



Friday, January 8, 2016 – Cerritos College

11110 Alondra Blvd, Norwalk, CA 90650
Automotive Partners Building / Room 11
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 p.m. Meeting
6:00 p.m. to 8:00 p.m. Dinner: To Be Announced

Saturday, January 9, 2016 – Sheraton Cerritos

12725 Center Court Dr S, Cerritos, CA 90703
Room: Garden Terrace
8:00 a.m. to 8:30 a.m. Breakfast
8:30 a.m. to 11:00 a.m. Meeting
11:00 a.m. – 12:15 a.m. Closed Session Board of Governors Interviews
12:20 p.m. – 12:45 p.m. Working Lunch (continued closed session)
12:45 p.m. to 3:00 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 Sandra Sanchez at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

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

II. CONSENT CALENDAR

- A. November 4, 2015 Meeting Minutes, Stanskas**
- B. Resolution Assignments, Morse**
- C. Noncredit Regional Meetings, Aschenbach**
- D. Professional Development College Modules, Rutan**

- E. Professional Development College Module on Peer Review, Rutan/Davison
- F. Personnel Manual, Adams
- G. Online Education Regional Meetings, Davison
- H. Accreditation Institute, Beach
- I. Curriculum Technical Assistance Visits, Adams
- J. AA to MA Program, Morse/Bruno
- K. The Best of the *Rostrum*, Adams
- L. Strategic Plan Status, Adams
- M. Spring 2016 Annual Report, Adams
- N. Audit Fee Survey, Bruno

III. REPORTS

- A. President's/Executive Director's Report – 30 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 – 15 mins., Bruno
The Executive Committee will be updated on recent state and federal legislation and take action as necessary.
- B. Board of Governors Interviews, 1 hour and 15 mins., Morse
The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.
- C. 2016 Academic Academy – 20 mins., May/Smith
The Executive Committee will make recommendations and consider for approval theme ideas and a preliminary draft program for the 2016 Academic Academy.
- D. Update to the Equivalence to the Minimum Qualifications Paper – 15 mins., Stankas
The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the *Equivalence to the Minimum Qualifications* paper.
- E. Online Education Initiative Pilot Colleges MOU – 20 mins., Freitas
The Executive Committee will provide feedback and guidance on the draft MOU on the operation of the OEI course exchange between the OEI pilot colleges.
- F. Local Curriculum Committee Visits and the Role of SACC – 20 mins., Freitas
The Executive Committee will discuss the implementation of the curriculum technical assistance program and the role of SACC in local curriculum visits.
- G. Attendance Accounting Issues – 20 mins., Davison/Freitas
The Executive Committee will provide guidance on how to proceed with discussion about attendance accounting issues.
- H. 2016 Spring Plenary Session Schedule – 20 mins., Adams
The Executive Committee will discuss the changes in the 2016 Spring Session

program to accommodate the other organizations in the joint program.

I. Basic Skills Definitions – 10 mins., Freitas

The Executive Committee will provide guidance to the Curriculum Committee on how to best address Resolution 7.05 F14 urging the development of a standard definition for basic skills courses.

J. Workforce Task Force Recommendation Implementation – 40 mins., Bruno

The Executive Committee will consider for approval the Board of Governors Task Force on Workforce, Jobs, and a Strong Economy implementation strategies including those recommendations that the ASCCC should lead, advise, or monitor.

K. Dual Enrollment Frequently Asked Questions – 20 mins., Davison

The Executive Committee will review a draft document from the Educational Policies Committee regarding frequently asked questions for dual enrollment and implementation.

L. Launchboard – 10 mins., Adams

The Executive Committee will consider partnering with other groups to enhance the Launchboard dashboard and increase its usability across all 113 colleges.

M. Open Educational Resources – 20 mins., Aschenbach/Davison/Morse

The Executive Committee will be updated about the activities of the California Open Educational Resources Council, will consider next steps to inform local senates regarding AB 798, and will consider the exploration of a community college specific OER initiative.

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. Part-Time Faculty Priorities – 30 mins., North/Freitas/Adams

The Executive Committee will discuss recommendations from the Part-Time Faculty Task Force regarding part-time faculty priorities.

D. ASCCC Audit – 10 mins., Adams/North

The Executive Committee will discuss the 2015 Fiscal Year audit.

E. Budget Performance, 10 mins., Adams

The Executive Committee will discuss the budget performance for the first half of the fiscal year.

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **January Executive Committee Meeting** – Cerritos – January 8-9, 2016
- **CTE Curriculum Academy** – Napa Valley Marriott – January 14-15, 2016
- **Innovation and Instructional Design** – Riverside – January 21-23, 2016
- **February Executive Committee Meeting** – Folsom – February 5-6, 2016
- **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

- January 21, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Feb. Executive meeting
- January 31, 2016:** Written updates to the Strategic Plan due to the Executive Director (see II. L. Strategic Plan)
- 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

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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**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
EVENTS²			
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.

I. E. Action Tracking as of December 28, 2015.xls

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/In Complete	Month Complete	Year Complete	Status/Notes
1 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 Piliat 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.
2 Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete			Pending-Morse will follow up again with CoFO
5 Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete			S&P chair will followup with CO
7 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 EC at a future meeting.
10 SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete			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.
11 The Best of the Rostrom	5. January	2015	II. F.	Adams	Future	Incomplete			Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant Rostrom articles including funding for its publication.
13 Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Freitas/Davison	Future	Incomplete			Nov 2015: This item needs to be raised at SACC again Dec 2015: An agenda item has been submitted for the January Exec meeting to request further guidance.
15 Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Davison	Future	Incomplete			The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
17 ASCCC Certification	6. February	2015	III. D.	Adams	Future	Incomplete			Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
18 Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Incomplete			Approved in concept – revisit the cost component. Dec 2015: An agenda item on this has been submitted for the January Exec meeting.
19 ASFCCE Foundation – Research Development	7. March	2015	II. D.	May	Future	Incomplete			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 Gimes-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.
October Meeting Minutes	November	2015	II. A.	Staff	Future	Complete	October	2015	Nov/Dec 2015: Regionals have been approved by Exec and will be held in April Staff will post the approved October minutes to the Senate website.

I. E. Action Tracking as of December 28, 2015.xls

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
ASCCC Advocacy Day	November	2015	II. E.	Bruno	Future	Incomplete			The Legislation and Advocacy Committee will establish an ASCCC advocacy day for spring 2015.
Needs Assessment Survey	November	2015	II. G.	Rico	Future	Complete	November	2015	RWLSC will administer the Needs Assessment Survey at the 2015 Fall Plenary Session and Via Survey Monkey following Plenary.
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 M/A pathway.
Instructional Design and Innovation Institute	November	2015	IV. C.	Adams	Future	Complete	November	2015	Adams will send a message to the field advertising IDI.
Effective Curriculum Processes Paper Outline	November	2015	IV. D.	Freltas	Future	Incomplete			Freltas 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.

EXECUTIVE COMMITTEE MEETING

Draft Minutes

Wednesday, November 4, 2015

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:40 p.m. and welcomed members and guests.

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

Liaisons present: J. Escajeda, Chancellor's Office; Rich Hansen, CCCI; Shaaron Vogel, FACCC

Guests present: Dan Crump, American River College; Nancy Golz, Merced College; Conan McKay, Mendocino College; Michelle Sampat, Mt. San Antonio College

Staff present: Sandra Sanchez, Executive Assistant

B. Approval of the Agenda

Adams pulled item V. D. ASCCC Audit because it is not ready for discussion at this time. This item will return in spring. The agenda was approved as amended.

C. Public Comment

McKay requested that the Executive Committee consider a discussion on funding for CTE Leadership Committee members to visit colleges and faculty who cannot attend the CTE regional meetings.

D. Calendar

Adams reminded members of upcoming meetings, events, and due dates. The January agenda deadline is Thursday, December 17, 2015. The *Rostrum* deadline is Monday, January 18, 2016.

E. Action Tracking

The Executive Committee discussed the action tracking spreadsheet. Adams updated members on items that are in progress or were recently completed.

F. Dinner Arrangements

The Executive Committee discussed dinner arrangements.

II. CONSENT CALENDAR

A. October 2-3 Meeting Minutes, Stankas

B. Noncredit Liaison Expectations, Aschenbach

- C. Legislative Liaison Position, Bruno**
- D. Online Education Regional Meetings, Davison**
- E. ASCCC Advocacy Day, Bruno**
- F. TASSC Survey on Services for Disenfranchised Students, May/Davison**
- G. Needs Assessment Survey, Rico**
- H. New Modules for the Professional Development College, Rutan**
- I. Outcomes for Institutes and Individual Breakout Sessions, Rutan**

Items II. B. and II. C. were pulled.

MSC (Davison/May) to approve the consent calendar as amended.

Action:

- Item A: Staff will post the approved October minutes to the Senate website.
- Item D: The Online Education Committee to hold a set of regional meetings in the spring prior to plenary.
- Item E: The Legislation and Advocacy Committee will establish an ASCCC advocacy day for spring 2015.
- Item F: The Transfer, Articulation, and Student Services Committee will distribute a survey on existing services for disenfranchised students in the California Community College System.
- Item G: The Relations with Local Senates Committee will administer the Needs Assessment Survey at the 2015 Fall Plenary Session and via Survey Monkey following plenary.
- Item H: The Faculty Development Committee will develop six new modules for the Professional Development College (PDC).
- Item I: Adams and Rutan will include outcomes in the 2016 Instructional Design and Innovation Institute program for each breakout session and the overall event.

B. Noncredit Liaison Expectations

This item was pulled to clarify that the expectations outlined for the noncredit liaison position are recommendations for local senates and not requirements.

C. Legislative Liaison Position

This item was pulled to clarify that the guidelines outlined for the legislative liaison position are recommendations for local senates and not requirements.

MSC (North/Aschenbach) to approve items II. B. and II. C.

III. REPORTS

A. President's Executive Director's Report

President Morse opened his report with a brief update on Chancellor Brice Harris' retirement in April. He acknowledged Chancellor Harris' outstanding job in leading the system and in respecting the faculty voice and the ASCCC. The Board

of Governors will begin its process for naming the next chancellor soon, and the ASCCC plans to have representation at these discussions.

The Accreditation Task Force Report received endorsement from the Chief Executive Officers (CEOs), Chief Instructional Officers (CIOs), Community College Independents (CCI), FACCC, and numerous local senates.

ASCCC representatives recently visited the UC Academic Council to present on C-ID. The UC faculty were engaged and interested in the possibilities of participating in C-ID, and they invited the ASCCC to return as the conversation continues.

Morse alerted the Executive Committee of recent issues with C-ID. In May 2015, the Chancellor's Office repositioned the C-ID grant from the Los Rios Community College District to Mt. San Antonio College. The ASCCC is currently working without a contracted budget for C-ID in place, which is of great concern. The Senate is using its reserve funds to host C-ID meetings and DIGs, pay stipends to faculty reviewers, and employ C-ID staff. Additionally, there are significant concerns with the Senate's role in the C-ID, which has not been formally agreed upon. The Senate recognizes these issues as high priorities and discussions with the Chancellor's Office will be in order very soon.

Morse acknowledged the success of the recent Area meetings and thanked all who participated for a job well done. He also informed members of his recent technical assistance visit to Antelope Valley College.

Adams provided the committee with an update on the audit. Due to delays with both the auditors and the Senate Office, the audit is not ready for discussion at this time. This item will return for discussion in the spring.

The Professional Development College modules are closer to launch. A glitch was discovered in one of the modules and there are plans to correct it and launch soon.

Adams attended the Basic Skills Advisory Committee meeting. Aschenbach was elected to be the committee's Co-Chair. This group will define the process for the \$70 million dollars on Basic Skills. Adams also attended the north CIAC meeting, the north CTE regional meeting, and a southern C-ID DIG.

Adams updated members on the current registration counts for the ASCCC's upcoming institutes. This year's Fall Plenary Session will host more attendees than ever before.

B. Foundation President's Report

May informed members that the ASFCCC's Annual Fall Report 2015 is now available on the Foundation website. The Professional Development College Basics 101 modules is anticipated to be available later this month.

The Areas will compete in a raffle at the 2015 Fall Plenary Session to raise funds for the Foundation. The grand prize will include registration to any three ASCCC events through July 2016. The other four prizes are registrations to each of the following institutes in 2016: Curriculum Institute, Accreditation Institute, Academic Academy, and the Faculty Leadership Institute. The area that purchases the most raffle tickets per person attending will win the coveted Monkey Trophy. The Foundation will also host a reception on Thursday evening at Plenary for its donors.

C. Liaison Oral Reports

- CCCI – Hansen updated members on CCCI's 2015 Fall Conference. CCCI also completed its second training session with legal advisors. The first session focused on negotiations and relationships with legal advisors, while the second session focused on investigations. Hansen closed his report with legislative updates on several cases that CCCI is closely following.
- FACCC – Vogel updated the committee on upcoming FACCC events. The Part-Time Faculty Symposium will take place on November 7, 2015 and will focus on advocacy and other part-time issues. The FACCC will also host the 2016 Policy Forum on accreditation in January and the 2016 Advocacy and Policy Conference in February.

FACCC is interested in working with counselors to develop an annual counselor conference. Members of the Executive Committee expressed concerns, as this interest may overlap with the work of the ASCCC. The Executive Committee requested that the ASCCC be included in these discussions if the interest persists.

Vogel completed her report with an update on legislation. The FACCC is focusing on mental health/health services, as well as its continued fight for part-time faculty service.

IV. ACTION ITEMS

A. Legislative Update

Bruno provided the committee with a brief update on legislation. AB 288 (Holden), AB 404 (Chiu), and AB798 (Bonilla) have all passed. On the other hand, SB 42 (Liu) and AB 968 (Williams) were vetoed by the Governor.

In accordance with the ASCCC Strategic Plan, the Legislative and Advocacy Committee (LAC) is developing a legislative agenda aligned with goals of the ASCCC and actively pursuing bills of interest. The LAC recently identified three areas of interest for inclusion in the ASCCC 2016 Legislative Agenda: Audit Fee Change, Stand Alone Course Approval, and Student Mental Health Services. The LAC is interested in partnering with the Chancellor's Office, FACCC, and other system partners to explore these areas further. Bruno noted this is a preliminary agenda that will likely grow as the 2016 legislation session advances.

MSC (Freitas/Davison) to confirm the development of the Legislative Agenda with the three areas of interest and to approve further exploration of these areas with our system partners.

Action:

Bruno will work with the Legislative and Advocacy Committee to explore its three areas of interest and continue to develop the 2016 Legislative Agenda.

B. Accreditation Institute

The ASCCC Accreditation and Assessment Committee developed a draft program for the annual Accreditation Institute in February. The Executive Committee reviewed the program and offered suggestions for breakout topics, including online education, student learning outcomes, and the Task Force on Accreditation Report.

The draft program is a first read with anticipated approval at the January Executive Committee meeting. No action was taken at this time.

C. Instructional Design and Innovation Institute

The Executive Committee reviewed the draft program for the Instructional Design and Innovation Institute (IDI) in January 2016. Members did not suggest any major changes to the current draft. Because the Executive Committee will not meet again until January, any modifications to the program will be resolved by Rutan and Adams in collaboration with other members.

The registration count for this event is low. The committee discussed ways to advertise the institute better and encourage more faculty to register.

Action:

Adams will send a message to the field advertising IDI.

D. Effective Curriculum Processes Paper Outline

At the 2015 Spring Plenary Session, the body approved Resolution 9.01 S15 calling for a paper on effective practices for local curriculum approval. Following the release of the report and recommendations from the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy, the ASCCC Curriculum Committee recognized the urgent need to spur local senates and

curriculum committees to review their local processes. The Committee drafted a white paper on effective local curriculum approval processes, which was approved by the Executive Committee and distributed to the field this fall. The Curriculum Committee is preparing to write the full paper and developed a draft outline for review.

The Executive Committee reviewed the outline and offered suggestions to incorporate information on the relationship with SLOs, effective practices for legislative curriculum, role of program and academic planning.

MSC (Goold/North) to approve the outline for the paper on effective curriculum practices.

Action:

Freitas will work with the Curriculum Committee to draft the paper on effective curriculum processes for review at the February and March 2016 meetings.

E. Workforce Taskforce Update and Direction

The ASCCC CTE Leadership Committee held three regional meetings in October to review the recommendations from the Task Force on Workforce, Job Creation and a Strong Economy and discuss implementation strategies for those recommendations that fall within faculty purview. Bruno noted that the CIOs are also discussing implementation with special attention to regional coordination and funding.

Overall, the regional meetings yielded good attendance; however, the fourth meeting in the central region was cancelled due to a lack of registrants. Goold suggested that the committee consider different ways to reach out to campuses or smaller departments that find it difficult to participate in these meetings because they are too far away.

Bruno and Goold provided the Executive Committee with an informational report on the findings of the regional meetings. No action was required at this time.

F. Equivalence to the Minimum Qualifications Paper

In Fall 2014, the body passed Resolution 14.01 calling for a revision to the *Equivalence to the Minimum Qualifications* paper. The Executive Committee reviewed the outline submitted by the ASCCC Standards and Practices Committee and provided feedback.

MSC (North/Rutan) to approve the outline for revision to the paper *Equivalence to the Minimum Qualifications*.

Action:

Stankas will work with the Standards and Practices Committee to revise the *Equivalence to the Minimum Qualifications* paper.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Escajeda provided the Executive Committee with an update from the Chancellor's Office:

- The Chancellor's Office has received positive feedback on the new curriculum process for policy hours and units, and there are plans to incorporate this into the PCAH. Work is also being done to develop an auto-approval system for non-substantial credit courses.
- The Chancellor's Office is working with CCC Tech Center to develop a new curricular inventory system that will be effective July 1, 2016 and replace Governet. It is important to note that incomplete records in the current Curriculum Inventory will not be transferred to the new system.
- A Title 5 workgroup is developing a handbook to provide strict parameters for the implementation of Bachelor's Degree programs at the 15 pilot colleges. A draft of the handbook will go to Consultation Council on November 19, and then to the Board of Governors in January 2016 as a first read. A \$750,000 Request for Applications (RFA) for the Bachelor's Degree Program will be selected on November 30, and will go to the Board of Governors for approval in January.
- Fifty-eight community colleges have met the SB 440 requirements to develop ADTs. Currently, there are 32 Transfer Model Curriculum (TMC) Templates and 1973 approved Associate Degrees for Transfer (ADT).
- The Chancellor's Office is in the process of surveying the field to identify courses that students are awarded for prior military experience.
- A \$60 million Request for Applications (RFA) for the Community College Basic Skills and Student Outcomes Transformation Program and a \$10 million RFA for the Basic Skills Partnership Pilot Program are under development and will be released in December 2015.

B. Board of Governors/Consultation Council

The Board of Governors have not met since the last Executive Committee meeting, so there are no updates at this time.

The Consultation Council met on October 8, 2015 and discussed allocation of the Equal Employment Opportunity (EEO) Fund. The EEO Committee forwarded a set of possible allocation metrics to Consultation for advice and input. More information is available in the Consultation digest. Morse noted, as these metrics become more defined, the Executive Committee may consider developing a resolution. However, at this time, the metrics are still very general.

Legislation, the Accreditation Task Force Report, and the Workforce Task Force recommendations were also discussed at Consultation.

C. Fall Plenary Session

The Executive Committee discussed final plans for the Fall Plenary Session beginning on Thursday. Morse and Adams informed new members about processes and protocol regarding the participation in the plenary session.

D. ASCCC Audit

Adams pulled this item from the agenda because the audit is not yet complete. This item will return for discussion in the spring.

E. GEAC General Education Area B4 Update

As recommended by the CSU Chancellor's General Education Advisory Committee, the California State University will allow the statistics pathways curriculum to satisfy the Quantitative Reasoning requirement through Fall 2019. The CSU Academic Senate has expressed a desire to open a conversation with several groups, including the ASCCC, about what the expected minimum competency in quantitative reasoning is for those earning Baccalaureate degrees.

This item served to inform the Executive Committee and provide it the opportunity to discuss these developments. A breakout will also be held at plenary to alert the field. This item will return for further discussion, and possible action, as new developments occur.

F. Approval of the PCAH 6th Edition and the Consultation Process

The 6th edition of the Program and Course Approval Handbook (PCAH) is currently being drafted by a writing team of faculty and CIOs, under the guidance of SACC, with the goal of obtaining approval from the Board of Governors by May 2016. The Board of Governors Standing Order 332(c) requires that "the Academic Senate be primarily relied upon whenever a policy involves an academic and professional matter." This raises the question as to whether the Executive Committee will need to adopt a resolution recommending that the Board of Governors approve these revisions to the PCAH.

Morse clarified that the Academic Senate has deputized the faculty members of SACC to approve these changes. Regulatory changes, however, must go through the Senate's resolution process.

VI. REPORTS

A. Standing Committee Minutes

- i. Faculty Development, Rutan
- ii. Noncredit, Aschenbach
- iii. Online Education, Davison
- iv. Relations with Local Senates, Rico
- v. TASSC, May

B. Liaison Reports

- i. COERC, Davison

- ii. FACCC, Crump
- iii. Online Teaching Conference Planning Group, Davison
- iv. SACC, Freitas
- v. SSSP and Student Equity Directors Training, Rico
- vi. TTAC, Freitas
- vii. Helmsley Charitable Trust Convening, Freitas

VII. ADJOURNMENT

The Executive Committee meeting was adjourned at 5:00 p.m.

Respectfully submitted by

Sandra Sanchez, Executive Assistant
Julie Adams, Executive Director
John Stankas, Secretary



Executive Committee Agenda Item

SUBJECT: Resolution Assignments		Month: January	Year: 2016
		Item No. II B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2015 Fall Plenary Session.	Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Resolution #	Year	Title	Assigned
2.00	F15	ACCREDITATION	
2.01	F15	Adopt the ASCCC Paper Effective Practices in Accreditation	Executive Director
2.02	F15	Endorse the CCCCCO Task Force on Accreditation Report	President
7.00	F15	CONSULTATION WITH CHANCELLOR'S OFFICE	
7.01	F15	LGBT MIS Data Collection and Dissemination	President
7.02	F15	Support for Authorization Reciprocity Agreements	President
7.03	F15	Ensuring Accurate Information in the California Virtual Campus Catalog	Online Committee
7.04	F15	Economic Workgorce Development (EWD) Program Evaluation	CTE LC
9.00	F15	CURRICULUM	
9.01	F15	Creation of Local Online Education Rubrics	Online Committee
9.02	F15	Defining the Parameters of the California Community College Baccalaureate Degree in Title 5	SACC
9.03	F15	Baccalaureate Level General Education at the California Community Colleges	SACC
9.04	F15	Limitations on Enrollment and Admission Criteria for Baccalaureate Programs	SACC
9.05	F15	Upper Division General Education Curriculum for Baccalaureate Pilot Programs	President
9.06	F15	Support for Baccalaureate Pilot Programs	President
9.07	F15	Definition of Regular, Effective, and Substantive Contact	Online Committee
9.08	F15	Evaluation of the Effectiveness of Local Curriculum Processes	Curriculum Committee
9.09	F15	Revisit the Title 5 Definition of the Credit Hour	Curriculum Committee
9.10	F15	Professional Guidelines and Effective Practices for Using Publisher	OEI Representatives
9.11	F15	Oppose External Honors Programs	Curriculum Committee
9.12	F15	Support Local Development of Curricular Pathways	Curriculum Committee
9.13	F15	Develop Descriptors for Alternative Prerequisites for Statistics	C-ID
9.14	F15	Resolution in Support of Credit ESL	Noncredit Committee
10.00	F15	DISCIPLINES LIST	
10.01	F15	Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges	Standards and Practices
12.00	F15	FACULTY DEVELOPMENT	
12.01	F15	Hiring Culturally Aware Faculty	Professional Development Committee
12.02	F15	Mutually Agreed Upon Criteria for Setting Hiring Priorities Campus-wide	President/FDC
13.00	F15	GENERAL CONCERNS	
13.01	F15	Addition of Course Identification Numbers (C-ID) to College Catalogs and Student Transcripts	C-ID
13.02	F15	Update System Guidance for Noncredit Curriculum	Noncredit Committee
13.03	F15	Opposition to Compensation for Adoption of Open Educational Resources	President
13.04	F15	Faculty Participation and Leadership in CTE Regional Consortia	CTE LC
13.05	F15	Condolences for Colleges and Universities Affected By Violence	President
15.00	F15	INTERSEGMENTAL	
15.01	F15	Adoption of Statement on Competencies in the Natural Sciences	President



Executive Committee Agenda Item

SUBJECT: Noncredit Regional Meetings		Month: January	Year: 2016
		Item No: II. C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval Noncredit Regional Meetings for spring 2016.	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2015, the Noncredit Committee held two regional meetings, north and south, for the first time to provide the field with noncredit information and help colleges formulate plans for using noncredit to accomplish AB86 and CDCP objectives.

Since those regionals, noncredit has been a popular topic at the Curriculum Institute, Curriculum Regionals, and Fall Plenary. Plus, technical visits with a noncredit emphasis have been conducted, and faculty at other events like the Association of Continuing and Community Education (ACCE) regional meetings have requested opportunities for more training about noncredit and more ideas about how noncredit is being used at other colleges.

The 2015-2016 Noncredit Committee would like to hold another set of regional meetings in Spring 2016. The intent is to share information with the field about noncredit basics and the potential for an expansion of noncredit to address objectives within Student Equity Plans, Student Success and Support Program Plans, Adult Education Block Grants, the Basic Skills Initiative, and Workforce Taskforce recommendations. The committee would seek two colleges, one north and one south, willing to host the events.

The structure of the regionals would be similar to the structure of Curriculum and Online regionals: a general session in the morning with updates from the Noncredit Committee and Chancellor's Office and perhaps a noncredit nuts and bolts presentation. Following the general session would be breakouts with topics that may include program and curriculum examples; more information about the potential for noncredit to address current grants, plans, and initiatives; technical assistance for CDCP course entry; and others. While some of these topics have been and continue to be covered at other ASCCC events, the audience is expected to primarily be noncredit practitioners and faculty leaders or administrators interested in developing noncredit, which is different than most plenaries and institutes.

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

Given other ASCCC events already scheduled for spring 2016, the Noncredit Committee suggests scheduling Noncredit regionals for April 15 & 16, 2016 (preferred, before Plenary) or April 29 & 30 (second choice, after Plenary).



Executive Committee Agenda Item

SUBJECT: Professional Development College (PDC) Modules		Month: January	Year: 2016
		Item No: II D	
DESIRED OUTCOME: The Executive Committee will consider for approval tasking the suggested groups/committees with the development of the approved modules for the Professional Development College (PDC).		Attachment: NO	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the November meeting, the Executive Committee approved the development of five additional modules for the Professional Development College (PDC). These modules were

- *Basics of Academic Senates*
- *Inmate Education*
- *Minimum Qualifications and Equivalency*
- *Increasing Inclusivity Through Better Communication*
- *Hiring of Diverse Faculty*

At the December meeting of the Faculty Development Committee (FDC), the committee discussed possible individuals or committees to develop each of these modules. The FDC recommends that the Executive Committee assign the development of these modules to the following committees or groups of individuals.

- **Basics of Academic Senates:** Relations with Local Senates Committee using a PowerPoint presentation originally prepared by Mark Wade Liu and the newly adopted Local Senates Handbook.
- **Inmate Education:** Julie Adams and Cleavon Smith
- **Minimum Qualifications and Equivalency:** Standards and Practices Committee
- **Increasing Inclusivity Through Better Communication:** Faculty Development Committee
- **Hiring of Diverse Faculty:** Adrienne Foster and the Equity and Diversity Action Committee (EDAC)

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



Executive Committee Agenda Item

SUBJECT: Professional Development College (PDC) Module on Peer Review		Month: January	Year: 2016
		Item No. II. E	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the recommended direction to address Resolution 19.03 S2013.	Urgent: NO	
CATEGORY:		Time Requested:	
REQUESTED BY:	Rutan/Davison	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	X
		First Reading	X
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August 2015 Executive Committee meeting, Resolution 19.03 S2013 was assigned to the Faculty Development Committee (FDC). The resolution includes the following resolved clause:

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

Previously, the Academic Senate has assigned this resolution to a task force in 2013-14 and to the Professional Development Committee in 2014-15. Following the end of 2014-15, the Professional Development Committee recommended that this resolution be assigned to the Educational Policies Committee to be completed. Following conversations between the chairs of the Faculty Development Committee and the Educational Policies Committee, we are recommending the Educational Policies be tasked with collecting the best practices on peer review and that Faculty Development Committee use the information collected to develop a new module for the Professional Development College on effective peer review.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Personnel Manual		Month: January	Year: 2016
		Item No: II. F	
DESIRED OUTCOME: The Executive Committee will consider for approval revisions to the ASCCC Personnel Manual.		Attachment: YES (via ASCCC website)	
		Urgent: YES	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Julie Adams	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

There have been a number of new laws affecting employment practices that passed recently which required our Personnel Manual to be updated. Since our manual has not been reviewed for over 5 years, we hired a human resources professional to review the entire manual. The human resources professional suggested numerous changes which are reflected in the attached manual. Please note that the human resources professional comments have been left in to assist you with understanding why the changes were made. In summary, most changes were suggested because of new laws and others were to bring our policies in line with effective personnel practices.

The changes to the Personnel Manual were sent to Executive Committee members in December and only one comment was received.

The revised Personnel Manual is available on the ASCCC website under the January Executive Committee Meeting: http://asccc.org/executive_committee/meetings

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



Executive Committee Agenda Item

SUBJECT: Online Education Regional Meetings		Month: January	Year: 2016
		Item No: II G	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft agenda for Online Education Regional Meetings.	Urgent: YES / NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Online Education Committee has created a proposal for the agenda for the Online Education Regionals, to be held April 8-9, 2016. Additional suggestions for inclusion in the breakouts and/or the general sessions are requested.

Online Education Regionals

Friday, 8 April 2016, College of San Mateo

Saturday, 9 April 2016, South Location (TBD)

Draft Schedule:

8:45-9:30	Registration and Continental Breakfast
9:30 – 10:30	General Session – Updates
10:30 – 10:45	Break
10:45 – 11:45	General Session Continued
12:00 – 12:45	Lunch
12:50 – 1:50	Breakout #1 (2-3 breakouts)
2:00 -- 3:00	Breakout #2 (2-3 breakouts)
3pm	Dismissal

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

Breakout Session Possibilities

Online Education and Accessibility

Regular and Effective Contact

Online Professional Development

Course Design and Online Instruction

Canvas Transition – Struggles and Successes

DE Addendum/Accreditation/Other issues

Cool4Ed/OER

Equity and Online Education

Academic Advising for Online

Non-DE online resources - using DE tools for non-DE courses

Online student success and how to move this needle

Nontraditional online - labs, CTE, basic skills, noncredit, inmate education



Executive Committee Agenda Item

SUBJECT: 2016 Accreditation Institute Program		Month: January	Year: 2016
		Item No: II. H.	
DESIRED OUTCOME: The Executive Committee will consider for approval the program for the 2016 Accreditation Institute.		Attachment: YES	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Accreditation and Assessment Committee will host the annual Accreditation Institute February 19-February 20, 2016. The committee has finalized the breakout and general sessions and has identified many presenters. Additionally, ASCCC Executive Committee members who plan to attend are asked to consider participating in breakouts where they have expertise. This is a second read and action needs to be taken in order to finalize the presenters and complete the planning of the institute.

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

ASCCC Accreditation Institute
February 19-20, 2015
San Diego Marriott

PEER REVIEW: COLLEGIALITY, COLLABORATION,
OPTIMISM, AND EXCELLENCE

ALL PRESENTERS ARE TENTATIVE

Friday, February 19

9:00AM Continental Breakfast and Check-In

10:00 – 11:00 General Session 1

Welcome

“Peer Review in Action: The Institutional Effectiveness Partnership Initiative and the Benefits of Peer Consultation for Accreditation.”

Theresa Tena, IEPI

Julie Bruno, ASCCC Vice President

Presenter, TBD

Presenter, TBD

Look for presenters who have served on a PRT, Have been visited by a PRT. SP 15 PRT groups. Work with Matthew Lee and look for names.

The importance and value of peer review were reaffirmed in the CCCCO's Accreditation Task Force's report as benefit of the accreditation process, and the CCCCO's Institutional Effectiveness Partnership Initiative (IEPI) seeks to engage community colleges in that spirit of collegiality that makes peer review valuable. This general session is a conversation with stakeholders on the benefits of peer review as the primary driver of accreditation. Panelists and representatives with the IEPI discuss success stories and new ideas and innovations that have resulted through the peer review process, including advancements in SLOs, integrated planning, and resource allocation models.

Outcomes: Attendees learn about and understand the IEPI approach to peer review and innovations that have happened as a result of peer review collaboration.

11:15 – 12:15 Breakout Session 1

Breakout 1: "Accreditation 101"

Craig Rutan, ASCCC Area D Representative

ACCJC Representative TBD

Presenter, TBD

So, this is your first accreditation institute, huh? This breakout provides the general overview you're looking for. Learn about the accreditation process and the four standards that work together to define the institution's competence to promote student success, academic quality, institutional integrity, and excellence in all academic programs including career technical education programs. This session will also describe the requirement to establish and report Institution Set Standards and Substantive Change.

Outcomes: Attendees will learn fundamentals of the accreditation process and the ACCJC standards, including the requirement for Institution Set Standards and Substantive Change.

Breakout 2: "The Infrastructure of Accreditation: The Department of Education and The Regional Accreditors"

Alice Taylor, West Los Angeles College

Rebecca Wolniewicz, Southwestern College

Presenter, TBD

Many myths and questions continue to surround the role the federal government plays in the accreditation process and the regional accreditation system currently used in higher education in the United States. In this breakout, presenters clarify the roles and responsibilities of the regional accreditors, the Council for Higher Education Accreditation, National Advisory Committee on Institutional Quality and Integrity. Presenters will outline the steps required to become accredited by a regional accreditor.

Outcomes: Attendees will explore the steps to become accredited by a regional accrediting agency as well as the role of the Higher Education Act and government agencies in community college accreditation.

Breakout 3: "Effective Practices in Accreditation: Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity"

María del Rosario C. Biddenback, Napa Valley College

Stephanie Curry, Reedley College

Presenter, TBD

The ASCCC recently approved the paper “Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle.” This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity. This presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies.

Outcomes: Attendees discuss Standard I and effective practices for meeting relevant ACCJC eligibility requirements and policies.

Breakout 4: “Disaggregating Student Learning Outcomes Data: The Next SLO Frontier?”

Randy Beach, At-Large Representative

Jarek Janio, Santa Ana College

Mike Howe, RP Group

Craig Hayward, Irvine Valley

Colleges now held to the revised ACCJC standards (I.B.6) are required to collect and analyze student learning outcomes data in order to disaggregate that data and identify achievement gaps for subpopulations of students. While some see potential for achieving greater student success equity with this requirement, others question the validity, even the morality, of the practice. In this joint breakout with the RP Group and ASCCC, presenters and attendees will engage in a conversation about outcomes data disaggregation and what challenges and opportunities may face colleges related to this standard.

Outcomes: Participants will become aware of standard I.B.6 as well as the variety of viewpoints on the use of disaggregated data to improve student success for identified subpopulations.

12:30 – 2:00 Lunch

General Session 2

Welcome

David Morse, ASCCC President

Ginni May, ASCCC Foundation President

“Meeting the Standards: Data and Evidence”

Matt Wetstein, RP Group

Kelly Cooper, West Valley College
John Stankas, Executive Committee

It's one thing to have data on your institution's effectiveness, but sometimes the hardest part of an accreditation process is working with that data and then telling your story effectively. In this general session, presenters will provide concrete effective practices for using data to meet the standards, analyzing data for improvement, and documenting your institution's dialog on effectiveness data.

Outcomes: Attendees will develop a list of concrete practices for working with data to meet standards and tips for facilitating meaningful conversations regarding data that lead to program improvements.

2:15 – 3:30 Session 2

Breakout 1: "How To Help Your Evaluation Team Help You: Peer Review and Your ACCJC External Visiting Team"

María del Rosario C. Biddenback, Napa Valley College

Stephanie Curry, Reedley College

Alice Taylor, West Los Angeles College

ACCJC Representative TBD

The external visiting team is the face of ACCJC for most college staff and faculty during the time of a visit. But what is the role of the team in the process and how can your college ensure the team has all it needs to do a comprehensive and fair evaluation? From the moment you begin collecting data to write your self-evaluation to the moment the team leaves your campus, there are concrete ways you can create your report, catalog the evidence, provide updates and information for the team, and prepare for the team's visit that will support a positive experience for all involved. Presenters will discuss those actions and suggest dos and don'ts for working with your external team.

Outcomes: Attendees will learn ways to prepare a self-evaluation report that is user-friendly and anticipates the needs of the visiting team. Attendees will also learn from the experiences of past site team members and share their own experiences.

Breakout 2: "Designing Data Metrics in Program Review: What Are the Questions to Ask?"

Kelly Cooper, West Valley College

Presenter, TBD

Presenter, TBD

Collecting, managing, and analyzing data can be a daunting task for colleges when completing institutional planning efforts such as program review. SLO data, achievement data, and institution set standards data are just a few data points upon which colleges should take action, but often faculty and others without training in research analysis fall short of meaningful data analysis. This breakout focuses on the kinds of data colleges should consider collecting and tools for analyzing the data.

Outcomes: Attendees will identify important data points for institutional planning and learn strategies for analyzing the collected data.

Breakout 3: "Effective Practices in Accreditation: Standard II Student Learning Programs and Support Services"

Rebecca Wolniewicz, Southwestern College

Randy Beach, At-Large Representative

Presenter, TBD

The ASCCC recently approved the paper "Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard II: Student Learning Programs and Services with a focus on the requirements regarding student learning outcomes and distance education. This presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies.

Outcomes: Attendees discuss Standard II and effective practices for meeting relevant ACCJC eligibility requirements and policies.

Breakout 4: "The IEPI Framework: Integrated Planning And Disaggregating Data"

Ginni May, ASCCC South Representative

Andrew LaManque, Associate Vice President for Instruction, Foothill College

Presenter, TBD

The Institutional Effectiveness Partnership Initiative (IEPI) Policies, Procedures, and Practices Work Group is creating a Best Practices Framework/Guide that could be used by Partnership Resource Teams (PRT) and colleges for institutional effectiveness efforts. The first two areas for this framework/guide are Integrated Planning and Disaggregation of Data as these pertain to college practices and processes. Members of the work group will present their work thus far in these two areas, and invite attendees to share suggestions and feedback for approaches to identifying these "best practices".

Outcome: Attendees will learn about effective practices for integrated planning and data disaggregation based on the work of the IEPI.

3:45 – 5:00 Session 3

Breakout 1: “Education Centers and Off-Site Locations: Addressing the Standards in Every Location”

Craig Rutan, ASCCC Area D Representative

Stephanie Curry, Reedley College

Presenter, TBD

Single and multi-college districts that offer courses at education centers recognized by the CCCCCO must ensure planning processes are equitable throughout the district. Presenters will highlight standards where attention should be paid to your district’s educational locations in areas such as instructional quality, student services, facilities maintenance and planning, human resources, technology, funding allocations, integrated planning, and other aspects of the accreditation process.

Outcomes: Attendees will develop a list of accreditation standards which are most relevant to their Higher Education Centers and discuss strategies for addressing those standards.

Breakout 2: “The A to Z of DE: Accreditation and the Online Classroom”

Dolores Davidson, ASCCC Area B Representative

Alice Taylor, West Los Angeles College

Presenter, TBD

External evaluation teams often enter online courses as part of the team site visit process, but what exactly are they looking for? What are they looking for in terms of equitable student services for online students? What about effective student-teacher contact? This breakout with the ASCCC Online Education Committee highlights what team members will consider when reviewing online courses and services and what areas colleges should focus on to comply with standards and improve institutional effectiveness.

Outcomes: Attendees will understand key elements of online classes and services that are emphasized in the accreditation process and what practices to encourage among their faculty teaching online.

Breakout 3: Equity and Accreditation

Cleavon Smith, ASCCC Exec

John Stankas, Executive Committee

Presenter, TBD

The term “equity” in the context of accreditation standards includes many areas: academic quality, student services, institutional integrity, human resource practices, disaggregation of SLO assessment data and other areas. This breakout with the ASCCC Equity and Diversity Action Committee will focus on institutional practices intended to increase equity and how to leverage student equity initiatives to meet accreditation standards.

Outcomes: Attendees will review standards related to equity and learn practices for addressing them, especially in light of the student equity initiatives statewide.

Breakout 4: Effective Practices in Accreditation: Standard III Resources

Randy Beach, At-Large Representative

Matt Wetstein, RP Group

Presenter, TBD

The ASCCC recently approved the paper “Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle.” This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard III: Resources including an emphasis on part-time faculty involvement, student learning outcomes in evaluations, and addressing total cost of ownership for facilities and budget planning.

Outcomes: Attendees discuss Standard III and effective practices for meeting relevant ACCJC eligibility requirements and policies.

5:30 ASCCC Foundation Reception

Saturday, February 21

8:30 – 9:45 Session 4

Breakout 1: Data Visualization: Making Sense of the Numbers

Kelly Cooper, West Valley College

Stephanie Curry, Reedley College

Presenter, TBD

Analyzing and discussing data can lead to improved student success and institutional effectiveness practices, but presenting the data in a digestible format is a crucial step in facilitating college-wide dialog. In this breakout learn about tools to help you present and disseminate data for all types of audiences and effective practices for involving everyone in the discussion.

Outcomes: Attendees will learn about tools and practices for presenting data to all constituencies on campus.

Breakout 2: Student Learning Outcomes and Program Review: Student Learning Assessment as the Driver for Program Improvement

Randy Beach, At-Large Representative

Jarek Janio, Santa Ana College

Jim Fillpot, Dean, Institutional Research & Resource Development, Chaffey College

Laura Hope, Dean, School of Instructional Support and Library Services, Chaffey College

Student learning outcomes assessment data constitute grassroots advocacy for program improvement and student success, as well as innovation in the classroom, and colleges that are still struggling with closing the loop on outcomes assessment as change mechanism for program improvement face rigorous scrutiny by accrediting teams and sanction. In this breakout, ASCCC Accreditation and Assessment Committee members and Institutional Effectiveness Partnership Initiative presenters will provide models for using outcomes assessment data in program review not only to comply with the standards but also to increase student success and bring about program improvements.

Outcomes: Attendees will review basic principles of student learning outcomes assessment as a means of defining program improvements and examples of program review processes that integrate student learning outcomes data.

Breakout 3: Effective Practices in Accreditation: Standard IV Leadership and Governance

Craig Rutan, ASCCC Area D Representative

Presenter, TBD

Presenter, TBD

The ASCCC recently approved the paper "Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that

have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard IV: Leadership and Governance including participatory decision-making, and the expectations for CEOs, Governing Boards, and multi-college districts.

Outcomes: Attendees discuss Standard IV and effective practices for meeting relevant ACCJC eligibility requirements and policies.

Breakout 4: The New Standards: Conversations and Reflections

Alice Taylor, West Los Angeles College

María del Rosario C. Biddenback, Napa Valley College

ACCJC Representative TBD

Presenter, TBD

As more and more colleges are held accountable for the newly revised standards, dialog and conversation among community college faculty and staff is essential to help colleges interpret the new standards and take actions now to address them. In this breakout, faculty and staff from colleges such as Napa College and the Los Angeles Community College District will discuss their experiences with the new standards to date.

Outcomes: Attendees will discuss the newly revised 2014 ACCJC standards with faculty and staff from colleges that have been visited or will soon be visited by a site team to learn tips and advice for their own district.

10:00 – 11:45 General Session 3

The Quality Focus Essay

Bob Pacheco Dean of Institutional Planning, Research and Grants, Mira Costa College and Assessment Chair for the Research and Planning Group

ACCJC Representative TBD

Other Panel guests

The newly revised standards now expect colleges to submit a Quality Focus Essay that explains and commits to two or three areas for further study, improvement, and enhancement of academic quality. These areas of further development are intended to enhance student outcomes and student success. In this general session we will discuss the requirement, what a QFE should and should not do, and strategies for writing a QFE that lead to meaningful and sustainable change.

Outcomes: Attendees understand the purpose of the QFE and learn strategies for writing one.

Closing Remarks

Randy Beach



Executive Committee Agenda Item

SUBJECT: Technical Assistance Curriculum Visits		Month: January	Year: 2016
		Item No: II. I.	
DESIRED OUTCOME: The Executive Committee to consider for approval the costs associated with providing technical assistance on curriculum issues.		Attachment: NO	
		Urgent: YES / NO	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Julie Adams	Julie Adams	Consent/Routine	X
STAFF REVIEW ¹		First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its March 2015 Executive Committee meeting, members approved by consensus the following technical assistance process for addressing local curriculum issues. The original costs proposed in the March item was \$1,000 per visit to cover the travel costs of the CIO and curriculum chair or representative. However, the Executive Committee directed the Executive Director to bring back a cost proposal to a future meeting for consideration and possible approval.

The Executive Director proposes that the colleges requesting Curriculum Technical Assistance Visits be charged for actual costs of travel for both representatives. However, in those situations where technical assistance is urgent and the college does not have funding, the ASCCC would cover the travel costs and explore if the CCCCIos would do the same. The purpose of the technical assistance is to help local colleges and funding should not be a barrier.

ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE CURRICULUM APPROVAL PROCESSES

(A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs)) The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral

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

action by any of the parties involved in the local curriculum processes. The jointly-sponsored program does not replace the individual services offered by the CCCCIO to chief instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the CCCCIO and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of curriculum processes. The president of the Academic Senate and the president of the CCCCIO are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president. This joint program is coordinated and implemented by the President of the CCCCIO and President of the Academic Senate under policies established by their respective boards. Each district or college using the service is expected to reimburse the travel expenses for the assistance team members. The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

INFORMATION PRESENTATION

The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum. The presentation is done by a representative of the CCCCIO and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

ADVISORY ASSISTANCE

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by one to two representatives of the Academic Senate and the CCCCIO over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the administration. A written advisory report is provided by the assistance team to the district or college

within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team during its visit, makes recommendations for addressing the issues, and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the CIO and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of one to two representatives from the CCCCIO and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the CCCCIO, working with local college representatives.

COSTS

In an effort to offset travel costs associated with the CCCCIO and ASCCC President participation in these events, colleges will be charged a small fee of \$1,000 per visit.



Executive Committee Agenda Item

SUBJECT: AA to MA Program		Month: January	Year: 2016
		Item No. II.J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider authorization to pursue the AA to MA program.	Urgent: No	
CATEGORY:		Time Requested:	
REQUESTED BY:	Morse/Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW:	Julie Adams	Consent/Routine	x
		First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Faculty diversity has been an important topic for the ASCCC for many years, and increasing faculty diversity was included as an aspect of the ASCCC 2015-2018 Strategic Plan adopted in Spring 2015. One suggestion for addressing this issue has been that we recruit our own students to become faculty members. This strategy might not only help to diversify our faculty, given that our student population is significantly more diverse than our faculty ranks, but would also help us to create pools of potential faculty who better understand and can relate to our students and our mission.

