



Thursday, June 1, 2017 to Sunday, June 4, 2017

*Monterey Plaza Hotel
400 Cannery Row, Monterey, CA 93940*

Thursday, June 1, 2017

12:00 p.m. to 1:00 p.m. Lunch
1:00 p.m. to 5:30 p.m. Meeting
6:00 p.m. to 8:00 p.m. Dinner – Schooners Coastal Kitchen & Bar – Fixed Menu

Friday, June 2, 2017

8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 p.m. Executive Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. – 4:30 p.m. Orientation
6:30 p.m. Dinner – Montrio Bistro

Saturday, June 3, 2017

8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 11:30 a.m. Orientation Continues
11:30 a.m. – 12:00 p.m. Lunch
12:00 p.m. – 1:00 p.m. Committee Conversation
1:00 p.m. – 2:30 p.m. Succession Planning
2:30 p.m. – 5:30 p.m. Cultural Competency Training
6:00 p.m. – 8:00 p.m. Dinner – Fandango Restaurant

Sunday, June 4, 2017

8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:00 a.m. Orientation Continues
12:00 p.m. Depart

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 info@asccc.org or contacting the Senate Office at (916) 445-4753 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

II. CONSENT CALENDAR

A. April 19, 2017, Meeting Minutes, Davison

B. Curriculum Institute 2017 Final Draft Program, Davison

C. Academic Senate Foundation Directors, Bruno

D. A²MEND, Adams

E. Accreditation Liaison Officer (ALO) on Accreditation Committee, Rutan

F. Periodic Review Report Recommendations, Adams

G. OER Task Force Charge, Adams

H. 2017 Spring Session Resolution Assignments, Adams/Bruno

I. Resolution Handbook, Beach

J. Executive Committee Policies, Bruno

K. Exemplary Award Theme – 10 mins., Freitas

III. REPORTS

A. President's/Executive Director's Report – 40 mins., Bruno/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 – 40 mins., Stankas

The Executive Committee will be updated on recent legislative activities, the ASCCC advocacy day, and consider for approval any action as necessary.

B. Ensuring Effective Practices for Online Education – 30 mins., McKay

The Executive Committee to consider for approval the first draft of the Ensuring Practices for Online Education paper.

C. Noncredit Summit – 10 min., Aschenbach

The Executive Committee will decide whether or not to take over coordination of the Noncredit Summit.

D. Regional Meetings – 10 mins., Adams

The Executive Committee will discuss and consider for approval dates for fall and spring regional meetings.

- E. C-ID Math 110 Descriptor and ICW - 30 mins., Stanskas**
The Executive Committee will be appraised of the current situation and the political ramifications to a curricular decision and consider for approval further action.
- F. Leadership Survey – 10 mins., S. Foster**
The Executive Committee will consider for approval a survey for new senate leaders to be distributed at the Leadership Institute.
- G. UC Transfer Pathway Associate Degree Pilot – 15 mins. Stanskas**
The Executive Committee will be updated on discussions with UC regarding C-ID and the UC Transfer Pathways and consider for approval further action.
- H. Strategic Plan Update and Priorities for 2017 – 18, – 25 Mins., Bruno/Adams**
The Executive Committee will review the 2016 – 17 ASCCC Strategic Plan and consider for approval the strategic priorities for 2017-18.
- I. ASCCC 2017 – 18 Budget – 25 mins., Adams/Freitas**
The Executive Committee will review the ASCCC Budget development process, review the 2016 – 17 budget performance, and consider for approval the ASCCC budget for the 2017 – 18 fiscal year.
- J. Part-time Faculty Leadership Institute, 15 mins., Adams**
The Executive Committee will review and provide feedback on the 2017 Part-Time Faculty Summer Institute draft program.
- K. Annual Committee Reports – 30 mins., Bruno/Adams**
The Executive Committee will consider for approval the final committee status reports and discuss committee priorities for next year.
- L. ASCCC Professional Development – 30 mins., Adams/Smith**
The Executive Committee will consider for approval the professional development priorities for 2017 – 18.
- M. Executive Committee Participation at Events – 20 mins., Bruno**
The Executive Committee will consider for approval policy/practice for officers and Executive Committee members involvement at ASCCC events.