To this end, Chancellor’s Office Interim Legal Counsel Thuy Nguyen has proposed the creation of an “AA to MA” program that would encourage our students to pursue master’s degrees, both MA and MS, and to then consider careers in community college teaching. The program may include loan forgiveness for students, developing programs for tutoring and teaching assistantships to create student interest, and other aspects. In consultation with the ASCCC President and Vice-President, the Chancellor’s Office has proposed a task force of representatives from the ASCCC, CCLC, the Chief Instructional Officers, the Chief Human Resources Officers, FACCC, and the CCCCCO that would work to develop this program. Each of the other organizations would likely appoint one representative; the ASCCC would have several appointees.

The intent of this agenda item is for the Executive Committee to endorse and authorize ASCCC participation in this project.

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



Executive Committee Agenda Item

SUBJECT: The Best of the <i>Rostrum</i>		Month: January	Year: 2016
		Item No: II K.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval creating a compendium of still relevant <i>Rostrum</i> articles.	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In January 2015, the Executive Committee approved by consensus the creation of a compendium of still relevant *Rostrum* articles. Similar to the “Red Book”, published by the AAUP, an ASCCC volume of this type could be an important ongoing resources for local senates. The Executive Director was directed to bring back a proposal on how to build such a compendium for discussion to a future Executive Committee meeting.

As stated in the January 2015 agenda item, “articles can largely be divided into two categories. Some are written to address immediate concerns or issues or to offer guidance on potential or certain changes that are happening at the time of the publication. Others are more philosophical and could be applied to almost any time period.” All articles are available on the ASCCC website, but older articles that could still be helpful are outnumbered and buried by the more immediate issue-driven type of articles so faculty are less likely to access this information that may be useful and relevant to them.

Each Standing Committee has a listing of relevant articles published by committee chairs or members. The Executive Director proposes that each standing committee (not just the chairs) review the list of *Rostrum* articles for inclusion in the *Rostrum* compendium following the criteria listed below:

- Philosophical or dealing with standing ASCCC principles
- Offer guidance that can apply to any time period, regardless of the context of the original publication

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

- Deal with issues that are perennial faculty concerns not bound to a specific time period

The Executive Committee will consider for approval directing standing committees to create a list of possible articles for inclusion in their end of year report due in May. The Local Senates Committee and all Executive Committee members will also review past *Rostrums* not necessarily authorized by a committee for inclusion in the compendium.

In May, the Executive Committee will consider for approval the articles for publishing in the compendium and approval for funding to publish the document.



Executive Committee Agenda Item

SUBJECT: ASCCC Strategic Plan		Month: January	Year: 2016
		Item No: II. L	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review the ASCCC Strategic Plan and provide updates as necessary.	Urgent: NO	
CATEGORY:		Time Requested:	
REQUESTED BY:	Consent	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The delegates approved the ASCCC Strategic Plan last spring plenary session and the Executive Committee approved its strategic priorities for 2015 – 16 at its May meeting. During this fall term, progress has been made in a number of the priorities identified by the Executive Committee. On the attached Strategic Plan several updates to the priorities have been added based on the Executive Director’s interactions with standing committees, discussions with Chancellor’s Office staff, as well as her conversations with other groups and Executive Committee members. The Executive Committee will review the Strategic Plan and provide written updates to the Executive Director **no later than January 31st**. The updated information will be used to inform the ASCCC Annual Report.

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

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

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

Strategies	Actions	Lead	Support	Resource	Due Date
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Yes – travel	
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.	The Executive Committee will consider for approval an agenda at the January Exec meeting.	Legislative Advocacy Committee Chair	Executive Director	Yes-Committee meeting costs	June 2016
C. Develop a public relations campaign to promote the visibility of the ASCCC.		Executive Director	Creative Director	Yes--Materials	June 2016
D. Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Yes-conference attendance	
E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.		CoFO Representatives	Executive Director	No	

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

A. Include Legislative Advocacy topics at appropriate ASCCC Events.	Advocacy topics are presented at plenary sessions and other events as appropriate. In addition, the ASCCC has approved a resolution requesting that each local senate appoint an ASCCC legislative liaison. In spring, a campaign will be launched to get all 113 colleges	Legislative Advocacy Committee Chair	Executive Director	No	June 2016
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to appoint a legislative liaison. Finally, the newly approved ASCCC Legislative agenda will promote the ASCCC's presence in legislative activities. All of these activities will provide multiple training for matters of advocacy and leadership.

GOAL 2: ENGAGE AND EMPOWER *DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of "diverse groups"

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.	This goal is part of the ASCCC draft PD Plan.	Professional Development Chair	Executive Director	Yes—PDC costs	June 2016
B. Identify resources to fund and thus increase the attendance of diverse faculty at ASCCC events.		Executive Director		Yes -- scholarships	

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

A. Develop a cultural competency plan.		EDAC Committee	Executive Director	Yes -- committee costs	6/30/16
B. Increase outreach activities.		Committee chairs	Executive Director	No -- scholarships	6/30/16

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

Strategies					Lead	Support	Resource	Due Date
Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.								
<p>A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.</p>				President, PD Cmte Chair, Executive Director			No	
<p>B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.</p>				Executive Director			No	
<p>C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.</p>	President, Vice president, and executive director have worked with the Chancellor's Office and other groups to ensure the ASCCC primary in professional development.			President, VP, Executive Director			No	June 2016
<p>D. Develop relationship and collaborate with other professional development organizations on events.</p>	The ASCCC has partnered with the Chancellor's Office on the Equity Summits, IEPI professional development on institutional effectiveness, the CTE Curriculum Institute with CCCAOE, and the ASCCC Plenary Session with CIOs, CCCAOE, CSOs, and other groups.			All EC members			No	June 2016
<p>E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.</p>				Executive Director			Yes— conference attendance	June 2016

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

A. Design and implement a comprehensive ASCCC Professional Development Plan.	The FDC is in the process of creating a draft professional development plan. The Committee hopes to have the plan on the February Exec Agenda for consideration for approval.	PD Chair and Executive Director	Yes—meeting	June 2016
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GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Strengthen partnership with the Chancellor's Office Divisions.		EC Members			
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.		EC Members			

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

A. Create a communication plan.		Executive Director	Executive Committee members	No	June 2016
B. Create a master calendar of events.		Executive Director	Staff		

Objective 4.3. Visit all CCC colleges.

A. Develop short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director	No	June 2016
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GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase applications for appropriate short-term and long-term grants.		Executive Director, Foundation Directors	Foundation directors and Executive Committee members	Yes—possible grant writer	June 2016
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.		President	Executive Director		
C. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		

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

A. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.		Executive Director	President		
B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.		President, Vice President, and Executive Director			

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

A. Maintain current grants		Executive Director	President		June 2016
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Executive Committee Agenda Item

SUBJECT: Spring 2016 Annual Report		Month: January	Year: 2016
		Item No: II M.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval of the development of an Annual Report for Spring 2016.	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2013, delegates passed resolution 1.04 directing the Executive Committee to develop an annual report. The resolves state:

Resolved, That the Academic Senate for California Community Colleges, similar to other nonprofit organizations, develop an annual report to publicize its self-review results and ongoing accomplishments on behalf of the faculty statewide, with the first publication of this report to be completed by Fall 2014.

Last year, the Spring 2015 annual report was well received. This item proposes that the Executive Committee develop an annual report for Spring 2015. All Executive Committee members will be asked to provide a paragraph for the annual report. The following are suggested assignments:

- President: introductory letter and his overall vision for the Executive Committee and the Senate.
- Vice President: IEPI and WFTF
- President of the Foundation: a foundation report.
- Secretary: Executive Committee meetings
- Treasurer and Foundation Treasurer: financial report
- EDAC/TASSC Chairs: summary of work on Equity and 3SP plans including regional meetings and the ASCCC competency plan.
- EEO Representatives: Diversity hiring and regional summits
- Professional Development chair: professional development college
- Initiatives: brief summary of status
- Curriculum chair: CTE and fall curriculum regionals

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

- C-ID liaison: update/status (including change to Mt. SAC)
- SACC, Shearer
- ASCCC Strategic Plan status, Adams
- ASCCC Cultural Competency Plan, Smith
- Other standing committees: any topics you feel should be highlighted this year.

This item contains suggestions about topics and are not all inclusive. Executive Committee members can still submit any topics that he/she feels should be reported out to the field. The president and executive director will work together to identify other areas for inclusion and members should submit ideas as soon as possible. **All paragraphs are due to Adams by February 27th.** The annual report will not be approved by the Executive Committee as the creative director will need time to publish; instead the officers will review and approve the final annual report.

Executive Committee Agenda Item

SUBJECT: Audit Fee Survey		Month: January	Year: 2016
		Item No. II. N	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Legislative and Advocacy Committee's Audit Fee Survey.	Urgent: NO	Time Requested:
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Legislative and Advocacy Committee determined that a survey of the field on audit policies would help inform the work on the ASCCC Legislative Agenda.

Audit Policy Survey

In Fall 2011, the body passed resolution *06.02 F11 Proportional Audit Fee Increases* calling for "the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to make the fee for auditing courses proportionally greater than the fees charged per credit unit of instruction."

06.02 F11 Proportional Audit Fee

Whereas, California Education Code §76370 states,

- a. If a fee for auditing is charged, it shall not exceed fifteen dollars (\$15) per unit per semester [boards may charge fees proportionally for quarter system courses, summer, intersessions or short term classes].
- b. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.
- c. No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.
- d. Priority in class enrollment shall be given to students desiring to take the course for credit towards degree or certificate.
- e. Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district;

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

Whereas, Discussions of repeatable courses, maintaining access, and alternative curricular solutions to student success have provided reasons why this section of Education Code should be carefully revised; and

Whereas, The Academic Senate has taken positions over the years opposing fees for students, but as fees continue to rise, the California Community College System needs an audit fee structure that is proportional to regular student fees;

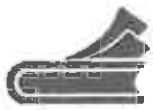
Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to make the fee for auditing courses proportionally greater than the fees charged per credit unit of instruction; and

Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to remove section (b) "Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester."

To fulfill this resolution, the ASCCC has included this issue in the 2016 ASCCC Legislative Agenda and tasked the Legislative and Advocacy Committee (LAC) with researching the efficacy of the proposal and begin working with our system partners to propose legislation to alter the audit fee. This survey will help inform the work of the LAC by capturing information on audit policies at local colleges and districts.

1. What is the name of your college?
 2. What is your position at the college?
 - a. Senate President
 - b. CIO
 - c. CSSO
 - d. CEO
 - e. Dean
 - f. Other, please describe.
 3. Does your college have an auditing policy? If yes, #4. If no, #5
 4. If yes,
 - a. Is it a college or district policy?
 - b. In an average semester, how many students audit a class?
 - c. How aware are your students/faculty of your auditing policy?
 - d. Please attach your auditing policy?
 5. If no,
 - a. If you no longer allow audits, what caused the change?
 6. Please feel free to provide any other comments you feel will benefit our endeavor.
- Thank you for your assistance in this matter.

Action: Approve the survey to be distributed in January 2016.



Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: January	Year: 2016
		Item No: IV. A	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on recent state and federal legislative activities and the ASCCC 2016 legislative agenda as well as consider to approve an ASCCC Advocacy day in May.	Urgent: NO	
		Time Requested: 15 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.

BACKGROUND:

Legislation Update

The Legislature is on recess.

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.

In November, the Executive Committee approved an initial Legislative agenda and requested that the Legislative and Advocacy Committee (LAC) further explore the agenda with our system partners. In December, LAC members met with Jonathan Lightman, FACCC Executive Director, to gather information on areas included in the Legislative Agenda. What follows is a summary of the conversation from LAC's December meeting:

- 1) Audit Fee - This item is on the Board of Governors' legislative agenda and also appears in the Workforce Task Force recommendations. One option is to remove the fee from Ed Code (currently set at \$15), but alternative language would need to be included. Originally, the

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

amount was set as a percentage increase of unit fees (150% of \$5 fee at the time of codification). It is presumed that colleges would want the auditing fee to be at least equivalent to the credit unit fee. Because it is a fee, opposition from system partners, including the Student Senate, is likely. There is a desire to serve two different populations with class audits: 1) students who need to take a single course to improve job skills through additional practice, refreshing knowledge for certification or licensure, or refreshing skills at one level before entering the next (Spanish II before Spanish III, etc.) and 2) community members who want to repeat courses for lifelong learning purposes such as art, physical education, etc. Changing the audit fee may address the issue of serving community members that were locked out of repeating courses with the changes in the course repetition regulations. Increasing the audit fee would provide colleges with a viable way to serve community members, which is an interest shared by many in our system including our faculty organization partners: FACCC, CFT, CTA and CCCI. Perhaps both populations may be served by creating a policy that allows for fee changes with each time a student takes the course (move from unit charge to 150% or other charges) so that as repetition increases, so would fee charges. Further investigation is needed including a survey of the field (see separate agenda item).

- 2) Stand Alone Course Approval - Jackie Escajeda, Chancellor's Office Dean of Curriculum and Instruction, and Dolores Davison, SACC member, are writing a report for the legislature on the status of stand alone courses. Vince Stewart, Vice Chancellor of External Relations, will also participate in crafting the report. It is important to return stand alone approval to local colleges to address curriculum needs, especially for CTE programs. There is a perception that curriculum processes lack the nimbleness to respond quickly to local needs. A return of stand alone approval will help address this issue since it provides a mechanism for faculty to quickly develop curriculum. There appears to be little, if any, opposition to this issue.
- 3) Mental Health Service – This issue is not controversial; colleges should provide some level of mental health services for students including access to mental health professionals. The controversy is often expressed in how to provide the services and how resources should be allocated to address the issue. FACCC is in conversation with interested parties but there is no proposal just yet. It may take the braiding of funding – nonprofit, local, and state – to provide the resources needed to address the issue. It would be best to have something in education code rather than a budget request. Mental health services also came up in the Campus Safety discussion (see below, #v).
- 4) Online Educational Resources – Prior to the passage of AB 798, the ASCCC consulted with other parties interested in OER. The League (CCLC) was supportive of the idea OER but like ASCCC, thought that AB798 was not adequate to address the needs of the CCC system and our students. There may be a need to provide guidance to faculty regarding textbook royalties. Clearly, education and professional development on OER is needed. AB798 provides a small foundation and ASCCC wants to maximize the effect to better serve community college students. (This issue is also included in a separate agenda item.)
- 5) Campus Safety – Campus safety is not a singular topic. It involves a number of complicating factors including addressing firearms policies and mental health services. There is some confusion of faculty responsibilities regarding identifying and assisting students with mental health issues. ASCCC could assist in aligning local policies statewide and educating faculty. Currently, colleges have varying levels of services for students. It is necessary that colleges

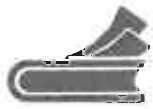
provide the highest level possible to improve campus climate and improving safety. The system should work toward having a significant level of these services on all CCC campuses. FACCC is visiting Washington, DC at the end of January to discuss two issues with federal legislators: accreditation and campus safety. There appears to be a window of opportunity to address these issues and it is important that all constituent groups are involved.

- 6) AA to MA Pathway – David Morse and Julie Bruno met with Thuy Nguyen, Vice Chancellor of Legal Affairs, to discuss creating a pathway for CCC students to complete their educational goals and return to local colleges to teach CCC students. A larger group, with representatives from ASCCC, CCLC, CIOs and FACCC, will be formed to discuss the idea and propose a plan. Many issues will need to be addressed including the binge and bust cycle for hiring will need to be addressed so that students who enter the pathway will be provided an opportunity to be hired. It may be beneficial to look for grant opportunities and maybe even set up a non-profit to address the issue.

ASCCC Advocacy Day

The Legislative and Advocacy Committee has determined that holding an ASCCC Advocacy Day in May will be the most effective option. Other organizations hold advocacy days at various times of the year: CCLC in January, FACCC in March, ICAS in April, and CTA in May. A May event would allow ASCCC to highlight its technical expertise and assist in refining proposed legislation. The LAC recommends the ASCCC Legislative day be held on Monday, May 9, 2016. Additionally, the LAC recommends inviting Jonathan Lightman, FACCC Executive Director, to provide advocacy training to the LAC and Executive Committee members who would participate in the Advocacy day. Friday, April 29 has been set aside for the training opportunity.

Action: Approve a May date for the ASCCC Advocacy day as well as the advocacy training in April.



Executive Committee Agenda Item

SUBJECT: Board of Governors Interviews		Month: January	Year: 2016
		Item No: IV. B	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.	Urgent: YES	
		Time Requested: 1 hour and 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

The Board of Governors – Faculty Appointee Nomination Policy and Procedures states that,

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

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

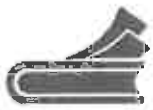
¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Five applications have been received:

Joseph Bielanski, Berkeley City College, sitting Board of Governors member
Richard Mahon, Riverside City College, 2014 – 15 BoG Faculty Nominations

Gregory Breyer, Cosumnes River College, new application
Cynthia Reiss, West Valley College, prior BoG interviewee (2011)
Lynn Shaw, Long Beach City College, new application

Based on the policies and procedures noted above President Morse recommends that Joseph Bielanski, as a sitting BoG member, and Richard Mahon, as a previously submitted nomination to the Board of Governor by at least 2/3 sitting Executive Committee members, be forwarded to the Governor without interview. Members will interview Gregory Breyer, Cynthia Reiss, and Lynn Shaw for consideration to send forward to the Governor.



Executive Committee Agenda Item

SUBJECT: 2016 Academic Academy		Month: January	Year: 2016
		Item No. IV. C.	
DESIRED OUTCOME: The Executive Committee will make recommendations and consider approval theme ideas and a preliminary draft program for the 2016 Academic Academy.		Attachment: No	
		Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action or Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ginni May/Cleavon Smith	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity Diversity and Action Committee (EDAC) and the Transfer, Articulation, and Student Success Committee (TASSC) are planning the 2016 Academic Academy. TASSC and the chair of the EDAC met on December 11 to begin preliminary discussions on the 2016 Academic Academy.

1. Theme ideas from the meeting were as follows:

- *Living a Culture of Equity, Student Success, and Empowerment: Implementing and Embedding Equity Across the College.*
- *Institutional Practice (idea – in order to the “move the needle” the work must be institutional)*

The TASSC and EDAC Chair are requesting recommendations and then approval from the Executive Committee for a theme for the 2016 Academic Senate.

2. Preliminary Draft Program:

Below is the first preliminary draft program (shell) for the 2016 Academic Academy. Suggestions and recommendations will be brought back to the TASSC and EDAC. When the TASSC and Chair of EDAC met on December 11, they considered the 13 submitted proposals. It was decided to extend the time to accept proposals and recruit additional proposals.

Proposal Categories

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

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

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.

No particular breakouts have been selected yet. Ideas that were discussed include:

- Veronica Neal (and Mayra Cruz?) would make an excellent keynote presenter – make the De Anza presentation a general session (Lead the Choir: Senate and Equity) and do a follow up breakout session
- Building the bridge between student services/counseling and instruction; integration of counseling faculty into senate discussions; removing the sense of isolation from counseling
- Sac City – Creating the Village: Bringing Services Together and Making Equity Part of the College Culture

- Really Subverting Silos – follow up from last year’s AA
- Start dialogue about equity and the disenfranchised students; what do they have (or not have) that we have to connect them to?
- Rooms with an exec member inviting faculty to talk about how to fill out these ideas; now that you’ve been to the IDI and the CCCCO conferences, what are other ideas? Bring your team together with a facilitator from exec/committee members to help work this in shared governance bodies and discuss topics; working breakout to develop plan to do or continue to do to live equity in their colleges
- Modeling good teaching by giving them an opportunity to work things through and to create a relationship with ASCCC and the local senates
- Set up these rooms themed/geography/assigned groups? Teams of people
- Provide faculty with ideas that can make changes that are small but useful; OER, Starfish, etc, EPI, OEI can come into play and be part of the equity agenda
- Theme of academic senate integral to this work; how do we implement these ideas and take advantage of these tools
- Organization module; time management
- Presenting something on what OEI has to offer in helping faculty achieve their equity goals
- Recognition that the academy must offer ideas of some actions that participants can take back with them
- Change is not one thing; grow and modify; it’s continuous
- Subsequent conversations on equity and student success should continue to focus on *how* to integrate successful strategies into our college communities.
- Bring students to the AA; transferred to local colleges (make sure that we have various profiles)
- Work with students (SSCCC); reaching out and including students in the discussions
- Equity and foster youth/formerly incarcerated students
- *How* to achieve equity should/could continue to be a focus, including measuring for equity as well as developing programs/tools which reach all students, not only isolated, program-specific cohorts.
- How do we correlate disaggregated equity data with SLO assessment results? Successful strategies on this front could be an appropriate discussion through the combined lens of equity and student success. (reach out to RP, Andrew LaManque, James Todd?)
- Focus on a different audience (counselors) than the CCCCO’s Academic Academy
- Curricular focus
- Sierra College and Starfish
- CRC Anthropology Diversity Program that won a Diversity Award

Academic Academy Program (shell):

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
and/or

Ginni May, Chair, ASCCC Transfer, Articulation, and Student Services Committee
David Morse, ASCCC President

10:20 AM – 11:35 AM

General Session: Keynote Address:

Dr. Veronica Neal

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

2:15 PM – 3:30 PM Break
3:30 PM – 3:45 PM Breakout Session Block II (3 or 4 Breakouts)
3:45 PM – 4:00 PM Break
4:00 PM – 5:15 PM Breakout Session Block III (3 or 4 Breakouts)
5:30 PM – 6:30 PM No Host 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)
10:15 AM – 10:30 AM Break
10:30 AM – 11:45 PM General Session – Bringing it Back to our Colleges
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 share the challenges identified during the 10:30 breakout and discuss how ASCCC can help local colleges address those challenges either through online resources, upcoming institutes, or local visits.



Executive Committee Agenda Item

SUBJECT: Update to the <i>Equivalence to the Minimum Qualifications</i> Paper		Month: January	Year: 2016
		Item No: IV D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the <i>Equivalence to the Minimum Qualifications</i> paper.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adarns	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices committee is submitting the draft for the paper update requested by resolution FA14 10.01 (below).

DESIRED OUTCOME:

The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the paper *Equivalence to the Minimum Qualifications*.

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;

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

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

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 a 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. Education Code §87359 (b) requires that “the 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 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. 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.

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, 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 the academic senate determines 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 also be defined in hiring practice criteria and mindful that, regardless of the discipline, general education preparation is vital to instruction of any subject to provide an essential cross-curricular breadth and depth.

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 are important voices to inform such a decision. However, to ensure that colleagues in various disciplines function with some consistency across the campus—as opposed to determining specific equivalencies themselves — the process for determining equivalency should include faculty from outside the discipline to have a role in ensuring a fair and consistent processes for establishing equivalency criteria. Many local academic senates use an equivalency committee to ensure that the equivalency process is consistent and fair. 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, and
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any 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.

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 first paper on equivalency adopted by the Academic Senate 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 third 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 paper, 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 their conversations and actions regarding this important academic and professional matter.

The 2015 Equivalency Practices Survey

To determine how faculty are meeting their responsibilities for establishing equivalency policies and procedures and carrying them out, 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 by way of a college's 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 at the college 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 dialog at 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. 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.

District equivalency policies usually recognize up to three ways of demonstrating equivalency: 1) coursework, 2) work experience, and 3) eminence in the field, or 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.

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 a route other than a conventional one. If 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 waive or lower 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 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, 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 should 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 to anyone in the present or future who might review a determination of equivalency. 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 as needed as well as to maintain accreditation standards regarding the upkeep of all policies and procedures.

The academic senate with concurrence of the district board is responsible for defining equivalency and maintaining a process for determining equivalent status for individual applicants. It is very important that senates focus on sound practices rather than expediency when determining equivalency and policy and procedure should share that focus. 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 appears 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 is slightly different from the minimum qualifications have increased with the rise of specialized titles at the university level.

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 they did. 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. Both 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. 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. This is why the universal minimum requirement for all disciplines includes at least an Associate's degree.

When a committee reviews an applicant's possible equivalency, the equivalency 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.

This 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.

So some colleges may ask applicants how they meet or exceed these requirements to be evaluated by the academic senate or 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. 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 they exemplify 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.” *An Analysis of Faculty Equivalency Policies* points out that this exact language survives in Monterey Peninsula College’s equivalency policy (p. 44). 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, are they 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:

- 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 process for determining equivalency should include faculty from outside the discipline. Most academic senates create an equivalency committee to evaluate

requests. Thus having a mechanism that includes the discipline faculty voice and faculty voices from other disciplines should be written into the process. 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, and
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any 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 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 on which you base this claim for the general education requirement of this degree
5. If you are using courses to establish equivalency, please submit both an official transcript and copies of the appropriate pages from the college catalog.
6. If you are using publications or other work products, please submit them or links to online copies where appropriate and if possible.
7. 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 and the Role of the Human Resources Office

Determination of equivalency is a faculty responsibility. 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; however, 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. These equivalency committees typically consist of three to five members, each member selected for a term of at least one year. 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 your 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 teaching ability, and fit - 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 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 face often 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, part-time faculty should be hired from a pool of available faculty whose minimum qualifications or equivalencies have already been established before classes are staffed. Unfortunately, part-time faculty hiring is frequently done under duress 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 your local process should attempt to strike a balance between minimum qualification requirements and the need to expedite the equivalency 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. However, the inability to convene the equivalency committee should not be seen as a reason for the Human Resources office or dean 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 while 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, the district may lose state apportionment, and the students may lose units earned.

The Single-course Equivalency Issue-Randy

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 a 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.

Those responsible for staffing may attempt to craft *special* adaptations of equivalency to the minimum qualifications to justify hiring applicants who are 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*. Another 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 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 judgements 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 should be determined with input from discipline faculty.
2. Equivalency processes for part-time faculty and "emergency hire" should be no different from equivalency for full-time faculty.
3. Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
4. Academic senates should assure consistency of the equivalency process.
5. Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).
6. The determination of equivalency should be documented and justifiable to an external review.
7. Claims of equivalence must include how both general education and specialization are met.
8. Human resources offices should NOT screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.
9. 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.
10. Equivalency policies should be reviewed regularly.

11. Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.
12. 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. For determination of equivalency for an academic administrative position, the administrators on the committee will have full voting rights. 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

All deliberations of the Equivalency Committee and all records involved in the proceedings shall be confidential.

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 so 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 teach effectively at the community college level. The applicant must provide documentation supporting the status of eminence. In addition, the applicant must provide clear and preponderant evidence of his or her understanding of the principles of teaching and that he or she possesses the skills necessary to teach effectively at the community college level.

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 Snowwhite, 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. Snowwhite:

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

DRAFT



Executive Committee Agenda Item

SUBJECT: Online Education Initiative Pilot Colleges MOU		Month: January	Year: 2016
		Item No. IV E	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide feedback and guidance on the draft MOU on the operation of the OEI course exchange between the OEI pilot colleges.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Online Education Initiative course exchange is scheduled to offer its first courses in fall 2016. Key to this is the agreement between the eight “full-launch” pilot colleges on an MOU that details the OEI course exchange reciprocity policies and business processes. The draft MOU is attached, along with a Chancellor’s Office memo that provides clarification on some of the original proposed language in the original MOU.

The “full-launch” colleges have until January 31, 2016 to sign the MOU. The signatures will include those of the local academic senate presidents. The OEI steering committee will review the current draft of the MOU, consider possible revisions and take action on a recommendation to approve the draft MOU. In the meantime, OEI members were instructed to take the MOU back to their appointing organizations for review and comment. The Executive Committee is therefore asked to review the draft MOU, the attached Chancellor’s Office memo on the draft MOU agreement, and the attached FAQ list and provide direction ahead of the January 15, 2016 OEI steering committee meeting.

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

**Online Education Initiative for the California Community Colleges
Memorandum of Understanding
Between Foothill-De Anza Community College District
and Selected Colleges Piloting the OEI Course Exchange**

This Memorandum of Understanding (“MOU”) is entered into by and between the Foothill-De Anza Community College District (“FHDA”) representing the Online Education Initiative (“OEI”) and _____ (“**Participating College**”). The purpose of this agreement is to establish the responsibilities of the Participating College in its role as a member of the Full Launch Pilot Group for the pilot phase of the OEI Course Exchange (“**OEI Exchange**”). The scope of this agreement encompasses the participation of colleges in the OEI Exchange and does not establish any agreements or requirements related to the Canvas course management system outside of its use for the OEI Exchange. This agreement remains in effect through the pilot phase of the OEI Exchange, from time of signing through June 30, 2017.

This agreement augments and supersedes the agreement dated **June 2014** entitled “Online Education Initiative for the California Community Colleges Memorandum of Understanding Between Foothill-De Anza Community College District and Selected Colleges Piloting OEI Resources”.

PROJECT GOAL: During the timeframe of this agreement, the Full Launch Pilot Group will work together with the FHDA OEI management team (“**OEI management team**”), the California Community Colleges’ Technology Center at the Butte-Glenn Community College District (“**Tech Center**”), and others to pilot the OEI Exchange. The goal of this component of the OEI is to provide a seamless pathway for students to register for and complete online courses across participating colleges, facilitating student completion of educational goals in an efficient manner, saving both time and money.

I. DEFINITIONS:

- A. Common Course Management System (“CCMS”):** The Common Course Management System and associated components that are required to implement the OEI Exchange. Instructure’s Canvas course management system is the core platform for the CCMS.
- B. Home College:** An accredited California Community College from which a student can access the OEI Exchange to take classes from other California Community Colleges participating in the OEI Exchange.
- C. Teaching College:** An accredited California Community College that offers courses within the OEI Exchange to students from their own college and to students from other California Community Colleges via the OEI Exchange registration mechanisms.
- D. Online Education Initiative (“OEI”):** The overarching California Community College (CCC) initiative, funded by the CCC Chancellor’s Office, that provides support to college online teaching and learning programs and coordinates resources and services available to the entire CCC system. Resources include the CCMS and other components such as student resources, faculty resources, other technology resources, and research and policy documentation.

- E. OEI Course Exchange (“OEI Exchange”):** The component of the OEI that facilitates students registering for online courses offered by the participating colleges of the Full Launch Pilot Group, reduces and/or eliminates barriers and duplication in the application and matriculation processes, and automates associated business processes. Enabling students to enroll in courses that are critical to completing their educational goals but are not readily available at their Home College, the OEI Exchange is intended to facilitate the timely completion of educational goals that students establish at their Home Colleges.
 - F. OEI-Related Courses:** Online courses that have been submitted by Participating College faculty and selected for course review to assess alignment with the OEI Course Design Rubric for design and accessibility.
 - G. Exchange-Ready Courses:** OEI Courses within the CCMS that have been determined to be aligned with the OEI Course Design Rubric for design and accessibility. The OEI Chief Professional Development Officer shall have the authority to determine when courses are sufficiently aligned and, consequently, Exchange-Ready.
 - H. Exchange Courses:** Exchange-Ready Courses that are offered through the OEI Exchange in a given term.
 - I. Full Launch Pilot Group:** Initially, this group is composed of the eight colleges that signed an agreement in 2014 entitled “Online Education Initiative for the California Community Colleges Memorandum of Understanding Between Foothill-De Anza Community College District and Selected Colleges Piloting OEI Resources” to confirm their participation in the OEI Full Launch pilot. Additional pilot colleges that have signed the 2014 agreement may be invited to participate during the timeframe of this agreement.
 - J. Single Point of Contact (“SPOC”):** A designee, or designees, of the Participating College who is/are responsible for communicating and coordinating the OEI efforts at the Participating College.
- II. BENEFITS:** The Participating College party to this agreement shall receive the following from the OEI:
- A.** Free access to the CCMS and Canvas support assistance (Canvas help desk) for all OEI Courses throughout the term of this agreement.
 - B.** Free access to all additional OEI-provided technologies and services for OEI Courses during the timeframe of this agreement, including but not limited to Online Student Readiness (with assessment), Online Tutoring, and proctoring solutions.
 - C.** Free course preparation assistance to each faculty member at the Participating College who is interested in offering his/her online course or courses through the OEI Exchange and whose online course or courses have been selected for course review. Assistance to faculty includes migration assistance, instructional design support, accessibility

assistance, and other support to establish course alignment for OEI Exchange participation.

- D. A complimentary registration for both the @ONE Online Education Standards and Practices (OESP) course and @ONE Introduction to Teaching with Canvas courses for faculty with OEI Courses.
- E. Technical assistance provided as part of a mini-grant reimbursement program to provide SIS integration and authentication support to integrate OEI Exchange functionality into existing campus administrative systems.
- F. Free technical support for all OEI-provided products and services.
- G. Inclusion in decision-making processes with staff and faculty of other colleges in the Full Launch Pilot Group regarding the implementation and operation of the initial pilot of the OEI Exchange.

III. RESPONSIBILITIES: As a Participating College, the undersigned shall agree to the following:

- A. Adhere to Reciprocity Policies in Attachment A.
- B. Adhere to Business Processes in Attachment B.
- C. Work with the FHDA OEI project team and Tech Center to continue to develop, test, and pilot the processes necessary to facilitate the OEI Exchange.
- D. Actively participate in the Full Launch Pilot Group activities and meetings.
- E. Identify a SPOC who will serve as the Participating College's representative and provide on-going communication to the Participating College.
- F. Participate by offering Exchange Courses within the OEI Exchange as well as by allowing its students to enroll in OEI Exchange Courses offered by other colleges.
- G. For students registered in OEI Exchange Courses, continue to integrate available OEI-provided technologies and services such as Online Student Readiness (with assessment) and Online Tutoring as well as offer additional OEI-provided technologies and services as they become available such as test proctoring, plagiarism detection tools, resources for underprepared students, and participation in the online counseling network.
- H. Promote the robust and effective use of the OEI Exchange.
- I. Provide or give access to data and systems, as necessary, for the effective implementation of the OEI Exchange including read and write access to selected data in the Participating College's SIS system.

J. Work with the OEI project team and Tech Center to determine the appropriate way to provide or give access to data and systems, as required for the effective implementation of the OEI Exchange.

K. Participate in the evaluation of the OEI Exchange, including providing information, which is necessary to assess the effectiveness of the OEI Exchange resources and functionality.

L. Timelines:

1. For the Fall 2015 term, faculty teaching OEI courses will continue to participate in the review process and take action to align OEI Courses to the OEI Course Design Rubric as needed.
2. For the Spring and Summer 2016 terms, offer OEI courses hosted within the CCMS to its local college students while working to ensure all OEI courses are Exchange-Ready prior to the scheduling of courses for the Fall 2016 term. Online Student Readiness (with assessment), Online Tutoring, and any additional services as they are made available to the Full Launch Pilot Group, shall be available to students taking these selected courses. Upon the request of the OEI management team and/or Tech Center, test OEI Exchange-related technologies and solutions associated with the OEI Exchange implementation process.
3. Starting the Fall 2016 term, offer Exchange-Ready Courses, which are hosted within the CCMS and facilitated through the OEI Exchange, for this and each following term during the timeframe of this agreement. OEI Tutoring, Readiness, Proctoring and any additional OEI-provided solutions shall be available to students taking these selected courses.

IV. **MODIFICATIONS:** To successfully accomplish the goals of the OEI Course Exchange, the Participating College shall agree that, through collaboration between the OEI management team, Tech Center, and Pilot Colleges, the Reciprocity Policies and Business Processes in attachments A and B may be updated from time to time as needed. The Participating College designates its SPOC with the authority to approve such updates.

Signatures:

CEO/President

Date

Vice President of Instruction

Date

Vice President of Student Services

Date

Academic Senate President

Date

Chief Technology Officer

Date

Distance Education Coordinator

Date

OEI Executive Director

Date

FHDA Sponsor

Date

**Online Education Initiative for the California Community Colleges
Memorandum of Understanding
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and Selected Colleges Piloting the OEI Course Exchange**

ATTACHMENT A: OEI Exchange Reciprocity Policies

To successfully accomplish the goals of the OEI Course Exchange, the Participating College shall agree to adhere to the following policies:

I. Policies: Application/residency determination

- A. The Teaching College and the Home College agree to the minimum standards of residency established through OpenCCCApply. However a college is allowed to require additional documentation from students when the residency information via OpenCCCApply does not suffice, in order to determine residency.
- B. The Participating College shall agree to use OpenCCCApply.

II. Policies: Course offerings

- A. During the period of this agreement, all OEI Courses shall be courses that have the appropriate C-ID designation as specified by the OEI. The list of courses eligible for offering in the Exchange will be maintained by the OEI on its website.
- B. An Exchange Course must be approved for C-ID and its prerequisites must be consistent with the specification in the C-ID designation. An Exchange-Ready Course that is not approved for C-ID or has prerequisites in addition to the specification in the C-ID designation shall not be made available for registration in the Exchange.
- C. An online course offered in the OEI Exchange must:
 - 1. Have been determined to be aligned to the OEI Course Design Rubric and any related policies including those applicable to accessibility for disabled students.
 - 2. Be offered in the CCMS using both Online Student Readiness (with assessment) Online Tutoring and Online Proctoring services.
 - 3. Have already been offered in the CCMS to Home College students using Online Student Readiness (with assessment), Online Tutoring and Online Proctoring for at least one term.
- D. When an Exchange Course is made available, students at both the Home College and Teaching Colleges shall be able to view the course in a course list. A Teaching College

shall determine which Exchange-Ready Courses from its college appear in the Exchange. Note that the timeframe in which a student may register for a course in the Exchange is described in the following section.

III. Policies: Course registration/enrollment

- A. The Teaching College shall accept Home College designations of priority registration, which must be consistent with Title 5 Section 58108 registration and enrollment procedures. Therefore students choosing courses in the Exchange will receive registration dates and/or times based on their Priority Enrollment status at their home college.
- B. A student shall not be allowed to register for an Exchange Course if s/he:
 - 1. Has not completed the Home College matriculation process where existing Home College rules require such completion.
 - 2. Has already registered for another course with the same C-ID designation, during periods with overlapping start and end dates.
 - 3. Has already enrolled in two Exchange Courses in the current term.
 - 4. Has already reached the maximum number of credits for that term as determined by the Home College.
 - 5. Has the following status as determined by the Home College:
 - a) International F1 Visa
 - b) Students with an address outside of California
 - c) Incarcerated
 - d) Vacation or Visitor Visas (B Visas)
 - e) AB540 with out of state addresses
 - f) High school dual enrollment
- C. The Teaching College shall honor the Home College's Board of Governor's fee waiver eligibility determination.
- D. The Teaching College shall honor a student's DSPS classification determination (regarding the level and status of accommodation required) if the student so chooses to share this information.
- E. From a student's perspective, the Teaching College is responsible for providing information and responding to inquiries associated with its Exchange Course once the student is registered in that class. All other information and inquiries arising from participation in the Exchange are the responsibility of the Home College.

- F. Through the establishment of a Financial Aid Consortium Agreement, the Home College shall be responsible for including Exchange Course units in its determination of Financial Aid and for any associated processing and Financial Aid distributions.
- G. A student shall have the opportunity to opt-out of local non-tuition related fees of the Teaching College.
- H. The Add/Drop/Withdrawal deadline for an Exchange Course shall be determined by the Teaching College offering the Exchange Course.

IV. Policies: Matriculation

- A. Verification of student matriculation status shall be the responsibility of his/her Home College. The required matriculation processes shall exclude any local additions and be as defined by Title 5 and the Chancellor's Office for provision of the Student Success and Support Program (SSSP).
- B. Requirements for certificates and degrees to be awarded shall be determined by the Home College.
- C. Once the Exchange course/s has been completed, the student's transcript at the teaching college shall be updated within a timeframe deemed reasonable by the participating teaching college. The Home College's student academic history shall also be updated within a timeframe deemed reasonable by the participating Home College.

V. Policies: Reconciliation

- A. During the timeframe of this agreement, the Home College shall be responsible for determining Financial Aid eligibility.
- B. The Home College shall receive credit for degree completion and/or transfer attainment.
- C. The Teaching College shall receive apportionment for Exchange Course enrollment.
- D. The Home College is responsible for including their students' Exchange Course progress in the Satisfactory Academic Progress report (SAP).

**Online Education Initiative for the California Community Colleges
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ATTACHMENT B: OEI Exchange Business Processes

To successfully accomplish the goals of the OEI Course Exchange, the Participating College shall agree to adhere to the following business processes:

- I. Processes: Application/residency determination
 - A. For the purposes of this agreement, a college in which a student successfully completes matriculation and attempts to register for Exchange Courses shall be considered his/her Home College.
 - B. A student who registers for an Exchange Course may be required to provide supplemental information to complete his/her OpenCCCApply application process.
- II. Processes: Course offerings
 - A. The Participating College may identify up to five online courses for OEI review each term.
 - B. The maximum number of courses available for the Exchange shall be determined by the Teaching College. The Teaching College may withdraw an Exchange Course at any time during the enrollment period.
- III. Processes: Course registration/enrollment
 - A. Exchange Course registration shall be determined in accordance with the following precepts:
 - 1. A student shall have the opportunity to register for an Exchange Course based on his/her Home College priority designation and the next available Teaching College enrollment period.
 - 2. It is anticipated that Exchange Course registration for students whose Home College is not also the Teaching College shall require more time to complete than registration by students at the Teaching College due to the additional steps required to complete the process.
 - B. From a student's perspective, a student shall obtain access to Exchange Course information and registration through his/her Home College's registration system.

- C. A student shall acknowledge that s/he is aware that an Exchange Course is offered by another college and agree to OEI Exchange policies/guidelines before s/he can register for the Exchange Course.
- D. A student shall choose whether to provide informed consent to allow a Teaching College to know and honor his/her Home College's DSPS classification determination.
 - 1. The Teaching College shall be responsible for notifying the Exchange Course instructor regarding the necessary accommodations.
 - 2. The Teaching College shall be responsible for providing the appropriate accommodations once the student's DSPS status has been classified by the Home College.
- E. If a seat is available and all other criteria are met, a student registering for an OEI Exchange Course shall receive preliminary acknowledgement of successful registration and notification of next steps including fees to be paid and applicable institutional policy and regulations related to grading, enrollment, drop, and withdrawal.
- F. From a student's perspective, a student shall have the ability to access his/her combined course schedule.
- G. The Home College shall be notified of any change in its students Exchange Course enrollment status. This notification must occur within one week after the census date for drops or withdrawals and within one month for any other changes, including final grades.

IV. Processes: Matriculation

- A. The student's academic history at the Home College shall include attempted and completed Exchange Courses. Attempted and completed Exchange Courses shall appear as transferred in and articulated courses in the student's academic history at the Home College.
- B. An Exchange Course shall only appear on the Home College student transcript if the student makes a request to the Teaching College to transfer the transcript to the Home College. Therefore a student completing an Exchange course shall be notified that, if so desired, s/he must request that a copy of his/her transcript is shared with the Home College.

V. Processes: Reconciliation

- A. During the timeframe of this agreement, the Teaching College shall be responsible for collecting its Teaching College Exchange Course enrollment fees and issuing any refunds.
- B. During the timeframe of this agreement, the Home College shall be responsible for any applicable student financial aid processing for the combined enrolled units.

- C. The initial implementation of the Exchange may require some manual processes to perform reconciliations between colleges.

VI. Processes: Technical Considerations

- A. The Tech Center shall provide assistance to the Participating College to determine how and in what timeframe its local data is synchronized with the OEI Exchange and/or other associated databases.

Date: October 28, 2015

To: Online Education Initiative (OEI) Project

From: Alice van Ommeren
Interim Vice Chancellor of Technology, Research and Information Systems

Re: Memorandum of Understanding (MOU):
The Online Education Initiative's Exchange Colleges Reciprocity Agreements.

CC: Erik Skinner, Deputy Chancellor
Pam Walker, Vice Chancellor of Educational Services
Denise Noldon, Vice Chancellor of Student Services and Special Programs
LeBaron Woodyard, Dean of Instructional Programs and Services
Gary Bird, System Software Specialist of Technology

The leadership of the Online Education Initiative (OEI) requested the Chancellor's Office provide clarification on possible conflicts with state regulations as related to several of the consortia included in the "Exchange Colleges Reciprocity Agreements," a component of the Online Education Initiative's *Course Exchange Registration Description, Process Map, & Consortium Agreements* developed in July, 2015. The specific three agreements of concern were:

#5 - All colleges/districts agree to follow minimum CA residency requirements and can have their own justification for additional criteria. If deemed feasible, the home college will verify state residency and take responsibility for any audit situations that might arise.

#6 - Colleges agree to allow (between home and teaching college) the transfer of student application data, student transcript data from home college, registration data e.g. prerequisite info, and matriculation data

#7 - Students will register for all home and teaching college courses, based on home college priority designation or next available enrollment.

The review of California State Education Code and California Code of Regulations, title 5, as well as discussion among the Divisions of the Chancellor's Office and input from Legal Counsel led to the following discussion and findings in regard to each of the following topics in the Exchange:

Determining Residency Requirements

Discussion: The foundation of higher education residency requirements are outlined in California Education Code (ECS) 68000 as "it is the intent of the Legislature that the public institutions of higher education shall apply uniform rules, as set forth in this chapter and not otherwise, in determining whether a student shall be classified as a resident or nonresident." California Code of Regulations (CCR) title 5, Section 54010(a) under Residence Classification Procedures, it specifies that "Residence

classification shall be made for each student at the time applications for admission are accepted or has not been in attendance for more than one semester or quarter.” The definition of residency is established by ECS 68017 as “resident” is a student who has residence, pursuant to Article 5 (commencing with Section 68060) of this chapter in the state for more than one year immediately preceding the residence determination date.

State code provides flexibility at the local level with ECS 68023 indicating that the “*residence determination date*” is a date or day established by the governing boards or district governing boards, as appropriate, for each semester, quarter, or term to determine a student’s residence. On the other hand, state regulations attempts to provide consistency with CCR, title 5, Section 54002, that the “residence determination date” is that day immediately preceding the opening day of instruction of the quarter, semester, or other session as set by the district governing board, during which the student proposes to attend a college.” This sets policy on the residence determination date but not on the opening day of instruction which differs for colleges across the system.

Agreement #5: The OEI Exchange is a consortium of colleges that operate under a set of agreements, “Exchange Colleges Reciprocity Agreements,” approved by each of their governing boards. One of the agreements says:

All colleges/districts agree to follow minimum CA residency requirements and can have their own justification for additional criteria. If deemed feasible, the home college will verify state residency and take responsibility for any audit situations that might arise.

Issue: The concern is that in certain situations, depending on colleges’ semester or quarter term start dates, students may qualify as a resident in the home college’s district but not in the teaching college’s district. Start dates can range significantly if one of the colleges is a semester term college and the other is one of the three quarter term colleges. Therefore each college is responsible for separately determining and verifying each student’s residency in accordance with the established requirements and procedures applicable to that particular college and district. If the teaching college’s term starts prior to establishing residency, the student would need to pay the applicable nonresident tuition fees to cover the cost of instruction at the college.

Recommendation: The second sentence of the agreement needs to be revised since it’s the college where instruction is being provided (home college and/or teaching college) that is required (not “if deemed feasible”) to determine and verify residency status, as well as take responsibility for any appeal processes and audit situations. At this time, the Chancellor’s Office believes that modification of the California Education Code (ECS) and California Code of Regulations (CCR) title 5 is not required.

Modified Agreement #5 - *The teaching college and the home college agree to the minimum standards of residency established through OpenCCCApplly application. However in order to verify residency, a college is allowed to require additional documentation from students when the residency information via OpenCCCApplly does not suffice.*

Transferring the Application

Discussion: In part, the means for identifying the residency status of students is specified in CCR, title 5, Section 54012 (a), which indicates that “Each community college district shall use a residence questionnaire in making residence classifications.” The reference to making the district-based residence questionnaire a legal document is specified in ECS 68041 as “Each student enrolled or applying for admission to an institution shall provide the information and evidence of residence as deemed necessary by the governing board or district governing board, as appropriate, to determine his or her classification. An oath or affirmation may be required in connection with taking testimony necessary to ascertain a student’s classification. The determination of a student’s classification shall be made in accordance with this part and the residence determination date for the semester, quarter or term for which the students proposes to attend an institution.” Affirming of this statutory provision, CCR, title 5 Section 54010(c) indicates that “Community college districts shall require applicants to supply information as specified in this subchapter and may require additional information as deemed necessary” and subdivision (d) of the same section also indicates that “Applicants shall certify their answers on residence questionnaires under oath or penalty of perjury.”

Agreement #6: The OEI Exchange is a consortium of colleges that operate under a set of agreements, “Exchange Colleges Reciprocity Agreements.” One of the agreements says:

Colleges agree to allow (between home and teaching college) the transfer of student application data, student transcript data from home college, registration data e.g. prerequisite info, and matriculation data.

Issue: Each college is responsible (home or teaching college) for determining and verifying residency status with a signed application for admission that serves as a legal document. According to CCR, title 5 Section 54300(a)(b) “Community college districts may authorize the electronic submission of any admission form or student form or document. Electronic signatures in lieu of manual signatures maybe used on any documents requiring a signature,...” (see that section of title 5 for applicable electronic signature standards). The transfer of student application data is certainly possible but the requirement to determine residency still falls on the institution of instruction.

Recommendation: The OEI project should develop technology solutions which will enable colleges to transfer student information between districts, in compliance with FERPA regulations, to support an efficient and timely application and enrollment of a student from a home college into courses at teaching colleges. Using this solution, the home college will be able to extend the data it has collected on the student to the teaching college as a legal document using appropriate student awareness and data transfer methods.

College Priority Registration

Discussion: Per title 5 Section 58108, districts that utilize a priority enrollment system must grant highest and equal priority to Veteran, Foster Youth, CalWORKs, DSPS, and EOPS students. Those five groups have priority enrollment by statute (EC 66025.8, 66025.9, 66025.91, 66025.92). The second tier of priority is provided to new students that have completed orientation, assessment and an education plan and previously enrolled students below the unit cap (100 units or a lesser number per local policy)

and not on academic and/or progress probation for two consecutive terms. After those two groups have registered, it goes to open enrollment.

Any additional priorities, or reservations, within that process cannot be a circumvention of the mandatory enrollment priority requirements.

Agreement #7: One of the agreements in the OEI Exchange’s “Exchange Colleges Reciprocity Agreements” says:

Students will register for all home and teaching college courses, based on home college priority designation or next available enrollment.

Issue: College admission and attendance, and therefore priority registration, is district based. Should priority designation be based on the home or teaching college?

Recommendation: The agreement needs to be revised so the teaching college accepts the home colleges assigned registration dates, consistent with California Code of Regulations (CCR) title 5. After the home college has categorized students by priority levels and assigned a registration date, the student registration date and their designated priority enrollment status will be made available to the teaching college. The teaching college will make Exchange courses available starting on the teaching college’s first day of registration.

Modified Agreement #7: *The teaching college agrees to accept the home college’s designation of priority registration, which must be consistent with title 5 Section 58108 registration and enrollment procedures. As such, students will register for all Exchange courses based on home college priority designation and next available enrollment. Therefore, students taking courses in the consortia will receive registration dates and/or times based on their Priority Enrollment status at their home college.* [JFL]

In conclusion, the three consortia agreements analyzed in this memo do not directly violate any existing statutory or regulatory requirements but, as outlined above, the Chancellor’s Office recommends that Agreement #5 and #7 be amended to clarify that residency and priority registration must be determined and verified by the college providing the course of instruction, including the teaching college. Further, the Chancellor’s Office recommends that a technology solution be developed to help colleges manage the transfer of student data under Agreement #6. The Online Education Initiative (OEI) Exchange is a unique opportunity for students and colleges, but the agreements need to be consistent with established rules and regulations to ensure equity to all students in the system.

Relevant California Education Code and California Code of Regulations, title 5

Education Code section 68017

A “resident” is a student who has residence, pursuant to Article 5 (commencing with Section 66060), in the state for more than one year immediately preceding the residence of determination date.

Education Code section 68018

A “nonresident” is a student who does not have residence in the state for more than one year immediately preceding the residence determination date.

California Code of Regulations, title 5, section 54002

“Residence determination date” is that day immediately preceding the opening day of instruction of the quarter, semester, or other session as set by the district governing board, during which the student proposes to attend a college.

Education Code section 68041

Each student enrolled or applying for admission to an institution shall provide the information and evidence of residence as deemed necessary by the governing board or district governing board, as appropriate, to determine his or her classification. An oath or affirmation may be required in connection with taking testimony necessary to ascertain a student’s classification. The determination of a student’s classification shall be made in accordance with this part and the residence determination date for the semester, quarter or term for which the students proposes to attend an institution.

Education Code section 68044

The Board of Governors of the California Community colleges shall adopt regulations that permit the governing board of a community college district to allow applications for admission, residency determination forms, and other document to be submitted electronically. The regulations shall require that applicants and students be informed of the relative security of the information they submit electronically.

California Code of Regulations, title 5, section 54012(a)

Each community college district shall use a residence questionnaire in making residence classification

California Code of Regulations, title 5, section 54616

A community college district may, when a student has provided consent, permit access to the student record pursuant to Education Code section 76242. Such consent must be signed and dated by the student.

Exchange MOU Questions and Answers FAQs

1. Defining Home College

Question/Comment– *The MOU states that a “Home College” is defined as “An accredited California Community College from which a student can access the OEI Exchange to take classes from other California Community Colleges participating in the OEI Exchange”.*

Should it be specified that for the purposes of the pilot, only colleges in the pilot may be home colleges?

Answer – For the purposes of the pilot **and** the fully implemented OEI Exchange, the only colleges that can be involved in any way, home or teaching, are colleges that are Consortium members. Only those colleges that choose to participate and agree to the terms that permit facilitated course access across colleges will ever be home colleges – this is not limited to the pilot.

2. Signing Authority

Question/Comment– *There should be clarity about what these signatures mean. The senate president signature should mean that there was collegial consultation on the academic and professional matters within the MOU, while the CEO signature represents final approval of college participation.*

What do the other college-level signatures represent?

Answer – In support of the shared governance process, the signatures on the MOU represents agreement by the leadership of each division that are going to be directly affected by the technological development and piloting of the Exchange. It is imperative that not only are these decision makers informed, but in agreement. Since this particular MOU is specific to the 8 full launch colleges, there will be meetings with those colleges to explain the process, which will include why the various signatures are required.

3. Exchange Courses in the CCMS

Question/Comment– *The MOU states that courses to be offered in the Exchange must “..have already been offered in the CCMS to Home College students using Online Student Readiness (with assessment), Online Tutoring and Online Proctoring for at least one term”.*

What exactly does that mean?

Answer – Prior to participation in the Exchange, a course must have been offered in Canvas at the college with local students and with the integration of the specified OEI support services. In other words, the initial offering of a course in Canvas (the CCMS) with OEI support services must happen prior to Exchange participation.

4. Exchange Course Enrollment Limitation

Question/Comment– *Has already enrolled in two Exchange Courses in the current term. I think this is an unnecessary restriction that will result in incomplete data about student demand for courses. Also, what if students actually need that third class in a term to complete a degree? That is not good for students.*

Why are students being limited to two Exchange Courses?

Answer – As the intent of the Exchange is to provide courses not available at the local level to a limited extent, this limit is in place to ensure that students are not seeking to obtain a full online load of

courses through the Exchange. This limit has been proposed for the 8 full Launch pilot and will be revisited at the end of the pilot.

5. Courses with additional Prerequisites

Question/Comment– Why does the MOU prohibit the inclusion of courses in the Exchange that have prerequisites in addition to those specified by C-ID?

Answer – This was the approach agreed upon at the reciprocity summit. Since the purpose of the Exchange is to provide courses to students that are not available locally, it would be problematic to include courses with prerequisites that might exceed those in place at the local level. Students might find themselves prevented from taking a class that they need due to not meeting the prerequisites on that unique offering of the course. In other words, students may then not only be unable to access the course locally due to a lack of availability, but not be able to access the course via the Exchange due to additional prerequisites that are not consistent with those of the home college (and the C-ID descriptor).

Additionally, at this point in the development of the Exchange trying to incorporate courses with unique prerequisites provides an additional layer of complexity for the technical development team which would require more time and research than is allotted for this phase of the pilot. As with all other elements of the MOU, this element will be revisited, at which time the data and outcomes of the initial pilot colleges experience will help to inform any changes.

6. Future MOU Modifications

To successfully accomplish the goals of the OEI Course Exchange, the Participating College shall agree that, through collaboration between the OEI management team, Tech Center, and Pilot Colleges, the Reciprocity Policies and Business Processes in attachments A and B may be updated from time to time as needed. The Participating College designates its SPOC with the authority to approve such updates.

Question/Comment– Should the authority to approve changes to the MOU be a SPOC- related responsibility or should it require College -executive level designation?

Answer – *The point is well taken. With this particular MOU, this is an issue that will be discussed with the 8 Full Launch Colleges leadership and the SPOCs for additional input, and it is a change that can be made prior to the signing of the MOU by the 8 colleges. Also prior to the issuing of any new MOUs, which would include all the colleges in the Consortium, this issue should be discussed by that group for a broader perspective and agreement on consistency.*

7. Same course but different number of units

Question/Comment: Is there an issue with variable units for individual courses? In the Exchange what happens if a Home College's C-ID course is worth more units than the same C-ID course at a Teaching College?

Answer: *There are no issues here that are appropriately flagged as Exchange issues. Per SB 1440, colleges are required to make the courses a student has taken towards an ADT "work". C-ID operationalizes one aspect of this - even if a teaching college C-ID'd course was 6 units and home college course was 3, the home college would be obligated to accept teaching college's course. It is then left to the home college to determine how to account for the "missing" units. Given that C-ID establishes the content and objectives that both colleges are teaching, "finding" those other units within the other courses already completed by the student would be the student-friendly way to handle*

- and would be consistent with the intent of the legislation. The Home College's ultimate obligation is to award an ADT that is consistent with the TMC - without adding in any local graduation requirements. There should never be a "gotcha" as students move between colleges.

The articulation between the CCCs that has been established by C-ID is the reason that C-ID courses are necessarily our focus. A local receipt of a C-ID designation has already obligated the college to accept the 3-unit courses that are the norm - whether or not there is an Exchange. This does not impact local curricular choices - it just impacts how a college counts courses that a student brings from elsewhere. How a college handles these discrepancies is a local matter - as is their messaging to students regarding how such things would be handled. One would hope that colleges that have these sort of unit discrepancies would be finding a student-friendly means of honoring the coursework completed without creating more work for the student.



Executive Committee Agenda Item

SUBJECT: Local Curriculum Committee Visits and the Role of SACC		Month: January	Year: 2016
		Item No. IV F.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the implementation of the curriculum technical assistance program and the role of SACC in local curriculum visits.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Given some recent challenges that local curriculum committees have had with completing their SB 1440 ADT obligations, it has been suggested by Vice Chancellor Pam Walker that SACC could send teams to colleges that may need technical assistance with curriculum. However, given that providing technical assistance with curriculum matters is properly the role of the Academic Senate, this may cause confusion in the field about the role of the Academic Senate in providing such assistance. Furthermore, in March 2015 the Executive Committee approved, in concept, the establishment of a formalized curriculum technical assistance program in partnership with CCCIO that is analogous to the existing ASCCC—CCLC technical assistance program. Given this, it is probably the time to start work on implementing the curriculum technical assistance program as soon as possible, which among other things would include getting acceptance of this concept of the CCCIO Executive Committee (if that hasn't been done yet). Input is sought from the Executive Committee on next steps in implementing this program.

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



Executive Committee Agenda Item

SUBJECT: Attendance Accounting Issues		Month: January	Year: 2016
		Item No. IV. G	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide guidance on how to proceed with discussions about attendance accounting issues.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Davison/Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In spring 2013, the body adopted Resolution 13.03 S13 on aligning attendance accounting for distance education classes with that for in-person classes:

Whereas, There is significant attention to the potential for online and distance education to improve access to California community colleges from both the Governor and the Legislature;

Whereas, Title 5 §58003.1(f)(1) requires that the weekly student contact hours (WSCH) for credit distance education (DE) courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent on-site credit courses;

Whereas, Using credit units instead of actual student contact hours for attendance accounting results in less FTES generated by DE courses offered at colleges on compressed calendars than FTES generated by their equivalent on-site courses, resulting in less apportionment received per DE course for the same cost of instruction as the equivalent on-site credit courses; and

Whereas, This resulting disparity in apportionment to colleges on compressed calendars may result in de facto financial penalties for those colleges, and discourages the offering of sections of distance education courses needed to meet the demand of the communities they serve;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses.

Unless a college offers the online classes in synchronous mode with regularly scheduled meeting times, colleges use the independent study accounting method for calculating FTES for online courses in which credit hours (units), rather than student contact hours, are used in the FTES calculation. At issue is the

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

disparity in FTES generated for courses in the online versus in-person modalities at colleges that use compressed calendars. For example, consider an offering a 3-unit lecture sociology course meeting in both the online and in-person modalities, with the course outline specifying that this course meets 3 standard hours per week. For a college on a standard calendar with the 17.5 term multiplier, there is no difference in the FTES generated for this 3-unit class because the lecture hours and the units are identical. For a college on a compressed calendar, however, the 3-unit course offered online will generate less FTES than the in-person counterpart, and it has been reported anecdotally that CIOs at compressed calendar colleges are reluctant to expand their online offerings because of this disparity. For example, at a college with a 16.5 term multiplier, the 3-unit online sociology course with 40 students generates 3.771 FTES while that same course offered in-person generates 4.274 FTES. This is because the online course uses 3 units as its contact hours while the in-person course uses 3.4 for its contact hours in the FTES calculation. (The Chancellor's Office 2008 addendum to the SAAM...

However, this attendance accounting FTES disparity between standard calendar and compressed calendar colleges is larger than just distance education. It turns out that while compressed calendar colleges are penalized in FTES for their online courses, they actually generate more FTES for that same 3-unit lecture class than the standard calendar counterparts. This has to do with the fact that weekly contact hours have to be expanded for colleges on the compressed calendars because the students still must be scheduled for the same number of classroom minutes per term as they would be on a standard calendar. For the 3-unit lecture, the weekly contact hours would be 3.0 hours at a standard calendar college, but at a compressed calendar college, it would be more, with how much more depending on the term multiplier used by the college. For example, the Chancellor's Office recommends that for colleges using a 16.5 term multiplier, a course that meets for 3 hours per week on a standard calendar meets for 3.4 hours on the compressed calendar. This would result in the standard calendar college generating 4.000 FTES for the 3-unit lecture class with 40 students, while the compressed calendar college (16.5 term multiplier) generates 4.274 FTES. The cause appears to be the fact that despite the adjustment upward in weekly contact hours in the FTES formula for compressed calendar colleges, the denominator of 525 WSCH/FTES is not adjusted. As a result, the compressed calendars colleges get the benefit of additional FTES because they have a larger numerator without any change to the 525 denominator.

It has been said, also anecdotally, that administrators at colleges on compressed calendars are reluctant to raise the issue about distance education attendance accounting because they fear that the methodology will be adjusted so that they no longer generate additional FTES than they would on a standard calendar. However, this creates a disincentive to expand online offerings at compressed calendar colleges, even if there is a demonstrated need for more online course sections. In January 2015, the Online Education Committee brought forward a draft proposal to revise Title 5 to align the distance education attendance accounting with in-person attendance accounting (WSCH/DSCH). This was supposed to be brought forward to SACC for discussion, but wasn't resolved. Before it is brought back to SACC for discussion, guidance from the Executive Committee is sought on how to proceed.

COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

3-Hour Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	3.375
16.1	3.350
16.2	3.333
16.3	3.310
16.4	3.290
16.5	3.270
16.6	3.250
16.7	3.230

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **3.4**. It is necessary to round up to 3.4 because under a compressed calendar 3.3 WCH cannot be scheduled using 5 minute increments. This can be achieved through the following time pattern (1.7 contact hours per day X 2 days per week):

8:00 a.m. to 9:25 a.m. MW

(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be **3.4**. This can be achieved through the following time pattern (3.4 contact hours per day X 1 day per week):

8:00 a.m. to 11:10 a.m. F

(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.4 contact hours on the third day, totaling **3.4 WCH**):

8:00 a.m. to 8:50 a.m. MW

8:00 a.m. to 9:10 a.m. F

(includes no breaks; excludes passing time at the end of the Friday class meeting)

COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

3-Hour Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by this term length multiplier yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.8	3.210
16.9	3.195
17.0	3.176

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **3.2**. This can be achieved through the following time pattern (1.6 contact hours per day X 2 days per week):

8:00 a.m. to 9:20 a.m. MW

(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be **3.3**. This can be achieved through the following time pattern (3.3 contact hours per day X 1 day per week):

8:00 a.m. to 11:05 a.m. F

(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.3 contact hours on the third day, totaling **3.3 WCH**):

8:00 a.m. to 8:50 a.m. MW

8:00 a.m. to 9:05 a.m. F

(includes no breaks; excludes passing time at the end of the Friday class meeting)

California Community Colleges
Term Length Multipliers
Fiscal Years 2014-15

District	College	Term Length Multiplier
Allan Hancock Joint CCD	Allan Hancock College	17.0
Antelope Valley CCD	Antelope Valley College	17.0
Barstow CCD	Barstow College	17.5
Butte-Glenn CCD	Butte College	17.5
Cabrillo CCD	Cabrillo College	17.0
Cerritos CCD	Cerritos College	17.5
Chabot-Las Positas CCD	Chabot College	17.5
	Las Positas College	17.5
Chaffey CCD	Chaffey College	17.5
Citrus CCD	Citrus College	16.2
Coast CCD	Coastline Community College	16.0
	Golden West College	16.0
	Orange Coast College	16.0
Compton CCD	Compton College	16.4
Contra Costa CCD	Contra Costa College	17.5
	Diablo Valley College	17.5
	Los Medanos College	17.5
Copper Mountain CCD	Copper Mountain College	17.5
Desert CCD	College of the Desert	16.4
El Camino CCD	El Camino College	16.4
Feather River CCD	Feather River College	17.5
Foothill-De Anza CCD	De Anza College	11.67
	Foothill College	11.67
Gavilan CCD	Gavilan College	17.0
Glendale CCD	Glendale Community College	16.5
Grossmont-Cuyamaca CCD	Cuyamaca College	17.5
	Grossmont College	17.5
	Hartnell College	17.5
Hartnell CCD	Hartnell College	17.5
Imperial CCD	Imperial Valley College	16.0
Kern CCD	Bakersfield College	16.3
	Cerro Coso Community College	16.3
	Porterville College	16.3
Lake Tahoe CCD	Lake Tahoe Community College	11.67
Lassen CCD	Lassen College	17.5
Long Beach CCD	Long Beach City College	16.3
Los Angeles CCD	East Los Angeles College	16.5
	Los Angeles City College	16.5
	Los Angeles Harbor College	16.5
	Los Angeles Mission College	16.5
	Los Angeles Pierce College	16.5
	Los Angeles Southwest College	16.5
	Los Angeles Trade-Tech College	16.5
	Los Angeles Valley College	16.5
	West Los Angeles College	16.5
	Los Rios CCD	American River College
Cosumnes River College		17.0
Folsom Lake College		17.0
Sacramento City College		17.0

California Community Colleges
Term Length Multipliers
Fiscal Years 2014-15

District	College	Term Length Multiplier
Marin CCD	College of Marin	17.5
Mendocino-Lake CCD	Mendocino College	17.5
Merced CCD	Merced College	17.5
MiraCosta CCD	MiraCosta College	17.0
Monterey Peninsula CCD	Monterey Peninsula College	17.5
Mt. San Antonio CCD	Mt. San Antonio College	16.2
Mt. San Jacinto CCD	Mt. San Jacinto College	17.5
Napa Valley CCD	Napa Valley College	17.5
North Orange County CCD	Cypress College	16.0
	Fullerton College	16.0
	School of Continuing Education	Not Applicable
Ohlone CCD	Ohlone College	16.4
Palo Verde CCD	Palo Verde College	17.5
Palomar CCD	Palomar College	17.5
Pasadena Area CCD	Pasadena City College	16.0
Peralta CCD	College of Alameda	17.5
	Berkeley City College	17.5
	Laney College	17.5
	Merritt College	17.5
Rancho Santiago CCD	Santa Ana College	16.6
	Santiago Canyon College	16.6
Redwoods CCD	College of the Redwoods	16.4
Rio Hondo CCD	Rio Hondo College	16.7
Riverside CCD	Riverside Community College	16.4
San Bernardino CCD	Crafton Hills College	17.5
	San Bernardino Valley College	17.5
San Diego CCD	San Diego City College	16.5
	San Diego Mesa College	16.5
	San Diego Miramar College	16.5
San Francisco CCD	City College of San Francisco	17.5
San Joaquin Delta CCD	San Joaquin Delta College	17.5
San Jose-Evergreen CCD	Evergreen Valley College	16.3
	San Jose City College	16.3
San Luis Obispo County CCD	Cuesta College	17.5
San Mateo County CCD	Cañada College	17.5
	College of San Mateo	17.5
	Skyline College	17.5
Santa Barbara CCD	Santa Barbara City College	17.0
Santa Clarita CCD	College of the Canyons	17.0
Santa Monica CCD	Santa Monica College	17.0
Sequoias CCD	College of the Sequoias	17.5
Shasta-Tehama-Trinity Joint CCD	Shasta College	17.5
Sierra Joint CCD	Sierra College	17.0
Siskiyou CCD	College of the Siskiyous	17.5
Solano County CCD	Solano Community College	17.5
Sonoma County CCD	Santa Rosa Junior College	17.5
South Orange County CCD	Irvine Valley College	17.5
	Saddleback College	17.5

**California Community Colleges
Term Length Multipliers
Fiscal Years 2014-15**

District	College	Term Length Multiplier
Southwestern CCD	Southwestern College	17.5
State Center CCD	Fresno City College	17.5
	Reedley College	17.5
Ventura County CCD	Moorpark College	17.5
	Oxnard College	17.5
	Ventura College	17.5
Victor Valley CCD	Victor Valley College	16.0
West Hills CCD	West Hills College Coalinga	17.5
	West Hills College Lemoore	17.5
West Kern CCD	Taft College	17.5
West Valley-Mission CCD	Mission College	16.2
	West Valley College	16.2
Yosemite CCD	Columbia College	16.4
	Modesto College	16.4
Yuba CCD	Woodland Community College	17.5
	Yuba College	17.5

CCD = Community College District
Fiscal Services CCCCCO, 5-4-15



Executive Committee Agenda Item

SUBJECT: 2016 Spring Plenary Session Schedule		Month: January	Year: 2016
		Item No. IV, H	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the changes in the 2016 Spring Session program to accommodate the other organizations in the joint program.	Urgent: YES / NO	
		Time Requested: 20 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee approved holding the 2016 Spring Plenary Session in conjunction with several other California community colleges – CIO, CSSOs, CCCAOE, and other. Given the different schedules of all groups, the ASCCC will need to adjust many of its regular sessions such as speeches, area meetings, etc. The Executive Committee will consider for approval the changes so that the field can be updated on the structural modification prior to the event.

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

**Thursday/Friday Joint Event
Draft Agenda**

Theme: *Aligning Partnerships for Student Services*

Wednesday, April 20, 2016 (CIOs/CSSO/CCCAOE)			
Time	Event Type	# People	Presenters
12:00 – 1:30 pm	Lunch	670	Keynote
1:45 – 3:15 pm	Breakouts		
3:30 – 5:00 pm	Breakouts		
5:30 – 7:00 pm	Reception		
Thursday, April 21, 2016 (ASCCC/CIOs/CSSOs/CCCAOE)			
Time	Event Type	# People	Presenters
7:30 – 8:15 am	Breakfast	870	None
8:20 – 9:30 am	Keynote	970	Invite Brice Harris to open event
9:45 – 11:45 am	Group Meetings: CCCAOE Meetings ASCCC – Breakouts CIOs – one meeting room CSSOs- large meeting room		7 B/O rooms (75 each) 6 B/O rooms (75 each) 1 room (120) 1 room (120)
12:00 – 12:45 pm	Lunch	1000	
12:45 – 2:00 pm	Panel discussion	1000	Board of Governors Workforce TF: invite Jim Mahler, Tim Rainey, Sunny Cook, Lynn Shaw
2:15 – 3:45 pm	Regional meetings	1000	10 B/O rooms
4:00 – 5:30 pm	Breakouts		Possible topics: <ul style="list-style-type: none"> • Chancellor’s Office (larger room) • Dual enrollment (larger room) • Hot topics
5:30 – 9:00 pm	Foundation Fundraiser	450	
Friday, April 22, 2016 (ASCCC/CIOs/CSSO/CCCAOE)			
7:30 – 8:30 am	Breakfast	770	None
8:30 – 10:30 am	Keynote	1000	Chancellor’s Office General Session
10:45 – 12 noon	Keynote	1000	TBD- Invite: Governor Brown and Lieutenant Governor Newsome
1:00 – 3:00 pm	ASCCC Elections Speeches	200	
3:00 – 5:00 pm	ASCCC Area Meetings	200	



Executive Committee Agenda Item

SUBJECT: Basic Skills Definitions		Month: January	Year: 2016
		Item No: IV. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will provide guidance to the Curriculum Committee on how to best address Resolution 7.05 F14.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In fall 2015 the body adopted resolution 7.05 F14 that calls for a separate definition for ESL courses that distinguishes ESL from English, reading and math:

Whereas, Data regarding basic skills are critically important for making decisions for funding allocations, as well as for assessing student success;

Whereas, The Basic Skills Initiative identifies basic skills courses as those courses necessary for students to succeed in college-level work and that are identified as such on the Basic Skills Cohort Tracking Tool;

Whereas, Title 5 §55502 indicates specifically that basic skills courses cannot be degree applicable, yet some courses below transfer can be degree applicable (for example, Intermediate Algebra is the degree applicable course for math for the California community colleges, and at some colleges ESL is not basic skills and can be transferable and degree applicable); and

Whereas, The Board of Governors Scorecard identifies remedial courses as those below transfer;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to work with the Academic Senate 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 acknowledges that ESL can be non-degree applicable, degree applicable, or transferable.

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

There is no current “official” definition of **basic skills** for the California Community Colleges, nor is there one for **ESL**. There is a working definition of **basic skills** that was developed by the team that wrote the “Poppy Copy” and is also incorporated into the ASCCC 2008 basic skills handbook:

“Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to succeed in college-level work.”

Since this working definition was introduced, much work was done through the Basic Skills Initiative that resulted in the creation of a multitude of resources for the system, including the development of CB21 rubrics that allow curriculum committees to identify whether or not a course is a basic skills course, and if it is what level below college/transfer level it is. Any definitions of basic skills and ESL should probably acknowledge the CB21 rubrics.

One of the confusing issues regarding basic skills courses is raised in the third whereas, which points out that Title 5 states that basic skills courses are non-degree applicable, yet exceptions are allowed for certain basic skills courses such as elementary algebra, English composition or reading one level before transfer (Title 5 section 55062). Furthermore, section 55062(c) states that “English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.” Another complicating factor is that the Chancellor’s Office won’t allow courses that are degree applicable to be coded as basic skills courses. Finally, there is the philosophical debate about whether ESL courses are really basic skills courses or if they are really equivalent to foreign language courses, which makes what is called for in the resolution a sensitive undertaking.

The Curriculum Committee discussed this resolution at its December 16 meeting. Questions that need to be answered include:

1. Is this resolution feasible, and if so, then should it be a SACC effort, as the resolution implies since it calls for the Chancellor’s Office to work with the Academic Senate, or should it really be an Academic Senate effort led by the Curriculum Committee?
2. Should any definition(s) developed be accompanied by a statement of principles on how colleges should apply the definition, such as the role of local curriculum committees and senates and the proper application of CB21 rubrics?

Before the committee does any significant amount of work on addressing this particular resolution, some guidance on how best to proceed is requested of the Executive Committee.



Executive Committee Agenda Item

SUBJECT: Workforce Task Force Recommendation Implementation		Month: January	Year: 2016
		Item No: IV. J.	
		Attachment: YES (via email)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Board of Governors Task Force on Workforce, Jobs, and a Strong Economy implementation strategies including those recommendations that the ASCCC should lead, advise, or monitor.	Urgent: YES	
		Time Requested: 40 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Board of Governors approved the recommendations from the Taskforce on Workforce, Job Creation, and a Strong Economy (WTFE) at its November 2016 meeting. The Chancellor’s Office is in the process of assigning vice chancellors to lead the implementation teams. Attached is a draft document listing the WTFE recommendations with the 10+1 area each recommendation falls under, policy or guidance needed, ASCCC positions, system and statewide partners as well as possible actions indicating that the ASCCC should lead, advise, or monitor specific recommendations. The Executive Committee will review this document and be prepared to discuss and include additions to policy or guidance needed, positions, and gaps in positions. Finally, the Executive Committee will determine the ASCCC’s level of involvement for each recommendation and consider for approval the revised document.

Note: The attachment to this item will be emailed on Thursday and posted on the ASCCC website.

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



Executive Committee Agenda Item

SUBJECT: Dual Enrollment Frequently Asked Questions		Month: January	Year: 2016
		Item No. IV. K.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will review a draft from the Educational Policies Committee regarding frequently asked questions for dual enrollment and implementation.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

With the passage of AB288 (Holden, 2015), many colleges are beginning or continuing discussions about dual enrollment. The Educational Policies committee has been assigned several resolutions regarding this issue, most notably 6.03 (S15) which states:

Resolved, That the Academic Senate for California Community Colleges support the legislative intent of AB 288 (Holden, as of March 23, 2015) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students; and

Resolved, That the Academic Senate for California Community Colleges 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(l), and promote the fulfillment of accountability requirements and incentives for both college and school districts.

To this end, the Educational Policies committee has developed the attached draft Frequently Asked Questions to distribute to the field. Other groups, including the RP Group, are also in the process of providing information to the field, but there is currently nothing that specifically addresses the issues that senate presidents and other faculty leaders will need to know.

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

Dual Enrollment: What Local Senates Need to Know

With the passage of AB288 (Holden, 2015), many colleges have begun to explore the usage of dual enrollment on their campuses. Due to the nature of dual enrollment programs, academic senates need to be familiar with these programs and prepared to be involved with their creation and promulgation. So, what do local senates need to know about dual enrollment?

First, what is dual enrollment, also referred to as concurrent enrollment? In very basic terms, California Education Code allows K-12 students to take college classes. While there are several nuanced versions of this, the most common type of dual enrollment involves K-12 students taking a college class offered on a K-12 campus, typically during the school day. This partnership should have a formal agreement between the two institutions, although such an agreement is not legally required. The other common form involves the K-12 student enrolled in a college class as a student, usually involving special admission. This type of student enrollment can be accomplished through a formal partnership or by individual K-12 students registering and enrolling as special admission college students.

Dual enrollment has existed for many years, with some fairly specific requirements that both the K-12 institution and the college must fulfill. In 2003, the California Community Colleges Chancellor's Office investigated these partnerships and that many of them were out of compliance with these requirements. While blame was not placed on specific institutions, varying degrees of repercussions were enacted, not the least of which was legislative action that added nuanced restrictions. After the CCCC's investigation and findings, many community college districts discontinued their dual enrollment arrangements and have remained hesitant to enter into new ones. This may change with this passage of new legislation designed to aid districts in the creation of dual enrollment programs. AB288 (Holden, 2015) allows districts to establish an optional dual enrollment program that operates under special rules spelled out in the legislation. While the new law creates an entirely new option, there is nothing that requires a college to exercise the option. There is also nothing that prevents a college from enacting the provision and eliminating its current dual enrollment program – thereby in effect moving the existing program into the new provisions.

This new law essentially models what started as a one-time exception made for one district (Long Beach City College) that allows the college district and local K-12 school to create dual enrollment opportunities that do not require open access to the public. Parts of the new regulations parallel the existing dual enrollment requirements and others are completely new. Similar to the existing provisions in Ed Code for dual enrollment, this new law has numerous implementation nuances, some of which have not been completely worked out at the policy levels; as a result, the Department of Education and the Chancellor's Office may need to implement additional regulatory changes as well as develop a variety of guidelines.

Unlike the existing requirements, this new law requires a formal agreement between the institutions. It also makes very clear that both institutions can only collect FTES and ADA apportionment as long as they are not duplicating "*the same instructional activity.*" This will essentially mean that a college course offered under the new College and Career Access Pathways (CCAP) may not directly repeat an existing school class. It will also mean that both institutions will need to meet their respective apportionment requirements with the exception of providing open access.

At this time, Winter 2016, colleges without dual enrollment programs who are also not meeting their growth targets should be seriously considering these new provisions. Colleges

can begin by engaging in the development of academic pathways while building partnership rapport with their respective K-12 partners. Those colleges that currently have dual enrollment offerings should work closely with their academic senates, K-12 partners and the CCC Chancellor's Office to help implement this new and exciting option for students.

Frequently Asked Questions

Who develops dual enrollment agreements and how often should they be updated?

Community college faculty must be the central component to the development and maintenance of dual enrollment courses since they are college classes. This does not mean that other stakeholders are not critical to the success of these partnerships. The K-12 faculty and administrators from both institutions need to be active participants to ensure that both institutions remain compliant with all requirements.

The initiation of any program would require both immediate and regular review and evaluation. As the program continues it is likely that only unusual circumstances will require immediate attention, and the program could easily follow the same timeline as the rest of the college's program review processes.

Are dual enrollment classes an academic and professional matter?

Yes – This is not debatable. §51023.3 and §§53200-53205 make it perfectly clear that curriculum and program development are strictly academic and professional matters, as a minimum condition for apportionment.

What are the minimum qualifications to teach a dual enrollment class?

The minimum qualifications to teach any college class, credit or noncredit are found in both law and regulation (§§87350-87360 and §§53400-53430 respectively.) The CCC Board of Governors and the Academic Senate for California Community Colleges maintain a list of minimum qualifications for disciplines that is updated every two years. This list defines the minimum qualification for each discipline, and every college course, including any dual enrollment course, must be assigned to one or more of these disciplines.

How do students fill college and degree requirements with dual enrollment, credit by examination and articulation?

Entry and graduation requirements for college courses and programs are established by individual colleges. These requirements do not need to be honored by any other college, agency, licensing board or entity. While the certificate or degree conferred might be recognized and honored, the student's transcript is typically what other colleges and universities review and can choose to honor or not based upon individual courses and grades. If it has been determined that an entering student meets the college's requirements, the college is not obligated to make the student re-meet the requirement by taking a course or engaging in some other evaluation process. This reasonable determination should be accomplished with a high degree of rigor. Military records of training or other employee records or recognized certifications would all potentially meet these standards and college faculty could agree to waive a particular requirement. The waiver would be acknowledged in the student's transcript; however, no credit would be conferred. A waiver could potentially be a problem for the student if (s)he later needs the units of credit, or help if the student later runs into unit limitations. Dual enrollment classes are regular college courses and therefore meet college and degree requirements without additional exams or certification.

Is the credit on a student transcript for a dual enrollment class different from other college credit?

No, a dual enrollment class is a college class. The credit listed cannot be differentiated from any other credit contained in the student's transcript. As a result, students must be allowed the same options allowed in any college course.

Are dual enrollment classes basic skills classes?

The provisions for dual enrollment are generally silent on the type of courses to be offered, so they can be specifically tailored to meet remedial needs. However, research shows that students who finish high school with some college credit already on their transcripts are more likely to continue in college. This would infer that the credit earned through dual enrollment is degree-applicable college level credit. Any pathway being designed should ensure that students are prepared in an academically logical manner, even if that pathway includes pre-college level coursework. It also does not prohibit sound pedagogy where a course typically builds on prior, possibly pre-college level learning by reviewing to both refresh and make entering expectations clear to students. The new CCAP does address specific requirements for basic skills dual enrollment courses, including that the agreement must include processes to certify that the students in remedial classes need the remediation to be successful in college.

What type of counseling and other student services should be provided for dual enrollment students?

Because dual enrollment offerings are usually not more than a few courses, the structural pathway is typically not difficult to establish. But the means by which students can receive tutoring, counseling, academic advising, library service, and all other services specific to those courses must be worked out in advance. The new CCAP does not require high school students to be provided these services, nor does it require the high school students to submit a Student Education Plan; however, students who graduate from high school and then enter a community college will be required to do so.



Executive Committee Agenda Item

SUBJECT: Launchboard Expansion		Month: January	Year: 2016
		Item No: IV. L	
DESIRED OUTCOME: The Executive Committee will consider partnering with other groups to enhance the Launchboard dashboard and increase its usability across all 113 colleges.		Attachment: YES	
		Urgent: YES	
		Time Requested: 10 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Chancellor's Office is planning to kick off a massive outreach campaign for the LaunchBoard starting in January (see descriptions attached). A number of groups – WestEd, RP Group, Regional Consortia, and other constituent groups will be leading this work. The ASCCC has been asked to partner with these groups to get this work done. The general outline of the program has been established by the Chancellor's Office, and staff would like the Senate to be involved in the following tasks:

During the first half of 2016, the ASCCC would:

- work with WestEd and RP to develop documents that explain on how LaunchBoard data can be integrated into local program review and curricular processes;
- work with WestEd, RP Group, Educational Results Partnership, Santa Rosa Junior College, and Centers of Excellence to develop a day-long advanced training that helps people become more proficient in using the LaunchBoard; and
- work with WestEd and RP to develop a LaunchBoard Fellows program (we will need about 10 data savvy faculty) who can do LaunchBoard training and technical assistance during 2015-16.

Timeline:

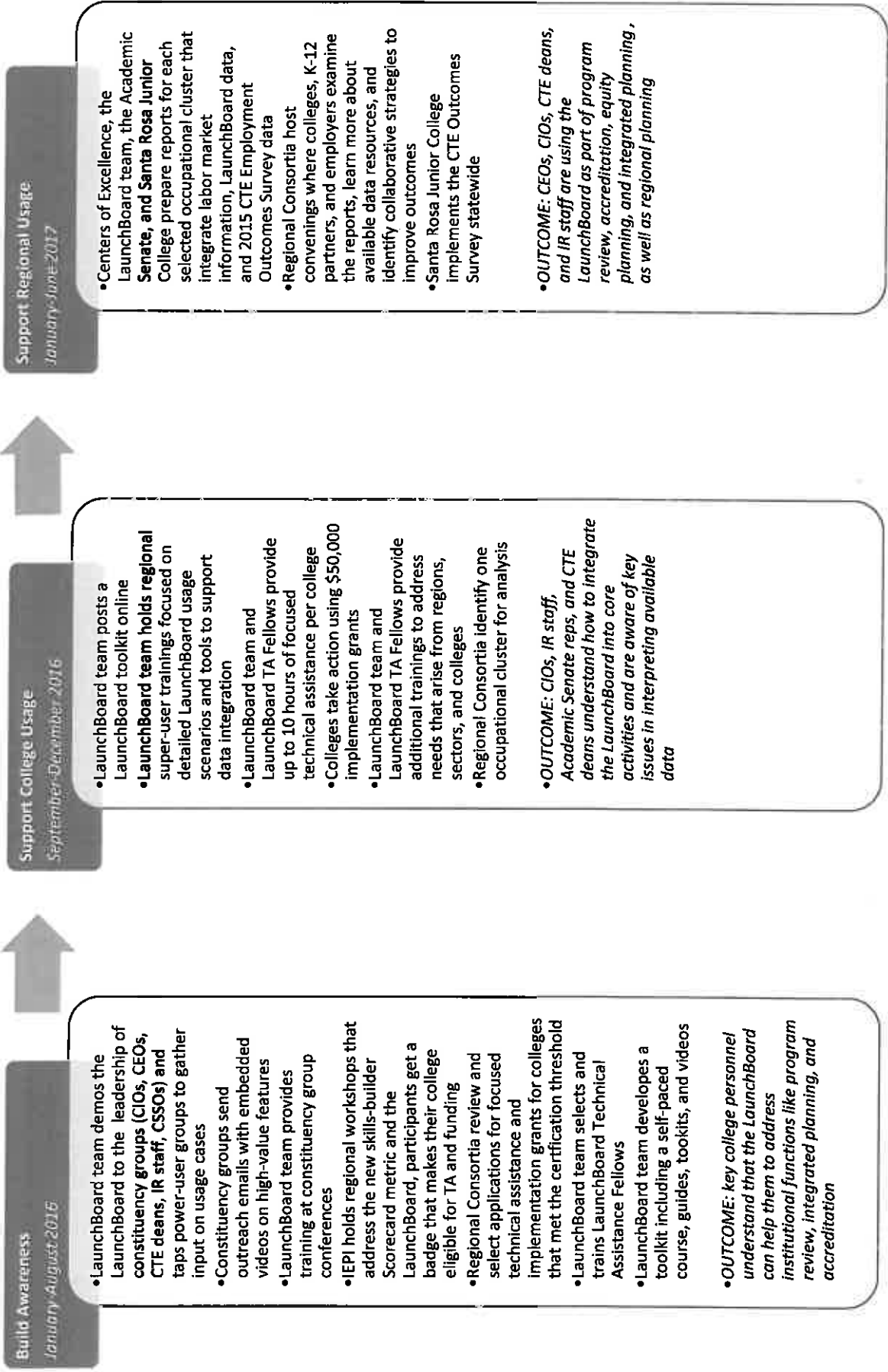
During the second half of 2016: ASCCC will help provide the super user training (7-10 regional trainings).

First half of 2017: ASCCC will help interpret findings from 10 reports that integrate various college and regional labor market data on particular occupational clusters, plus support 10 regional meetings where college, K-12, and employer representatives discuss the findings.

The Executive Committee will consider a possible partnership with the Chancellor's Office, WestEd, RP Group, an others to expand the LaunchBoard expansion.

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

LaunchBoard Uptake Plan



Partner Roles

In the recommendations put forward by the Board of Governor's Task Force on Workforce and a Strong Economy, the Chancellor's Office for California Community Colleges was urged to help colleges improve the quality, accessibility, and utility of student outcome and labor market data to support career and technical education (CTE) program development and improvement efforts. The *CTE Data Unlocked* initiative offers a suite of tools, training, technical assistance, and convenings to support this goal.

This document outlines the roles of the ten entities that will be involved in implementing the initiative, including:

1. California Community Colleges Chancellor's Office
2. Academic Senate for California Community Colleges
3. Centers of Excellence
4. Delta College/Educational Results Partnership
5. Institutional Effectiveness Partnership Initiative
6. Regional Consortia Chairs
7. RP Group
8. Santa Rosa Junior College/CTE Outcomes Survey
9. Sector Navigators
10. WestEd

All ten partners will be involved in the following activities:

- Initiative planning and management
- Review content for spring 2016 awareness trainings
- Participate in the development of tools that integrate LaunchBoard and labor market information into college processes like program review, integrated planning, and accreditation
- Support the development of curriculum for LaunchBoard Fellows, super-users, and an online LaunchBoard course
- Support the development of the RFP for college access to grants and technical assistance
- Support the development of a statewide technical assistance plan based on grants and technical assistance requested by colleges
- Support the development of the regional occupational cluster reports

Additional roles will be carried out as follows:

California Community Colleges Chancellor's Office

- Provide oversight regarding initiative implementation

CTE Data Unlocked: Find It. Understand It. Use it.

- Provide training at ten regional workshops in spring 2016 to raise awareness about revisions to the CTE metrics on the Scorecard (TRIS division)
- Attend training for LaunchBoard Fellows

Academic Senate for California Community Colleges

- Take a lead role in curriculum development
- Attend training for LaunchBoard Fellows
- Participate in training on how to use CTE data
- Coordinate travel for LaunchBoard Fellows
- Provide training for super-users
- Participate in regional convenings

Centers of Excellence

- Provide training at ten regional workshops in spring 2016 to raise awareness about the LaunchBoard
- Take a lead role in curriculum development
- Provide training for LaunchBoard Fellows
- Provide training to technical assistance providers on how to use CTE data
- Provide training for super-users
- Provide technical assistance to colleges
- Lead the development of the occupational cluster reports
- Participate in regional convenings

Delta College/Educational Results Partnership

- Provide training at ten regional workshops in spring 2016 to raise awareness about the LaunchBoard
- Provide training for LaunchBoard Fellows
- Provide training for super-users
- Provide technical assistance to colleges

CTE Data Unlocked: Find It. Understand It. Use it.

Institutional Effectiveness Partnership Initiative

- Manage logistics and expenses for ten regional workshops in spring 2016 to raise awareness about revisions to the CTE metrics on the Scorecard and the LaunchBoard
- Manage logistics and expenses for an IEPI team training in summer 2016 to raise awareness about revisions to the CTE metrics on the Scorecard and the LaunchBoard
- Participate in training on how to use CTE data (IEPI team members)

Regional Consortia Chairs

- Market IEPI trainings
- Participate in training on how to use CTE data
- Disseminate, process, and approve the applications for college grants and technical assistance
- Manage and distribute grants to colleges
- Manage logistics and expenses for ten regional super-user workshops in fall 2016
- Coordinate selection of occupational clusters for regional reports
- Lead thirty regional convenings on occupational clusters in spring 2017
- Manage logistics and expenses for thirty regional convenings on occupational clusters in spring 2017
- Evaluate effectiveness of local assistance and regional convenings

RP Group

- Lead curriculum development for spring 2016 trainings
- Provide training at ten regional workshops in spring 2016 to raise awareness about the LaunchBoard
- Provide training for LaunchBoard Fellows
- Provide training to technical assistance providers on how to use CTE data
- Provide training for super-users
- Provide technical assistance to colleges
- Participate in ten regional convenings on occupational clusters in spring 2017

Santa Rosa Junior College/CTE Outcomes Survey

CTE Data Unlocked: Find It. Understand It. Use it.