V. DISCUSSION

- A. Chancellor’s Office Liaison Report – 45 minutes [Time Certain: 1:00 p.m.]**
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 – 20 mins.,**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- C. Executive Director Emergency Transition Plan – 15 mins., Adams**
The Executive Committee will discuss an emergency transition plan for the sudden departure of the Executive Director.
- D. Update on OEI, EPI, IEPI – 30 mins., Initiative Representatives**
The Executive Committee will be updated on the current work of the initiatives.
- E. Foundation Future – 15 mins., May**
The Executive Committee will discuss the future of the Foundation.

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

A. Standing Committee and Task Force Minutes

- i. Curriculum Minutes, Davison
- ii. Equity and Diversity Action Committee, Beach
- iii. History Project, Morse
- iv. Open Education Resources Report, Dillon
- v. Standards and Practices, Freitas

B. Liaison Reports

- i. 5C Meeting, Davison
- ii. Educational Planning Initiative, Dumont
- iii. FACCC, Freitas
- iv. IEPI Integrated Planning ASK, North
- v. IEPI P3 Meeting, Stanskas
- vi. IEPI Enrollment Management, Patton
- vii. Noncredit SSSP, Ninh
- viii. Student Services Portal, Jamshidnejad
- ix. TTAC, Freitas

C. Senate and Grant Reports

- i. C-ID, Adams
- ii. ICW, Adams

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates		Month: June	Year: 2017
		Item No. I. D.	
DESIRED OUTCOME: The Executive Committee will review upcoming 2017 -2018 event dates and dues dates.		Attachment: Yes	
		Urgent: NO	
CATEGORY: Order of Business		Time Requested: 5	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Julie Adams		Consent/Routine	
		First Reading	
STAFF REVIEW: Julie Adams		Action	
		Information	
			X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Meetings

- **Executive Committee Meeting/Orientation** – The Inn at the Tides, Bodega Bay
August 11 – 12, 2017

Upcoming Events

- **Faculty Leadership** – Sacramento Sheraton – June 14 – 17, 2017
- **Curriculum Institute** – Riverside Convention Center -- July 12 – 15, 2017
- **Part-time Faculty Leadership Institute** – Anaheim DoubleTree -- August 3 – 4, 2017

Deadlines

- Annual Report updates by July 10, 2017
- August Agenda Items due to agendaitem@asccc.org by July 26, 2017

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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**2017-2018 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	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11 – 12, 2017		The Inn at the Tides, Bodega Bay	July 26, 2017
Executive Meeting	September 7 - 9, 2017		Sacramento, CA	August 23, 2017
Executive Meeting	September 29 – 30, 2017	Moreno Valley	Southern CA TBD	September 14, 2017
Area Meetings	October 13 -14, 2017		Various	
Executive Meeting (Plenary)	November 1, 2017		Irvine Marriott	October 16, 2017
Fall Plenary Session	November 2 – 4, 2017		Irvine Marriott	
Executive Meeting	December 1 – 2, 2017		Northern CA TBD	November 15, 2017
Executive Meeting	January 12 – 13, 2018		Southern CA TBD	December 18, 2017
Executive Meeting	February 2 - 3, 2018		Southern CA TBD	January 17, 2018
Executive Meeting	March 2 -3, 2018	Butte	Northern CA TBD	February 14, 2018
Area Meetings	March 23 – 24, 2018		Various	
Executive Meeting	April 11, 2018		San Mateo Marriott	March 26, 2018
Spring Plenary Session	April 12 – 14, 2018		San Mateo Marriott	
Executive Committee/Orientation	June 1 -3, 2018		TBD	May 16, 2018
EVENTS				
Event Type	Date		Hotel Location+	
Part-time Faculty Symposium	August 3 – 5, 2017		DoubleTree, Anaheim, CA	
Academic Academy	October 6 -7, 2017	Online		
Accreditation Institute	February 23 – 24, 2018		Southern CA TBD	
Instructional Design and Innovation	March 16 – 17, 2018	Don't hold		
Career Technical Education Institute	May 4 - 5, 2018		Southern CA TBD	
Faculty Leadership Institute	June 14 – 16, 2018		Southern CA TBD	
Curriculum Institute	July 11 – 14, 2018		Northern CA TBD	