- Provide training for LaunchBoard Fellows
- Provide training for super-users
- Administer the CTE Outcomes Survey for all colleges in the state

Sector Navigators/Deputy Sector Navigators

- Participate in training on how to use CTE data
- Manage logistics and expenses for Key Talent training workshop in summer 2016
- Participate in selection of occupational clusters for regional reports
- Participate in thirty regional convenings on occupational clusters in spring 2017

WestEd

- Serve as project manager for the initiative
- Provide training at ten regional workshops in spring 2016 to raise awareness about the LaunchBoard
- Develop videos about the LaunchBoard and labor market information
- Design all collateral materials
- Take a lead role in curriculum development
- Provide training for LaunchBoard Fellows
- Manage logistics and expenses for LaunchBoard Fellows training retreat
- Manage and distribute funding for the LaunchBoard Fellows
- Provide training to technical assistance providers on how to use CTE data
- Provide training for super-users
- Provide additional trainings throughout the state (with the LaunchBoard Fellows)
- Provide technical assistance to colleges
- Participate in ten regional convenings on occupational clusters in spring 2017



Executive Committee Agenda Item

SUBJECT: Open Educational Resources		Month: January	Year: 2016
		Item No. IV. M	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated about the activities of the California Open Educational Resources Council, will consider next steps to inform local senates regarding AB 798, and will consider the exploration of a community college specific OER initiative.	Urgent: NO	
		Time Requested: 20 Minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Aschenbach/Davison/Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2012, SB 1052 created the California Open Educational Resources Council, a joint effort of the CCC, CSU, and UC systems under the administration of ICAS. The council 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 SB 1052 concludes in December, although the council will be working on the new OER bill, AB798 (Bonilla, 2015). AB 798 established a program for the CCC and the CSU systems to promote OER use through a grant program. The ASCCC has for many years encouraged the use of OER and passed a resolution supporting AB 798 in Spring 2015. However, the program created by the final version of AB 798 has a number of problematic limitations in terms of both funding level and requirements. In addition, concerns have developed regarding the leadership and activities of the council and differences in the ways our three systems view and use OER materials.

Current ASCCC appointed council members Cheryl Aschenbach, Dan Crump, and Dolores Davison will update the Executive Committee regarding the work of the council and the council’s next steps. Executive Committee members will consider for approval next steps for informing local senates of opportunities as noted in the legislation.

In addition to the efforts of the intersegmental council created under SB 1052, the Executive Committee will consider the possibility of an OER effort specific to the community college system. The Governor’s Office has shown clear interest in the promotion of OER materials, and recently the

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

Community College League approached the ASCCC regarding the same matter. For these reasons, the Executive Committee will explore the possibility of creating a community college program for the promotion of OER, whether through legislation or other means. CCLC and the Student Senate have expressed interest in joining the ASCCC in such a venture, and support from the Chancellor's Office seems likely.

The eventual goal of this conversation is to determine what a more productive OER initiative would involve and look like if we could design it ourselves. For this meeting, however, the immediate question is whether we wish to pursue such an initiative of our own on OER and if so how to proceed. Possibilities for further exploration might involve assigning this topic to one of our standing committees or creating a task force specific to this issue, possibly with representation from CCLC.

Assembly Bill No. 798

CHAPTER 633

An act to amend Section 69999.6 of, and to add and repeal Part 40.1 (commencing with Section 67420) of Division 5 of Title 3 of, the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 2015. Filed with
Secretary of State October 8, 2015.]

LEGISLATIVE COUNSEL'S DIGEST

AB 798, Bonilla. College Textbook Affordability Act of 2015.

(1) Existing law establishes the segments of the postsecondary education system in the state, including the California State University, administered by the Trustees of the California State University, and the California Community Colleges, administered by the Board of Governors of the California Community Colleges.

This bill would establish the College Textbook Affordability Act of 2015 to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality open educational resources, as defined.

The bill would create the Open Educational Resources Adoption Incentive Program to provide incentives and reward campus, staff, and faculty efforts to accelerate the adoption of open educational resources. The bill would require that specified moneys for the program be used by campuses to create and support faculty and staff professional development, open educational resource curation activities, curriculum modification, or technology support for faculty, staff, and students, as specified. The bill would authorize the local academic senate of a campus of the California State University or the California Community Colleges to (A) adopt a local campus resolution to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students, and (B) upon adoption of the resolution, develop a specified plan, in collaboration with students and the administration, that describes evidence of the campus' commitment and readiness to spend grant money from the fund to support faculty adoption of open educational resources. The bill would require the California Open Education Resources Council to review and approve the plan, and, if it meets these and other specified requirements, would authorize the Chancellor of the California State University to award an initial grant of up to \$50,000 to the campus from the fund. The bill would require additional bonus grants to be distributed to participating campuses if certain benchmarks are met. The bill would cap the number of initial grants that may be approved by the California Open Education Resources Council each award year at 100. The bill would require the California Digital Open Source Library, also known as the California Open Online Library for Education, in consultation with

the Intersegmental Committee of Academic Senates, to report to the Legislature before September 1 of each year, commencing in 2018, as to whether the grants are increasing the rate of adoption of open educational resources and decreasing textbook costs for college students.

The bill would make these provisions inoperative on September 1, 2020, and would repeal them as of January 1, 2021.

(2) Existing law appropriates, from specified funds, \$5,000,000 to the Chancellor of the California State University to fund, among other things, the establishment and administration of the California Open Education Resources Council and the California Digital Open Source Library.

This bill would specify that \$3,000,000 of those funds are reappropriated for allocation for the Open Educational Resources Adoption Incentive Program. Of the remaining \$2,000,000, the bill would specify that up to \$200,000 may be used for the California Open Online Library for Education and up to \$27,000 may be used for stipends to members of the California Open Education Resources Council, as specified.

The people of the State of California do enact as follows:

SECTION 1. Part 40.1 (commencing with Section 67420) is added to Division 5 of Title 3 of the Education Code, to read:

PART 40.1. COLLEGE TEXTBOOK AFFORDABILITY ACT OF 2015

67420. This part shall be known, and may be cited, as the College Textbook Affordability Act of 2015.

67421. (a) The College Textbook Affordability Act of 2015 is hereby established to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources. Faculty development shall be a key component of this acceleration initiative. This initiative shall use, in addition to any other appropriate resources, those identified, housed, produced, and otherwise found appropriate pursuant to the California Open Education Resources Council established in Section 66409 and the California Digital Open Source Library, also known as the California Open Online Library for Education, established in Section 66408.

(b) The Open Educational Resources Adoption Incentive Program is hereby established to carry out the purposes of this act. Unless context otherwise requires, "program" in this act means the Open Educational Resources Adoption Incentive Program.

67422. (a) (1) Moneys appropriated in subdivision (f) of Section 69999.6 for the program shall be used by community college and California State University campuses to further the purposes specified in subdivision (a) of Section 67421, including any of the following purposes:

(A) Faculty professional development, which shall include learning about the California Open Online Library for Education established in Section

66408. Faculty who participate in this professional development shall be reimbursed in accordance with their campus' approved plan pursuant to paragraph (2) of subdivision (a) of Section 67424.

(B) Professional development for staff whose work supports providing students with open educational resources.

(C) Open educational resource curation activities. All new open educational resources developed and available that are adopted as course material pursuant to this program shall be added to the California Open Online Library for Education established in Section 66408.

(D) Curriculum modification and requisite release time for faculty in accordance with a campus' approved plan pursuant to paragraph (2) of subdivision (a) of Section 67424 related to the adoption of open educational resources as course materials.

(E) Technology support for faculty, students, and staff whose work furthers the goals specified in a campus' approved plan pursuant to paragraph (2) of subdivision (a) of Section 67424.

(2) Moneys appropriated in subdivision (f) of Section 69999.6 for the program shall not be used for direct compensation for faculty members who adopt open educational resources, except as provided to compensate for professional development pursuant to subparagraph (A) of paragraph (1), or for purchasing new equipment.

(b) For the purposes of this act, a "community college campus" is a community college campus site that has a local academic senate.

67423. As used in this part, "open educational resources" are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. "Open educational resources" include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

67424. (a) In order to participate in the program, the local academic senate of a campus of the California State University or the California Community Colleges shall do both of the following:

(1) Adopt a local campus resolution to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students.

(2) Approve a plan, in collaboration with students and campus administration, that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of open educational resources.

(A) The plan may detail technological or staff support to increase the adoption of open educational resources. The plan shall describe how the faculty will learn about the California Open Online Library for Education and other existing open educational resources.

(B) The plan shall include the number of academic departments expected to be involved in the plan's implementation, the number of course sections in which open educational resources will be adopted, the percentage of cost savings for students anticipated on account of the adoption of open educational resources for each of these course sections, the ways existing faculty development programs will be enhanced by the plan's implementation, and the mechanisms that will be used to distribute adopted open educational resources to students.

(C) At their discretion, faculty may choose, for courses that are to adopt open educational resources under the plan, appropriate resources for any of the 50 strategically selected lower division courses identified by the California Open Education Resources Council pursuant to subparagraph (B) of paragraph (1) of subdivision (c) of Section 66409. Other open educational resources may also be used.

(D) The plan shall describe how the campus will provide access to open educational resource materials for students, including how the campus will make hard copies of these materials available for students who lack access to these materials off campus and make it possible for students with such access to print hard copies.

(E) The plan will identify the amount of the grant requested. The amount of the grant requested shall be equal to, or less than, the number of course sections in which both open educational resources will be adopted and cost savings for the course section will be greater than 30 percent, multiplied by one thousand dollars (\$1,000). The amount requested shall not be greater than fifty thousand dollars (\$50,000). A plan shall commit to achieving greater than 30 percent cost savings in at least 10 course sections.

(F) (i) The plan shall include the percentage of cost savings for each course section calculated as follows:

(ii) The percentage of cost savings shall be the estimated decrease in the costs of books and supplies for a course section in the current term resulting from the adoption of open educational resources for that course section, divided by the costs of books and supplies for that course section in the immediately preceding academic term.

(b) The California Open Education Resources Council may provide expertise on available open educational resources and best practices for the adoption of open educational resources for existing courses to assist in the development of the plan.

(c) (1) The local academic senate of a campus of the California State University or the California Community Colleges may submit the resolution and the plan developed pursuant to subdivision (a) to the California Open Education Resources Council as its application for an initial grant no later than June 30, 2016.

(2) (A) The California Open Education Resources Council shall make an initial grant to a campus within 60 days of the council's receipt of the campus' application if the campus has satisfied the requirements of subdivision (a). The California Open Education Resources Council may award up to 100 initial grants.

(B) If the total amount requested in applications received pursuant to subparagraph (A) is equal to or less than two million dollars (\$2,000,000), the California Open Education Resources Council shall make grants for each approved application equal to the amount requested in the application. If the total amount requested in applications received pursuant to subparagraph (A) exceeds two million dollars (\$2,000,000), the California Open Education Resources Council shall make grants for the full amount requested in approved applications on a competitive basis based on the strength of the evidence provided of faculty commitment to the adoption of open educational resources.

(3) Each application approved by the California Open Education Resources Council shall be submitted by the council to the Chancellor of the California State University no later than 30 days after the council approves the application. The chancellor shall award grants to recipients in accordance with this section.

(4) Administrative support may be provided to the council by the California Open Online Library for Education to help the council carry out its duties in accordance with this part.

(5) (A) No later than June 30, 2018, a campus may apply for a bonus grant equal to the amount of its initial grant. The application shall include evidence that the campus has met or exceeded total cost savings of greater than 30 percent for the required number of course sections specified in the approved plan for the campus' initial grant in the 2017–18 academic year.

(B) (i) A campus may also compute the total cost savings for each course section and include that figure in its application for a bonus grant pursuant to subparagraph (A).

(ii) The total cost savings for each course section shall be the number of students enrolled in a course section multiplied by the per-student decrease in the costs of books and supplies for the course section in the term resulting from the adoption of open educational resources.

(6) Bonus grants specified in paragraph (5) shall be used to further the goals of the campus' approved plan for its initial grant. It is the intent of the Legislature that bonus grants support each campus' adoption of open educational resources for at least double the number of course sections, and with at least 30 percent cost savings for each of these course sections, as accomplished by the campus' approved plan for its initial grant.

(7) If the total amount requested in applications for bonus grants exceeds the total amount of funds available, the California Open Educational Resources Council shall award grants on a competitive basis to approved applications for the full amount of the initial grant based on the overall percentage savings achieved by the initial plan in the courses covered by the plan.

(8) It is the intent of the Legislature that initial and bonus grants provide the impetus for campuses to adopt, and continue to use, open educational resources as course materials.

(d) The California Open Online Library for Education, in consultation with the Intersegmental Committee of Academic Senates, shall report to

the Legislature, in accordance with Section 9795 of the Government Code, before September 1 each year, commencing in 2018, as to whether the grants are increasing the rate of adoption of open educational resources and decreasing textbook costs for college students.

67425. This part shall become inoperative on September 1, 2020, and, as of January 1, 2021, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2021, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 2. Section 69999.6 of the Education Code is amended to read:

69999.6. (a) In enacting this article, it is the intent of the Legislature to accomplish all of the following:

(1) Provide explicit authority to the board to continue to administer accounts for, and make awards to, persons who qualified for awards under the provisions of the Governor's Scholarship Programs as those provisions existed on January 1, 2003, prior to the repeal of former Article 20 (commencing with Section 69995).

(2) Provide for the management and disbursement of funds previously set aside for the scholarship programs authorized by former Article 20 (commencing with Section 69995).

(3) Provide a guarantee should additional funds be needed to cover awards authorized and made pursuant to former Article 20 (commencing with Section 69995).

(b) The board may manage and disburse the funds previously set aside for the scholarship programs authorized by former Article 20 (commencing with Section 69995).

(c) If a person has earned an award under the Governor's Scholarship Programs on or before January 1, 2003, but has not claimed the award on or before June 30, 2004, he or she still may claim the award by a date that is five years from the first June 30 that fell after he or she took the qualifying test. An award shall not be made by the board after that date.

(d) The board shall negotiate with the current manager of the Governor's Scholarship Programs and execute an amended or new management and funding agreement, before January 1, 2013, which shall include, but not be limited to, all of the following:

(1) Terms providing for the return to the General Fund by no later than January 1, 2013, of moneys appropriated to the Governor's Scholarship Programs that are not anticipated to be needed to make awards pursuant to paragraphs (1) and (2) of subdivision (a).

(2) Provisions that authorize the board to pay agreed-upon early withdrawal penalties or fees.

(3) Terms that extend to the final date upon which the board may withdraw funds for a person who earned an award under the Governor's Scholarship Programs.

(e) (1) If funds retained in the Golden State Scholarshare Trust after January 1, 2013, are insufficient to cover the remaining withdrawal requests, it is the intent of the Legislature to appropriate the necessary funds to the

Golden State Scholarshare Trust for the purpose of funding individual beneficiary accounts.

(2) The board shall notify the Department of Finance and the Legislature no later than 10 working days after determining that a shortfall in available funding described in paragraph (1) will occur.

(f) (1) (A) Of the funds transferred to the General Fund pursuant to paragraph (1) of subdivision (d), five million dollars (\$5,000,000) is hereby appropriated to the Chancellor of the California State University, without regard to fiscal years, to fund the establishment and administration of the California Open Education Resources Council and the California Digital Open Source Library, and the development or acquisition of open education resources, or any combination thereof, pursuant to legislation enacted in the 2011–12 Regular Session of the Legislature, provided that the chancellor may provide reimbursement to the California Community Colleges and the University of California for costs those segments, or their representatives, incur in association with the activities described in this paragraph.

(B) Effective January 1, 2016, three million dollars (\$3,000,000) of the moneys appropriated pursuant to this paragraph are hereby reappropriated pursuant to paragraph (4).

(2) Except those moneys allocated pursuant to paragraphs (3) and (4), moneys, or a portion of moneys, appropriated pursuant to paragraph (1) shall not be encumbered unless at least 100 percent of that amount encumbered is matched by private funds and, if not matched by private funds, shall revert to the Golden State Scholarshare Trust for purposes of the Governor’s Scholarship Programs.

(3) Of the unencumbered amount appropriated pursuant to paragraph (1) as of June 30, 2015:

(A) Up to two hundred thousand dollars (\$200,000) may be used for administration of the California Open Online Library for Education. These funds may be used by the California Open Online Library for Education to continue developing and updating its services to provide faculty, staff, and students convenient access to open educational resources as course materials and to provide administrative support for the California Open Educational Resources Council. These funds may be used by the California Open Online Library for Education for purposes of the Open Educational Resources and Adoption Incentive Program until September 1, 2020.

(B) Up to twenty-seven thousand dollars (\$27,000) may be used for stipends to members of the California Open Education Resources Council for these members to carry out their duties in accordance with the Open Educational Resources Adoption Incentive Program.

(4) Of the funds transferred to the General Fund pursuant to paragraph (1) of subdivision (d) and appropriated pursuant to paragraph (1), three million dollars (\$3,000,000) is hereby reappropriated to the Chancellor of the California State University, without regard to fiscal years, for allocation for the Open Educational Resources Adoption Incentive Program.

(g) The board may adopt rules and regulations for the implementation of this article.

O



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: January	Year: 2016
		Item No: V. A.	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 45 min.	
		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.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: January	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>

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

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
<http://www.cccco.edu>



**AGENDA
Consultation Council
Thursday, November 19, 2015
Hyatt Regency San Francisco Airport, Room: Regency A
9:00 a.m. to 1:30 p.m.
1333 Bayshore Highway
Burlingame, CA 94010**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

- 1. Associate Degrees for Transfer Update**
- 2. Accreditation**
- 3. DSPS regulation**
- 4. Equal Employment Opportunity Fund Allocation (EEO Fund)**
- 5. Minimum Qualifications**
- 6. Long-Range Master Plan Update**
- 7. Other**

Future 2016 Meeting Dates:

January 21, 2016
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)



NOTICE OF MEETING

of the

**Board of Governors of the California Community Colleges
Chancellor Search Consultant Committee**

Thursday, December 10, 2015

3:00 p.m. – 5:00 p.m. (Pacific Standard Time)

NOTE: The meeting locations listed below are open to the public.

Estolano LeSar Perez Advisors
448 South Hill Street, Suite 618
Los Angeles, CA 90013

And, at the

Aspen Institute
One Dupont Circle, NW, Suite 700
Washington, DC 20036
(Teleconference Location)

NOTICE IS HEREBY GIVEN that the Chancellor Search Consultant Committee will hold a meeting on Thursday, December 10, 2015. The meeting will commence at 3:00 p.m. (Pacific Standard Time). The agenda is as follows:

1. Overview of Search Consultant RFP Process – Thuy T. Nguyen, Interim General Counsel (Informational Item)
2. Evaluation of Proposals by Search Consultant Committee (Action Item)

The Search Consultant Committee will discuss, evaluate and score proposals submitted in response to the RFP for California Community Colleges Chancellor Search Consulting Services issued on November 17, 2015. Consistent with the RFP, the Search Consultant Committee will schedule interviews on December 18, 2015 with respondents whose proposals achieve a passing score of 75 or higher.

3. Public Comment
-

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations such as alternate media materials, sign language interpreters, or real-time transcription will be provided to persons with disabilities upon request. Persons requesting such accommodations should contact Christina N. Castro, 1102 Q Street, Sacramento, CA, 95814-6511, ccastro@cccco.edu, (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

For further information, call
Christina Castro, Board Liaison
California Community Colleges
(916) 323-5889

This Notice is available online at www.cccco.edu



NOTICE OF MEETING

**of the
Board of Governors of the California Community Colleges
Chancellor Search Consultant Committee**

**Friday, December 18, 2015
10:00 a.m. – 5:00 p.m.**

NOTE: The meeting location listed below is open to the public.

Estolano LeSar Perez Advisors
448 South Hill Street, Suite 618
Los Angeles, CA 90013

NOTICE IS HEREBY GIVEN that the Chancellor Search Consultant Committee will hold a meeting on Friday, December 18, 2015. The meeting will commence at 10:00 a.m. The agenda is as follows:

1. Overview of Search Consultant RFP Process – Jacob Knapp, Deputy Counsel (Informational Item)
2. Interview and Evaluation of Respondents by Search Consultant Committee (Action Item)

The Search Consultant Committee will interview those respondents to the RFP for California Community Colleges Chancellor Search Consulting Services whose proposals achieved a passing score during the initial evaluation on December 10, 2015. The Search Consultant Committee will evaluate, discuss and score interviews and proposals submitted in response to the RFP.

The Chancellor's Office respectfully requests that representatives of competing firms wait outside of the interview room during the interviews of other candidates.

3. Ranking of Respondents and Award of Contract (Action Item)

The Search Consultant Committee will discuss, evaluate and rank proposals submitted in response to the Search Consultant RFP. The Search Consultant Committee will direct the Chancellor's Office to post a "Notice of Intent to Award Contract" and direct the Interim General Counsel to negotiate and finalize a contract with the responsible bidder with the highest overall score.

4. Public Comment
-

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For further information, call
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California Community Colleges
(916) 323-5889

This Notice is available online at www.cccco.edu



Executive Committee Agenda Item

SUBJECT: Part Time Faculty Priorities		Month: January	Year: 2016
		Item No: V - C	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss recommendations from the Part Time Faculty Task Force regarding part-time faculty priorities.	Urgent: No - Spring	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	North/Freitas/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: In Spring of 2015 the body adopted the following: *“Resolved, That the Academic Senate for California Community Colleges create a taskforce with no less than 50% part-time faculty membership charged with studying how to increase part-time participation in college governance.”* The body has also sought several other options related to part time faculty matters to include the updating of long past papers. A task force last year struggled with this assignment for several reasons. This year’s taskforce is similarly struggling with the above revised charge for the following reasons:

From the 1980’s through 2002 the ASCCC, the BOG and even the Legislature were actively engaged in trying to address PT faculty concerns. The ASCCC’s 2002 paper captured everything and then some. All of what it captured is still relevant today because no action has occurred to implement its recommendations. The simple fact is we are able to offer more classes by heavily relying on part time temporary employees, and, as individuals and institutions we are all complicit in this. These matters fell to the wayside as they were overshadowed by the extreme conditions arising from the 02-05, and then 07-13 budget crises. As such the state’s stakeholders have voiced concerns here and there but no coordinated effort has risen among the intensely competing problems of severe cuts.

The collective work of the ASCCC lists over 80 recommendations and positions relating to part time faculty matters. We do not need more, we need action, and that action needs to be coordinated with other ASCCC priorities. The ASCCC is poised to be that coordinating agent among our many stakeholders, if we are willing to commit to the enterprise.

Implementing the charge of forming a committee of part time faculty is very problematic because they are typically not available for extra-curricular activities. This problem was observed among the ranks of CTE faculty as well and the ASCCC was able to create a mechanism to more directly support

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

these extra-curricular leadership activities for CTE faculty. A similar model needs to be developed if we want to effectively engage our part time colleagues. Without this simple tasks like finding a meeting time are impossible – someone always gets dealt out because “full-load” PT faculty typically teach seven to eight classes across multiple districts. Even with resources we may have to rethink how we orchestrate these efforts. While the PT Task Force will be recommending the ASCCC create a Part Time Faculty standing committee (in May/June,) holding traditional meetings will always be challenging for this collective and the lucky chair(s) trying to manage it.

Because there is so much work to be done the Executive Committee needs to be more engaged in providing direction, commitment and priorities for this task force/committee. Based upon our many papers there are two macro foci: eliminating System reliance on part time faculty through funding and legislative action, and ameliorating the existing conditions being faced by our colleges due to an over reliance on part time faculty. It is important to note that this affects every program and service we provide. It is also important to note that the California Dept. of Education does not exceed 5% reliance on part time faculty for K12 operations. There are many things to be done in this latter focus, such as professional development and policy modifications to ensure PT faculty are paid and treated as colleagues equal to and on a par with any full time faculty.

While much research has been done there are still very many questions that need answering. Thus one of the ASCCC’s priorities should be to include part time faculty research needs into its research agenda. By example, there are some PT faculty who do not want to become full time, we need to know more about what those numbers are and where this plays out among divisions and disciplines. Another perennial argument that needs to be debunked is the notion that reliance on part time faculty allows colleges to have expansion/contraction flexibility. The ASCCC’s 2002 paper shows this to not be what we actually do, but this needs to be further researched. A third research area is we contract two distinctly different issues into one when we use the term “part time faculty.” We are really saying they only work part time, and they are only ever going to be temporary employees. We need solid research that shows they are not temporary employees and that shows this is abused more in some disciplines than others.

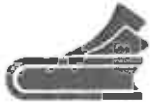
On the formerly mentioned state level focus, the ASCCC needs to begin a strategic advocacy effort by building a consensus group among the State’s stakeholders. Several BOG members have indicated strong interest in these matters. Prior BOG positions and both prior and current legislators have indicated things need to be improved. FACCC and bargaining groups consistently strive to resolve these issues. Yet, it is unrealistic to expect this type, level and scale of work to emanate from a task force or standing committee who can barely find a time to meet. Ultimately, reform of this magnitude and scale will require a gargantuan commitment on the part of the ASCCC’s time and resources.

To effectively accomplish some of the goals within both foci will require the ASCCC Executive Committee and Officer's Committee to deliberate and develop priorities, plans and strategies for moving these agendas forward. The goal of this agenda item is to begin this discussion.

Note: Pg# refers to the 2002 paper, which did a comprehensive job of capturing all prior work and identifying where it came from. EERA is the Educational Employee Relations Act (negotiable items) Comments - Potential next steps are for the Executive Committee to prioritize and commit to, and some are being worked on now within the total scope of ASCCC's activities.

Task/Need/Issue/Recommendation/Position	Year	Paper	Pg#	Res	10+1	EERA	Issue	Official Position	ASCCC Action	Legislation	Comments - Potential Next Steps
Permanent classification for part time faculty authorized	1967		1						X	X	
BOG limited PT credit use in principle to 25% (along with a policy statement calling for equal work/pay)	1977		1					X			
ASCCC study comprehensive solutions to the problems and issues developing out of the current system use of part-time temporary faculty	1999		1	X	X				X		19.02 S99
AB 420 (Wildman) 1998-1999 Equal pay for equal work, led to CPEC study	1999		2				X		X	X	Potential language
Hourly wages versus professional salary affects professionalism	2002	X	2		X		X				
Shift in faculty to student productivity 1:20 - 1:37 from 1960-2015			4		X		X				
87482.5 60% law created in 1967, increased to 67% in 201X	1967		4				X		X	X	
3 resolutions legislation to make equal remuneration, ensure equal student learning experience and include PTF in local senate activities.	1974		4	X	X				X		
AB 1550 (Vasconcellos) 1979-1980 - voicing legislative concern on the excessive use of PTF, required BOG reports	1980		5		X			X		X	
AB 1725 (Vasconcellos) 1987-1988 Voiced significant concern that decisions to use PTF should be academic not financial. Established FON and 75:25% expectations.	1988		5		X			X		X	
Hiring practices should be equal for PTF and FTF, but sometimes are not.	1989	X	7		X		X				
Review and monitor hiring policies and improve per 1989 paper	1989	X	7		X		X				
Systematic review of local hiring processes to ensure appropriateness	2002	X	7				X		X		
2002 paper observed that 1992 paper's observations and recommendations are unchanged and unresolved.	2002	X	7				X				
1995 COFO Statement adopted by ASCCC: Right to participate equally, right to equal pay and benefits, better consideration for full time positions, seniority rights, paid office hours	1996	X	9	X	X	X		X			19.06 S
1996 ASCCC Paper adopted	1996	X	10		X						
A full time corps of faculty is essential to educational excellence	1996	X	10		X			X			
Local senates ensure climate of mutual respect between PTF and FTF	1996	X	10		X			X			
The decision to hire PTF should be academic not financial	1996	X	10		X			X			
FON and 75:25 should be met and the numbers of counselors and librarians should be appropriate.	1996	X	10		X			X			
Support and integration of PTF into the college is essential	1996	X	11		X			X			
Hiring processes for PTF and FTF should reflect equal rigour and requirements	1996	X	11		X			X			
Evaluation processes for PTF and FTF should reflect equal rigour and requirements	1996	X	11		X			X			
Office space, technology, professional development and other resources should be equal for PTF and FTF.	1996	X	11		X			X			
ASCCC to seek legislation to require comparable access for students to their faculty with comparable institutional support for PTF and FTF.	1996	X	11		X			X			
1998 ASCCC Paper adopted	1998	X	12		X						
ASCCC Bylaws facilitate PTF participation at State level	1998	X	12		X				X		
State and local recruitment and mentoring processes should be developed	1998	X	12		X				X		
ASCCC Bylaws modifications to increase potential for PTF on Exec	1998	X	12		X				X		
Reassigned time for PTF when elected to serve on ASCCC Exec	1998	X	12		X				X		
Stipend for PTF if elected to serve on ASCCC Exec and already at 60%	1998	X	12		X				X		
1998 ASCCC Paper specifically did not recommend a dedicated PTF position on Exec	1998	X	12		X			X			
AB 3099 (???) Funding for PTF benefits	1996		14		X					X	
Increasing need for health benefits for PTF	2002	X	14		X		X				
Students should have access to PTF comparable to FTF	2002	X	15		X			X			
AB 301 (???) Funding to cover 50% of PTF office hours	1997		16		X	X				X	
ASCCC work with BOG/Consultation to develop mechanisms that give students comparable access to PTF.	2002	X	17		X				X		
Urge local compensated office hours and include alternative means for access - phones, DE technology	2002	X	17		X	X			X		
BOG and CCCCC working paper "Important historical data, trends, and analysis relevant to full-time/part-time issues"	1999	X	17				X				
Joint Legislative Audit Committee report on over use of PTF	2000	X	18				X				
CPEC report - define minimum functions and expectations of faculty	2001	X	19		X				X		
CPEC report - define comparable salary schedules for PTF	2001	X	19			X			X		
CPEC report - local review of compensation distribution between PTF and FTF	2001	X	19		X	X			X		
CPEC report - local review of benefits provisions	2001	X	19			X			X		
CPEC report - ongoing data and research	2001	X	19		X	X			X		
CPEC and Auditor's reports presume PTF are not paid to participate in governance and leadership	2002	X	19				X				
ASCCC Concern that PTF are unable to fulfill non-teaching professional obligations such as professional development and governance participation. This was tied to a funding conversation attempting to ensure districts negotiate definitions of parity and the specific responsibilities for faculty both in and out of the classroom.	2002	X	26				X		X		
ASCCC Paper on faculty hiring - orientation and mentoring should be comparable for PTF and FTF	2000	X	26		X		X				
ASCCC Paper on academic freedom recognizes that academic freedom is not the same for PTF and FTF.	1998	X	27		X		X				
Provisions for seniority rights should not usurp provisions to increase diversity.	2002	X	28		X	X	X				
2002 ASCCC Paper multiple calls for additional and ongoing research, particularly in the area of diversity, equity, parity, hiring practices, and contractual requirements.	2002	X	29		X	X	X		X		
AB 1245 (Alquist) 2001-2002 PTF re-hire rights (requires the issue to be EERA)	2002		32		X	X		X	X		
Lack of commitment to PTF for the sake of enrollment flexibility	2002	X	33		X	X	X				
Ed Codes changes could reduce reliance on PTF	2002	X	34		X	X	X				
AAUP 1973 Report - extend tenure privileges to PTF	1973	X	35		X	X	X				
ASCCC Should also work to ensure all faculty have academic freedom, potentially through tenure	2002	X	35		X	X	X		X		
Adopted 2002 Paper	2002	X	36		X	X		X			

Increase number of tenured FTF	2002	x	36		x		x	x	
ASCCC affirms COFO statement	2002	x	36		x	x		x	
ASCCC Reaffirm 1989 paper	2002	x	36		x	x		x	
ASCCC Undertake PTF and FTF hiring practices review - as defined therein	2002	x	36		x	x		x	x
ASCCC develop models for mentoring and evaluation of PTF	2002		37		x			x	x
ASCCC work with BOG to ensure effective contact between PTF and students	2002	x	37		x	x		x	x
ASCCC reaffirm AB1725 hire PTF for academic needs not fiscal	2002	x	37		x	x		x	
ASCCC work with BOG and legislature to ensure professionalism and employment security	2002	x	37		x	x		x	x
ASCCC seek long term solutions to tenure and academic freedom	2002	x	37		x	x		x	x
Local senates to work with stakeholders to achieve pay equity	2002	x	37		x	x		x	
Local senates to work with stakeholders to achieve office hours	2002	x	37		x	x		x	
Local senates to work with stakeholders to seek alternative office hour options	2002	x	37		x	x		x	
Resolve to make excessive PTF grounds for accreditation sanction	1976		39		x	x		x	
Oppose use of PTF for fiscal reasons	1976		40		x	x		x	
1980-2015 Numerous resolutions to increase FTF to PTF ratio	1980-		40+		x	x		x	
1980- several resolutions seeking the replacement of FTF by FTF when they retire or depart, versus shifting the FTEF to PTF.	1980-		40+		x	x		x	
Make the 75:25 ratio apply to colleges versus districts	1994		43		x	x		x	x
Urge STRS benefits for PTF	1997		46		x	x	x	x	19.09 F
ASCCC Develop a program to rectify lack of equity for PTF	1998		46		x	x	x	x	1.02 F
ASCCC create a PTF Standing committee	1998		47		x	x	x	x	1.09 F
Clarify 60% limitation as it applies to pay for non-teaching duties	1999		47		x	x	x	x	17.01 S
ASCCC study possibility of eliminating the allowance of PTF	1999		47		x	x	x	x	19.01 S
ASCCC Provide Rostrums to PTF	1999		48		x	x		x	1.01 F
ASCCC research credit units per discipline taught by FTF and PTF	1999		48		x	x		x	19.09 F
ASCCC develop unified positions among stakeholders on PTF issues	2001		48		x	x		x	19.01 S
ASCCC develop means to assure all faculty have access to COR and other materials	2001		49		x	x		x	9.02 F
ASCCC to modify T5 to require office space for PTF and include in accreditation standards	2001		49		x	x		x	19.01 F
Update ASCCC 2002 Paper	2013				x	x		x	19.07 S
Create Part Time Faculty Task Force	2015				x	x		x	01.04 S
Support FT hiring of PT and PT office hours - endorse AB 626	2015				x	x	x	x	06.04 S
Promote Prof. Dev. For PT faculty	2014				x	x		x	12.02 F
Concerns with SB 373 - hiring ratios and overload	2015				x	x		x	06.06 S



Executive Committee Agenda Item

SUBJECT: Academic Senate Audit		Month: January	Year: 2016
		Item No. V. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss the 2015 Fiscal Year audit.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Academic Senate undergoes an audit of its finances. This year is no different. The purpose of the audit as noted in their engagement letter is “to express an opinion about whether the consolidated financial statements prepared by management with your [the board’s] oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.” In September, the auditors conducted an audit of the Senate financials. The follow excerpt is a snapshot of their report:

“Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by The Academic Senate for California Community Colleges are described in Note 1 to the consolidated financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions that have been recognized in the consolidated financial statements are in proper period.”

The Executive Committee will review and discuss the audit so that Executive Committee members are familiar with the audit and the Senate’s finances.

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

December 13, 2015



To the Executive Committee
The Academic Senate for California Community Colleges
Sacramento, California

We have audited the consolidated financial statements of The Academic Senate for California Community Colleges for the year ended June 30, 2015, and have issued our report thereon dated December 13, 2015. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated June 15, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the consolidated financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the consolidated financial statements does not relieve you or management of your responsibilities.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope previously communicated to management. The audit field work, which was scheduled to start August 14, 2015, was postponed three days at management's request. Unfortunately, we were unable to reschedule those three days until December 2015.

Significant Audit & Accounting Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by The Academic Senate for California Community Colleges are described in Note 1 to the consolidated financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2015, except for the fixed asset capitalization threshold, which was increased to \$5,000. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions that have been recognized in the consolidated financial statements are in the proper period.



Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We noted no particularly sensitive estimates affecting the consolidated financial statements during our audit.

The disclosures in the consolidated financial statements were drafted by us with management's oversight.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements, which were as follows:

Correct opening net assets	\$	2,016
Record accrued payroll		<u>(16,991)</u>
	\$	<u><u>(14,975)</u></u>

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 13, 2015.

To the Executive Committee
The Academic Senate for California Community Colleges
December 13, 2015

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Management Consultations with Other Independent Accountants

To our knowledge, there were no consultations about accounting and auditing matters with other independent accountants during the course of the audit.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Executive Committee and management of The Academic Senate for California Community Colleges and is not intended to be and should not be used by anyone other than these specified parties.

John Waddell & Co., CPAs

December 13, 2015



INDEPENDENT AUDITORS' REPORT

To the Executive Committee
The Academic Senate for California Community Colleges
Sacramento, California

We have audited the accompanying consolidated financial statements of The Academic Senate for California Community Colleges (a nonprofit organization) and affiliate, which comprise the consolidated statement of financial position as of June 30, 2015, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of

To the Executive Committee
The Academic Senate for California Community Colleges
December 13, 2015



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accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of The Academic Senate for California Community Colleges and affiliate as of June 30, 2015, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

We have previously audited The Academic Senate for California Community Colleges 2014 consolidated financial statements, and in our report dated October 15, 2014, expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

John Waddell & Co., CPAs

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Financial Position
June 30, 2015
(with comparative totals for 2014)**

ASSETS

	<u>2015</u>	<u>2014</u>
Cash and cash equivalents	\$ 394,060	\$ 635,934
Accounts receivable	699,584	500,291
Prepaid expenses	46,304	42,201
Property and equipment, net of accumulated depreciation of \$6,328 and \$5,131 in 2015 and 2014	<u>1,498</u>	<u>2,695</u>
	<u>\$ 1,141,446</u>	<u>\$ 1,181,121</u>

LIABILITIES AND NET ASSETS

Liabilities		
Accounts payable	\$ 393,882	\$ 194,610
Accrued expenses	51,209	46,209
Deferred revenue	201,213	197,064
Deferred lease incentives	<u>13,895</u>	<u>4,277</u>
Total Liabilities	<u>660,199</u>	<u>442,160</u>
Net Assets		
Temporarily restricted	4,700	4,700
Designated for reserves	300,000	300,000
Unrestricted and undesignated	<u>176,547</u>	<u>434,261</u>
Total Net Assets	<u>481,247</u>	<u>738,961</u>
	<u>\$ 1,141,446</u>	<u>\$ 1,181,121</u>

See accompanying notes to consolidated financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Activity
For the Year Ended June 30, 2015
(with comparative totals for 2014)**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2015 Total</u>	<u>2014 Total</u>
Revenue				
College dues	\$ 318,755	\$ -	\$ 318,755	\$ 289,565
College event fees	643,612	-	643,612	489,079
State of California Academic Senate grant	468,000	-	468,000	468,000
Chancellor's Office SB70-SCP	263,100	-	263,100	669,357
Chancellor's Office Course ID	192,308	-	192,308	211,538
Federal grants	200,000	-	200,000	46,875
Private foundation and other grants	282,976	-	282,976	46,260
Investment income	332	-	332	396
Other income	11,773	-	11,773	6,181
Total Revenue	2,380,856	-	2,380,856	2,227,251
Expenses				
Program Services				
Academic Senate	748,938	-	748,938	515,012
Common Course ID	320,382	-	320,382	272,560
SB70 career pathways	290,427	-	290,427	672,039
Perkins IV Title 1, Part B leadership	328,947	-	328,947	-
Online education, common assessment & education planning initiatives	165,369	-	165,369	-
Other programs	20,738	-	20,738	2,468
Total Program Services	1,874,801	-	1,874,801	1,462,079
Supporting Services				
Management and administration	747,066	-	747,066	563,632
Fundraising	16,703	-	16,703	450
Total Supporting Services	763,769	-	763,769	564,082
Total Expenses	2,638,570	-	2,638,570	2,026,161
Change in Net Assets	(257,714)	-	(257,714)	201,090
Net Assets, Beginning of Year	734,261	4,700	738,961	537,871
Net Assets, End of Year	\$ 476,547	\$ 4,700	\$ 481,247	\$ 738,961

See accompanying notes to consolidated financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Cash Flows
For the Year Ended June 30, 2015
(with comparative totals for 2014)**

	<u>2015</u>	<u>2014</u>
Cash Flows from Operating Activities		
Change in net assets	\$ (257,714)	\$ 201,090
Noncash Items included in change of net assets:		
Depreciation	1,197	1,534
Loss on disposal of assets	-	368
Change in certain operating assets and liabilities:		
Accounts receivable	(199,293)	65,452
Prepaid expenses	(4,103)	(21,629)
Accounts payable	199,272	37,165
Accrued expenses	5,000	18,070
Deferred revenue	4,149	43,394
Deferred lease incentive	<u>9,618</u>	<u>(10,265)</u>
Cash Provided (Used) by Operating Activities	<u>(241,874)</u>	<u>335,179</u>
Net Increase (Decrease) in Cash	(241,874)	335,179
Cash and Cash Equivalents, Beginning of Year	<u>635,934</u>	<u>300,755</u>
Cash and Cash Equivalents, End of Year	<u>\$ 394,060</u>	<u>\$ 635,934</u>

See accompanying notes to consolidated financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Consolidated Financial Statements June 30, 2015

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Academic Senate for California Community Colleges (the Academic Senate) is a California non-profit corporation established October 2, 1970 whose purpose is to promote the best interests of higher education in the State of California and to represent the faculty in all California community colleges at the State level.

The general purpose and powers are:

- a. To strengthen local academic senates and councils of community colleges;
- b. To serve as the voice of the faculty of the community colleges in matters of statewide concern;
- c. To develop policies and promote the implementation of policies on matters of statewide issues; and
- d. To make recommendations on statewide matters affecting the community colleges.

On August 11, 2008, the Academic Senate formed The Foundation of The Academic Senate for California Community Colleges (The Foundation), a California charitable corporation whose purposes are:

- a. To benefit, support and enhance the excellence of California community colleges;
- b. To support, design and implement professional development for California community college faculty;
- c. To research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and
- d. To promote a variety of activities and strategies to advance teaching and learning.

All significant inter-company transactions have been eliminated in these consolidated financial statements.

Estimates

Management uses estimates and assumptions in preparing consolidated financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Consolidated Financial Statements June 30, 2015

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Prior Period Information

The consolidated financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with The Academic Senate for California Community Colleges' consolidated financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Cash and Cash Equivalents

Cash and cash equivalents consist of demand deposits in checking and money market accounts. Cash in excess of FDIC limits was approximately \$89,000 as of June 30, 2015.

Accounts Receivable

Accounts receivable, which consist primarily of grants receivable, are stated at the amount management expects to collect from outstanding balances. Management believes all of the receivables are collectible; accordingly, no allowance for doubtful accounts has been established. Receivables are determined to be past due based on contractual terms. After all attempts to collect receivables have been exhausted, receivables are written-off on a case by case basis.

Property and Equipment

Property and equipment purchased in excess of \$5,000 are stated at cost. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, generally five years.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Contributions that are temporarily restricted are then reclassified to unrestricted net assets upon satisfaction of the restrictions. Contributions whose restrictions are met within the reporting period are recorded as unrestricted.

Income Taxes

The Academic Senate is exempt from income taxes under Section 501(c)(6) of the Internal Revenue Code and Section 23701(e) of the California Revenue and Taxation Code. The Foundation is exempt from income taxes under Section 501(c)(3) and Section 23701(d). The federal and state tax returns are generally subject to examination for three and four years, respectively, from the date they are filed.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Consolidated Financial Statements June 30, 2015

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and activities benefited.

Subsequent Events

Management has evaluated subsequent events through the date the financial statements were available to be issued, which was December 13, 2015.

NOTE 2 CONCENTRATIONS & CONTINGENCIES

A significant portion of the grant revenue is from the State of California, most of which is passed through various community college districts. Similarly, approximately 90% of the accounts receivable are due from the State of California, either directly or through community college districts. Claims for reimbursement are subject to audit and possible disallowance by awarding agencies.

NOTE 3 LEASE OBLIGATION

The Academic Senate leased office space effective November 2014 and expiring February 2020. The lease provided for a free rent period for a portion of the space. Accordingly, rent expense has been recorded on a straight-line basis, and the difference between rent expense and rent paid is recorded as deferred lease incentive. Future minimum lease payments under this lease are as follows:

2016	\$	61,340
2017		62,688
2018		64,041
2019		65,392
2020		44,120
		<hr/>
	\$	297,581
		<hr/>

Rent expense totaled \$80,487 for the year ended June 30, 2015.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Consolidated Financial Statements June 30, 2015

NOTE 4 RESTRICTIONS ON ASSETS

Temporarily restricted net assets are restricted for the Freedom Fighter Award.

NOTE 5 EMPLOYEE BENEFIT PLAN

Qualified employees are eligible to participate in the California Public Employees' Retirement System (CalPERS). CalPERS is a cost sharing multiple employer defined benefit pension plan that provides retirement, disability, and death benefits to Plan members and beneficiaries. The risks of participating in a multiple employer plan are different from single employer plans. Specifically, Academic Senate may be liable, on termination or withdrawal from the plan, for allocated shares of the plan's unfunded vested benefits. The Academic Senate currently has no intention to terminate or withdraw from the plan.

Active employees are required to contribute 7% of their annual covered salary. Academic Senate contributes an amount that is actuarially determined by CalPERS. The required employer contribution rate for the year ended June 30, 2015 was 10.523%. Total contributions by Academic Senate amounted to \$51,668 for the year ended June 30, 2015.

Because Academic Senate has less than 100 employees, it is required to participate in a Risk Pool within CalPERS. The Academic Senate's contributions represented less than 5% of total Risk Pool contributions per the Risk Pool's most recent actuarial report, which was as of June 30, 2012. As of June 30, 2012, total Risk Pool assets were \$701,224,211, the Pool's accrued liability was \$736,231,913, and the Pool was 70.7% funded. The projected required contribution rate for the year ending June 30, 2016 is 11.2%.



Executive Committee Agenda Item

SUBJECT: 2015 – 16 Budget Performance		Month: January	Year: 2016
		Item No. V. E.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss the budget performance for the first half of the fiscal year.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

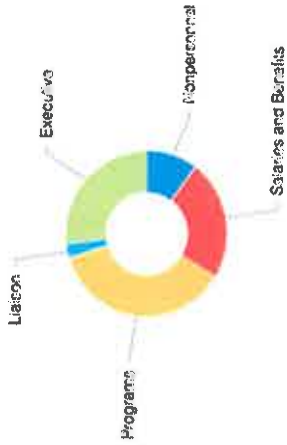
In August, the Executive Committee approved the 2015 – 16 budget. The Executive Committee will review the budget performance.

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

Budget Performance – 2015 - 16

Operating Expense by Category

12/31/2015 12:32



Statement of Financial Position

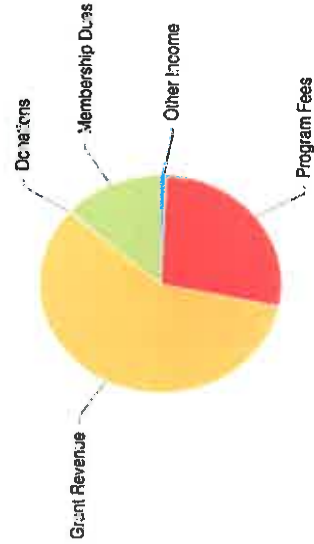
12/31/2015 12:32

Assets	
Current Assets	
Cash and Cash Equivalents	295,342.19
Accounts Receivable, Net	381,011.56
Total Accounts Receivable, Net	381,011.56
Other Current Assets	50,122.79
Other Current Assets	50,122.79
Total Other Current Assets	50,122.79
Total Current Assets	726,476.54
Long-term Assets	1,497.13
Property & Equipment	1,497.13
Total Long-term Assets	1,497.13
Total Assets	727,973.67
Liabilities and net assets	
Liabilities	
Short-term Liabilities	
Accounts Payable	18,895.97
Accrued Liabilities	76,679.13
Deferred Revenue	96,763.03
Total Short-term Liabilities	201,213.20
Total Liabilities	201,213.20
Net Assets	526,760.47
Total Liabilities and net assets	727,973.67

	Year Ending 06/30/2016 Current Year Balance	Year Ending 06/30/2015 Prior Year	Year Ending 06/30/2016 Difference
295,342.19	337,744.46	(42,402.27)	
381,011.56	620,507.82	(239,496.26)	
381,011.56	680,507.82	(299,496.26)	
50,122.79	80,848.18	(30,725.39)	
50,122.79	50,848.18	(30,725.39)	
726,476.54	1,099,100.46	(372,623.92)	
1,497.13	1,497.13	0.00	
1,497.13	1,497.13	0.00	
727,973.67	1,100,597.59	(372,623.92)	

Prior Fiscal Year Revenue

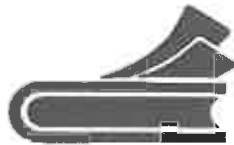
12/31/2015 12:32



Statement of Activities - Actual vs Budget

12/31/2015 12:32

	07/01/2015 Through 12/31/2015 Actual	Year Ending 06/30/2016 Budget	Budget Diff
Operating Revenue			
Grant Revenue	503,025.00	1,154,470.00	(651,445.00)
Program Revenue	334,220.00	852,875.00	(518,655.00)
Member Fees	323,836.06	328,317.00	(4,480.94)
Revenue - Other	12,945.50	20,400.00	(7,454.50)
Total Operating Revenue	1,174,026.56	2,356,062.00	(1,182,035.44)
Expenditures			
Salary and Wages	236,578.02	439,301.00	(202,722.98)
PR Benefits	32,607.60	67,165.00	(34,557.40)
PR Taxes	3,084.78	16,000.00	(12,915.22)
Occupancy	31,348.22	47,000.00	(15,651.78)
Professional Fees	213,545.69	576,290.00	(362,744.31)
General and Administrative Expenses	500,925.39	1,258,195.00	(756,219.61)
Total Expenditures	1,018,289.70	2,403,951.00	(1,384,611.30)
Change in Net Assets	155,736.86	(47,889.00)	202,575.86
+ Net Assets - Beginning	441,103.51	0.00	441,103.51
Net Assets - Ending	596,840.37	(47,889.00)	643,679.37



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Faculty Development Committee Saturday September 26th, 2015 9:30 AM – 2:00 PM West Los Angeles College

Members Present: J. Adams, A. Foster, K. Oborn, C. Rutan, K. Schaefers

1. Order of the Agenda: Agenda was approved as presented.
2. Minutes from the August 16, 2015 meeting were approved as presented.
3. Clarification of the Charge of the Committee:

The committee discussed the new committee charge. The newly approved charge of the committee is:

The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assess the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities.

The new charge emphasizes that the committee is focused on statewide issues related to faculty professional development. The committee will focus on identifying issues that affect all colleges, creating a professional development plan for the ASCCC, evaluating the professional development offerings of the ASCCC, and suggesting additional professional development options for ASCCC and the Professional Development College (PDC)

4. ASCCC Professional Development Plan

The Executive Committee has tasked the FDC with developing a professional development plan for the Academic Senate. The plan needs to be tied to the ASCCC's Strategic Plan that was adopted at the Spring 2015 Plenary Session. Areas proposed for the plan include strategies to recruit diverse faculty locally and for statewide service, evaluation of current ASCCC professional development offerings, explore new options for ASCCC professional development beyond regional meetings, institutes, and plenary sessions, developing new modules for the PDC,

Item VI. A. i.

exploration of partnerships with other groups like the Institutional Effectiveness Partnership Initiative (IEPI), and propose strategies to position the ASCCC as the leader for community college faculty professional development. C. Rutan will compile the ideas shared at the meeting into a preliminary draft for the committee to work on at the next meeting.

5. Strategies to Assess Effectiveness of ASCCC Professional Development Events

The ASCCC sends out surveys following each professional development event to all attendees. J. Adams reported that very few surveys are completed and the majority of the responses focus on things that the senate does not control like the quality of the food or the temperature in breakout rooms. In order to make the surveys more effective, the committee discussed having outcomes for each session that would be listed in the online program. A possible template for breakout descriptions was suggested. The template would include 1) issue/context (resolutions, legislative update, CCCCCO priorities, etc.) 2) content of session, and 3) expected outcome/take-away from the session. That would help orient attendees as well as ensure that presenters are equally mindful of outcomes for attendees. There was also discussion about including overall outcomes for events to help market them. This would be particularly helpful when creating new events like the Instructional Design and Innovation (IDI) Institute. C. Rutan will bring this idea to the November Executive Committee meeting and if it is approved, the IDI will be the first ASCCC event to include outcomes.

6. Discuss Possible Future Topics for the Professional Development College (PDC)

C. Rutan and J. Adams presented the plan for the PDC to include modules that interested faculty would be able to access at any time. The first module will be the recently completed Curriculum Basics 101 that is being prepared by the vendor for final posting. The committee discussed several possible modules that could be developed. The suggested modules were:

- Rights and Responsibilities of Academic Senates
- Laws and Regulations Governing Public Groups: Brown Act and Robert's Rules of Order
- Minimum Qualification and Equivalencies
- Inmate Education
- Being an Academic Leader
- Improving Collaboration and Inclusivity through Better Communication
- Hiring of Diverse Faculty
- Community College Budgets
- Pertinent and Relevant Sections of Title 5 and Education Code
- The History, Mission, and Goals of the ASCCC

A partial list of these possible topics will be brought forward to the November Executive Committee meeting for discussion. Additional modules will continue to be discussed by the committee and a list of possible modules will be included in the draft professional development plan.

7. Discussion of Fall Plenary Breakout

The FDC has one breakout at Fall Plenary. The breakout will include a discussion with the audience about the effectiveness of ASCCC at meeting their PD needs. The breakout will also include a discussion of new ways of offering professional development other than an in person presentation. These methods will include the modules of the PDC, webinars, podcasts, and recording ASCCC presentations and posting them to the web. K. Oborn and K. Schaefer will both join C. Rutan and J. Adams at the presentation. In addition to the presentation, members of

Item VI. A. i.

the FDC will be asked about to provide feedback on the sessions that they attend at the FDC meeting following the plenary session.

8. Scheduling Future Meetings

The next FDC meeting will be on October 29, 2015 from 10 AM until 12 PM via Zoom. C. Rutan will send out an agenda and login information for the meeting.

The meeting adjourned at 1:40 PM

Respectfully Submitted,

Craig Rutan

Approved December 3, 2015.

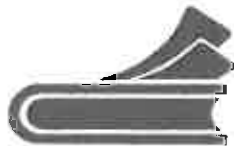


Executive Committee Agenda Item

SUBJECT: TASSC Minutes 12-11-2015		Month: January	Year: 2016
		Item No: VI. A. ii.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be informed of the work of the TASSC.	Urgent:	
CATEGORY:	Reports/Information	Time Requested: N/A	
REQUESTED BY:	May	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.
Transfer, Articulation, and Student Services Committee (TASSC)
December 11, 2015 – 10:00-3:00
Long Beach City College

MINUTES

Members Present: Ginni May (Chair), Dolores Davison (2nd), Michael Wyly, Trevor Rodriguez, April Pavlik (phone), Shuntay Taylor (phone), Vicki Maheu

Guests: Cleavon Smith, EDAC Chair (phone)

1. Call to Order – 10:17am
2. Select note taker -- Dolores
3. Approval of the Agenda -- Approved
4. Approval of the Minutes from October 14, 2015 – done by email
5. Survey on **Services for Disenfranchised Students**
 - Review Rostrum Article, Survey (see attachments): approved by Exec at our November meeting; next Rostrum due date is January 18, article will be published

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

in February, we can then send out our survey. Ginni will work with Julie Adams and the office to send the survey out.

- Will include link to article in survey email so that people have the information to refer to while taking the survey
- Include students on survey?
- How long should people have to respond to survey? Getting the survey to the disenfranchised students is challenging
- Goal is to summarize data from survey, share it with Exec along with recommendations with goal of setting up plan for next year's committee, and then presenting it to CCCC and BoG, among others. No deadline in resolution, so we can get information to them by the end of the year; work in progress.
 - Brief results at March Exec with a plan for going forward
 - Robust results and recommendations at April Exec
 - Continue work through May and then hand off results and plan to next year's TASSC

6. Instructional Design and Innovation Institute (IDI) 2016 – update

- Program is largely set, TASSC is not presenting

7. Academic Academy 2016 – EDAC and TASSC

- Call for proposals Submission Form
 - AA Dates need to be corrected on the proposal Submission Form
 - Extend Deadline for submitting proposals
- Discuss Submitted Proposals
 - There are about 13 proposals at this time
 - Consider asking Veronica Neal and Mayra Cruz to present at General Session and follow up in a breakout
 - Supplement current proposals with suggestions: see below
- Theme: Living a Culture of Equity, Student Success, and Empowerment: Implementing and Embedding Equity Across the College
- Create Program Draft Academic Academy 2015
 - Chairs and seconds will work with Julie for the program and will place presenters/facilitators in place;
 - who is attending from committees and what can they commit to
 - For TASSC: Trevor, Vicki, April, Shuntay, Michael will be there all day Friday/Saturday; Cleavon will check with his committee to confirm
 - Ginni and Cleavon will craft opening letter/statement
- Ideas from last meeting and more from today:
 - Veronica Neal (and Mayra Cruz?) would make an excellent keynote presenter – make the De Anza presentation a general session (Lead the Choir: Senate and Equity)
 - Building the bridge between student services/counseling and instruction; integration of counseling faculty into senate discussions; removing the sense of isolation from counseling
 - Sac City – Creating the Village: Bringing Services Together and Making Equity Part of the College Culture

- Really Subverting Silos
- Start dialogue about equity and the disenfranchised students; what do they have (or not have) that we have to connect them to?
- Rooms with an exec member inviting faculty to talk about how to fill out these ideas; now that you've been to the IDI and the CCCCCO conferences, what are other ideas? Bring your team together with a facilitator from **exec/committee** members to help work this in shared governance bodies and discuss topics; working breakout to develop plan to do or continue to do to live equity in their colleges
 - Modeling good teaching by giving them an opportunity to work things through and to create a relationship with ASCCC and the local senates
 - Set up these rooms themed/geography/assigned groups?
Teams of people
- Provide faculty with ideas that can make changes that are small but useful; OER, Starfish, etc, EPI, OEI can come into play and be part of the equity agenda
 - Theme of academic senate integral to this work; how do we implement these ideas and take advantage of these tools
 - Organization module; time management
 - Presenting something on what OEI has to offer in helping faculty achieve their equity goals
- Recognition that the academy must offer ideas of some actions that participants can take back with them
 - Change is not one thing; grow and modify; it's continuous
- Subsequent conversations on equity and student success should continue to focus on *how* to integrate successful strategies into our college communities.
- Bring students to the AA; transferred to local colleges (make sure that we have various profiles)
 - Work with students (SSCCC); reaching out and including students in the discussions
 - Equity and foster youth/formerly incarcerated students
- *How* to achieve equity should/could continue to be a focus, including measuring for equity as well as developing programs/tools which reach all students, not only isolated, program-specific cohorts.
- How do we correlate disaggregated equity data with SLO assessment results? Successful strategies on this front could be an appropriate discussion through the combined lens of equity and student success. (reach out to RP, Andrew LaManque, James Todd?)
- Focus on a different audience (counselors) than the CCCCCO's Academic Academy
- Curricular focus
- Sierra College and Starfish
- Next Steps – Cleavon and Ginni will submit theme ideas to Exec

8. TASSC Meetings

- Set up future meetings –
 - Dolores, Ginni, Cleavon, and Cheryl will schedule meeting in January
 - Wednesday, 27 January, 2-3:30pm (CCC Confer)
 - Monday, 22 February, 12-1:30pm (CCC Confer)
 - Monday, 7 March, 12-1:30pm (CCC Confer)
 - Monday, 11 April, 12-1:30pm (CCC Confer)
- Future Agenda Items
 - Academic Academy
 - Disenfranchised Students (Survey and Rostrum)
 - Starfish
 - Possible breakout at AA (Sierra College/Tech Center); see what is offered at IDI and possibly use that as well
 - Present at AA on disenfranchised students
 - Possible new resolutions from January Exec meeting

9. Events

CTE Curriculum Academy – January 14-15, Napa Valley Marriott

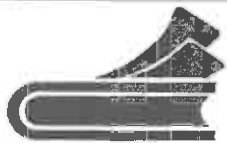
Instructional Design and Innovation – January 21-23, Riverside Convention Center

Accreditation Institute – February 19-20, Marriott Mission Valley San Diego

Academic Academy – March 18-19, Sheraton Sacramento

Spring Plenary Session – April 21-23, Sacramento Convention Center

CTE Institute – May 6-7, Double Tree, Anaheim



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CURRICULUM COMMITTEE

Wednesday, November 11, 9:00 AM

CCC Confer

888-886-3951, www.cccconfer.org

Passcode: 133648

(Meet & Confer Access Available, Closed Captioned)

MINUTES

Members Present: John Freitas, Ginni May, ~~Ryan Carey~~, Tiffany Tran, Vivian Varela, Michael Heuman, Lori Bennett, ~~Gerald Siretnak~~, Sofia Ramirez Gelpi, Diana Hurlbut

Guests: Cheryl Aschenbach, Erik Shearer, Dolores Davison, Julie Bruno, Kim Schenk

Minutes by Ginni May

- I. Call to Order and Adoption of the Agenda – John called the meeting to order at 9:06 in his Tom Brokaw voice.
- II. Approval of the October 21, 2015 Minutes
- III. Regional meetings planning
 - a. Deadline for finishing breakout presentations – TODAY, November 11: send to John, John listed the breakouts that have come in and indicated those that needed to be submitted still.
 - b. Final review of program – John reviewed the program, the program online is slightly different than the one John printed up, so John will follow up.
 - c. Logistics and sign-in – all presenters arrive between 8:30 and 9:00 to help set up, Edie Martinelli will be sending materials to colleges: name tags, sign in sheets, etc. There will be no ASCCC staff at the meetings; the committee is setting up. Dolores will bring some materials from last year in case materials do not make it to the colleges. It was suggested that some arrive earlier than 8:30. John will send the set up list to the committee members.
John has room assignments.
Solano requires a parking permit so print it ahead of time – Student Parking Lot 2
Mt. SAC does not require a parking permit – Parking Lot G
Sign-ins: John will print several copies and those of us who are not part of the morning sessions will subdivide and sign folks in.
Internet Access: has been requested, and John will do some checking for access codes, etc.
Dolores is doing the alphabet signs.

Curriculum Regionals Reminders:
If you are bringing a MAC, bring your adaptors in order to be able to plug them into the projection system.
Individual breakout groups can talk between now and Friday regarding their presentations.
- IV. Effective Curriculum Processes –Paper (Resolution 9.01 S15)
 - a. Final outline – Exec comments, John revised the outline a bit to reflect the comments from Exec Committee.

- Item VI. A. iii. 1. External Forces instead of Accreditation, so John merged stuff together at the beginning with work force?
Curriculum Committee area: added stuff about including counselors, librarians, etc.
There is a slight reorganization.

b. Paper section assignments

Section	Assigned to...
I, II.A, II.B	Ginni, John
II.C.1, II.C.2	Michael
II.C.3, II.C.4	Sofia and Diana
II.C.5	Ginni
II.D	Michael and Vivian
II.E	Tiffany
III.	John and Ginni
IV.	All
V.	John and others as appropriate
Editing	Michael, Tiffany, Ginni

- c. Timeline for bringing to spring plenary – need sections to have drafts written before December holidays by December 16 meeting, first draft to John and Ginni by January 4, to get feedback from Exec at the January Exec meeting, first reading by Exec February 5, second reading by Exec March 4

- V. Meeting calendar for spring – we will continue on Wednesdays at 2:00. John will send a doodle poll for us to respond with dates that we cannot attend.

VI. Other items on the radar

- a. CTE Curriculum Academy
- b. Instructional Design and Innovation Institute
- c. Regional coordination survey results – survey ends November 1
- d. Curriculum Institute planning

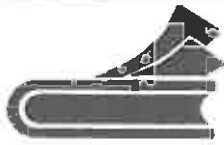
VII. Announcements

- a. Next meetings – Wednesday, December 2 and Wednesday, December 16, 2 PM; 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

VIII. Adjournment – 9:51 am

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.
- 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 its February meeting.



Academic Senate for California Community Colleges

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CURRICULUM COMMITTEE

Wednesday, December 2, 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, ~~Ryan Carey~~, 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 – meeting called to order at 2:06, John welcomed us to our umpteenth curriculum committee meeting this year
- II. Approval of the November 11, 2015 Minutes – approved as sent out
- III. Effective Curriculum Processes –Paper (Resolution 9.01 S15)
 - a. Review of progress – Folks have been sending sections to John. *Send everything to John by December 14 or earlier* so that we can have a rough draft, real rough draft ready for December 16.
 - 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
- IV. Assigned resolutions – review status
 - a. Resolutions that still need to be addressed – 7.05 F14; 9.04 F12
PCAH comes out in January and hopefully finally approved in May.
Send comments on the units worksheet to John and he will send them to Erik and Jackie.
John went through all of the other resolutions.
We will give some guidelines for the next curriculum committee on maintaining the curriculum website.
Survey is done on regional coordination of course offerings.
Pam Walker is working on compiling some information on what colleges are doing on veteran education. There is some stickiness with the law and John will report back.
So, now for 7.05 and 9.04...
7.05 F14 – Basic Skills Definition: In January, we will come up with a draft recommendation to take to SACC. The RP Group might be a resource on this with the Poppy Copy. Is there an official system definition? Probably not, just that we will know it when we see it. Let's start looking for definitions and bring back to **January meeting**.
9.04 F12 – Availability of major preparation, add to Curriculum Institute, maybe Accreditation Institute, maybe bring to CIO institute, John and Ginni will write Rostrum Article, John and Ginni will talk to Randy about the Accreditation Institute

BTW – register for Spring Plenary now and make your hotel reservations

Item VI. A. iii. 2.

- V. Meeting calendar for spring – Mull these over and we will finalize on December 16.
Monday, January 11, 10-3, Moorpark College
Wednesday, January 28, 2:00
Wednesday, February 10, 2:00
Wednesday, February 24, 2:00
Wednesday, March 9, 2:00
Wednesday, March 30, 2:00
Wednesday, April 13, 2:00
Wednesday, April 27, 2:00
Wednesday, May 11, 2:00
Wednesday, May 25, 2:00 (or perhaps in-person?)
Wednesday, June 22, 2:00
Wednesday, June 29, 2:00

Important Fall/Winter dates

CTE Curriculum Academy – January 14-15 (Napa Valley Marriott)
Instructional Design and Innovation Institute – January 21-22 (Riverside Convention Center)
Spring Plenary Session – April 21, Sacramento Convention Center/Grand Sheraton Hotel
Curriculum Institute – July 7-9 (Doubletree Anaheim)

- VI. Spring curriculum regional meetings – initial brainstorming, more brainstorming will take place on December 16. John, Ginni and John Stankas exchanged some emails about focusing on baccalaureate requirements: GE, double counting, etc. Look at out of state CC to see how they have structured their GE, John Stankas has done this already.
John will talk with Julie and David to see if these are feasible in light of all the events that are occurring in the spring.

- VII. Other items on the radar
- Curriculum Institute – start thinking of ideas! Let's not just roll over ideas from last year. We need to offer some new breakouts. Past CI programs are online. It was suggested that we might have a basic session explaining IGETC and CSU GE-Breadth, etc. We will talk more about this at our January meeting.
 - CTE Curriculum Academy – Ginni or John may be presenting
 - Instructional Design and Innovation Institute – nothing for committee to do
 - Regional coordination survey results – will start looking at results and next steps

VIII. Announcements

- Next meetings – Wednesday, December 2 and Wednesday, December 16, 2 PM; Monday, January 11, 2016, 10-3 at Moorpark College
- CTE Curriculum Academy, January 14-15, Napa Valley Marriott
- Instructional Design and Innovation Institute, January 21-23, Riverside Convention Center
- Accreditation Institute, February 19-20, Marriott Mission Valley, San Diego
- Academic Academy, March 17-19, Sacramento Grand Sheraton

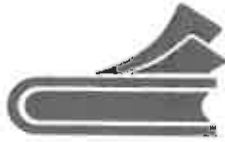
- IX. Adjournment – great meeting ended at 3:09

Status of Previous Action Items:

- Meeting calendar – in progress. The committee approved the calendar through January 11, 2016. The spring calendar still needs to be determined.
- 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.
- 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

- Item VI. A. iii. 2. 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.

Item VI. A. iv. 1.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Accreditation and Assessment Committee

Tuesday, September 1, 2015

1:00 – 2:00 PM

CCC Confer

1-913-312-3202 or 1-888-886-3951

Passcode: 692480

Minutes

1.	Item	Time	Presenter	
2.	Call to order	2 minutes	Beach	Present: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)
3.	Introductions	5 minutes	Beach	Committee members introduced themselves and explained their interests.
4.	Accreditation Paper	5 minutes	Beach	The committee wrote a paper on effective practices in 204-2015. We will submit a resolution for FA 15 plenary to have the body approve the resolution. Randy will send to committee with minutes.
5.	CCCCO's Task Force Report on Accreditation	5 minutes	Beach	The committee discussed initial responses to the task force's report.
6.	Accreditation Institute	10 minutes	Beach	Committee discussed potential partners and breakout topics for the AI. Discussed partnering with RP Group or Lumina Foundation. Randy will take to Exec which decides partners with ASCCC. Potential topics include: <ol style="list-style-type: none"> 1. BA degrees pilot and accreditation 2. Institutional Effectiveness Partnership 3. Past Resolutions that have not been addressed. Randy will send outstanding resolutions to committee with minutes.
7.	Potential Workshops for Fall Plenary (November 5-7)	15 minutes	Beach	General Session: The CCCCCO's Task Force on Accreditation Report This general session would discuss the report and its implications. Ideally this would be with the CCCCCO. This would be accompanied by a breakout on the same topic for deeper discussions. Breakout: "Effective Practices in Accreditation Paper" This workshop will highlight the major components of the paper authored by the ASCCC Accreditation

Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

Item VI. A. iv. 1.

				<p>and Assessment Committee prior to the body's action on a resolution in spurt of the paper on Saturday.</p> <p>Breakout: Accreditation Hot Topics Focus on data disaggregation, the continued roll out of the new standards, recent Commission policy actions, CCSF, etc..</p> <p>What's On Your Mind? Local Challenges in Accreditation The purpose of this workshop is to solicit from the field major challenges locally with accreditation and the standards. These discussion will inform the creation of the Accreditation institute in February.</p> <p>The Institutional Effectiveness Partnership Initiative This workshop would update the field on the IEPI, what's happening with the initiative and how they can benefit. Possibly a collaboration with Theresa Tena and the CCCCCO.</p>
8.	Other Priorities and Resolutions	10 minutes	Beach	Postponed to future meeting
9.	Future Meetings	10 minutes	Beach	Committee will meet face-to-face September 26 at West Los Angeles College. Alice will secure room and Randy will send travel information.

Guests:
Notes:

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Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

Item VI. A. iv. 1.

MEET & CONFER PARTICIPANT INVITATION

Meeting Details

Status: Active

Title: ASCCC Accreditation and Assessment Committee Meeting

College/Group/Org: Southwestern College

Closed Caption: No

Date	Start time	End time	Duration	Closed Caption
9/1/2015	1:00 PM	2:00 PM	60 No	

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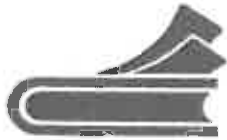
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Item VI. A. iv. 2.



Academic Senate for California Community Colleges

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Accreditation and Assessment Committee
Saturday, September 26, 2015
Student Services Building (SSB), Room 440 (4th Floor)
10:00 AM – 3:00 PM
West Los Angeles College

Minutes

Members Present: Randy Beach (Southwestern College), Chair; Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

	Item	Time	Presenter	Notes
1.	Call to order	1 minutes	Beach	Agenda was adjusted to include an item "Past ASCCC Resolutions Related to Accreditation". The agenda was renumbered.
2.	Approval of minutes of 9-01-2015	1 minute	Beach	Approved
3.	Public Comment	3 minutes		No Public Comment
4.	Workshops for Fall Plenary (November 5-7) and Instructional Design and Innovation Institute (Jan 21-23).	30 minutes	Beach	The ASCCC Executive Committee approved the fall plenary program including several workshops related to accreditation. Randy will contact any committee members who are planning to be at Plenary if they are needed to participate in any workshops as a presenter. Stephanie and Jarek are planning to attend. The committee recommended that Joanne Waddell be a member of the panel on the CCCCCO Task Force panel at fall plenary. The committee discussed the IDI Institute and suggested several workshops. Randy will prepare these and forward to the Exec Committee for consideration.
5.	Upcoming Plenary Resolutions	15 minutes	Beach	Randy presented the final versions of the fall plenary resolutions. These have been forwarded to the ASCCC Executive Committee.
6.	CCCCCO's Task Force Report on Accreditation	45 minutes	Beach	The committee agreed to write a rostrum article in response to the CCCCCO Task Force Report and provided input for that

Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

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				article. Randy will put together a draft using that input and send to the committee for further vetting. The deadline for the November Rostrum is October 12.
7.	Lunch	60 minutes		
8.	Past ASCCC Resolutions Related to Accreditation			<p>The committee discussed outstanding resolutions related to Accreditation and made plans to address:</p> <p>FA05 3.01: “Accreditation and Equity Planning” / Randy will discuss the Diversity and Equity Committee’s timeline for revising its paper. Also, the committee will consider creating a presentation showing links between student equity planning and accreditation for potential webinar or breakout.</p> <p>SP 14 2.03: “Explore Use of Simulated Accreditation Site Visits” / The committee requests Executive Committee concurrence that this resolution has been addressed by the creation of the CCCCCO’s IEPI Initiative. Randy will seek guidance from the ASCCC Exec at a future meeting.</p> <p>FA 14 2.03: “Faculty Participation on ACCJC External Review Committees” / The committee recommends writing a letter to ACCJC stating the recommendation of resolution 2.03. and requesting the information requested in the resolution. The committee recommends sending the letter or reading the letter at a future ACCJC meeting during public comment.</p> <p>SP15 2.01 “Disaggregation of Learning Outcomes Data” / The committee will investigate establishing a participatory research project-work with the ASCCC Foundation and create recommendations or a white paper for colleges on the value of disaggregated data.</p>
9.	Accreditation Task Force Updates at Area Meetings	30 minutes		Item was integrated into item 6. Decision was made to write a rostrum article rather than make a document or presentation for

Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

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				the area meetings.
10.	Accreditation Institute	90 minutes	Beach	<p>The committee discussed a theme for the institute and agreed to focus that theme on peer review as a process for positive change. The committee developed two potential titles for the AI:</p> <ol style="list-style-type: none"> 1. The Optimistic Power of Peer Review, Collegiality and Collaboration to Achieve Excellency 2. Peer Review: Optimism and Excellence <p>The committee brainstormed many breakouts and general sessions. Randy will compile into a draft program for review and approval at the next meeting.</p>
11.	Future Meetings	25 minutes	Beach	No discussion. Next meeting to be arranged.

Guests: none

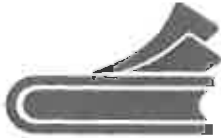
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Academic Senate for California Community Colleges

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Accreditation and Assessment Committee

Monday October 12, 2015

4:00 – 5:00 PM

CCC Confer

1-719-785-4469 or 1-888-450-4821

Passcode: 402171

MINUTES

1.	Item	Time	Presenter	Notes
2.	Call to order	1 minute	Beach	
3.	Chair Update	10 minutes	Beach	<p>Randy attended the ACCJC Special Meeting in Sacramento on October 9, 2015. Many speakers voiced support for the task force report. Some criticized the report's methods, but called on ACCJC to make changes and listen.</p> <p>Accreditation Rostrum Article There was some concern on the second paragraph of the rostrum article that the list of participants may be misleading since mostly there was only one rep from these areas.</p> <p>SLO Disaggregation Research Project: Randy spoke with Matt Wetstein and RP is interested in collaborating. Kelly and Jarek will work on the disaggregation project.</p>
4.	Fall Plenary Workshops	5 minutes	Beach	<p>General Session: Accreditation Task Force Report 8:30, 11/5 Accreditation Task Force Report Follow Up Breakout 10 AM, 11/5 Hot Topics in Online Ed Breakout 11:20 AM, 11/5 Institutional Effectiveness Partnership Initiative Breakout 9:15 AM, 11/6 And the Beat Goes On: Effective Practices for Meeting the 2014 ACCJC Accreditation Standards 2:30 PM, 11/6</p>
1.	Potential IDI Workshops	5 minutes	Beach	<p>The titles below have been forwarded to the Executive Committee for inclusion in the IDI draft program.</p> <p>Title: <u>Program Review and SLO Assessment Data: The Stepping Stones to Classroom Innovation</u></p> <p>Title: <u>The Distance Ed Classroom, Online Student Services, and Standard II: Putting Your Best Feet Forward</u> Stephanie may be at DID</p>
2.	2016 AI Program	30 minutes	Beach	<p>Discussion focused on the draft AI program and the breakouts. It was suggested that the descriptions be augmented to include references to CTE when</p>

Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

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				appropriate. It was also noted that the ASCCC Exec can add or remove breakouts when it reviews the program in November for first read. Randy will bring back revised program after November Exec meeting.
3.	Next Meeting	5 minutes	Beach	11/19/15 at 3 PM

Guests: Julie Adams, Executive Director ASCCC

Notes:

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MEET & CONFER PARTICIPANT INVITATION

Meeting Details

Status: Active

Title: ASCCC Accreditation and Assessment Committee Meeting

College/Group/Org: Southwestern College

Closed Caption: No

Date	Start time	End time	Duration	Closed Caption
10/12/2015	4:00 PM	5:00 PM	60	No

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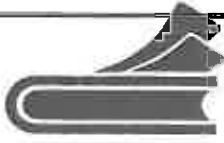
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Accreditation and Assessment Committee

Thursday, November 19, 2015

3:00 – 4:00 PM

CCC Confer

1-913-312-3202 or 1-888-886-3951

Passcode: 509019

AGENDA

1.	Item	Notes
2.	Call to order	Present: Craig R, Alice T, Randy B. Also in attendance was Maria Biddenbeck who is considering joining the committee.
3.	Approval of Minutes 10/13/2015	Postponed
4.	Chair Update	<p>All fall plenary resolutions submitted were approved by the body. The general session on the accreditation task force report and the workshops conducted by committee members were well attended and the feedback given was very positive. Randy thanked Craig and Stephanie who both jumped in and took his place on workshops since he wasn't able to attend.</p> <p>Kelly and Jarek are spearheading the SLO Disaggregation Research Project. Randy emailed with Matt Wetstein, Mike Howe, and Bob Pacheco of the RP Group and they are interested in working with the committee on the project and on breakouts for the AI in February. Randy will set up meetings with RP on these issues.</p>
1.	IDI Workshops	<p>The committee is responsible for the following two breakouts at the Instructional Design and Innovation Institute January 21-23, 2016 in Riverside.</p> <p>“Institutionalization: Program Review and SLO Assessment Data: The Stepping Stones to Classroom Innovation” “Counseling: The Distance Ed Classroom, Online Student Services, and Standard II: Putting Your Best Feet Forward”</p> <p>Paul Steenhausen of the EIPI should be involved in any breakouts involving SLOs, and Randy will contact him about IDI. <i>Any committee members who intend to attend the institute and would be willing to present, should let Randy know as soon as possible</i></p>
2.	2016 AI Program	The committee reviewed recommendations made by the ASCCC Exec Committee on the draft program and made adjustments. The committee must review the new draft again and changes made before the December 17 deadline for

Item VI. A. iv. 4.		<p>agenda items for the January ASCCC Executive Committee meeting. The program must be approved by Exec at the January meeting.</p> <p>During the discussion Maria asked how many faculty have been asked to serve on ACCJC site teams and Alice pointed out that she has been volunteering for many years and has never been selected. The committee would like to ask ACCJC for numbers on faculty volunteerism and the number of faculty who have served recently. Randy will consult with Exec to determine the best way to request this information.</p>
3.	Next Meeting	TBD

Guests:

Notes:

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MEET & CONFER PARTICIPANT INVITATION

Meeting Details

Status: Active

Title: ASCCC Accreditation and Assessment Committee Meeting

College/Group/Org: Southwestern College

Closed Caption: No

Date	Start time	End time	Duration	Closed Caption
11/19/2015	3:00 PM	4:00 PM	60	No

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Academic Senate for California Community Colleges

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Accreditation and Assessment Committee

Monday, December 7, 2015

4:00 – 5:00 PM

CCC Confer

1-913-312-3202 or 1-888-886-3951

Passcode: 652684

AGENDA

1.	Item	Time	Notes
2.	Call to order	1 minute	
3.	Approval of Minutes 11/19/2015	1 minute	Approved with minor revisions. Randy will send unapproved minutes from prior meetings electronically for approval.
4.	Chair Update	3 minutes	Randy described the workshops related to accreditation that are being offered at the Instructional Design and Innovation Institute and who will be the presenters. Stephanie and Kelly will present different breakouts.
5.	SLO Disaggregation Project Update	5 minutes	Kelly, Jarek, and Randy make up a small task group for the project. They met with representatives of RP Group and discussed the type of project we would like to pursue. The project will include a paper on effective practices for conducting student learning outcomes research and an interactive presentation for future events that highlights the ways data analysis can be meaningful and what can be learned by reviewing disaggregated data. The group will meet again to continue work on the project. This item will be a standing agenda item. Committee members asked if funds will be needed and the task group will report back on that in the future. Craig mentioned that ASCCC Foundation may be able to support if funds are needed.
6.	2016 AI Program	45 minutes	The committee reviewed and approved the program with revisions. Everyone agreed that the outcomes statements need clarification and the description of the SLO disaggregation breakout should better align with standard I.B.6. Also, Randy asked everyone to send his or her first and second preference for each breakout session by Thursday December 10 if possible. The program is due to the ASCCC

Committee Members: Craig Rutan (Santiago Canyon College); Gerri Santos (Fresno City College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

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			Executive Committee by December 16. The Executive Committee will review and approve the program and presenters will be finalized.
7.	Next Meeting	5 minutes	January 11 at 3:30

Guests:

Notes:

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Item VI. A. iv. 5.

MEET & CONFER PARTICIPANT INVITATION

Meeting Details

Status: Active

Title: ASCCC Accreditation and Assessment Committee Meeting

College/Group/Org: Southwestern College

Closed Caption: No

Date	Start time	End time	Duration	Closed Caption
12/7/2015	4:00 PM	5:00 PM	60	No

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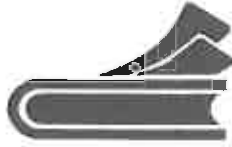
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LEGISLATIVE AND ADVOCACY COMMITTEE

Monday, October 19 2015

11:00am – 1:00pm

MINUTES

- I. Call to Order: 11:02am
- II. Members present: Julie Bruno, Dolores Davison, Sam Foster, Kelsey Iino, David Morse, Stacey Searl-Chapin
- III. Approval of the Agenda --approved
- IV. Approval of the September Minutes (Attachment: September 28, 2015 minutes)-- approved
- V. Discussion items, with action as needed
 - a. Legislative Agenda (Attachment: Legislation Report) – Committee members discussed clarifying the ASCCC’s role in advocacy regarding legislation. Once clarified, it would be useful to include a statement on website.
 - i. ASCCC Legislative Topics:
 1. Audit Fee – the audit fee has long been considered an option for colleges to serve students who may not need course credit but would benefit from practice to prepare for a licensure or certification exam or as a refresher prior to taking a subsequent course. However, the low fee of \$15 per unit (Ed Code 76370) frequently acts as a deterrent and many colleges have eliminated auditing. An increase in the audit fee will to allow colleges to recover some cost of serving this student population.
 2. Stand Alone course approval – Sunset date January 1, 2014. There is system-wide interest in restoring stand-alone course approval.
 3. Mental Health Services – possibly partner with FACCC and other system partners to work with on this issue.
 4. Campus safety – issues around safety of students and staff.
 5. Online Educational Resources (OER) – perhaps legislation specifically for the CCCs or depending on what happens with AB 798, possibly follow up legislation.
 6. Additional proposals brought forward at the State Legislative Program Task Force meeting included a proposal to address part time issues from CFT (revisiting of AB 1010 from the last legislative session, which the CCCCO is inclined to look at as a bargaining issue) and a proposal to add stakeholders in the adult education consortia (some Task Force members voiced concerns that it would slow processes down with too many people, but the ASCCC supports including representation from a variety of interested groups, as appropriate).
 7. LAC to recommend to the Executive Committee the initial legislative agenda to include the following topics: audit fee, stand-alone course approval, mental health services, campus safety and OER.

Item VI. A. v.

- b. Resolutions (Attachment: LAC Priorities and Resolutions) - Members review the resolution spreadsheet and agreed that the loan forgiveness resolution; 6.05 (S15) is completed. Bruno and Davison are researching 9.04 (S99).
- c. Plenary Legislative and Advocacy Breakout – Members agreed that the breakout will provide a legislation update. Mike Magee, Director of CO State Government Relations, and Shaaron Vogel, President of FACCC, have agreed to serve as presenters. The breakout will also cover ASCCC advocacy work including the legislative liaison position and legislative update webpage.
- d. Instructional Design and Innovation Institute
 - i. Civic Engagement Proposals – The Civic Engagement and Citizenship Workgroup (Julie Adams, Manuel Baca, Julie Bruno, Dolores Davison, Stacey Searl-Chapin, and Patty Robinson) proposed a 15-minute general session presentation and then breakout session for the IDII.
 - ii. No other proposals suggested
- e. Legislative Liaison Position (Attachment: Legislative Liaison Position Draft)— Bruno contacted Paul Setziol (De Anza) and Curtis Martin (Modesto) for feedback on the position expectations and both provided edits and suggestions. Committee members discussed new considerations including the notion that the position may be a group of faculty rather than just one person. Members suggested a Rostrum article to publicize the position. Bruno will edit the draft based on members’ feedback and bring the position guidelines to the ASCCC Executive Committee in November for approval.
- f. ASCCC Advocacy Day: Members discussed the different formats this type of event might take such as traveling between offices to speak to legislative aides or reserving a room in the capital for legislators and aides to meet with ASCCC (both formats have positives and negatives) as well as meeting with other groups (DoF, LAO, etc). Who will be involved in the visits will be determined and may include LAC members, ASCCC Executive Committee members or a combination of the two committees. Members thought that an April visit might be useful. Bruno will bring a proposal to the ASCCC Executive Committee in November for approval. Members will discuss specifics of the visit during the December LAC meeting and requested an invitation for Jonathan Lightman from FACCC to attend, if possible.

VI. Events: Members were reminded of the upcoming ASCCC events.

- a. Executive Committee – November 4, Marriott Irvine
- b. Area Meetings – October 23, North
 October 24, South
- c. Fall Plenary – November 5-7, Marriott Irvine
- d. Curriculum Regional (North) – November 13, Solano College
- e. Curriculum Regional (South) – November 14, Mt. San Antonio College
- f. Instructional Design and Innovation – January 21-23, Riverside Convention Center

VII. Other – in person meeting December 9, 2015 at the ASCCC office.

VIII. Adjournment – 12:23pm

Item VI. B. i. 1.

System Advisory Committee on Curriculum (SACC)

October 17, 2015

Co-Chair Report

SB 440: As of today 1968 ADTs, 12 more coming.

Baccalaureate Update:

- Met with legal on Title 5 regs, will be developing handbook to provide guidance rather than making changes to T5 at this point.
- Pilot needs to run before changes to regs happen. Will develop separate submission process and criteria with MIS. Will be included in next gen of CI.
- RFP for Bac pilot grant management out to field. 10 colleges made deadline for sub change to ACCJC for offering Bac.

Non-Sub Course Approval Change

- CO will no longer conduct reviews of non-substantial changes.
- 41 colleges with non-subs in queue received notifications and will have non-subs returned for local review prior to resubmission.
- Memo to entire field to be distributed soon

Military Credit

- Pam would like to create a workgroup.
- **Need ASCCC representatives.**
- CIO Reps, and perhaps rep from ACE.
- Interested in coming up with recommendations that would come through SACC for review and endorsement.

Inmate Education

- Folsom, Lassen, Chaffey, and Antelope Valley: pilot colleges.
- Request for more information and presentation to SACC

Pre-requisites:

- Local colleges are required to submit report to CO in August of each year, under the changes to title 5 regs to Pre-reqs.
- **CO Question: Do we still need to collect this information?** Its' not being used in any way. Do we ask for a t5 change to no longer require this reporting –OR– Do we change the reporting to include disproportionate impact? What is the connection to student equity plans? SSSP?

Stand Alone Course Approval:

- Academic Affairs: put forward a legislation proposal at Consultation Council. One glitch – is the reporting. Lebaron: CTE, Basic Skills, and Counseling Related...Lebaron advocated for a broader interpretation.

PCAH:

- Teams still writing, potential of final draft to SACC in December.

Item VI. B. i. 1.

Non-substantial Changes to Program:

- Process being reviewed in light of change to non-sub course review.

New SACC Membership:

- SACC discussed potential addition to committee for Curriculum Specialist representation. Will discuss appointment with CCCCS to ensure that mechanism for appointment would be consistent with other members of SACC.

Low Unit Certificates:

- Workgroup met and discussed recognition of sub-12 unit certificates. For scorecard reporting: 8 units lower limit, one course in A, B, or C SAM code. Next steps: Report from Data Mart – Request for query from MIS on award of low unit certificates with specific data elements

Non-Credit Progress Indicators

- Updates: workgroup recommended grades for CDCP courses in non-credit.
- Require colleges that offer CDCP courses to award grades for those courses.
- Satisfactory Progress: allowing SP grades to come through, but they do not exist legally. Not in Title 5. CO allowing them to be recorded, but just to store that information.
- Unfunded mandate: put together one-time monies to create a funded mandate to help those college shift to recording this category.
- **Title 5 change proposal:** as a condition of participation in CDCP, colleges would have to use and submit grades.
- For SACC and ASCCC: if we go the route of requiring this as a condition of participating in the CDCP program, what does this do to non-credit repetition? Would the same logic from credit apply to non-credit? Concerns were expressed about the seven big programs being used as the basis for analyzing feasibility of implementing this. Huge impact for smaller programs.

Item VI. B. i. 2.

System Advisory Committee on Curriculum (SACC)

November 20, 2015

Co-Chair Report

POST Academy Pre-requisites: POST programs at local colleges have introduced pre-requisites that conflict with title 5 requirements for open courses. Courses that restrict enrollment in these areas are not eligible for apportionment. The CO has produced new guidelines for the implementation of pre-requisites for these courses that will bring them into compliance. SACC reviewed the draft language and requested a couple of edits to ensure that the language deferred to local pre-req challenge policies and processes. The CO accepted the edits.

SB 440 Update: total 1973 active ADTs. 57 met SB440. 27 that are 1 away, 19 that are two away, 3 are 4 away.

- May need some visits to local colleges from faculty: Siskiyous, Laney, LA Southwest
- Top three most difficult: ComScience, Musi, Chem

Baccalaureate Update

- One application for the 750,000 implementation support grant.
- Guidelines / Handbook: establishing guidelines for pilots only. Reviewed by consultation.
- Some concern from pilots about ASCCC resolutions re: GE
- RT Pilot program has **890** applications so far.

Approval Process Update: the CO implemented a change to how they handle non-substantial changes for courses. The implementation has gone well so far, but there was some concerns from CIO about the requirement to have CIOs certify that the non-sub submissions had been reviewed and approved in accordance with all regs and standards. The CO decided that they would ask for a once-yearly certification from CIOs to be submitted each year by July 1. The CIO reps on the committee felt this was appropriate.

Military Credit and AB 2462: the CO would like SACC to help in the creation of guidelines for Military Service Credit. Dolores Davison and Jolena Grande volunteered to help with this process. Additional faculty are being sought to serve as resources for this group.

Credit / Community Service Class Guidelines: the SACC co-chairs have decided to keep this item on every agenda until we get some direction for the field on this. No new developments at this time, but CO staff will be gathering all work done to date and working with legal on guideline documents.

Stand Alone Course Approval: The CO has submitted a leg proposal for the return of local approval of stand-alone courses that should be going to the BOG. Prior report on stand alone was insufficient. SACC workgroup will work with CO staff to develop new guidelines for local stand alone approval based on the data collected for prior report. Earliest implementation would be January 1, 2017.

Collaborative Programs Guidelines: This item has been on the SACC radar for along time and will be on every agenda until something comes forward. CO staff is working with SACC

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members to review work to date with the intent of bringing something to SACC in the near future.

Low Unit Certs: The SACC workgroup on low (under 12 units) unit certificates provided updates from workgroup and proposed next steps, including a review of current practices and analysis of CO data with the intent to bring forward a specific recommendation to SACC in the near future.

Membership and Bylaws: SACC has decided to spend time in early Spring reviewing the membership, name, and charter of SACC to determine if any changes are warranted. One membership change that has been endorsed is the inclusion of a classified Curriculum Specialist on the committee.

PCAH Update and Discussion: PCAH writers submitted final Program Goal Type document to SACC for endorsement. (see attached) SACC endorsed this document as accurately reflecting previous action by the committee. SACC also finalized timeline for PCAH:

- PCAH writers holding final reading with CO staff in December.
- Final draft to SACC for endorsement at January 14 meeting.
- Distribution to the field for review and comment period.
- Two readings by BOG in Spring.
- Distribution to the field after final approval from BOG.

The work of the writing team will be complete after December meeting. If edits need to be made after field review, two volunteer members of the writing team will work with CO staff to make needed edits.

Curriculum Inventory Implementation: CO staff brought concerns to the SACC co-chairs about the design and implementation of the new Curriculum Inventory currently under way. In particular, they felt that they needed more eyes on it as decisions about technology would likely affect curriculum submission processes and standards. David Shippen attended the meeting to answer questions and outline areas where broader input could produce a better product. To this end, SACC has asked the CO that ASCCC and CIO reps both be included in the process, beyond the pilot colleges who volunteered to test the system in spring 2016. Vice Chancellor Walker and Dean of Instruction, Jackie Escajeda, both agreed to broader input. Craig Rutan has volunteered to serve for the ASCCC reps on SACC to ensure that data integrity checks, timelines, and migration from the old system doesn't inadvertently create new curriculum deadlines and standards.

**System Advisory Committee on Curriculum (SACC)
November 20, 2015 Meeting Summary**

Committee Members Present:	<p>ASCCC: Dolores Davison, David DeGroot, John Freitas, Craig Rutan, Erik Shearer</p> <p>CCCCIO: Terry Giugni, Kathleen Rose, Virginia Guleff</p> <p>CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE)</p> <p>Chancellor’s Office: Jackie Escajeda, Pam Walker</p>
Committee Members by Telephone	<p>ASCCC: Stephanie Droker, Jolena Grande</p> <p>CCCCIO: Kelly Fowler</p>
Guests:	<p>Technology Center: Barbara Fountain, David Shipman</p> <p>Chancellor’s Office(by phone): Erik Nelson, LeBaron Woodyard</p>
Meeting Chair:	Erik Shearer
Meeting Location:	Skyline College, San Bruno, CA

Meeting Summary from October 16, 2015—The October 16, 2015 Meeting Summary was approved with changes noted.

Chancellor’s Office Update:

- **Advanced Course Prerequisites for Police/Fire Academy Courses** – Forty of the 113 CCCs have police and/or fire academies. Prerequisites for advance courses that require agency-specific, in-service training – such as Police Officer Standards & Training (POST) or basic firefighting that are only available for members of those agencies – conflict with Title 5 requirements that apportionment-generating courses must be open to all students. A workgroup, whose members included police and fire fighting academy directors, Commission on POST representatives, attorneys and Chancellor’s Office representatives, developed an updated Instructional Services Agreement as an alternative prerequisite for the advanced courses (i.e., students would have to possess a set of skills, rather than the agency-specific training, as a prerequisite for the advanced courses). In reviewing the draft language, SACC determined that the ISA language needed to reflect faculty/counselor input in the assessment of students’ skills. SACC developed and agreed upon alternative language after the meeting.
- **Baccalaureate Degree Pilot Program** – One application was received for the \$750,000 implementation support grant. The Baccalaureate Degree Workgroup is developing a handbook that will address issues such as student services, application acceptance parameters, and minimum qualifications for faculty. The Board of Governors would like to have a first reading of the handbook in January with the goal of having it effective March 2016. The Academic Senate passed all of its resolutions regarding baccalaureate degree programs at its recent plenary session. Several colleges will be offering upper division courses this fall which will require MIS and curriculum inventory changes.
- **ADTs** – The total number of active ADTs is 1,973. Fifty-seven colleges have met SB 440 requirements. Of the 56 colleges that have not yet met the requirement, 27 colleges are one degree away, 19 are two degrees away, six colleges are three degrees away, three colleges are four degrees away, and one college

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is six degrees away from meeting their respective ADT requirement. By discipline, the three most difficult degrees to develop ADTs for are Computer Science (28 degrees outstanding); Music (19 degrees outstanding); and Elementary Teacher Education (12 degrees outstanding). Chemistry and Biology are also a challenge. Colleges that are one or two degrees away from meeting their obligation cite five-unit mathematics courses as an obstacle because these courses put the degrees over the 60-unit limit. SACC discussed sending teams of experts to work with colleges that need help. Teams will include Articulation Officers who are experts in C-ID and ADT requirements. The Chancellor's Office will identify the specific challenges faced by each college to help focus the teams' efforts.

- **Inmate and Reentry Education** – A summit is scheduled for December 7-8 at the Sacramento Hilton, Arden West and has more than 200 registrations.
- **Military Credit and AB 2462** – A survey was sent to the field to determine the extent for which military credit is requested. Responses indicate that requests are relatively minor and infrequent, and typically in areas such as physical education and mechanics. In addition to AB2462 which was authored several years ago and requires the use of ACE guidelines (which do not always rely on content experts and the units don't always match), the Online Education Initiative also addresses credit for prior learning, specifically with veterans in mind. Some colleges offer alternatives to awarding credit such as prerequisite challenges and courses that include credit for military experience or exams but the system lacks a common method for awarding credit. The awarding of credit also needs to consider the impact on students' financial aid. The Chancellor's Office (Academic Affairs and Government Relations) will have a discussion with Senator Block's office. Another Veterans Summit will be held next summer.
- **Credit / Community Service Class Guidelines** – The Chancellor's Office and ACCE will review the draft guidelines.
- **Stand Alone Course Approval** – The timeline for implementing a legislative request to restore standalone course approval is to add it to the legislative language that was recently submitted to the Board of Governors, have it approved in September 2016, and implemented in January 2017. SACC will establish a subcommittee to develop talking points to support the passage of new legislative language. In the meantime, standalone courses can be offered, but have to be submitted to the Chancellor's Office for approval. Courses submitted for approval are in the queue for long periods. The original report included a random sample of courses, 20% of which are now part of programs (i.e., no longer standalone). There is nothing wrong with courses migrating from standalone to program applicable, but the colleges should change the record for these courses. Also, if the intent is for a course to be program applicable, it should be coded thusly from the very beginning. SACC noted that the proposed legislative language submitted to the BOG addressed changes to title 5 relative to auditing courses, but it still ties the auditing rate to the per unit credit rate rather than leaving it with language that would allow the colleges to set the fees at a rate that reflects the true cost of instruction.
- **Articulation of High School and Cooperative Work Experience courses** – The Chancellor's Office will address this at future SACC meetings.
- **Curriculum Inventory** – A correction will be issued to the field regarding recent announcements regarding the Curriculum Inventory and Stand Alone courses. The Chancellor's Office will ask for a one-time signature from the CIOs in December with an annual renewal at the beginning of the year. The Chancellor's Office is working on a new curriculum inventory system.

Constituent Group Reports: CIO, ASCCC, CCCAOE

- **CIOs:** The CIOs conference was largely attended and very successful. The Chancellor's Office and Academic Senate representatives' participation was appreciated. The spring conference will be held jointly with the other groups at the Sacramento Conference Center. Sessions provided by the CIOs will include those that are legislatively driven (e.g., dual enrollment, ADT implementation).
- **ASCCC:** The Academic Senate's Plenary was held in early November and all baccalaureate degree resolutions were approved, including one urging colleges to support their programs with appropriate resources. Curriculum regionals were held at Solano and Mt. SAC, with more than 100 attendees at each

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event. Upcoming events include the Instructional Design Institute January 21-23 in Riverside; the CTE Curriculum Academy in Napa, also in January (this event requires an application); the Accreditation Institute at the Marriott Mission Valley (San Diego) in February; the Online Education Regional meetings in April; and the Spring Conference in Sacramento. Program for Instructional Design and Innovation Event will include topics on basic skills, technology integration, student services, innovations and mobile learning; colleges can use their Equity funds to support travel costs for this event.

- **CCCAOE:** The fall conference was a sell-out and included sessions on the integration of Economic and Workforce Development efforts with CTE programs. The CCCAOE spring conference will also take place in Sacramento along with the CIOs, ASCCC and other groups. The organization has established a paid executive director position to provide leadership consistency.
- **ACCE:** The one-day workshop at NOCCCD's School of Continuing Education was well attended and the Chancellor's Office support was greatly appreciated by the attendees. The spring conference will be held in Monterey, CA (February 24 – 26).

Collaborative Programs: Guidelines – This will be addressed at future meetings. SACC will consider its original recommendations and where this language might be incorporated into the PCAH guidelines.

Curriculum Inventory Implementation – The transition from the old Curriculum Inventory system to the new one was discussed with representatives from the Technology Center. Ensuring that a working system exists before the transfer takes place is essential. SACC discussed the perception that if a course isn't included in the inventory that it can't be taught or that apportionment can't be collected for those courses. There are also issues where courses were approved prior to the implementation of certain requirements (e.g., LMI, narrative, minutes, etc.). Other issues to be addressed include the interaction between technology systems (i.e., ASSIST, C-ID, CI); the interaction between planned system architecture and approval process/timelines; and concerns from field about data transition goals and timeline. A pilot testing period will take place to ensure a smooth transition from the current inventory system to the new one. Similarly, colleges who are moving to the Canvas learning management system for their online programs are allowing for an 18 month transition period, leaving their old system up and running to ensure a seamless migration. SACC discussed having its members be beta testers for the new curriculum inventory system. SACC and the Chancellor's Office will develop a message for the field regarding the new inventory system and a definition of what needs to be on the Course Outline of Record.

Low Unit Certificates – SACC reviewed notes from the workgroup which addressed the kinds of data to request from the field in a survey and how the data would be used. Data to be collected include the areas where low unit certificates are needed (e.g., automotive and bookkeeping), the need for transcription of the low unit certificates, and the lower unit limits. SACC also discussed scaffold certificates that would allow students to build their skill sets with multiple certificates. Colleges can report certificates that are 12 units and higher; the workgroup will determine how many colleges have low unit certificate programs but don't report them. The Chancellor's Office will distribute the survey once it is finalized by the workgroup.

Membership and Bylaws – SACC continued its discussion on adding a Curriculum Specialist as a liaison representative on SACC and the possibility of having representatives from groups "rotate in" to SACC on an as needed basis.

PCAH Update and Discussion – The timeline for the fourth draft is to have it reviewed and endorsed by the Chancellor's Office and SACC by January so that it can be submitted to Consultation in February and to the Board of Governors in March for the first of two readings. SACC members will also solicit input from their respective constituent groups and will craft a survey to guide input from the field.

Next Meeting: December 10, 2015

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Minutes, CA-OER Meeting

October 19, 2015

10:00 am - 11:00 am

via Collaborate

Attendees

CCC

Dolores Davison (Foothill College)

Cheryl Aschenbach (Lassen College)

Dan Crump (American River College)

UC

Peter Krapp (UC Irvine) – *absent*

Chikako Takeshita (UC Riverside)

Bruce Cooperstein (UC Santa Cruz)

CSU

Diego Bonilla (Sacramento)

Larry Hanley (San Francisco)

Ruth Guthrie (Pomona)

Katherine D. Harris (SJSU), Chair

Guests

Leslie Kennedy

Minutes (Agenda available [here](#))

1. Approve Minutes from 10/5 meeting
 - a. Approved, 10/19/15
2. Press Release
AB 798
 - i. Council to create its own press release covering Council's role in Open Educational Resources Adoption Incentive Programs and how it will fit with AB 798. Concentrate on Council's progress to date - Larry & Dolores working on draft PR - due Nov 23
 - a. Congressional bill

The bill is supported by: The Affordable College Textbook Act is support by U.S. PIRG, Scholarly Publishing & Academic Resources Coalition, National Association of College Stores, Young Invincibles, American Federation of Teachers, National Education Association, Service Employees International Union, American Association of Community Colleges, Association of Community College Trustees, UNCF, Creative Commons, Association of Research Libraries, Association of College & Research Libraries, OurTime.
 - i. The bill was introduced by: U.S. Senators Dick Durbin (D-IL), Al Franken (D-MN) and Angus King (I-ME). A companion bill to the the House of Representatives was introduced by U.S. Representatives Rubén Hinojosa (D-TX) and Jared Polis (D-CO)
 - ii. What is the official pathway for the Council to communicate feedback to Legislators and Representatives? - Leslie to determine
3. Faculty Ambassadors Program - Discuss draft of program (to be finalized for 11/9 mtg)

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- . CCC feedback: Unsure how to find OER Ambassadors on each campus, and with so many campuses. Need to get a better sense of how each campus is using OER before CCC members can weigh in.
- a. CSU feedback: Leverage existing ALI (Affordable Learning Initiative) or ALS (Affordable Learning Solutions) programs; add requirement that Ambassadors participate in an OER conference; and include Librarians
- b. UC feedback: Include Librarians: cannot see Faculty participating in this program on their own without help from Librarians; on-campus and systemwide services are very limited at the UC level; Learning Technology Center (e.g., at UCSC) would perhaps be a better advocate than faculty
- c. Other ideas discussed:
 - . Program customized for each segment
- i. Take into consideration how this program will work in conjunction with AB 798 and deadlines
- ii. Under OER Ambassador Criteria and Selection, revise to include: Full time faculty, librarian, *or other appropriate full time staff*
- iii. This program will be funded through external grants – KH, GH & LK to further discuss
- iv. Funding needed: 1) Stipend for Ambassador (appropriate for workload) and 2) money to support Ambassador engagement in OER activities
- v. Start program as a Pilot before full roll out; select 2-3 CCC, UC, and CSU campuses with the best chance for success; determine what's needed, refine the program, and then scale it up
- d. Present final draft of OER Ambassador Program rolled out as Pilot and addressing feedback above - Larry, Chikako, Cheryl, 11/9
- 4. Draft of Final Report due 12/1 to ICAS
- Final Draft due 11/9 meeting
- a. Authorship Assignments (see draft for details) - UPDATES
 - . Update infographic and results of faculty & student surveys - Ruth
- i. Reading practices research - Diego
- ii. OER Glossary: flush out, especially definition of OER and low cost - Chikako
- iii. Governance structure - Peter
- iv. Overall participation by each segment (internally and intersegmentally; specifically address what worked and what didn't)
 - 1. CSU - Larry
 - 2. CCC - Cheryl
 - 3. UC - Peter & Bruce
- v. Work on overview - KDH
- 5. CCC November Plenary - Resolution to be submitted that opposes part of AB 798 (notably the compensation); CCC shared proposed resolution
- 6. See Action Item Punch List
- 7. Calendar of Meetings, Fall 2015
 - . Face-to-Face Meetings (10:00 am - 3:00 pm)
 - . November 9, 2015: CSU Chancellor's Office
 - i. December 7, 2015: CSU Pomona
 - a. Conference Calls (10:00 am - 11:00 am)
 - . November 23, 2015
 - i. December 21, 2015
 - ii. January tbd (to work on research addendum to final report)

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Minutes, CA-OER Meeting

November 9, 2015

10:00 am - 3:00 pm

CSU Chancellor's Office
401 Golden Shore Avenue
Long Beach, CA 90802

Attendees

CCC

Dolores Davison (Foothill College)
Cheryl Aschenbach (Lassen College)
Dan Crump (American River College)

UC

Peter Krapp (UC Irvine)
Chikako Takeshita (UC Riverside)
Bruce Cooperstein (UC Santa Cruz)

CSU

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

Katherine D. Harris (SJSU), Chair

Guests

Leslie Kennedy

Minutes (Agenda available [here](#))

1. Approve Minutes from 10/19/15 meeting
 - a. Approved, 11/9
2. Reviews (master list)
 - Council reviewed disciplines still in need of reviewers per segment
- a. Year end deadline quickly approaching to complete all reviews
3. UPDATE: Focus Groups
 - Transcription & analysis: Analyzing from readability perspective - **Diego** to share results, 11/23
4. Final Report
 - Council reviewed draft, discussed, and suggested revisions
 - i. Summary of what Council achieved - **Chikako**, 11/16
 - ii. Summary of ICAS and Council relationship - **Larry, Bruce & Dolores**, 11/16
 - iii. CCC Perspective: Reach out to Kevin, Cheryl & Diana - **Cheryl**, 11/16
 - iv. Summarize Foundational Research and Ongoing Projects, and provide links to further details - **KH**
 - v. Quality of textbooks: UC perspective - **TD** to check
 - vi. Include at end of report final takeaways and sustainability - **Larry**, 11/16
 - a. Submit to Gerry Hanley for review (PI, Gates & Hewlett) - **KDH**, 11/16
 - b. Discuss any changes from Hanley at 11/23 call and approve final draft

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- c. Submit to ICAS by 12/1
- 5. Legislation
 - . Press Release draft - Larry & Dolores, 11/23
- a. In support of congressional bill? Need Leslie's feedback
- 6. Faculty Ambassadors Program
 - . Draft of program
 - a. Council reviewed and discussed
 - . CCC: Ambassador program needs to be regionalized
- i. ASCCC Online Education Regionals, April 2016 - CCC to research submitting proposal to present OER
- b. Council approved to send to G. Hanley for review- KDH to send
- 7. AB 798
 - . Infrastructure - Council reviewed proposed infrastructure
 - . Proposed Timeline
 - i. Proposed CA-OERC Role
 - ii. Proposed RFP (contents)
 - 1. Flesh out rubric - Ruth, Dolores & Bruce, 11/20
 - a. Rubric should include scoring system (measurability) and how to resolve any conflict of interests
 - b. Along with cost savings, obtain numbers of students affected
 - c. Need to determine cut off point if RFP process becomes competitive
 - d. How many council members required to review each RFP?
 - 2. Flesh out funding rules - Larry & Peter, 11/20
 - 3. Write introduction and goals - Cheryl, 11/20
 - 4. Defining role and expectations of campus coordinator - Dan & Chikako, 11/20
 - 5. Tool Kit: Videos - Diego (to be sent with RFP in February)
 - 6. Does a CSU campus-wide resolution on OER exist? If so, collect and share with Council (save in AS Resolutions template folder) - Ruth
 - a. Meeting schedule for Spring: Further discuss at 12/7 meeting
- 8. Discussed future of CA-OER Council
 - . See draft of Final Report for 2016-2017 (p.19) continuation of outreach & education
- 9. See Action Item Punch List
- 10. Calendar of Meetings, Fall 2015
 - . Face-to-Face Meetings (10:00 am - 3:00 pm)
 - . December 7, 2015: CSU Pomona
 - a. Conference Calls (10:00 am - 11:00 am)
 - . November 23, 2015
 - i. December 21, 2015
 - ii. January tbd (to work on research addendum to final report & AB 798)

Topics for Dec Meeting:

- 1. Addendum/White Paper topics
- a. Publication: Ruth
- i. Write up textbook competition and entry barriers using Porters model?
- ii. Paper on sustainability
- iii. Paper on OER adaptive learning
- 2. Cont. Outreach & Education

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- Working with bookstores
- CSU is already working with bookstores - leverage this for UC & CCC?
 1. CSU bookstore advisory committee/liaison - (TD to make contact)
- i. CCC all different (how to resolve?) – Council’s goal this fall
 1. Beta test on 10 campuses
 2. Use faculty ambassadors to contact local bookstores?
 3. Council of Chief Librarians
- 3. PR Plan to do list - work to be done by each segment - moot w/AB 798?
 - UPDATE: revise CCC PR plan
 - a. UPDATE: CSU plan
 - b. UPDATE: UC plan
 - Video short for UC campuses - (Bruce)
- 4. OER Authorship - not supported by AB 798 or grant funders
 - leverage congressional bills?
- 5. 2016-2017 Activities for Council



Executive Committee Agenda Item

SUBJECT: Open Education Resources Conference Report		Month: January	Year: 2016
		Item No: VI. B. iii.	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the Open Education Resources Conference.	Urgent: YES / NO	
CATEGORY:		Information/Discussion	Time Requested: N/A
REQUESTED BY:	Dolores Davison	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Open Education Resources Conference was held in Vancouver, BC, November 18-20. Members of CAOERC, including one CCC faculty member (Dolores Davison) and three CSU faculty presented on the CAOERC model and the progress that had been made in OER in California, as well as the challenges that have arisen in working with the three major segments (UC, CSU, and CCC) on a project such as this. The presentation was attended by faculty and administrators from the CSU and CCC systems, including the chair of the Open Education Resources Consortium, Una Daly. Many of the questions centered around the recent ASCCC resolution regarding compensation for adoption of materials, with several members of the audience commenting that they would not be able to have a discussion about OER without including compensation for reworking compensation. It was clear from the interest in the council and the lack of information that CAOERC needs to be more publicized going forward.

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

Student Services Portal Steering Committee Meeting

Wednesday October 21, 2015

Zoom Online

SSP SC Attendees: Angela Baucom, Barbara Fountain, Brianna Hays, Brook Oliver, Caryn Albrecht, Cynthia Rico, Dave Dillon, David Shippen, David Barnett, Debbie Nichols, Don Webb, Doris Griffin, Freyja Pereira, Gary Thompson, Gerald Sirotnak, Grace Hanson, Ileri Valenzuela, Jon Fanucchi, Keith Franco, Leigh Ann Unger, Lucinda Over, Margie Carrington, Maria Gonzalez, Mia Keeley, Mike Caruso, Marissa Iliscupidez, Olivia Light, Pedro Avila, Rick Snodgrass, Robert Burnie, Robyn Tornay, Sarah Tyson, Stephanie Dumont, Tim Calhoon, and Tim McCarthy-Smith.

Welcome/Roll Call:

Mike Caruso called the meeting to order at 3:04 pm.

Meeting Minutes Approval:

The minutes for September 9, 2015 were approved by consensus with the corrections Rick made.

Portal Status- Current Development:

The first few months of portal development were focused on infrastructure, including building out the log in and authentication, as well as the service that will allow the portal to communicate with users. The focus has now shifted to core feature functionality, which is easier to demonstrate. The last month or so has been heavily focused on portlet content delivery tools to populate the SSP. This includes building templates for customized elements or ones that can be built from scratch without the need to rely on IT staff. It will enable portal administrators or other designated staff to: design an informational page, create a checklist, develop a smart form, or customize student orientation elements. A user guidebook for the portal and templates will be developed by Diana Bishop from the Technology Center.

The information portlet will probably be used the most frequently and will allow users to stand up content and basic media. The checklist allows for building as many different lists as needed to guide students to complete particular work inside or outside the portal and they can be linked to smart forms. As the student clicks through to finish forms and tasks, the checklist will update itself. It provides for a highly prescribed user experience so that the student doesn't get lost, and is directed to what they need to do. The smart form will allow users to put a branching set of questions in front of a student to ask questions and guide the student based upon his or her answers, like helping the student to figure out which financial aid form they should fill out. The fourth portlet is an online orientation solution that will allow for content modules to be displayed and quiz questions to be asked. These modules will lead to acceptance of orientation steps, and the portlet will log those actions. It will move students through an ordered series of tasks to get them ready for priority registration, and it will produce an artifact that can be consumed by local systems to update the status of those orientation pieces in your system. The team is in talks to determine how record completion of those elements ahead of SIS integrations, so that there is an interim solution in place. The project does not want to be waiting on future integrations; it needs to work for colleges. The Online Orientation work group is doing a fantastic job providing templates for those orientation modules. Institutions could also create additional modules of their own and stand them up easily, and while there probably won't be a template for that, the system should support it.

In the area of User Interface, there has been a lot of work within the administrative interface, the app launcher iconography has been implemented using a purchased set of icons that match the portal really well, and the search bar has been moved to the top of the page for ease of use. All of the items from recent development fit into the roadmap and the services layer, data acquisition, and building the modifiable portlets, are all complete or underway. Mike Caruso felt that all of the recent work demonstrates that the project is on target to meet the deadlines for pilot launch.

Action Item:

Margie asked if a short roadshow could be planned for an upcoming gathering of the California Association of Student Financial Aid Administrators (CASFAA) that the Chancellor's Office is running; there could be 40-80 financial aid and student services professionals in attendance. Rick will follow-up with Margie.

Understanding MVP:

Traditionally, product development was oriented around a long period of planning, setting up requirement, and then a year or so later, development followed by delivery of the completed product, and there wasn't much opportunity for change and revision built into the process. Now it is more common to use an Agile development methodology which is oriented around an ongoing development process leading to a Minimum Viable Product (MVP) which can then be presented to the users for further feedback, ideas, and requirements to improve the product. The current goal for the portal is to get something out as a MVP by January and then continue to iterate and improve from there. The first version is not going to be anywhere close to finished, but the iterative development process allows for, and expects, change and revision. Unicon works on one week development sprints and two week reviews. David Shippen welcomed and encouraged the committee to join the sprint reviews every two weeks to see the process of development and provide feedback. The MVP will be a minimal functional product, much like a car with an engine, wheels, and a steering wheel, but not yet having seats and upholstery. This is an open source tool, so colleges will also eventually be able to contribute to the development, if desired.

Pilot Phases Letter:

The project wants to have an equitable way of recruiting colleges to help with two phases of piloting the portal. The first is basically a pre-pilot phase for testing really fundamental aspects of the portal during development, like authentication into the system through the CCCID common identity and how to do the installation.

Don Webb noted that Santa Rosa's intent is to replace their current portal that was developed in house, but all the code is written in ASP.NET and it will be a significant programming task to make the change, and will require them to have Java programmers. They are struggling with that, and can't do a lot with existing resources. Their goal is to have one portal for students, but they are running into significant impacts on the implementation at Santa Rosa. Mike explained that one of the main purposes of developing the MVP is to be able to put the portal out according to the JSR standard and allow colleges to play with it using the content tools. That is why the team wants to work with some pre-pilot schools like Santa Rosa to work out issues that need to be resolved before the piloting of the MVP after January. Mia noted that the funding for getting programmers might be covered from SSSP funding because of how the work is directed.

David explained that the letter being sent out to the committee is a request for guidance from schools that might be able to help the project test the fundamental properties and to provide feedback into what it would take to build something for other schools like those four pre-pilots. The pre-pilots represent four different college personas. Mt. San Jacinto has an existing Shibboleth integration, Santa Rosa has an existing advanced portal support environment, Bakersfield is a Luminis school, and Fresno is a multi-college district environment.

In contrast, for phase two, David would like all colleges that are participating in this SSP Steering Committee or EPT DAS to be eligible for participation, since those stakeholders understand the requirements and know how to work together. It will be important to produce documentation of the work that is done for implementation. The documentation will be a record of the processes followed and experiences in working with the portal, which the project and later colleges will be able to use in their implementations. This pilot phase is not an early path to production release; colleges will not deploy the portal into a production role, with staff or student facing use, without approval from the Program Director. Pilot colleges will be asked to test particular features and must also be available for live demonstrations for the Technology Center and developers to provide feedback.

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The pre-pilot phase will occur before the end of the year, the pilot group will work through the first quarter of 2016, and production implementation with the rest of the CCC system will begin in the second quarter of 2016. Toward the end of 2015, the project team will start sequencing the colleges that will start after the beginning of the year and will bring them on as quickly as possible, probably in groups.

Action Item:

Members were asked to read and respond to the letter sent out by email by Friday of this week, if there are any objections or concerns. They are also asked to bring questions from IT staff to the November face-to-face meeting.

Admin UI Prototype Development:

Gary Thompson provided a demonstration of the Admin Prototype so that members could see the progress on its development and get a feel for how far the user interface has come since the last meeting. He also provided a quick review of the new set of icons for use in the app launcher. Mike explained that right now the icons are not necessarily related to the particular app, they can be changed into whatever is desired.

The team is assuming that admin personnel will log into a different experience from that of the student, and this demo showed a sample placeholder of one possible look. It would have a dashboard related to that person's day to day work to provide for a cohesiveness of experience. The sample had a blue bar denoting the overarching umbrella of the CCC brand and overarching functions. Then a college bar was provided to represent the specific college brand and within that area was a sub-menu of tabs, including an admin tab taking the user to a separate space which would be dynamically generated based on that person's role in the system and his/her permissions.

The goal within the admin environment was to create an area that made the process as simple and easy as possible. For that reason there are a reduced set of choices offered, with less options available to begin with. One option is preview mode allowing the user to see how the student view would look, but with a gray bar at the top and edging controls. Several pieces have outlined boxes to help indicate that they can be edited. Efforts were made to simplify the process by combining prompting with clickable items to avoid overwhelming the user. Editing prompts can also be hidden or revealed as desired by the user during the process. The library of available portlet content is stored in a "drawer" that can be pulled onto the page from the side. This side pull provides a better way to show the list of available portlets to pull in and also allows for scrolling through the rest of the view more easily. Admins with greater privileges can add content to the drawer.

Gary demonstrated how to change the color scheme in the banner from within a set of particular color options. Cynthia expressed concern about ADA compliance with the flexibility that is being provided, and Mike explained that the only things are changeable now are colors and images which should not be a problem. Additionally, the actual code on the front end is set up so that it can be consumed by screen readers, so it is fine.

Setting up a new app can be done by putting in a URL, typing a description, and choosing an icon. The team is assuming some defaults, (like "available to all students") which could be changed by unclicking if desired, but otherwise simplify setting up the layout for standard pages. There could be finer grain permissions or defaults set up allowing for more specific selection of particular groups of students (like Veterans or EOPS) if desired. In that case, if the default box was unchecked, an expanded view would open up allowing for more specific selection. These elements have been set up so that there are fewer decisions, or the choices are set to be more "bite sized" with defaults that can be unchecked if desired.

The ability to publish and un-publish content is in the requirements, and Gary noted that at this point the admin user can look at the student view to see what changes would look like without

pushing it out live to students. That is part of that element, but the full ability would be a separate action. Anything the user does which is saved would be saved across the appropriate admins and pushing the content out to students is a separate action. This allows for lower permission admins to develop content and then have it reviewed by someone with higher permissions before it is pushed out to students.

Mike and Gary would like feedback from the committee by email or on Basecamp regarding the demonstration. The goal is for it to be easily accessible to staff who are going to be dealing with it; it should not be necessary for a person to be "IT staff-y" to be able to use it.

Career Workgroup Update:

Since the committee last met, the Career Workgroup rewrote the RFP with Dr. Cooper, refining the requirements and priorities. That revised RFP was published on September 23rd and was due October 15th. It is now being reviewed and scoring will be finished this weekend. Angela expressed thanks to everyone who helped with that.

Orientation Workgroup Update:

The group had a workshop last week and got a lot done. They started with eight major areas required for Orientation under the Title 5 rules, with small groups of people, and built out to a total of fourteen areas. The content developed was very global, and then details were added, like quiz questions for colleges that wanted to ask them. Dave Dillon synthesized the work of the smaller groups into a single voice. He is reviewing it all to see if there are at least some quiz questions and answers for colleges that might want them. Dave expressed amazement at the amount of work accomplished by the group in six hours, and thanked everyone for that effort.

Ryen brought the original lengthy list of topics to the workshop and the group suggested which content would be the most important to include in the phase one MVP. There will be additional content needed later, and Angela is capturing requirements for phase two. There are sub-groups working on video scripts in areas of education planning and financial aid. The group looked at where the use of videos would be desirable; they wanted to make sure that the portlet is interesting and engaging. David did good initial work in developing a relationship with people who are willing to do videos for the project, but it would have to be on a pretty tight timeline. For that reason, a separate group was broken out to develop the script for the first one. In addition, if members have videos they are proud of, or have seen videos done at other schools that might be used or adapted with permission, it would save the project time and money if those were shared. Sarah volunteered Margie and Kira to help provide a perspective from Financial Aid in looking at those financial aid videos. The project is still in negotiation with the company to make the videos, so there is time to work on those scripts.

Stephanie emphasized the importance of getting clarification on how the different portlets will talk to each other, because it will help avoid duplication of information. As the portlets are built it is important not to dump the same information into five different portlets because it will overwhelm students and it inefficient silos information. Rather than putting five paragraphs of text into a financial aid module, a link can be provided instead, and students can follow it when they are ready.

Next Steps and Closing:

For the overarching EPI Steering Committee, Cynthia is looking at trying to educate the field about the EPI project and all of its elements through a speaker series. She will be tapping into the expertise of committee members in particular stakeholder groups. It is important to work on getting the marketing message out for the project and its elements.

There was a great presentation at the RP Group Conference recently from the EPI team.

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Next Meeting:

The next meeting will be a face-to-face meeting on November 17th in Sacramento. There will be an Orientation workgroup meeting prior to that, on the 16th. Rick asked members to check the room block list sent out by email, for accuracy. Date adjustments in those reservations can be made. He also reminded members that if they missed the deadline for reservations, they can make their own and submit them later for reimbursement.

Adjourn:

The meeting was adjourned at 4:45pm.

EPI Pilot College (EPT/DAS) Steering Committee Meeting

Thursday October 22, 2015

Zoom Online

EPT/DAS Pilot College SC Attendees: Andy Chang, Arleen Hollosy, Barbara Fountain, Benjamin Mudgett, Bernadette Flamenno, Caryn Albrecht, Cynthia Rico, David Shippen, Dipte Patel, Gary Bird, Jay Field, Jon Fanucchi, Kayla Mannon, Lidia Jenkins, Kelly Kilby (Hobsons), Michelle Stricker, MaryLou Leyba, Rick Snodgrass, Robert Burnie, Robin Armour, Robyn Tornay, Sabra Sabio, and Tim McCarthy-Smith.

Welcome/Roll Call:

Cynthia called the meeting to order at 3:03 pm. Attendance was taken.

Meeting Minutes Approval:

There were no additions or corrections to the minutes from September 10, 2015. The minutes were approved by consensus.

Sample Senate Motion:

Ben talked about what their campus has done to get support for the EPI from their Academic Senate. They did a presentation and toward the end they proposed the idea of a motion to support the EPI through a taskforce. It was a very simple recommendation that a task force be formed with broad faculty representation to provide feedback and guidance for implementation. The motion was carried with overwhelming support. The faculty appreciated being brought into the conversation. Then the team did the same thing for their sister college Senate, and that motion for a task force has been put on the agenda and should also pass. Ben noted the importance of looking at a change management piece since this project has transitioned into a lot of organizational structure work. Relationship building is important. Cynthia noted that every campus has its own culture, so it is important to be aware of your own campus structure and look into what works for your college. It is important to keep the Academic Senate informed as the project moves along. Ben explained that it was very helpful on their campus that Robert McAtee is on the Senate; they have regular updates, sometimes short and simple, and at others more in depth.

Best Practices- Hobsons:

Kelly polled the implementation specialists to get a global perspective on starting point advice about transition and best practices. Over time as more advice is gathered the suggestions will continue to accumulate and be posted on the Basecamp space to help conversation about transition and best practices. With respect to group work in teams:

- It is helpful when organizing your teams to have someone with experience with WebEx and Google.
- It is a good idea to make sure that you have all of the implementation team members together before you start meeting so that you can get to working together.
- Have a large enough room that allows you to work together effectively
- Audio that can be heard like a speaker phone and access to the Google Drive is important
- If possible have someone set up the technology early before the meeting time so that you make the best use of the 60-90 min appointment time with the implementation folks

Best practices from a Degree Planner standpoint:

- It is a good idea for everyone to be assigned responsibility for reviewing and testing so that everyone has a little bit of homework and meat into it when they come back together for the meeting

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- Remember that the tracking document posted by the specialists is a shared document; be conscious and cognizant of not making changes to it other than the columns each person is responsible for
- Make sure that everyone has designated time each week for reviewing, testing, and editing the programs that have been completed during implementation to make sure that items are identified before the meeting to provide for the best conversations about those items

Kelly will post these suggestions and others that come up in the future.

Almost everyone is close to being in some aspect of the implementation phase at this point. Santa Rosa had their kick-off and technical kick-off last week and Santa Barbara is going to be doing their pre-planning and then hopefully their kick-off shortly thereafter. San Bernardino is still waiting on their IPA at this point.

Marketing Resources Update:

Robert Burnie updated the committee on the work on marketing resources that have been produced, and provided an overview of ways that those resources might be used. He also showed samples of print and web resources that have been developed. The student facing materials to inform about the education planning tool are 90% complete and include a press release, website template pages, and banners to support the school website; only the half page adverts are left to be done. Robert has contacted all of the PIOs and had in depth discussions about everything that the colleges have used to advertise to students in the past.

The template that was developed has been included in the college style sheets. It has gotten good reviews and contains beautiful campus shots; it will be rolled out to PIOs to support the initiative in the spring. Robert showed the committee sample posters and fliers and explained that everything has been coordinated with the school colors and so on, so that it looks like the school. Website templates include copied HTML style sheets, and the EPI webpage can be slotted right into the campus website in the location desired by the campus. (It can also be stripped of code to go into a system like the Adobe CQ one that Jay has a San Francisco, if needed.) Every effort has been made to make it as easy as possible to use the resources. Cynthia praised the way that the materials captured the look and feel for each of the colleges to make it "their own."

There has been a lot of contact and communication with the college PIOs, while also trying not to bombard them with too many emails. The majority of school pictures Robert worked with are from the internet, so the team is still in need of high resolution images for large banners or posters; he wants the school to look beautiful in those larger images and not pixilated. He asked members to follow-up with their PIOs regarding the school photos, if that help is requested. Robert also noted that logos that were provided in Becker format were great, and if more of the PIOs can send in that format, it would be wonderful.

Steering Committee members and PIOs should let Robert know by email if they need more fliers for staff or faculty; just let him know what you need. One member noted that there are materials that say "Education Planning Initiative" and wondered if similar materials could be prepared that are specifically for Starfish Early Alert that could be given out to faculty highlighting features and possibilities for use. Several members agreed that would help to grow buy-in from the faculty.

Action Item:

Robert will develop requested materials related to Starfish Early Alert for faculty. He can develop materials if he is given at least a week; there needs to be time to get the necessary approvals.

Five different social media platforms are being used to support the TechEDge newsletter that is sent out. A Steering Committee Spotlight was done on Jay; it looked great and received good

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feedback as well. Further spotlights will cover other members and colleges. The social media platforms that are being used are: Facebook, Twitter (@CCCEdPlan), Instagram, LinkedIn, and a YouTube page (which doesn't have very much on it right now, but more items are coming). Every single college has a schedule of resources that the marketing team is planning to use and the last step is to create a marketing plan. This will include a schedule and everything to expect step by step; those will be created per school, not per district, since there are differences between schools. Each college will have unlimited access through Google Drives (or whatever resource is decided upon) to support the effort on campus. If a campus is using a marketing resource and runs through the print resources, it will be available in that location. That will also allow for individual campus changes to the resources, if desired; those resources will be accessible to Steering Committee members and PIOs. The folder will also hold the schedule and marketing plan. David Quintanilla took some wonderful photos of Santa Rosa when the project team visited recently that will be able to be used in materials for Santa Rosa. Members asked if different sites within campuses could have materials that were site specific, and Robert acknowledged that could be done if needed.

When Robyn or Barbara visits a college, the vast majority of the time Robert is along with them, which can provide for a great opportunity for him to meet with PIOs, if they are available. That kind of meeting, if it can be coordinated, really helps in finding the person who has the time to dedicate to answering questions and working with the marketing team.

There is a schedule and timeline coordinating press releases with the college spotlights every other week, which will be put out soon. The Technology Center PR team is in the process of setting up services with Meltwater, which has resulted in a short delay to that schedule. They should be ready to go in the next week or two. Robert will send a message to the Steering Committee and PIOs when those services are set up, to let them know about the press release and timeline. Meltwater is an incredible service to use to hit every news outlet and website. The marketing team did an impression off of a trial run and generated 29,000 impressions for the Fresno area, (although the Fresno Bee did not show up, which was puzzling) it is not a completely sure thing, but it did hit 87% of media in that region, so it is worth waiting for.

College Report Out:

In an agenda item that will be a standing item moving forward, Cynthia asked pilot colleges to report out on kudos, unknowns, and burning questions they have come across so far in their implementations.

Lidia reported that San Francisco has been meeting weekly with Naomi, Emily and a lot of folks on their calls; they have been very responsive and good. Erin was helpful in figuring out student attributes and working through it with them. There are a lot of unknowns right now, most recently on setting up relationships in the Starfish Admin test sites: counselor roles, instructor roles, and other areas, so that people will have access to different cohorts of students. When they started they wanted the Degree Audit and Degree Planner to be their primary focus to get away from their homegrown EP, but as they go through the phone calls and setting up the system the way that they want with respect to the level of access an employee is going to have, they are really starting to see how the Degree Planner is connected to the Starfish Early Alert and other components. The differences in what types of information a counselor sees versus what an English teacher sees about a group of students, is becoming more apparent. They are wondering whether to turn on some of the Early Alert features, which they hadn't wanted to do right away, but they know they want to get buy-in from faculty at some point. With the Degree Planner right now, they are trying to understand all the different language and what it means to be a cohort and so on. It can be challenging because the language of the community college is different from the vendor vocabulary. For example, "cohort" sounds like it would be a special population like DSPS or some other group, but they are still working through how to set up those special populations so that there aren't too many to manage later. Their team records the weekly phone conversations and has a scribe summarize; they also debrief in the room as a group after

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the Hobsons team hangs up. Cynthia emphasized how helpful those notes will be to the third, fourth, and fifth colleges to come on; this is great work helping the later “siblings.”

Every week they learn something new, but at this point it is still hard to see how all of the puzzle pieces will fit together since they are seeing them right now in isolation from AgileGrad. It is like looking at all of the ingredients for a cake in isolation, you know it will someday be a cake, but right now you can't tell how many ingredients it will take. Naomi and Kelly try to help saying things like, “If this were a real live student, you would see the academic history here,” but it is hard trying to imagine what it will look like when it all fits together. Now they have 150 programs and the student attributes, and they are working on cohorts, but it is hard to picture because it has been some time since they saw the program in action. Lidia is hoping that they have selected their attributes, roles and so on, correctly. There is always the opportunity to go in and add items and make adjustments, but it feels like it is important to get the initial set-up correct.

Robin Armour from Los Medanos echoed Lidia's comments. Their group is meeting as a district wide group with representatives from each college; the other two colleges are listening in and paying attention since they plan to move through the process one at a time. They found a way to load up the college degree audit directly into Hobsons; after Los Medanos is done they will move on to DVC and CCC. They have a core group that is certain representatives from each college and not the entire group from all of the colleges which would have been too unwieldy. However, as they have gone along, they have added other people who decided that they needed to be involved. At Los Medanos they are doing Degree Planner first, and then adding Early Alert later, and one of the other colleges also wanted to get Early Alert as soon as possible, so they have two teams, one for Degree Planner and one for Early Alert. (The Early Alert people are feeling a little held back, but that is an internal thing.) Tomorrow Los Medanos will start meeting as a college team outside of the weekly district meetings. They will be going through their relationships, cohorts, and attributes, to make sure that they have everything identified. They have also been trying to understand what each of those terms means; Robin noted that they have cohorts at Los Medanos, but they don't necessarily mean the same thing as they do in Hobsons. She appreciated that Emily and Naomi have been very patient in explaining things more than once. They just got into the front end of Starfish Administration to look at, play with, and touch it, which Robin as a hands-on person finds very helpful to her comprehension.

In building the Degree Planner, they ran into a few hiccups. It is a little bit complex because Hobsons isn't building their programs; Los Medanos is uploading them directly from Colleague. Robin and the team are working with their IT department in what is being uploaded and defining what they are uploading. Los Medanos developed the system with Hobsons to upload the Degree Audit, but what they are seeing on the Hobsons side is not consistent with what is in Colleague. So now Robin has four evaluators working on taking the catalog and the pdf that uploaded automatically and comparing them. There may be up to four pieces of information they are comparing including the 2014/15 catalog and the 2015/16 catalog, to see where each item is coming from. It has been a little challenging on the college end because at first her people didn't understand what she needed them to do, but now they are trying to list everything out, and they have a sheet they are working from. Her staff has been emailing Satish and saying “they're not including the print text” and he is responding “we're including it in what we send them, so that is a Hobsons' thing.” Once everything looks like is supposed to it will be good. Right now that process is almost complete; she is hoping to have it done tomorrow, so that they will be able to give Hobsons some feedback. They just got the app enabler loaded up, so it means that Los Medanos' IT team can begin loading in student data; which is really exciting and they are just about ready to start doing that.

For the Degree Planner, they have two counselors who will start with a small slice consisting of brand new EOPS students. They hope to have the Degree Planning tool up and working by the time they go on break, so that they can do some heavy duty testing with their counselors. Then those counselors are going to be training the other EOPS counselors so that any one of them can

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see an EOPS student; there are about 350 brand new EOPS students that they are hoping to do education plans with in January.

Overall, it is working really well. The meetings are great and Los Medanos has asked a ton of questions. The district has done many pilots but they are not used to doing it this way with a lot of IT involvement and the weekly meetings. It is just different from other implementations they have done. It is going well and every week they learn something new. They will be having the core LMC team meet tomorrow, so she should have more to report out after that. They are kicking into high gear to get up and running.

Robin explained that Satish is willing to share the code for how the programs are uploaded; college can contact him, but should be very specific in letting him know that they need the code. Los Medanos will report out when they figure out what happened with the data integrity. It didn't happen on all degrees. Satish said that it is Hobsons, and Robin hasn't talked to Hobsons about it yet because they have still been going through the degrees. Apparently Satish uploaded everything, but they found out that 2015/16 hadn't been done for some degrees. The evaluators are now doing the Degree Audit for 2015/16 and once that is done, Satish will re-upload them and some majors will end up with 2014/15 and 2015/16. They aren't going back any further. They found that uploading the degrees cut out a lot of work, and Los Medanos knows that they don't want to be running two Degree Audit systems.

Michelle reported that Fresno is in the process of getting their degrees and it is going really well. They are trying to pilot all three schools together, so Hobsons is developing a multi-district component which, unfortunately, they don't think will be ready until January. Fresno City will definitely be piloting in March. Clovis and Reedley may be piloting in March, but they may end up only piloting in Starfish and then piloting the Degree Planner part next fall. They had some issues getting their attributes set up because they had way too many. Their discussions with Hobsons have been about trying to figure out a way to group their attributes, but they may bring a recommendation to the committee meeting in November regarding increasing the attributes because they don't feel that having less attributes is really the answer. Attributes were the biggest issue for them. Fresno did get started on the Starfish product on Monday and they thought it was nice to play around with it and see how the different pieces work, as well as what the relationships would be.

Cynthia confirmed that other colleges felt the same way about the attributes. Colleges knew about the limit to 150 programs, but were surprised about the limit to ten attributes. She felt that having a unified focus on that conversation in November would be a good idea. Lidia explained that Hobsons may be treating the restriction on attributes differently between Banner and Colleague schools; she thought that Colleague schools might be able to have more attributes. Erin had told Lidia that she would go back to the programmers to find out what they could and could not program for the colleges. For San Francisco, they were trying to figure out where those pieces of information are stored in Banner; Lidia thought that there were fifteen attributes they were asking for, and they might end up with twelve or so. The biggest issue was the element of surprise in finding that there would be a limit on the attributes. The colleges knew that the programs would be limited to 150, but they would have liked to know what the parameters and limitations would be on relationships, cohorts, attributes, and so on before going into it.

Crafton Hills had nothing to report today.

El Camino has been meeting weekly on Wednesdays, with Erin and Emily, both the Torrance campus and the Compton Center. They have worked on the attributes so far. They also had kudos for cleaning up their SIS in order to load what was needed for Starfish. El Camino is starting off with Starfish first and then doing Degree Planner after that. They also had kudos for Fresno and San Francisco for what they have posted on Basecamp. El Camino was able to use a lot of their attributes and the Dean also spoke to Lidia about how the process is going. They are very grateful to other for colleges sharing their experiences. Right now they are just in the

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beginning phases, with Hobsons having loaded about seven degree programs. They meet as a team for half an hour after the Hobsons meeting, to debrief, and parcel out the homework; then again right before the next meeting with Hobsons.

El Camino practitioners also find it hard to visualize what the system will look like and to imagine something different from what they are seeing. For example, in the formatting they asked Hobsons to change the credits to units and were told, "Yes, that will be fixed later," but they really want to see those changes now. They know that when this is presented to faculty, it has to be good, because that is when the commitment will happen. Cynthia agreed that change management is important, and blind faith can be challenging, building that trust relationship is critical. The El Camino team meets weekly and has: evaluators from both campuses, the Vice President of Academic Affairs, the Vice President of Student Services, and all or most of IT there; there is really good representation from the people who will be advertising this to the rest of the campus, and that is wonderful. However, the blind faith is scary.

Victor Valley is not on the phone right now.
Santa Barbara had to leave.

Tim McCarthy-Smith from Santa Rosa reported that they had their technical kick-off last week. He provided kudos because it went very well. Their IT, counseling, and A&R have been working very closely together for the last year on Education Planning/Degree Audit. They have key stakeholders and a team that planned a marketing plan that made the kick-off very smooth. No one was surprised that this was happening; faculty, IT, and staff were already aware it would be happening and many had in depth knowledge. The kick-off was from 8:30- 12:30 and was split into two sessions of an hour and a half each. The first session was a high level discussion about what the program was doing and how it would help the college. Everyone who attended could get information directly from the team; it was good, short, and all the key people were there. Robyn agreed that the kick-off went well for Santa Rosa with good questions coming back to Hobsons; as the last one so far, it was probably one of the smoothest ones. The second half was the technical part and it went well also. Their lead programmers were there which is important because Santa Rosa is implementing multiple initiatives simultaneously including moving to the Canvas LMS product. The lead programmer who has done uploads for Canvas from their SIS will be on this project as well. That means they will be able to take some of the core knowledge from the lessons learned from the Canvas uploads into working with the bigger set of requirements with Hobsons; it helps to have the same team. They are working on looking at everyone's schedules now to set up the weekly meetings.

Tim explained that a feedback tool from Hobsons back into the SIS still needs to be developed. The way Santa Rosa's SIS is built, everything goes into Amazon Web Services and nothing comes out. Hobsons is working on a return path for getting that back. All of the colleges noted that it is critical to be able to get that information back out of Hobsons. Barbara emphasized that Hobsons knows this is something that all of the colleges need, and that they need it "yesterday". Hobsons had committed to having it by December, but the project let them know that was too late. Members felt this was another huge example of blind faith

CCCID Interaction/Other Initiatives:

Jay and other members expressed concern about how the CCCID would be connected into the EPI tools, and how old students who did not apply through the new CCCApply with OpenCCC could or would be assigned ID numbers. Robyn explained that there are people working on how to handle that issue of existing students and the project will be reporting back on it. Jay suggested that it could not be a voluntary process; it will have to be mandatory to make sure that it happens.

Tim McCarthy-Smith also requested that in the interest of transparency in information the committee also be updated regularly on what is happening with the other initiatives, especially on

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their potential connections to this initiative like CAI and the Portal. He thought that perhaps it could happen on Basecamp, but emphasized that some kind of communication chain was critical.

Action Item:

Have an agenda item at the next meeting to provide updates with respect to how other initiatives connect to the Education Planner/Degree Audit tools.

Future Presentations/General Discussion:

There are quite a few presentations that are coming up, and the project team will be trying to reach as many conferences as possible. Kudos went to the group that did a panel at the RP Group with Ileri, and explained how implementation of this initiative will benefit both the student and the practitioner. It was a great group effort. Cynthia would like to carry that dynamic forward into future presentations; she asked group members to consider providing expertise at Academic Senate Plenary events in the fall and spring, the first is a breakout on November 5th at Irvine. She asked members who live in the south to consider being part of the presentation.

Hobsons Team Member Change:

Anu Burns has replaced Erin Novak as the West Coast representative with Hobsons. Everyone is working hard on making that transition as smooth as possible. Anu has been with Hobsons for quite a while. She was at Hobsons University, and she and Keith will both be at the November meeting in Sacramento.

Implementation Grant:

Members had an extensive discussion about their concerns regarding the lack of progress on the Implementation Grant which is reported as "still sitting with legal". Tim McCarthy-Smith noted that it came back to the issue of blind faith only lasting so long; the committee needs more information than just hearing that it is with legal. Robyn and Cynthia indicated that they have no further information on what the holdup is, and David is the only one who might know at this time and he is not here.

Members were adamant that if David Shippen does not or is not able to provide more information in November, they would like to have someone from legal at the meeting to explain what the delay is.

Action Item:

Committee members would like a report from David Shippen or legal, regarding reasons for the delay in the Implementation Grant.

Next Meeting:

The next meeting will be a face-to-face meeting in Sacramento on November 18th.

Adjournment:

The meeting was adjourned at 5:02 pm.

Student Services Portal Steering Committee Meeting

Tuesday November 17, 2015
Sacramento Holiday Inn Capital Plaza

SSP SC Attendees: Aeron Zentner (online), Amanda Davis, Ana Ogaz, Angela Baucom, Barbara Fountain, Brianna Hays, Brook Oliver, Caryn Albrecht, Chelley Maple, Courtney Cooper, Cynthia Rico, Dave Dillon, David Quintanilla, David Shippen, Diane Berkland (online), Don Webb, Gary Bird, Gerald Sirotnak, Grace Hanson, Henry Chen (online), Ileri Valenzuela, Janet Fulks, Jay Field, Jon Fanucchi (online), Lisa Romano, Lucinda Over, Margie Carrington, Maria Gonzalez, Marissa Iliscupidez, Mia Keeley, Mike Caruso, Mike Plant, Olivia Light, Pedro Avila, Richard Loucks, Rick Snodgrass, Robert Burnie, Robert Kim (online), Robyn Tornay, Ryen Hirata, Stephanie Dumont, Tim Calhoon, Tim McCarthy-Smith (online), Victor DeVore, and Yamonte Cooper

Welcome/Roll Call:

Cynthia Rico called the meeting to order at 10:03.

Meeting Minutes Approval:

The minutes for October 21, 2015 were approved.

David Shippen thanked Victor DeVore for his help with a recent conference presentation, and presented him with a hat in recognition of his effort.

Portal Status- Current Development:

Mike Caruso provided an update on portal development. There is a large quantity of requirements that the development team could spend the next three years working on, so one of the first tasks was to prioritize the list and come up with those items that were the most important to have in the first launch version referred to as the "Minimum Viable Product" (MVP). This does not reflect what the final version will be, after the MVP is released in January the development team will continue to work on additional features; the MVP just represents the most basic starting version. The development team has been working on: architecture to support student data, Shibboleth to allow for pilot schools to do single sign-on (SSO), email communication service and an audit log so that staff will be able to determine whether or not an email was received, search functionality to make it easier to navigate all of the content, modern user interface, and a basic administrator interface which is functional but visually not as attractive as it will be later. There are also three tools for staff and administrators to use to stand up content: an information portlet for setting up a simple web page of content; a smart form portlet which allows for a branching series of questions which based upon responses will take students to different information, like might be used to determine which financial aid form a student needs to fill out; and checklist portlets like explore, apply, college, and financial aid, which will allow for setting up a sequence of steps for students to follow and also allow progress to be tracked on the checklist and a progress bar. Eventually, there will be a state branded portal for unattached students to get basic information to help them get started. At some point the development team and Steering Committee will need to determine who will be responsible for that state branded portal; it will probably end up being administered by something like the ongoing CCCApply work group.

The development team is building the toolbox that can then be used to build the other items and elements that colleges need for their students. The Orientation component will have a framework for basic information which can be modified; the focus is on providing a toolset. One member thought that it would be easier for colleges to have basic tools which could be edited, rather than starting with an empty toolbox; it would be useful to give colleges something to start with which could then be moved and edited as needed. Mike and David Shippen explained that there is a strong commitment to open source with the portal, which will allow colleges to add to resources and to use resources developed by others.

Dave Dillon asked about the cost for the portal after the five year pilot, and David Shippen explained that he can provide an approximate idea of the cost for different features when the contract is done. Stephanie noted that districts that are looking at updating their portal will assume that the price is too high if no cost is shared. From the information David Shippen has, the cost should be comparable or cheaper. There are not costs associated with the portal, so the question really relates to the post grant costs for the specific features (career tools, education planning tools, and so on) after 6/30/2019. He will put together an FAQ document to share answers to these important concerns.

Don explained that the largest issue will be the cost to IT to implement, and the cost to build out the portlets. Some of them will just be web links but for example, in the case of Santa Rosa, half of the links are embedded to the SIS. The framework is in Java, which means they need to have people trained up in Java to write the portlets to connect up to the SIS database, so there will be quite a bit of development time and cost associated to actually implement and replace their current system.

Action Item:

David Shippen will put together a FAQ document to answer:

- 1) License costs for career planning, Hobsons, etc. after 6/30/2019
- 2) Costs for ongoing support and maintenance
- 3) Will there be training available for college IT people to help with full implementation
- 4) What are the common portlets that will be developed that can be customized to interact with college systems

Jay noted that all of the colleges have similar needs that they would like to accomplish, but the backend will be different. Mike explained that in the first phase the team has been looking at developing customizable content that does not require IT staff to do the customization. As the team moves into the pilot phase and starts having discussion with schools about backend systems, the team will start to develop a target inventory for those items. There probably won't be a one size fits all system, but they will look at what can be done. Right now they are starting to look at Bakersfield and how to help them avoid needing to buy Luminis 5. Mike felt that it was really helpful to know what integrated style portlets people would really like to see. The whole system is based on uPortal architecture.

Bakersfield is not the only college that is looking at upgrading to Luminis 5, although Stephanie has tried to communicate with her district about the work of the portal project, they are still looking at spending resources to go from Luminis 4 to Luminis 5 and she feels that many colleges are getting that pressure. The project needs to communicate to those colleges so they don't spend resources for something that is being developed for the system. Stephanie tries to spread the message, but she feels that since she is faculty and not IT her perspective is not seen as credible. Tim Calhoon thought that colleges could keep Luminis 4 in the background until the SSP is ready. Mike admitted that the project needs to do a better job of communicating what is coming, but also acknowledged that one-to-one functionality with Luminis will not be available on day one; however, eventually it should be possible.

Tim Calhoon emphasized that building Java portlets is not a trivial thing, and most of the colleges don't have Java programmers. Ellucian is not going to provide help with that, so there will need to be work done to build portlets that do things like registration. Victor also noted that interaction with the SIS is an important piece for the colleges; if a student does a checklist and goes through the SSSP steps, and the portal can track that completion, it would be a big pull for colleges. Mia also reminded members that colleges can use their SSSP money to make implementations. Colleges can hire the IT staff that they need to get the portlets up and running; it just has to be focused on technology and websites for SSSP. Victor noted that feeding the completion of orientation and a simple education plan into the SIS connects to SSSP.

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It is important to facilitate colleges' development of tools collaboratively so that everyone isn't building things separately and duplicating efforts. Jay agreed that combining knowledge and resources when building portlets, like what San Francisco is doing with Hobsons as a Banner school making it easier for future Banner schools will help. The project should be looking at the kinds of SIS specific portlets that are needed, and then try to build once and have the configuration be different as needed. That is an important strategy.

Action Item:

Draft resolutions for SIS specific portlets that are needed.

Crystalize a strategy to communicate what is happening with Portal development to Banner colleges considering moving to Luminis 5 and bring it back to the SSP Steering Committee.

Integration to the Starfish product is also important and the team is also working with CAI on how to accommodate their project timeline. For OEI the colleges are currently linking to Canvas directly, but they know they need to get the single sign-on set up with Shibboleth which will enable the portal to pass authentication as well.

Janet noted that CAI is asking everybody to pilot non-cognitive variable testing, and it would have been nice to be able to use the Smart form tool instead of having to pay Accuplacer for each question. That could be a great benefit going forward.

Mia noted that while you probably couldn't use SSSP funding for moving from Blackboard to Canvas, it would be justifiable and reasonable to charge a percentage for putting your orientation onto Canvas.

EPI will travel to CCDUG in January with more than one speaker. The Chancellor's Office also has a SSSP Student Equity conference in March. Tim Calhoon emphasized that the goal of the grant as it was written is to help students identify their goals and develop educational plans; Veterans and foster youth are two of the target populations for that work, but registration, and general email are not really the focus. Mike Caruso explained that a lot of portlets like those do exist in the uPortal inventory.

November portal development will be focused on: completing the checklist functionality, completing work on responsive design, building user access flow for the college website (the unattached student view will happen after January), complete the branding control for the user interface, and if possible, complete Hobsons integration work.

New Pilot Program Timeline:

Phase one of the portal development goes through the end of this calendar year. The first phase of portal pilots are Mt. San Jacinto, Bakersfield, Santa Rosa, and Fresno which were selected because they had characteristics that were representative of four kinds of colleges and they were able to work with the project team on Shibboleth integration. As soon as those first four colleges are up the project will collect user feedback. Then a rolling implementation of the second phase of pilot colleges will occur throughout the winter, spring, and into the summer. The criteria for the second phase of the pilot is membership on one of the EPI committees and a willingness to work with the project providing implementation feedback, demonstrations, and presentations to improve the portal and the implementation process for future colleges that will use it.

Phase 1 is everything that leads up to the Minimum Viable Product in January. After that work will continue on improving the product throughout the rolling implementation. In the long run there are three possible levels of use that colleges might have with respect to the portal: no implementation (students could just go into the state branded portal); partial implementation using some customized portal elements along with the college's own portal; or full implementation where the project portal becomes fully integrated into the school for all its portal needs. There is a lot of flexibility with respect to how colleges could use the portal/portlets. Everything is being written to the JSR286 standard.

Victor thought that the portal could be largely oriented toward the new student and could be used as the gateway to gather initial information. It would be beneficial to colleges to gather data in the portal for Academic Progress/Probation data and follow up services (Mia noted that colleges are still reporting zero even though they certainly have services). Colleges need to track SS11 data, so it would be a great marketing message for the value of the portal. Janet agreed that the ability to close the loop on probation would be very useful, since what the system has now isn't working. Robyn highlighted that closing the loop is also a feature with Starfish, including the ability to do reports to the SIS.

Workgroups- Regroup, Refresh:

The committee generated a list of possible new work groups including:

- 1) SSSP Services- including bringing in people that are well versed in Basic Skills to see what might be needed in that area to balance or complement SSSP
- 2) Follow-up services with Starfish
- 3) IT Admins of portlet development
- 4) Implementation workgroup to track lessons learned
- 5) Cross product integration with OEI, CAI, and EPI
- 6) Predictive Analytics (ideas from the former "Dashboard" work group)
- 7) Communications and marketing (maybe from EPISC, CAI and OEI)
- 8) Categorical reporting (EOPS, DSPS, etc.)
- 9) Create a data catchment or finding a way to harvest the data that schools can use (this may be included in different work groups and Ileri will do some of that tracking as well)

Members were concerned about the possibility of creating too many work groups since everyone is already stretched pretty thin for time with the number of meetings. Mike assured members that their time will be respected. Additionally, some of the work groups have gone away, or will eventually.

Ileri will be focused on the metrics for the portal project and looking at both qualitative and quantitative measures to track how students are being helped, so those will not be forgotten.

Productization, Subgrant, NDA, Pilot Ops:

David Shippen discussed the process that will be followed as this group continues forward with portal development toward productization with the phase two pilot colleges. He discussed the responsibilities and requirements of pilot colleges with respect to providing feedback and input into ongoing portal development, as well as willingness to present findings in work group and Steering Committee meetings.

Several members asked how they would let the project know that they are interested in being in the next phase of the pilot. David will write an IPA type agreement like the one for the Education Planning/Degree Audit tool. There is an interest survey on the CCCEdPlan.org website where colleges can provide information about their interest in participation in the portal pilot, as well as interest in the Education Plan/Degree Audit tool, and/or the Starfish Early Alert tool. Colleges should fill out that survey by the end of the Zoom meeting on December 9th including if they are interested in implementing the portal later than spring. The survey was posted on the website in connection with the recent statewide webinar presented by EPI to communicate the good news of EPI and determine level of interest in participation in piloting; it is a one hour session with a lot of good information. The webinar and survey are both posted on the website. The project team is also working on getting the message out at meetings and regional conferences throughout the state.

Sub-grant:

There will be an implementation sub-grant available to colleges that implement any of the EPI projects, including the portal. Colleges that participate in the pilots and ones that implement more components will have larger sub-grants for their efforts.

The goals are to:

- Accelerate adoption of EPI tools and workflows
- Support an atmosphere of learning and sharing
- Support diversity in early adopters by reducing financial barriers
- Support long term institutional change
 - Flexibility for investment in local solutions
 - Coupled with CCCTC staff support for Tech, marketing, and project management
- Support completion of project implementations

The benefits to institutions include significant resources of up to \$70K for colleges, with additional funds for pilots. These funds will give colleges flexibility in finding local solutions. The phase one program milestones are: discovery documentation, providing a project team and budget for the grant, having kickoff meetings, and providing a project schedule. At the end of phase one, the institution will receive 50% of their grant. The other 50% will be received at the end of phase four when the institution has: gone live with students using the system for the purpose intended, provided usage reports, and provided project status inputs, including actual grant expenditures. The institution will need to complete phase four within one year. The intent is to study the implementation processes and experiences of the colleges so that improvements can be made for later colleges.

Next steps for the institutions are to retrieve the seven grant documents from Basecamp after 4 pm on November 19th, and review them with their institutional board, legal, or other governance bodies, as needed. Questions should be addressed on an individual institutional basis with the Technology Center and then the college should submit the agreement and the first invoice.

David introduced Michael Plant who is coming onto the project to help craft the implementation guide. This will help to set up a framework so that all the succeeding institutions will have a process to follow.

Orientation Workgroup Update:

The Online Orientation work group met yesterday to continue their work on the first level content for the student Online Orientation for the Student Success Portal. At their first workshop on October 12th, the group drafted the first level content consisting of all eight Title 5 Standards and some quiz questions and answers. Yesterday, the group worked on refining some of the segments including Registration and Fees, Financial Aid, and completing quiz questions and answers for the shell. The group also began to define and prioritize the second level content. They are not designing; they are just looking at scope to ensure compliance with Title 5 requirements. A lot of work has been done on defining and refining what the content should be. First level content (that is the "must have" content for alignment with Title 5) is being done now, and then the second level content (that college "may have, but is not mandated) will be completed after the start of the year.

The group provided examples of the current work in progress and noted that items in black are standard template material, while red are starting points that campuses will need to customize. Each college will need to identify or recommend someone to be in charge of this task. It won't be possible to have something that is automatically ready and available, there will need to be campus people to figure out and choose what to include and then to put it in. The questions may need to be modified as well, depending upon what the college chooses to include.

Each module will include three elements: the content itself (text, images, embedded videos, etc.), a checkbox for completion, and questions for the student to answer. For questions that the student answers incorrectly, the school will also be able to determine the next step, like having the student take another try at the question that they missed and then move on once the questions have been completed successfully. The student has two tries to answer the question correctly before they can go on to the next section.

The committee discussed the merits of different ways of handling what happens when a student misses a question whether providing a nudge to go back to review the material or sending the student directly to the section, and then answering the same question or another question related to the material. Providing another question would require having a test bank. Chelley felt that it was also important to know what items students do not understand, and whether it is content or format; then it could be evaluated for disproportionate impact and clarity and so on. David suggested making the process simpler with no questions, but members felt that it was neither too complicated nor too simple with true/false and multiple choice answers, while also providing valuable information.

There was a question related to wording regarding registration, fees, and whether to instruct students to check dates with their campus, versus saying that the fees were due at time of registration. Victor suggested directing students to know and understand the Academic Calendar at the college. Another member noted that the statement "you may be dropped from your courses" should be at the top of the page so that students don't miss seeing it. For information that occurs in more than one section, like Satisfactory Academic Progress, BOG loss of fee waiver and so on, there could be links for them. Additionally, Victor suggested using wording that says "refer to the resources or glossary" section for your college's policy or definition for those terms.

Subgroups worked on scripts for videos for the more complex and sometimes dry information for Financial Aid and Education Planning. There are several videos that are planned, and it is important that they be professionally done, but also have high quality accessibility; Windsong is the company that was selected. The selection didn't rise to the level of needing to involve an RFP. It is possible to have English dialogue with English captioning, or English dialogue with Spanish captioning, and so on, as needed. The overall goal is not necessarily to provide all encompassing content, but to ensure that the base level content would be available that colleges would then be able to enhance and incorporate.

Two sample videos were shown to give an idea of the kind of work that could be done with live action as well as with Ydraw. Various members thought that the Ydraw might be especially useful for developing engaging video that could present more information in a shorter period of time and would be less likely to become "dated" in appearance over time, but also emphasized the importance of showing the diversity of system in the characters represented in any videos. David thought that it would be helpful to use the persona card to make sure CCC diversity was represented. In the samples the speaking speed might be too fast for comprehension for ESL students. Stephanie suggested testing the videos in front of student audiences and Chelley suggested that perhaps there could eventually be the option of offering a video with a persona that matches how the student identifies themselves.

The timeline involves completing scripts this month and then doing video drafts next month. In January the videos would be refined and ready, with completion and feedback in February. Tim Calhoun suggested that the team should also meet with Sean Keegan to make sure that the color contrast on captioning and other accessibility concerns were addressed.

Career Explorer Demo and Update:

After an initial unsuccessful vendor RFP process, this work group went back and condensed and revised their requirements down from eighty-three to eighteen questions and then renewed the RFP process. They were able to narrow the selection down from four vendors to two, and then down to one after one of the vendors did not meet the very important accessibility guidelines. The final vendor selected was EMSI with their Career Coach product. Career Coach allows for either a shorter series of six questions or a more in depth series of forty to fifty questions, which help to determine the student's area of interest and abilities. The student can use the product if they come in with a career in mind; or when a major has been selected, to pick a career or job; or if they want to go to college and have no idea what they would like to do. Career Coach uses

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local employment data which will need to be set up and updated regularly, but the company already does that in other markets. Updating of information could potentially be pulled from Chancellor's Office Curriculum Inventory program information. Career exploration is a key element of the system wide aspect of the portal and a focus of the legislature so it might make sense to put in information for all 113 colleges at one time and to put the maintenance into the contract.

This product does not have videos of people speaking about particular careers (that video element of the other company was what caused accessibility issues). This is a simple and focused product to help a student make an informed decision about their career path. Angela explained that the single sign-on (SSO) and application interface would still need to be developed, but those are easier to develop than accessibility elements. Second language capability will also need to be developed. The team will be working on an abbreviated contracting process and hopes to have something in place before the end of the year.

The committee went through a sample of the short form for questions from a website. Members felt that it seemed easy to navigate, and would be good to use in a one-on-one session with a student, who would then be able to investigate further on their own. It could be a good tool for school career counselors to use to engage with students. The committee also found it helpful to have both short and long version question options. Cynthia also thought it could be used as a preliminary tool which could then be refined further once the student gets to their campus. Others agreed and thought that it might help students to use more factual information to make more informed initial decisions about what they might want to study. This might help avoid the student who selects a career based solely on the salary with no other information.

Yesterday Paul Feist, the Vice Chancellor for Communications asked that members of this committee in the area of workforce would connect with and work with others who are part of the Workforce Task Force. They want to develop a comprehensive program to be able to message students, and to message them through the portal.

Action Items:

Connect the Career Exploration work into Curriculum Inventory, and possibly align it with Industry Sectors for the state of California (which includes "Media").
Connect with the Workforce Task Force Recommendations.

Next Steps and Closing:

Members were reminded to complete the interest survey by December 9th.

There will be various presentations over the next several months and members were asked to bring their expertise whenever possible, and were thanked for being open to that.

Next Meeting:

The next meeting will be December 9, 2015 3-5 pm on Zoom.

Adjourn:

The meeting was adjourned at 2:53 pm.

EPI Pilot College (EPT/DAS) Steering Committee Meeting

Thursday November 19, 2015
Sacramento Holiday Inn Capital Plaza

EPT/DAS Pilot College SC Attendees: Amanda Green, Andy Chang (online), Arleen Hollosy, Barbara Fountain, Benjamin Mudgett (online), Ben Partee (online), Bernadette Flameno (online), Caryn Albrecht, Chelley Maple, Cynthia Rico, David Quintanilla (online), David Shippen, Doris Griffin, Freyja Pereira, Gary Bird, Gerald Sirotnak, Gwyer Schuyler (online), Ireri Valenzuela, Jay Field, Jon Fanucchi (online), Kayla Mannon, Laura Subio, MaryLou Leyba (online), Mia Keeley, Michelle Stricker, Pedro Avila, Renee Craig-Marius, Rick Snodgrass, Robert Burnie, Robin Armour, Robyn Tornay, Sabra Sabio, and Tim McCarthy-Smith.

Welcome/Roll Call:

Cynthia called the meeting to order at 10:00 am and attendees introduced themselves.

Meeting Minutes Approval:

There were no additions or corrections to the minutes from October 22, 2015. The minutes were approved by consensus.

Whatcom Community College:

Dave Knapp, Tawny Townsend, and Ward Naf from Whatcom College answered questions from the committee regarding their business practices and experiences using Hobsons AgileGrad tool. Whatcom College is in northern Washington just south of the Canadian border, in a semi-rural mid-sized city that mostly serves transfer students. They have about 3500 FTEs with an annual head count of around ten to eleven thousand students. The response from their students with respect to the degree planning tool has been very positive with students becoming more comfortable with the tool as counselors have become more familiar with it. Their rollout took place under an iPASS grant with a really ambitious timeline; their timeline was about half of what it would typically take, and in retrospect, they felt they might have rolled out to students a little earlier than they should have; they were taking data and files from a really antiquated system when they made the move to AgileGrad. Since the transition, students have responded very positively to the new system with its very logical drag and drop interface. One student in particular appreciated the fact that the degree planner really helped her see what her academic obligations were, which helped to keep her from becoming overwhelmed. Students also appreciated the access and ownership they felt with the ability to log in when it was convenient for them, even at 2am. This access allowed them to make adjustments to their schedule as changes at home and in their work life impacted their school schedule.

Students have that ownership, but still have the critical ability to check in and confirm that everything is right, or to check if anything is missing. For general information, Whatcom's advising model is not usually faculty advising, they have professional staff who are advisors and others who are personal counselors. They have staff dedicated to Veterans' advising and a couple of others, but for the most part they have one full time transfer advisor and a couple of other part time advisors; most students are not assigned to a particular advisor. The guests from Whatcom have the most expertise with the Degree Planner; there are other features in the Hobsons tool, but those are in Whatcom's long term plans, they aren't there yet.

Early adopters have noticed an improvement, not necessarily in their workload, but in the short and long term advising conversation with students. It is not so much an efficiency tool but more a quality tool for advising. For example, in a planning appointment with a student who eventually wants to apply to Whatcom's two year nursing degree, before using AgileGrad, a lot of time was spent writing out the plan and penciling in course sequencing; whereas with AgileGrad, they are spending the same amount of time, but more of the time is spent in the larger conversation with the student. This allows for more of a shift from course selection and degree requirement planning, to more of a holistic approach to advising with time to look at second and third choices,

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and time to explore strengths and weaknesses, and how those might align with the degree the student is interested in.

The functionality of the product does make it easier to use, it is fairly intuitive with a graphic layout, drag and drop capability, and so on makes sense to students. Additionally, instead of giving out advising sheets or degree planning sheets with course requirements and then various graduation options which ends up feeling like fine print requirements, now those items are all built in behind the scenes so that concerns about missing something, or flagging items if they are in the wrong order, or having a course not be available in a particular term, are all addressed. AgileGrad keeps the historical course data which Whatcom uses to project out three to four years based on that history how often and when each course is offered, this allows students to look ahead and see when they will probably be able to take a particular course. This is a supplemental feature for enrollment management which can be pulled up to provide some information; it is not a sole source, but it can be helpful.

Regarding challenges they faced they felt it would have been really helpful to hire a full time Client Resource Manager (CRM) to be the hub of wheel for the project for consistency. Their implementation was done with staff members under "other duties as assigned," and it was hard to anticipate the workload. Tawny also felt that it would have been useful to have one person responsible for building out the Degree Planner and taking charge. Their grant was very limited in what it funded; it paid for most of the software, but there was no money for personnel. They also felt that it would have been helpful to have some support on the IT side as well, not around Hobsons, but around adapting to the weird archaic ways of Washington CC's old system. Their system uses something that is part of a consortium of CCs in the state, it is not PeopleSoft or Banner, but is instead an old HP system written in COBOL. The archaic system obviously has no notion of cell phones, etc. so new fields are needed. Most of the issue technology wise has been around getting correct data to Hobsons it has been challenging. The other piece involved getting familiar with the technology and the tools. When they applied for the grant, they were looking for a resource primarily for transfer students, there was a lot for workforce, but not much available for transfer. As a result, they struggled initially on how to build out the degree plan conceptually, and ended up essentially identifying each degree plan as a major pathway mapped onto the actual transfer degree. That was more of a conceptual piece and they ended up going back and recreating some of the degree plans in hindsight in terms of how they decided to use the tool.

The team felt that championing the project went beyond the CRM and should be cross-divisional because AgileGrad touches so many different areas. The CRM is a position that focuses about 75/25 between the product/project and is mostly dealing with the technology, for example, course sequencing of developmental education. The CRM would be a position in student services with reporting there, but would also interface and collaborate with IT. Dave Knapp essentially acts as their CRM now. It needs to be a person who is on the ground and can hear from advisors immediately with an understanding of the advising component, but at the same time there is a need for a strong technology background. To write the job description, they borrowed one from a neighboring institution that was a technical college with a dedicated CRM. This person interfaces with IT all the time; when a bug is found in the system, they need to verify where it is (typically it has been on the Whatcom side) and then is able to give it to Hobsons in a logical way. Most of that work needs to live in Student Services they just need to have a good working relationship with IT.

Whatcom had a pretty ambitious timeframe for implementation and rollout. They started with a couple of trials with student sample groups. Then what they ended up doing was working with a small group of students and an informal AgileGrad "super user" group, who agreed to be early adopters, use the product regularly, and meet regularly to talk about technical issues and opportunities. Since then there are just periodic updates. They feel that they might have had more success if they had tried a "train the trainers" strategy. For those who were ready to take it on, it was great, for those advisors and counselors that were a little more apprehensive it was a little overwhelming for them. It might have made more sense to have the "super user" group dive

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in, and then come back and do the training for everyone else. If they had done that, there might have been more adoption early on. Now two years on, there are varying levels of comfort but, pretty much everyone has come around.

Tawny noted that the roll out was a general promotion to students, out to the website, targeting particular groups, and also through a first year student course with a career interest assessment within that course. The only group that was consistently targeted was brand new students who were registering for the first time. Whatcom is now developing workshops that are both general to AgileGrad and then also specific to different major areas. The only consistent target has been first year students. Now they are starting to have more targeted conversations regarding which groups to reach out to; but there are some institutional limitations when things are wide open without any mandatory nature around it. One of the targets for the iPASS grant was to have AgileGrad plans for 50% of their full time students, but with all of the transitions in the team, there were many on the team who didn't know that was the target. Therefore, realistically the team felt they hit 51% largely by accident. Now they are at a point where they are looking at strategy.

Ward shared a sample student plan with blocks for each quarter and the courses for each one. It is very clean and not cluttered in appearance. The form is semi-customizable with a few different boilerplate blocks for general advising, as well as different text and hyperlink fields. Those kinds of changes in language and where it shows up on the report can be adjusted locally. Whatcom made a decision to use certain classes to prepopulate the plan based on what most of the universities want. Essentially, it maps the major degree recommendations onto the requirements. They set up AgileGrad so that the 15 humanities credits are split into a total of three different five credit placeholders.

Whatcom had their Dean of Instruction involved from the very beginning which was really nice. Over time some of those on the instruction side have moved out, and there have been more student services people involved, but the instructional side has been involved when needed, or when there are questions. Some divisions have had the implementation team come in to do presentations.

Sierra College:

Beth Ervin and Julia Arreguy gave a detailed presentation about the Starfish implementation that they were involved in at Sierra College (the presentation is posted on Basecamp). Beth, the Student Support Center Coordinator, explained that they purchased the system and then implemented three months later. They learned a lot the hard way and wanted to help others to experience victories and avoid pitfalls in the process. They started with a small team to get the system up and running. Julia started as an unofficial member of the team, and is now involved in much of the technical and logistical work. The SIS at Sierra is Banner, their LMS is Canvas, and Starfish is housed in Canvas. Sierra is now starting their second year with the product.

Faculty buy-in is really important. When they began, there was no early alert system in place, but they did have some very old OCRs which were used with the International students; the use of those forms was not valuable to students. Right now 68% of faculty has created a profile in Starfish, and 85% of faculty who opened a survey completed that survey. Students are able to go online and set up an appointment. The process seems to really help faculty get in contact with the students that really need the help; when the flags go out, it helps to start a conversation. Flags are raised to indicate to students that a response or a change in behavior is needed. The flags they have at Sierra are for: academic concern, attendance concern, and in danger of failing. Beth explained that they set up their system so that it requires a faculty comment to set up the flag, and that seems to be what really makes students change their behavior. She did note the need for a training piece with faculty on how to give comments that are helpful and let the student know what they want them to do.

Their surveys are timed based on feedback from faculty: two weeks into the semester, one toward midterm time, and one at the end; the timing is very important. It is critical to listen to

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faculty on what they want. The flags and kudos are designed to allow for specific kinds of feedback at different times in the term. The early flags are: early attendance concerns, early academic concerns, and kudos (good start, etc.). The system then creates an email which starts the process. Julia explained that the set-up of the system requires classes, enrollments, and instructors. Beth noted that they did not initially find the "help me" flags to be useful, students did not use them, but now they have added one which allows a student to ask for information to be sent, which seems to be used more. If a student requests tutoring information, they now send out the information, and an employee also calls to ask if there is anything else the student wants information about. Students who are flagged are engaging more with faculty. The flags at Sierra are designed to direct students back to the faculty and instructors first; if the student does not contact the faculty member and the issue continues there are six Early Alert Counselors set up to address flags.

Beth reported that it is difficult to know the percentage of faculty members that use Canvas, since DE folks are protective of their Academic Freedom regarding when and where they put their courses; she thinks it is probably 30-45%. The implementation process involved counselors, A&R and student services, then faculty and students were brought in. With respect to paid work specific to Starfish: .2FTE for Beth, .5 FTE for a student worker, and .2 FTE for Julia as the programmer analyst. Implementation included: the Starfish data pump (must have), automatic SIS-Starfish data transfer nightly, sign-in via Canvas, and batch upload. Further plans include: single sign-on via the Luminis 5 portal, data exporter to ODS (store Starfish reports in data warehouse), and feed Starfish data back to SIS to clear holds and to report SSSP services for MIS.

The Sierra team provided an overview of: technology and infrastructure requirements; integration with Banner; the creation of roles, relationships, and permissions; and the integration with Canvas. They noted that if particular roles have access to some attributes, they have access to all of them, not just one attribute. They now have twenty attributes in their system and are working on "degree applicable units completed." Originally Starfish built them for Sierra, but not they can build them on their own which is nice because they can provide consistency in who has access. Some attributes are based on a term and others are not. The attributes in Starfish are not one-to-one with those in Banner; they don't necessarily have anything to do with each other. Recently they had a staff member who wanted to use an attribute to track DSPS students who received a certain kind of support. Attention needs to be paid to the roles and the college culture regarding who sees what student information; that is important in creating the roles, relationships, and permissions. At Sierra they started with reflecting the existing culture based on existing relationships; for example counselors have access to almost everything, and coaches also have access to almost the same things as counselors. In their culture coaches act as counselors, not for education planning, but the coaches get to the students first when a flag is raised. That needed to be taken into consideration when their system was set up.

Early Alert implementation features include:

- Creation of flags, kudos, help me (student- raised flags), to –dos and referrals.
- Design surveys: content and timing
- Development of student communication
- Design services: kiosk and remote check-in
- Effective practices: development and evaluation

They provide outreach and training to faculty, staff, and students. They developed and implemented a Starfish advisory team, created website resources, and designed and evaluated the work flow for faculty, students, and Early Alert counselors.

There can be issues with the timing of the SIS extract, the data pump upload, and the Starfish import. At Sierra those are all scheduled and there can be a delay of up to 24 hours. If a step fails, no data is imported, which will extend the delay another 24 hours; this will extend

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implementation time and may require calling support for a manual import. If a user is missing, usually due to data inconsistency, the user will also not receive the survey.

Time will need to be spent defining how roles will be assigned, where that data is kept in your SIS, and whether or not job descriptions and so on, are consistent. There will need to be a process for determining if roles in Starfish match or violate current access to student data. At Sierra some instructors were confused and concerned about which notes are shared with the students. Instructors who raise a flag will see comments or responses from the counselor with respect to that flag. The flags are cleared at the end of the term, so that once a student is no longer in an instructor's class, the instructor will no longer have access to that information.

Beth also emphasized that in addition to acquiring faculty buy-in, making the survey easy to access and complete really helps to increase faculty participation. They worked on getting Academic Senate approval for the wording in the emails that were sent to students. They also make the emails accessible for faculty to review, and make accessing student information easier for counselors.

Subgrant Discussion Portal Pilot Participation:

Baseline data:

Ileri has been working on baseline data for the EPI and will visit all of the pilot colleges; she still needs to visit Santa Rosa). She thanked everyone who has hosted her and helped with focus groups with: counselors and others involved with students on education planning; A&R and evaluators who do degree audits; and colleges with early alert programs. Ileri has been learning a lot and is looking at transcripts in order to summarize what each college looks like and will then provide a summary across the pilots. In about a year or so, she will go back to the colleges to see what has happened. She hopes to be able to provide very useful data to the project.

Sub-grant:

There will be an implementation sub-grant available to colleges that implement any of the EPI projects, including the portal. Colleges that participate in the pilots and ones that implement more components will have larger sub-grants for their efforts.

The goals are to:

- Accelerate adoption of EPI tools and workflows
- Support an atmosphere of learning and sharing
- Support diversity in early adopters by reducing financial barriers
- Support long term institutional change
 - Flexibility for investment in local solutions
 - Coupled with CCTC staff support for Tech, marketing, and project management
- Support completion of project implementations

The benefits to institutions include significant resources of up to \$70K for colleges, with additional funds for pilots. These funds will give colleges flexibility in finding local solutions. The phase one program milestones are: discovery documentation, providing a project team and budget for the grant, having kickoff meetings, and providing a project schedule. At the end of phase one, the institution will receive 50% of their grant. The other 50% will be received at the end of phase four when the institution has: gone live with students using the system for the purpose intended, provided usage reports, and provided project status inputs, including actual grant expenditures. The institution will need to complete phase four within one year, which should be very feasible since the Hobsons schedule estimate in 24-36 weeks. The intent is to study the implementation processes and experiences of the colleges so that improvements can be made for later colleges.

Next steps for the institutions are to retrieve the seven grant documents from Basecamp after 4 pm on November 19th, and review them with their institutional board, legal, or other governance bodies, as needed. Questions should be addressed on an individual institutional basis with the

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Technology Center and then the college should submit the agreement and the first invoice. There should be one invoice for each institution, not one per district.

College Report Out:

Pedro reported that State Center is doing implementation across the district with Fresno, Reedley, and Clovis all coordinating at the same time. On the functional side, all of the colleges have identified cohorts for piloting including: TRIO, Honor, Math and Athletes. The cohorts will cover a group of over 300 students. They have a fairly extensive list of attributes but would really like to be able to group them so that it is easier to view them in a full screen. The desire is to avoid the need for counselors to go back and forth between Hobsons and Colleague. They are still on target to pilot in March. They are still working on finalizing user roles, and Reedley is identifying flags. Pedro also thinks that a CRM position could be helpful to them in managing the system. On the technical side, Hobsons has finished setting up programs for Fresno City College. It was really helpful that Doris is involved with IT but has A&R background; Hobsons has been great about answering her questions about the fields. Other colleges might find it useful to team up someone familiar with the data and with an IT person to work together on some kind of quality check on the data that is being exported, to decrease clean-up. They have completed twenty-four or so programs and have about seven more to go. They are struggling somewhat with the prerequisite file. Pedro noted that when they implement, they plan to abandon Colleague's Degree Audit, so they thought it best to allow Hobsons to set up the programs, they are also doing Canvas and the Portal, so they are all in and very excited. For old calendar years they might look at doing a data dump later, or paying Hobsons to help them. Mia reminded him that SSSP can be used for that.

Anu noted that making the attribute list more consumable in layout seemed to be a reasonable request; users want a more friendly view. She will need to look into whether Hobsons is accepting the request for this feature, and if so where it would be in the hopper and when it would be delivered.

Today everyone at San Francisco is very busy with a number of issues. Barbara reported that they are making progress even with their unique variables, the accreditation challenges, and now the added challenge of losing Lidia for a little while. They have a large counselor component on their weekly calls which makes for a large number of people in the room. The logistics of working with such a large group has made for some frustration around communication, not always feeling well-heard, and challenges around logging into calls. Despite the challenges they are moving forward and on this week's call agreed to a set of attributes (they do have the same concern as Pedro with the display of attributes), and they have just begun role assignment. The counselors very much want to be part of the hands-on work, and want to each be able to be logged onto a station. However, that can result in challenges with maintaining focus as different issues come up and participants get pulled down different paths. They are well into their testing process on the programs that are built so far. A concern with twenty counselors in the room is that it is hard to stay on the agenda topics and finish the training, the counselors feel frustrated with needing to wait a week or a month on some of the issues that are not on the agenda. Additionally, some of the frustration may have to do with differing communication styles and wanting to have the ability to see the person who is talking, like the face-to-face element in Zoom; they are going to try to have a couple sessions like that so that the counselors can see Emily and Naomi which may help.

Robin reported that Los Medanos has a similar path to Fresno, but not exactly the same. Their district colleges are going one at a time for the Degree Planner, but for the retention piece they are going all at once. When they are on the calls, the other two colleges have been listening in; it helps to have everyone on the calls. Currently they have a different Degree Planner but they assume they will be switching at the end of this, that decision will be made district wide. Two weeks ago they met and talked for two hours straight about attributes, flags, and everything. Robin explained that Hobsons has been very good, but they have had some of the frustration

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experienced by others with regard for knowing their existing product really well and not knowing Hobsons as well; as they go through the weeks of implementation, it is getting better and better.

It has been helpful to them to go bigger; they started with a core group but have added a few others which made for a slightly larger group, but it has been helpful to them. They also have a separate group working on Starfish including a project manager who has been hired to work with probation and retention. That group started taking about flags and realized that they need to get more faculty involvement. Fortunately, when they sent out the information, many faculty said "count me in," which is good. On the Degree Planner side of it, they are uploading directly into Hobsons. There are some problems with loading things up from Colleague; it appears that Colleague is not quite correct. The evaluation team has done extensive work, and having the upload is convenient, because they have to maintain their degree audit system because they have another education plan system in place that they use, and the backbone of that is their Colleague system.

Attributes seem to be hard for people to understand, so Robin reported that they had a district wide discussion about attributes and really got engaged. They wanted a streamlined system to avoid performance issues that came up with another education plan system, so their focus changed to what really needs to be seen about the student. Now with district wide input they don't have that many attributes. Next they will be working on roles and responsibilities and sees what.

Santa Rosa had their kick-off meetings, and just started their weekly meetings. They have tagged on the half-hour technical meeting after that. Freyja felt that for them having the core team together (some counselors, but not all of them), in their meetings, including the involvement of curriculum seems to be working. The biggest issue for Santa Rosa right now is the number of elements they are implementing: the portal, all three EPI, pieces, CAI, and OEI; so IT is very busy. With several implementations happening simultaneously they don't have enough programmers to do everything. Freyja thinks they will probably be adding some more team members on soon as well.

Gwyer reported that Santa Barbara is only implementing the Starfish Connect and Early Alert. The campus made a decision early on to move forward with DegreeWorks and are in the midst of implementing that product which has increased the challenge of finding the tech savvy people to help them move forward since many are busy with the other implementation. Additionally, Santa Barbara has an existing Early Alert product which will need to be removed to put Starfish in. They had their pre-planning meeting, and Gwyer has been approached about being the lead with Starfish, however although she would like to be an active member of the team, the full team and leadership have not yet been identified. She also believes that it is important to identify a lead from within the instructional faculty to really move the Early Alert module forward and feels this is a critical time to get their implementation team defined. They would like to move forward after winter break. Gwyer thinks that the Academic Senate needs to be educated about the value added with Starfish, they have already been convinced about the value add of Canvas. Robyn noted that she will be there with Beth at the Academic Senate on December 2nd so hopefully that will help.

Crafton signed the IPA. Ben Mudgett reported that they have been very busy in the background, and the work hasn't stopped. They've been busy working on the change management piece and on identifying both early adopters and activators on the instructional and counseling side of the house. The task force has been created that will mainly be guided by the Academic Senate and they have identified a couple of lead counselors who will be taking on the counseling faculty piece in the early activation and adoption side for the Education Planner/Degree Audit and Early Alert. On the instructional faculty side, two very strong early activators have been identified who they believe will get people behind them and will help generate interest in what this is about. Their campus is coming on late, but a lot of work has been done behind the scenes. There is a lot of change happening at Crafton, and Ben is leaving to take on the Articulation Officer role at

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Palomar College. Robert McAtee will become the project manager and the additional changes on the instructional and counseling side will be joined in to the core team.

Bernadette from El Camino reported that they are working on the Degree Planner. Technically their first system for implementation was Starfish, but it seems like they are implementing both at one time. For the Degree Planner they are working on attributes and getting their course descriptions in. As they were looking through their programs, they realized that some were not programs on their SIS, so they are continuing necessary editing on their end and uploading with Hobsons. They are a Colleague school, but they believe the issue is on their campus side.

With Starfish they are doing a lot of training and working on flags, roles, and cohorts, including redefining what a cohort means in Starfish. One member of their instructional faculty really expressed concern about the extra work for faculty and whether it would be difficult to get buy-in. Bernadette was therefore very encouraged to hear about Sierra's experiences and the ability to get faculty buy-in.

Sabra reported that they decided their student cohort would first be some sections of Basic Skills classes in English and math so they could train faculty. Therefore they are starting with a few sections of each of their Basic Skills courses, and they will have counselors assigned to sections as well.

Hobsons Update:

Keith Renneker and Anu Burns explained some of the history of Hobsons and the suite of products that have been brought together under the brand. Keith is a Vice President of Sales who has been with Hobsons for about ten years. His work has principally focused around admissions, and now has come to include the addition of Starfish. Anu has been with Hobsons for almost seven years. She started in an implementation role with AgileGrad/Degree Planner and recently stepped into more of a management role for the western region. Keith and Anu felt that today the college report out was a great opportunity for them to get feedback on what the colleges.

Keith presented an overview of the Hobsons personnel structure, but noted that all of the roles roll up to the same place; they are all encapsulated in the same team. The Hobsons product portfolio includes: College and Career Planning, Admissions and Enrollment Management, and Advising and Student Success. Their products include Naviance, ActiveMatch, Radius, Starfish, and Degree Planner (which was originally called AgileGrad). From the perspective of Hobsons, the objectives of the pilot are to develop: standard configuration, validated timeline, domain expertise with the CCC, product needs (for the degree plan versus advising), process engineering and design, and vision. Cynthia noted that the CCC is very different from four year universities in how colleges are bounded by Education Code and Title 5 as well as how funding is done.

There is a need for Hobsons to understand how those differences impact the implementation and how the products are used. Keith explained that their goal is not to write individual code for each school, but to develop a configurable system so that implementations are repeatable. Hobsons would like to come out of their work with the CCC with a vision of what their focus will be for the next three to five years. Currently about 45% of graduating seniors from high school in the state of California are in Naviance using it for career college and planning and 22 of the 23 CSUs are actively using the CRM products. They envision a day when a high school student in their Naviance system can have a very similar experience as they move along that pathway to college, and all that data and experience will move along with them. In the same way, the CSU Chancellor's Office is very excited about the opportunity to enhance the transition from two year to four year institutions, it is not relevant now, but will be down the road. Cynthia noted the long term opportunity in looking more rigorously at the twenty-two requirements from the Student Success Task Force and how it might be possible to build a K-20 model that enables us to follow California students from cradle to graduation.

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Some of the key themes that Anu noticed are issues related to nomenclature, knowledge of the CCC, responsiveness, resource availability, vision, and standardization versus “what the individual colleges may want.” Keith emphasized that this is a publically available product which is marketed in the US and abroad which means that it isn’t really realistic for them to change the nomenclature related to counseling versus advising since those terms are used differently other places. There is a great opportunity to bring people into other systems and onboard into the project if the focus remains on what the relevant content actually is.

It is important to have information that is relevant to the daily implementation team. One element is around greater availability. There are currently conflicts in being in different time zones and wanting people to listen and actually hear you; that is an issue Hobsons hopes to address in the next couple of months. Currently both Keith and Anu are in Cincinnati and the company is based in Washington, DC. Starfish also originated on the east coast. As resources are interchanged, it is important to have baseline knowledge so that implementation isn’t slowed down, that needs to be addressed and will be. Anu agreed that there is a growing list of items to address, but they will work to address them. She asked committee members to remember that “no” isn’t always a “hard no,” but more often simply means that it is not available today. Hobsons is interested in knowing the goal for the end features, and is interested in being a partner in addressing those issues. Robyn encouraged members to speak with their implementation specialist on where configurable templates and forms could be changed to better reflect the local nomenclature.

Letter of Interest/Webinar/Subgroups of Steering Committee:

The project team held a very successful webinar on November 16th and colleges were asked to provide feedback via a survey regarding interest in the next round of piloting. The EPI Steering Committee will determine what the rubric or filter will be for the colleges that come on next. There is currently no exact deadline for the start of the next phase, but vetting will probably begin around mid-January.

Gwyer thought that it might be helpful to have one more sub-group of EPT/DAS specific to Starfish. She thought that maybe some concentration across the pilot colleges among DSPS and EOPS groups, in order to look at common issues for those groups would be a good idea. Robin agreed and noted that they are piloting with EOPS, so she can help with getting Gwyer in touch with those people.

Action Item:

Robyn will look into Chelley suggestion that as the process evolves past the more global issues, the committee consider having more regular moderated webinars looking at particular issues.

Cynthia announced that she put in two proposals for the ASCCC Innovation and Instructional Design Conference at the Riverside Convention Center from Thursday January 21st to Saturday the 23rd. She believes that presenters have a reduced registration cost so she will send that out to interested presenters. She encouraged those members to make reservations at the Riverside Marriott soon. Chelley noted that she would need an invitation and email to get approval to go.

Action Item:

Robyn will send out invitations as needed to Chelley and other presenters regarding dates, etc. EPI will pay costs.

Early Alert Supports an Engaged Classroom Thursday January 21st at 10 – 11:45 am.

Presenters:

Cynthia Rico

Beth Ervin

Sabra Sabio

Chelley Maple

Gary Bird

Alice van Ommeren

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Working Holistically with your Students Using Starfish and Degree Planner

Presenters:

Renee Craig-Marius

Robyn Tornay

Cynthia Rico

Lidia Jenkins (or Jay will get one more counselor from San Francisco if Lidia can't make it)

Next Meeting:

The next meeting EPT/DAS meeting will on Zoom December 10th from 3 – 5 pm.

Adjournment:

The meeting was adjourned at 2:50 pm.

Online Education Initiative Steering Committee Meeting

Friday November 13, 2015
Hilton Garden Inn Sacramento

Voting Members: Christina Gold (online), Clinton Slaughter, Cynthia Alexander, Dave Stephens, Fabiola Torres, Greg Beyrer, Jasmine Ruys, Joe Perret, Kelly Fowler (online), Lisa Beach, Meridith Randall, Morris Rodrigue (online), and Ray Sanchez

Other Attendees: Alyssa Nguyen (online), Barbara Illowsky, Bonnie Peters, Bruce Racheter, Carol Lashman (online), Caryn Albrecht, Dana Hipchen, Debbie Sheldon, Gary Bird, Jayme Johnson, Joe Moreau, John Ittelson (online), John Makevich, John Sills, Jory Hadsell, Lisa Wang, Michelle Pilati (online), Pat James (online), Steve Klein, and Tim Calhoun

Welcome:

Fabiola opened the meeting at 9:35am and attendees introduced themselves.

Minutes:

There were no changes to the minutes of October 9, 2015. Joe Perret moved approval and Greg Beyrer seconded the motion. The minutes were approved with four members abstaining since they were not at that meeting.

Academic Integrity RFP:

Action

Jory Hadsell reviewed the goals and process followed for the Academic Integrity RFP which consisted of two parts; one for online exam proctoring and a second for online plagiarism detection. The selection committee had eleven members including representation from the Steering Committee, pilot colleges, and additional ASCCC faculty experts. There was also resource expertise provided by the Technology Center, Foothill-DeAnza, and the Foundation. The RFP was extensively advertised including solicitations sent directly to 102 vendors. The RFP launched to vendors on September 29 and was due on November 2. Submissions were then reviewed, followed by vendor demonstrations, and evaluation. None of the submissions were advanced to the committee unless they passed vetting for the requirements in accessibility, technology, and basic functionality. The goal has been to implement the product in January.

There were no proposals received for the plagiarism detection component. The team is now looking into pursuing a single source contract or piggybacking on top of another contract using a new law that goes into effect January 1st allowing the CCC to adopt contracts signed by the CSU or UC. Discussions are underway with CSU regarding possible renewal of their system wide master enabling agreement with Turnitin.com; this is significant since Community Colleges are currently paying twice as much as the CSUs. The speculation seemed to be that Turnitin didn't think that they needed to submit a proposal because of their size; they thought we would come to them. The current contract for the CCC was negotiated through the League, but the terms and conditions are so unfavorable that none of the districts have used it. Therefore, another possibility is for the Foundation to try for renegotiated terms. Joe Perret was concerned that if the process took too long, it would be detrimental to adoption. Jory assured the committee that they should know within a couple of weeks whether the structure with the CSU will work out, and if not they will move forward with another option.

There were 5 responses to the Online Proctoring component, and Proctorio with an automated machine based proctoring system was selected. The company is based in Scottsdale Arizona, and was founded in 2013 by former Arizona State University online employees. They have no overseas staff or tech support; all of their staff is located in the United States. Some of the key features of Proctorio are: it works with Canvas, provides various browser lockdown options, documents student identity authentication (plus additional metadata), and has a dynamic range of variables and behavior settings that can be tracked for suspicious behaviors. The evaluation committee did have extensive discussion about the strengths and weaknesses of the different methods for machine or human proctoring that were available. This is a pilot for the CCC system

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and most colleges have little or no online proctoring available now. The group discussed the differences between machine and human based proctoring, and also between live online human proctoring and face-to-face proctoring. The goal is to find both a workflow and experience that is right for our students and simultaneously to work on linking testing centers in the system because faculty does prefer face-to-face proctoring. This machine based solution was selected for a variety of reasons: concerns about scaling human proctoring, the dynamics of test taking and existence of student anxiety about testing in general, the somewhat tedious/awkward process of scheduling human proctoring online, and the difficulty of scoring online. At this point the goal is to keep faculty involved in the process as much as possible with Proctorio while also developing linked testing centers. Proctorio uses algorithms to analyze the data and puts that information in the hands of faculty with a host of tools to help detect and document possible cheating both for single students and across all students who took a particular test.

Today Jory is seeking a Steering Committee vote of support for the Notice of Intent to Award to Proctorio. The aim is for implementation of online proctoring beginning in January 2016 with an initial contract period of 18 months. The technical implementation is fairly simple. Faculty and students will need professional development resources and those are available. Machine proctoring uses a combination of algorithms and machine learning to basically monitor the student during the test. This includes an automated hardware check and is optimized for very low bandwidth. The student is required to show identification and the session is captured in video that monitors the room, looking away from the screen, other voices in the room, etc. It is browser based and could be used at home as long as the student has audio input and camera, or the student could go to a library or lab for testing. Greg explained that the product empowers individual faculty members to decide how important each risk factor is for each exam. An unknown is that we don't yet know what Congress will do when they reauthorize the Higher Education Act with respect to how student authentication happens, so in the future there may be changes that require a different process.

After a test the instructor receives a list of students color coded red, yellow, and green, along with percentages. The colors are also indexed to the video, so that the instructor can look at the portion(s) of the session that are flagged. It is also possible to readjust elements after the fact and the codes and percentages will be recalculated. Shibboleth is used to authenticate into Canvas and any controls for password settings would also occur through Canvas. The product is hosted on Amazon Web Services with scalability, so they have the ability to spin up new servers if needed. The backend is cloud based with strict FERPA compliance.

The contracting process will attempt to address the volume needs of the CCC with a favorable agreement, and the goal is to not only serve the students in our pilot courses, but also to make it available institution wide through the twenty-four pilot colleges using OEI funds. The hope is that the volume will allow for pricing that other interested institutions will be able to make use of, if desired, once the contract is in place.

A motion to approve the recommendation to move forward in issuing the Intent to Award the Online Proctoring RFP to Proctorio was made by Dave Stephens, and seconded by Cynthia Alexander. The motion passed unanimously.

Policies Subcommittee:

Action

The Steering Committee was asked to establish a policies subcommittee with representatives from the Steering Committee. The group would come up with draft documents for policies that would then be brought back to the Steering Committee for final approval. The immediate need is for the Policy Subcommittee to work on the policies for "Use of Proprietary Materials" and "Minimum Use of CMS."

Cynthia Alexander made the motion to form the Policies Subcommittee and Greg Beyrer seconded the motion. The motion to form the subcommittee passed with Joe Perret abstaining. Volunteers for the subcommittee were: Cynthia Alexander, Greg Beyrer, and Christina Gold.

Report on the Cal State University Learning Platforms and Services Taskforce:

Since OEI was working at a similar pace as the CSU system with respect to the RFP for the CMS, the project had been working in tandem with CSU partners early on in that process and found their insights helpful. Similarly, the CSUs have been working on a number of issues including plagiarism detection and the management team has been following their work. CSU has now held a number of live events about the taskforce, and there are a couple more that are coming up, one on Thursday December 10th. The purpose of that taskforce is to review LMSs and the environment, develop and execute an RFP for master funding, and develop a plan to manage the current contracts to make for a successful transition. While the CC system was looking for one particular tool or sets of tools to be used by the system, the CSU is instead looking at master contracts to enable agreements with the decision about what to adopt and how to adopt, being done on a campus by campus basis. They are using a process of vetting to qualify the products that will be available to their system through those master agreements. Rather than looking at a single tool, their focus is on best practices. Joe Perret expressed strong concern about the need for the CSU system to more heavily include and involve faculty in their process. The CSU representative noted that faculty is involved in the process, and felt that the requirements were less stringent since they were looking at a group of offerings and not just a single product.

The management team felt that it was important to be aware of the work of the CSUs because under new legislation coming into effect in January, any contract negotiated by the CSUs will be able to be used by the CCCs and vice versa. The combination of students and the strength of more than one system will help allow for stronger negotiating positions leading to better prices.

Report on RP Group Findings on NetTutor Pilot:

The pilot colleges began using NetTutor near the beginning of the spring 2015 term for tutoring in something of a pre-pilot. Additionally, the WorldWideWhiteboard platform was provided free of charge to both the pilot colleges and the rest of the CCCs. Summer 2015, the tutoring pilot was expanded to include a combination of some readiness and some full launch pilot colleges along with the original tutoring colleges. Fall 2015, all 24 pilot colleges were included, and expanded tutoring was also offered to the eight original tutoring pilots; seven of those original eight were able to offer free tutoring for all of their online courses, not just for the OEI courses. Finally, spring 2016, tutoring will be offered free to all online courses for all 24 OEI participating colleges.

Services offered included: live tutors with subject matter expertise in the subject areas taught, asynchronous tutoring where students could submit a question 24/7 and get an answer back, and essay/paper review services on a 24/7 basis. The tutoring sessions were 20-25 minutes each. Materials and effective practices provided to the colleges by NetTutor and OEI were well received by SPOCs and faculty. Fall 2015 provided access to tutoring services to 858 students, although a relatively small percentage made use of those services. The majority of students that used NetTutor felt that: services were easy to access, the platform was easy to use, tutors were personable and knowledgeable, and they learned valuable skills and techniques that helped them feel successful in their courses. At this point it is hard to determine the effect of the tutoring on student outcomes, which can be hard to tease out, but that is something the team is working on as they move forward. Math and science both offered 24/7 tutoring. Jayme also reported some successes in moving toward "508 compliance" for tutoring services; the timetable is in the next couple of weeks.

The post term survey results from 171 out of 810 students reflected that 80% heard about the services from their instructors, and three quarters didn't use tutoring services. Overall, the students who utilized online tutoring had a positive experience. Barbara felt that major lessons learned were that promotion of services is very important, and getting students to access online tutoring is a challenge, just as it is for face-to-face tutoring centers. Students who use online tutoring appreciate it and faculty who introduced an assignment requiring some level of tutoring participation reported the most dramatic differences in student outcomes. Both faculty and SPOCs would like there to be sharing of effective practices on a regular basis. Additionally, and

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very importantly, students still struggle with digital literacy and technology skills, sometimes at a very basic level.

Starting summer 2015, the team began development of a handbook in two main sections focused on NetTutor for the pilots, and Basic Skills for all colleges. Faculty members who had high student use provided screen shots of emails for inclusion in the handbook. The first part of the handbook is specific to NetTutor, but the rest is oriented around Basic Skills and can be useful to anyone in the system. For example, faculty within the pilots suggested the need for work on paraphrasing because students have challenges with plagiarism and how to actually paraphrase correctly. So Barbara developed an assignment on paraphrasing using a two paragraph section from an OER, where students are asked to paraphrase without using any quotes. This kind of work on incorporated basic skills resources is ongoing as Barbara becomes aware of particular needs. So far two videos have been developed, but soon there will be seven more. One is being done on the difference between to, too, and two, and another on the difference between there, their, and they're.

Monthly SPOC Zoom meetings now provide: mini-presentations with a different topic each month, time for questions and answers, LSI/NetTutor check-in and support, and Quest Readiness topics. These greater outreach efforts will continue to be made to build faculty and student awareness as the pilot moves forward. It was hard to change the culture when the services were only embedded in three courses on campus, but with expanded services that awareness should increase.

Ray praised the work so far and noted that there should be more ACTLA involvement, and he will help work to make sure that occurs. Barbara agreed that is important; she will be presenting at the ACTLA conference this year if her proposal is accepted. She also praised the work of some of the SPOCs who acted as incredible troubleshooters in working with the Management Team on implementation.

OEI Consortium Update:

October 21st was the first meeting of the Consortium, the body of twenty-four pilot colleges. They were getting together to discuss primarily implementation and operational issues; policy matters will be dealt with in the OEI Steering Committee. Since there will be work that overlaps between implementation and policy, the chairs of both groups will attend both meetings; chairs of the Steering Committee will attend Consortium meetings, and chairs of the Consortium will attend Steering Committee meetings.

The Steering Committee did a lot of work on a draft charter for the Consortium and laid out a membership process focused on the SPOCs for each college. Some colleges have faculty SPOCs and others do not. As a result SPOCs were asked to invite one person to attend with them; if they were faculty, they were asked to invite an administrator, and if they were an administrator, they were asked to invite a faculty member. There was only one college that didn't have representation at the first Consortium meeting. Phil Hill helped to moderate the first meeting and was effective in activating the conversation. The discussion started with a tour of the draft Charter and through that process OEI members were able to provide updates and talk about the governance structure that has been clarified by the Steering Committee. A number of conversations circled around how implementation will happen at the colleges, and what help will be provided. The Consortium will develop an agreement that will later help other colleges to come on and know what to expect. The Consortium will have work groups just as there are with the Steering Committee, and there is definitely the possibility of joint work groups to deal with overlapping concerns. Several possible work groups were discussed, and the Charter work group has been established with the task of polishing the Charter.

A communications work group might be the first joint work group for the important work of helping to shape the narrative and the conversation. At the next meeting, the Consortium will look at establishing the Consortium Agreement work group to look at how the Exchange will operate and

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what it means for a college to sign on and fully commit to being deeply involved with the Exchange. There is a lot of policy overlap, so that work group might report back to the Steering Committee, or it might be a joint committee. An Evaluation work group will allow the 24 pilot colleges to work closely with the RP Group. The Consortium will have their second meeting on December 11th and will move forward with taking the next steps. That meeting comes on the same day as the next Zoom meeting for the Steering Committee and OEI members agreed that the Steering Committee could meet one half hour earlier at 9 am.

Greg expressed the hope that as the groups move forward, the OEI Steering Committee will do less and less, and the Consortium will do more and more, since they do the important work with students. John Makevich acknowledged that there will probably be evolution in the groups over time and eventually a visioning conversation would be appropriate; for now it will start as a separate group. Ray reminded the Steering Committee of the excitement that was present when this body first met, and noted that he had the opportunity to experience that excitement and energy again with the Consortium at their first meeting.

Members felt that the Consortium should finish their polishing work and approval of the Charter before bringing it back to the Steering Committee. John Makevich thought it would not be a problem to set the next Consortium meeting date to occur after the next Steering Committee meeting allowing for bringing the Charter back.

Post-Pilot Visioning Discussion and Activity:

John Makevich provided an overview of an activity that will be completed at the next face-to-face Steering Committee meeting. It will involve looking at which existing opportunities OEI should pursue next, as well as connecting those opportunities with the big issues colleges are facing. Existing opportunities include: prior learning assessment, library services, OER expansion, expanding courses beyond C-ID/ADT, evolution of CVC, dLRN and other grant partnerships, Early Alert, and advanced analytics. Big issues include: equity funding, SSSP, AB86 funding, and potentially others. The activity will involve having groups identify the top three existing opportunities and why those are top priority, as well as identifying two additional opportunities. Those priorities will be used to inform the priorities for the Management Team.

Tim Calhoon emphasized that "Credit for Prior Learning" and streamlining that process was really a primary element of the work plan and a focus of the legislature and was therefore critical. John Makevich felt that all of the elements listed were key components required of the work plan and noted that the goal would be to determine the shape that they would take and the order in which they would be addressed. Jory explained that credit for prior learning for Veterans is the focus of the Management Team and the Chancellor's Office, as well as being the focus of an Assembly Bill, and they are looking at having something in place by June 30th. It is on the radar for the Management Team and they are looking at putting together some kind of joint work group with the Chancellor's Office.

Ray brought up existing opportunities within the twenty-four pilot colleges where there is overlap with colleges participating in the Portal, Education Planning/Degree Audit, Common Assessment, and other statewide projects. John Makevich will revise the activity to reflect the comments made today.

OEI Planning Update:

Some of the recent OEI accomplishments are: QUEST Readiness is in Canvas and available to all twenty-four pilot colleges, tutoring is available to all twenty-four pilots, and OEI courses are within Canvas at the eight full launch colleges. Additionally there have been a number of @ONE courses and trainings offered: Applying the OEI Course Design Rubric; Peer Online Course Review (POCR) Training; Introduction to Teaching with Canvas; and Online Education Standards and Practices.

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Canvas implementation efforts are underway at the remaining sixteen pilot colleges including support calls for OEI faculty. There are total system-wide Canvas adoption commitments from twenty-seven colleges. In the spring, all twenty-four pilot colleges will be offering OEI courses within Canvas. Faculty services being offered include course review in Canvas, and free instructional design and accessibility support for OEI courses.

All OEI courses will soon have the following integrated resources: readiness modules, tutoring, embedded basic skills, proctoring, and an online counseling platform. Fall 2016 the eight full launch colleges will begin the Exchange pilot; piloting local and Exchange courses in Canvas with embedded resources. At the same time the sixteen readiness and tutoring colleges will continue piloting both resources with their courses in Canvas. Spring 2017, all twenty-four colleges will pilot all OEI embedded resources in the course Exchange and integrated evaluation will occur. Finally, all pilot phases will close in preparation for Consortium expansion in the fall of 2017 and beyond.

The Management Team has requested that the Chancellor's Office rerun the course bottleneck data in preparation for potential discussion of expanding and managing the pipeline of Exchange courses. Internal discussions are tentatively looking at expanding from nineteen courses to perhaps twenty-five to address some of the areas within the C-ID/ADT framework. The goal would be looking longer term at other ways to facilitate completion. Both the Steering Committee and the Consortium would participate in that conversation.

Lisa Beach felt that it would be useful to have better communication about which resources are available to the entire system and which are available only to the pilots; it is not always clear what is for the pilots and what is for the system now, or at a later date. Canvas is one of the resources available to the system and Steve explained that once the IPA is issued to a non-pilot college, the vendor takes it from there. The project has been focused primarily on the pilot, while also working to extend capacity to the system. Tim Calhoon emphasized that this is still the pilot phase, and since there are limited resources, the main focus has to remain on the pilot colleges in order to be successful. Michelle noted that the Train the Trainer course is now open at no cost to colleges that have made the commitment to move to Canvas. As the January courses fill, new ones are opened; they are prepared to offer six sections if needed. Pat explained that the colleges outside of the pilot are coming on in cohorts and are being handled in a well-defined way. She strongly suggested that colleges take the Canvas training course before the college is scheduled to move to Canvas.

Steve clarified that there are activities both above and below the surface that need to be connected. Successful Shibboleth connectivity and integration with larger system wide services are issues below the surface, while there are also support services above the surface for faculty training, and for student success and engagement. The pilot is providing a chance to learn how to support and connect everything together but it is not yet completely figured out. If a college adopts Canvas now, there may be a need to go back to their IT in the future, to address system wide integration with larger services that aren't yet completed, but the team is learning how to do that. It is a balancing act, but OEI is not getting ahead of itself to the extent that it can't support colleges on the technical/below the surface side. That is being done by having a requirement for the colleges to authenticate using Single Sign-On (SSO) at the time they say they are ready for Canvas. If they were allowed to authenticate without that a lot of catch up would be needed. Some of those things might be communicated clearly to colleges that are not in the pilot, so that their expectations are managed. Those kinds of elements help with the process for non-pilot colleges and Steve noted that the process for how non-pilot colleges will first be able to offer courses in the Exchange in fall 2017 has not been fully worked out yet, because the Exchange is still being developed. Michelle mentioned that there must be alignment and experience in teaching a course in Canvas with support services before it is a candidate for participation in the Exchange. Therefore, at the point that the Exchange becomes open to other colleges, there will need to be one term where the course is in Canvas with the OEI support services before it can be offered in the Exchange.

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Clinton expressed concern that resources might be getting watered down for the pilot endeavor. He felt that there was a strategic advantage to having concentrated, focused resources that are supporting the pilot schools that are going through this process in making sure that they are supported and that it is done right. Pat felt that concern had been taken into consideration; the pilot schools are primary. For training pilot schools have preference and they have preference for vetting the resources. However, Pat felt it was also important to support colleges that are coming onto Canvas as best as possible. Barbara, Bonnie, and Jory have been doing a great job of making sure that the pilots get the support they need. When other colleges come on there are a lot of factors for them to consider, like their timelines with their other CMS. Pat hoped that the committee would trust that is being managed.

Ray asked whether at one point the committee had discussed having those colleges that weren't selected for the pilot become the second phase of colleges brought into the Consortium. Jory thought he recalled that as well; it is an issue that will need to be revisited. Pat explained that the timeline for phase two will be based on the results of the pilot, which isn't known yet. If the pilot proceeds smoothly, it will speed things up; otherwise things will have to slow down. It is important to be mindful of what makes sense and be flexible with the timelines. The pilot colleges have been top priority and they continue to be. The timeline will have to wait until after the results in the fall and spring.

John Makevich reported new and upcoming services include: online proctoring in spring 2016, an online counseling network in spring 2016, integration of basic skills support and services into Canvas, eventual integration into the Professional Learning Network, discipline support groups, videos for students and faculty, and OER open text book options for faculty. Work is also beginning on library services, online early alert, and potential student equity support services.

Bonnie explained that student equity has not yet put a lot of focus on online learning, so this year she would like to start off with a needs assessment and evaluation of student equity and what the groups are that should be looked at. Once that has been started, it will be possible to look at what services and support programs can be provided to colleges. It is about building an online success team for the student. Early alert is also intended to tie in with online counseling. Tim Calhoun encouraged Bonnie to connect in with the work of the Student Services Portal Steering Committee and EPI with respect to their work with online counseling and Starfish Early Alert.

Examples of embedding Basic Skills into transfer level courses include: resources for formatting a paper, how to find a reference, how to find a z-score for standard deviation in a psychology course and so on. This support provides academic items as "just in time" learning resources.

Action Item:

The newsletter that goes out to SPOCs will be shared with the Steering Committee on Basecamp, with the understanding that it just relates to the pilot colleges.

MOU for Full Launch Pilot Colleges:

The Management Team shared the Draft MOU that will eventually be the initially baseline agreement for the eight full launch pilot colleges for the Exchange for fall 2016. The Steering Committee and Consortium will be developing an agreement for all twenty-four pilot colleges. Both groups will be working together to make sure that agreement is sound.

The draft MOU shared today just lays the foundation for the eight full launch pilot SPOCs in the next two weeks, so that they can eventually secure agreements for the Exchange for fall 2016. The team is sharing it with the Steering Committee for informational purposes so that later work can begin on the next document of agreement for the full twenty-four colleges.

The process that this document went through began in April with the Reciprocity Summit, with a liaison work group summarizing the notes that came out of that meeting. Those notes were brought back in draft form to the SPOCs, who shared them with their campuses for feedback, and

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the feedback that was received was incorporated. This will not be the first time this information is being seen by those eight full launch SPOCs for feedback.

After that initial work, the Management Team met with the Technology Center to get a sense of what would need to be written into code to build the Exchange, then toward the end of that process, the team worked with the Chancellor's Office to make sure that the agreements would be sound and meet Title 5 requirements. Now after several months of work the document is being brought before the Steering Committee as a point of information, in draft, but essentially complete form. It was brought back to the eight full launch colleges twice, and it has been through the Chancellor's Office legal department and the Vice President. The intent today is not to debate it, but to put into the agreement for the twenty-four colleges and refinements and changes that are needed as we move forward and learn from this one. This MOU is only focused on those eight full launch colleges.

Meridith noted that as one of the eight full launch colleges, one of the twenty-four, and a member of the Steering Committee as a CIO, she is concerned about not getting the draft document earlier. The eight pilot colleges really want to be successful and members take a lot of hits when they feel they are not able to get information to their campuses in a timely manner. Several other members were also concerned and disappointed about the Steering Committee seeing the document for the first time today, and wanted to know if this would be the only opportunity to provide feedback. Pat explained that it took a while for the document to be ready, and she took responsibility for the decision to wait to share it until the meeting when the details could be explained. The goal for today was to have Bonnie go through the document to explain why certain elements needed to be set up a particular way based upon what is possible right now, for example all of the pilot colleges are not in the same SIS and there are issues about registration. They have worked very hard, but she would like the Steering Committee to recognize that this agreement is only for the eight full launch pilot colleges coming up in the fall and then the Steering Committee and Consortium will be able to go through it and look at whether it should be different for the pilot with all twenty-four colleges. Pat wanted the Steering Committee to see the document but the timing was off since this meeting is before the SPOC meeting, and the next one won't be for a while.

Bonnie went over the draft document. Ray suggested that wording be changed to expand who would be involved in approving the document beyond the SPOCs to something like "the college will be involved", other members agreed.

Joe Moreau explained that the feedback that came back from the SPOCs at the eight colleges came down to saying, "Yes, if this is legal and agreeable to the State of California, the colleges are okay with it." The Chancellor's Office looked at some very specific areas of the agreements to figure out what was possible under Title 5. The twenty-four reciprocity agreements were shared with the Chancellor's Office and the Vice Chancellors met and eventually provided feedback and a memo including suggestions with respect to three areas of the agreements. One element that changed was that the home college and the teaching college will both need to make the residency determination. Another item that changed was that if a college has additional college prerequisites or co-requisites for a C-ID course, that course cannot be offered in the Exchange. The teaching college will be able to determine when the course becomes made available, but based upon Title 5 rules, students registration dates will be tied in to the home college priority designation, and all colleges will follow the same guidelines. The registration dates will be based upon the priority registration dates at the teaching college, but the home college priority registration will be maintained by the student. Therefore, the student maintains the same priority level, but may have to register on a different date based upon when their priority level is allowed to register at the teaching college. The registration will probably end up occurring through the student's home college system.

On behalf of CIOs, Meridith was concerned about the ability of schools to protect against students registering for Exchange courses when there are still spaces available on their home campus.

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Joe Moreau noted that is already happening today; Meridith agreed, but explained that the campus is not facilitating registration now, whereas with the Exchange they would be. If faculty sees a lot of their students going out to other courses, they will not support the project as we move forward. Pat explained that the intent over time is to address that issue, but it can't be included in this iteration of the pilot because it will hold up the project. It will be looked at closely, she emphasized that everyone is aware of that concern. It is very important to look at how to support enrollment in the best way going forward.

Debbie noticed that DSPS and Financial Aid were both **addressed**; she thought that some kind of provision should also be included for EOPS as well.

Action Items:

The Chancellor's Office memo will be posted on Basecamp.

The MOU draft document will be sent to the Steering Committee as an email so that they can review it. Members are welcome to provide feedback back to Bonnie by the end of the day Monday for serious major concerns that should be included before the document advances.

Members are welcome to take their time on submitting minor concerns and general feedback to be included in the next cycle for the twenty-four college agreement.

Closing Comments/Next Meeting:

Greg highlighted the fact that Instructure is now an IPO and therefore a publically traded company and as we continue our relationship with that company we need to acknowledge that they will now have responsibilities to their shareholders.

The next meeting will be a Zoom meeting on December 11 at 9 am (note the earlier time based upon committee discussion regarding the Consortium meeting taking place the same day).

Adjournment:

The meeting was adjourned at 2:50 pm.

SSSPAC Teleconference Meeting Notes

November 30, 2015

Attendees:

David Allsop
Maggie Baez
Nohel Corral
Li Collier
Kelly Fowler
Chris Graillat
Christie Jamshidnejad
Tim Johnston
Mia Keeley
Mandy Liang
Nilo Lipiz
Kimberly McDaniel

Greg Nelson
Amy Nevarez
Denise Noldon
Delecia Nunnaly
Lucinda Over
Margery Regalada-Rodriguez
Jasmine Ruys
Gwyer Schuyler
Sabrina Sencil
Debbie Sheldon
Sarah Tyson
Denise Whisenhunt

Note: thanks to Sabrina for most of the notetaking! Any errors are my fault. ☺-CG

- **Welcome, Introductions of New Members, CCCCCO Changes**
 - New members were asked to introduce themselves to the committee. Chris also shared that there are two committee spots that still need to be filled – 1 representing CISOs and 1 representing CEOs. New members include:
 - Maggie Baez
 - Christie Jamshednejad
 - Gwyer Schuyler
 - Sabrina Sencil
 - Brice's retirement was briefly discussed as it was assumed most had heard the news already from press releases. A national search will take place for a new chancellor. Also, we covered some of the reorganization happening at the CO. Namely, Pam Walker as the Vice Chancellor of Education Services (over Academic Affairs, Student Services, and Workforce Development).
- **Student Success Conference, March 14-16, 2016 – Doubletree, Sacramento, CA**
 - The conference was announced and they briefly went over the announcement (see memorandum attached). Conference strands include: Student Success Strategies and Models, Student Equity, Fiscal Resources, Developing the Workforce, Innovation in Curriculum and Instruction, Other Areas (*Access and Admissions, Assessment, Collaboration between Academic and Student Affairs, Counseling, Dual Enrollment (Early and Middle College High Schools), Special Programs (UMOJA, PUENTE, MESA), Financial Aid, Instruction, Management Information Systems (MIS), Research, Special Populations (Veterans, Foster Youth, Formerly Incarcerated), and Technology*)
 - \$300 per registrant
 - Conference proposals are due by January 8, 2016
 - SSSPAC committee will review conference proposals and notify presenters on February 1, 2016. Please let Chris know if you want to review proposals.

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- SSSPAC members are encouraged to submit proposals for presentations.
- **Credit SSSP Allocations for 2015-16 (Funding formulas and data collection)**
 - The 2015-16 State Budget increased funding for SSSP by \$100 million, bringing the program's funding available for allocation to colleges for Credit SSSP to a little over \$266 million. Colleges were guaranteed at least 80% of their 2014-15 funding with the application of the new service-based funding formula. The CCCCCO was mindful that not all of the colleges data reporting systems are equally robust and they didn't want to negatively impact funding (18 colleges would have been affected). However, only 50% will be guaranteed for the 2016-17 year. The CCCCCO strongly encourages colleges to review their MIS data, especially SS10 (academic progress/probation follow-up services). While they're aware that some may have over reported their numbers (as well as underreported), they are not going to rerun the 15-16 numbers. Accurate reporting is critical to the colleges for receiving funding.
 - **Match Requirements:** Due to the increase in funding for 2015-16, the match requirement for credit SSSP has been lowered. Colleges are required to spend 1.3 dollars of district funds for every one dollar of 2015-16 funds.
 - **Carryover of Funds:** The Chancellor's Office has authorized the carryover of 2015-16 funds through Dec 31, 2016. Any 2014-15 carryover funds must be matched at the 2014-15 required match of 2:1.
- **SSSP Audits**
 - SSSP (credit and noncredit) is in the audit manual for 2015-16, so it is important to ensure accuracy of data to be sure expenditures are consistent with SSSP funding guidelines.
- **Student Equity allocations**
 - Changes in the formula include Foster Youth, 5% of the formula is dedicated to the number of Foster Youth served at the college.
 - The Student Success Center will be holding a training session on collaboration with Basic Skills, SSSP, and SEP.
- **SSSP and Student Equity Plan Review**
 - SSSP credit/non-credit and Student Equity need reviewers for plans. Faculty will have to go through Academic Senate. They plan to get through the review process using last year's format to be held in early Feb. Over the course of one week: the first part of the week will be for reviewing the SSSP Plans (credit and noncredit) and the second part of the week will be spent reviewing Student Equity Plans. More information on how to volunteer for plan reviews will be sent out on the SSSP credit, noncredit and Student Equity listservs.
- **Updates for Tech Initiatives**
 - The TechEdge website was used to navigate through some of updates (At this point, Jennifer Coleman from TechEdge joined the call).
 - CCC Apply is hosting a workshop, March 22-23 – "Sessions are geared toward promoting collaboration and interaction by experienced and new users to CCCApply and eTranscript California—two web-based applications being promoted within the California Community Colleges (CCC) to streamline student matriculation." Ben Baird, steering committee chair, will join us at the next meeting to discuss CCCApply and answer questions.
 - EPI updates: Hobson developing electronic degree audit and ed planning tool with pilot colleges. An issue with the early alert component through Starfish was discussed; making sure Starfish meets the counseling needs for appointments. Counselors are

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used to SARS. Starfish is enhanced for case management. Colleges can sign up for Starfish separately if they already have ed planning tools in place. There is an EPI 101 archived webinar that is available (<http://www.onefortraining.org/node/788>). ■

- CAI updates: See attached timeline. Jennifer Coleman gave the update. Regional meetings will occur for professional development, including Multiple Measures. They're asking colleges to start Common Assessment implementation. CAI is looking to expand the Multiple Measures model to include readily available data points for all students. They're directing colleges to the competency maps to help conversations around which competencies should be met for specific courses. Paper/pencil tests will be made available at the same time as computerized versions. The CCCCCO must determine when the requirement for CAI will be instituted based on when colleges adopt the tests.

Li asked about remote proctoring, Jennifer said there may be collaboration with the OEI on this. Security for this must be investigated.

Jasmine asked about ID numbers for paper and pencil testing, e.g., used at satellite locations. Jennifer said they are investigating a bulk process for ID's with the platform developer.

- **Wrap Up**
 - Chris will send links and attachments discussed.
 - The CCCCCO is planning a joint noncredit and credit SSSPAC in-person meeting (possibly including CIOs) in January 2016 (date has not been finalized).



Executive Committee Agenda Item

SUBJECT: Update on C-ID and Transfer Model Curriculum		Month: January	Year: 2016
		Item No: VI. C. 1.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be updated on the current work of C-ID and the development of new TMCs.	Urgent: NO	
		Time Requested:	
CATEGORY:	Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

New Transfer Model Curriculum

Three new Transfer Model Curriculum (TMC) have been created and new Chancellor’s Office Templates will be posted on February 1, 2016. The three new templates for ADT development are Social Justice Studies, Global Studies, and Child and Adolescent Studies. A new TOP code has been created for each of these templates, so there is no requirement to create ADTs aligned with these templates.

Finalized C-ID Descriptors

Six new course descriptors in Emergency Medical Services (EMS) have been finalized and courses may now be submitted against these descriptors.

Fall Discipline Input Group (DIG) Meetings

On October 17, October 30, and December 4, DIG meetings were hosted for development of C-ID descriptors and model curriculum. The CTE disciplines invited to these meetings were Fire Technology, Manufacturing and Industrial Technology, Alternative Fuels and Advanced Transportation Technology, Office Technology/Office Computer Applications, Automotive Technology, Small Business and Entrepreneurship, Welding Technology, Hospitality, Manufacturing and Industrial Technology, Addiction Studies, Medical Assisting, Radiologic Technology, and Health Occupations.

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

Spring Discipline Input Group (DIG) Meetings

During the spring of 2016, up to seven additional DIG meetings will be scheduled to begin work on additional CTE disciplines. These additional disciplines include Computer Programming, Dental Assisting, Administrative Medical Assisting, Environmental Control Technology, Industrial Systems Technology and Maintenance, Water and Wastewater Technology, Clinical Medical Assisting, Machining and Machine Tools, Database Design and Administration, Energy Systems Technology, Computer Software Development, and Health Information Technology. CTE disciplines that participated in the fall DIG meetings may be invited to participate in one or more meetings during the spring.

Basic Skills Descriptors

Basic skills descriptors in mathematics, English, and reading have been developed and distributed for vetting. Vetting is currently scheduled to close on January 30, 2016. All basic skills descriptors are marked with an X, for example English 095X, to indicate that the descriptor is for CCC use only.

C-ID Descriptor for Statistics

On October 20, the CSU Chancellor's Office sent out a memo informing California community colleges that the CSU would begin accepting statistics pathway courses to satisfy the quantitative reasoning requirement general education requirement. In November, C-ID sent an email out to articulation officers that the descriptor for statistics is currently under review by the Math Faculty Discipline Review Group (FDRG) to determine if alternatives to the intermediate algebra prerequisite are appropriate and that colleges should avoid making any changes to their statistics courses until that review is complete. The math FDRG hopes to have a recommendation about statistics pathway courses during the spring of 2016.

UC Academic Council

On October 28th, representatives from C-ID and the Executive Committee presented information about C-ID to the Academic Council of the UC Academic Senate. C-ID approval is already being using by the School of Engineering at UC Irvine and faculty representatives on the council expressed interest in continuing to look at the possibility of the UC participating in C-ID.

Course Identification Numbering System (C-ID)

CSU CORE RECRUITMENT:

While we welcome and would benefit from additional CSU reviewers in most disciplines, we urgently need additional CSU reviewers to review the indicated descriptors:

AG – Animal Science: 104, 108L, 112L, 116L, 120L, 124L, 128L, 132L, and 136L
GLST: 101, 102
FTVE: 100, 105, 110, 120, 125, and 135
MATH: 120,160, and 955
SJS: 110, 120, 130
THTR: 114

Please email krystinne@asccc.org if you have CCC/CSU faculty recommendations, or are interested in serving!

DISCIPLINE UPDATES:

Engineering:

The Engineering Liaison Council (ELC) met last week on Thursday, October 22. During this meeting, Engineering course reviewers joined together to review submitted courses in C-ID. We expect that determinations for college submissions will be delivered shortly. In addition, Engineering faculty from across the three public higher education segments (UC, CSU, and CCC) are endorsing the use of the ENGR model curriculum (ISMC) to develop transfer pathways into individual CSU and UC campuses.

Hospitality:

A group of intersegmental Hospitality faculty met last week to discuss and draft a potential Transfer Model Curriculum (TMC) for Hotel Management. A draft of the TMC, along with draft descriptors will be available for vetting in the very near future.

Areas of Emphasis Disciplines – Social Justice Studies & Global Studies:

Both the Social Justice Studies and Global Studies faculty discipline review group (FDRG) completed the work on the Area of Emphasis TMCs for both disciplines. The TMCs are now posted on the C-ID website, under the "TMC" tab. We anticipate the CCC Chancellor's Office templates for both will be available February 1, 2016. Descriptors were also finalized and are now available for course submissions. If you have faculty interested in reviewing for either discipline, please forward their names to us at support@c-id.net or have them complete the following survey:

https://www.surveymonkey.com/r/CORE_Participant_Information

Basic Skills Descriptors Vetting: English and Mathematics

Descriptors are available for vetting for Mathematics basic skills and English basic skills. Please encourage your faculty to provide feedback on the descriptors by December 31, 2015. Click [here](#) to access the descriptor review area on C-ID.

ANNOUNCEMENTS:

C-ID Appeal Process:

As a reminder, C-ID has an existing appeal process for colleges to initiate if they do not agree with a determination granted to a submission. As of November 9, 2015, over 17,171 courses have received determinations (total for approved, conditional, and not approved columns), with 14,069 courses receiving a C-ID designation (an 82% approval rate).

<https://c-id.net/docs/C-ID%20Appeal%20Process%20April%202015%202014%20FINAL.pdf>

When C-ID is contacted by a faculty member at a college regarding questions they may have on a determination, our standard protocol is to provide an answer to the faculty member inquiring and to copy the campus Articulation Officer on our response. Our goal is to ensure that the AO is aware of any inquiries that come to C-ID. Concerns or questions from the field may also be shared directly with the Primary Reviewer. In the event that a problem with a review is identified through this process, the Primary Reviewer may initiate a determination change.

C-ID Review Process - Overview:

We recently received an inquiry regarding the reviewer process and the steps by which approvals are given for submissions. As a reminder, submissions for C-ID descriptors are reviewed by three discipline faculty, one from the CCC, one from a university, and the Primary Reviewer for the discipline. If you have any additional questions regarding the review process, or specific question regarding submissions for your college, please contact us at support@c-id.net. Determinations are never made by C-ID staff.

Email Determinations for Resubmitted Courses:

C-ID recently fixed the issue with determination emails not being delivered to Articulation Officers. There is a continuing problem with courses that are resubmitted. Currently, the C-ID system does not resend new determination emails for courses that utilize the resubmit function. If you have courses that are resubmitted that recently received a determination and you want the emails resent to you, please contact us at support@c-id.net so we can resend the message. We hope to have these technical difficulties resolved in the near future and appreciate your patience.

C-ID AO Open Forum – Recording Available:

The recording for the October 14, 2015 AO Open Forum is now available on the C-ID website, under the Art. Officers Tab. You can also click [here](#) to take you directly to the recording.

COURSES BY DISCIPLINE

KEY:

Disciplines with < 10 courses in-progress or submitted	Disciplines with 11 – 20 courses in-progress or submitted	Disciplines with 21 – 40 courses in-progress or submitted	Disciplines with > 41 courses in-progress or submitted
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Discipline	# Courses	# Approved	# Submitted	# In Progress	Total Submitted & In-Progress Nov 9, 2015
Accounting	245	215	0	1	1
Administration of Justice	800	678	1	0	1
Child Development	225	214	0	2	2
Global Studies - AOE	2	0	2	0	2
Journalism	440	374	0	2	2
Nutrition/Dietetics	62	32	3	1	4
Social Justice Studies - AOE	4	0	4	0	4
Theatre	1256	1070	1	4	5
Geology	470	372	4	3	7
Political Science	468	397	2	5	7
Public Health Science	32	8	6	1	7
Communication Studies	786	662	1	7	8
Economics	249	214	0	8	8
Psychology	773	673	1	7	8
Computer Science	384	299	5	4	9
Early Childhood Education	627	577	1	8	9
Physics	629	550	5	4	9
English	1222	1088	0	10	10
Biotechnology - CCC	12	0	12	0	12
Sociology	723	603	0	12	12
Chemistry	551	412	6	7	13
Kinesiology	179	137	1	12	13
Philosophy	410	338	1	12	13
Business	458	320	4	10	14
Education	70	30	3	12	15
Geography	593	539	8	8	16
Music	1594	1268	12	5	17
History	717	489	18	5	23
Spanish	504	438	5	26	31
Biology	459	278	11	22	33
Art History	550	264	8	27	35
Information Technology and Information Systems	138	74	27	16	43
Anthropology	449	254	12	36	48
Mathematics	1387	526	16	60	76
Engineering	180	15	24	132	156
Film, Television and Electronic Media	200	7	74	110	184
Agriculture	262	50	52	136	188
Studio Arts	1217	604	38	415	453
Total	19327	14069	368	1130	1498