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.

+North or South location may changes based on hotel availability

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Completion Complete	Month Complete	Year Complete	Start-up/Notes
Committee Communication	3. October	2014	IV. L.	Adams	March	In progress			A new communication sheet will be created based on Standing Committee and CO committees, task forces, etc. This will be agendaized in August or September
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	In Progress			EDAC discussed the resolution at its December 12, 2016 meeting. The committee agreed to create a model policy on sexual assault to share with the Executive Committee and the field. The policy will be based on a review of existing policies at colleges and relevant legislation. Work is underway.
TASSC Survey on Services for Disenfranchised Students	6. August	2015	V. M.	A. Foster	December	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			This is an annual process. The Executive Committee will discuss professional development at the June meeting.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
Part-Summit	Sept/Oct	2016	IV. I.	Adams		In progress			Adams to create survey for Part-time Faculty to take before the summit.
Mentoring Program for New Senate Presidents	November	2016	IV. D.	S. Foster	January/February	In progress			RWLS discussed this item in January and bring back a recommendation to the March Exec meeting.
System-wide Faculty Development Survey	November	2016	IV. E.	Smith	January	In progress			A revised survey will return to the January meeting for consideration for approval.
Guidelines for Local Senate Visits	November	2016	IV.G	S. Foster	January/February	In progress			The local senate visiting form, cover letter, and topics will be updated. Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits. RWLS will develop a menu of topics available to local senates. The RWLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			Adams to develop an ASCCC policy concerning partnerships with other organizations.

LOCAL SENATE CAMPUS VISITS

2016 – 17

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16			Butte Chico Center/ curriculum
Cerro Coso					
Clovis	Davison	8/29/16			IEPI PRT Member
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced					
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting
San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					

Sierra								
Siskiyou, College of the Taft								
West Hills Coalinga								
West Hills Lemoore								
Woodland College	Freitas/Rutan/Foster/A dams	10/28/16						MQ North Regional
Yuba								
AREA B								
Alameda, College of	Bruno	11/21/16						Collegiality in Action
Berkeley City								
Cabrillo								
Cañada								
Chabot								
Contra Costa								
DeAnza								
Diablo Valley								
Evergreen Valley								
Foothill	Executive Committee Meeting	3/3/17						
Gavilan								
Hartnell								
Laney	May	3/6/17				Corrina Evett		District (PCCCD) Enrollment Mgmt SLO vs. Objectives
Las Positas	May	9/16/16						
Los Medanos								
Marin, College of								
Mendocino								
Merritt								
Mission	Davison/Freitas	12/08/16						Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16						Local Visit
Napa Valley	Beach	11/14/16						IEPI RPT Team Member
Ohlone								
San Francisco, City	Davison	3/8/17						Technical Curriculum

College of								
San José City								
San Mateo, College of								
Santa Rosa Junior	Beach		12/21/16					EDAC Strategic Plan Meeting
Skyline	Davison/Beach/LSF/McKay/Crump		10/21/16	John Stankas BDP Articulation		1/25/17		Curriculum Regional Meeting
Solano	Stankas/McKay/Smith/Davison		10/14/16	Rutan BDP Accreditation		2/16/17		Area B Meeting
West Valley	Davison Aschenbach		11/8/16 12/07/16					Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit TaskForce

AREA C								
Allan Hancock								
Antelope Valley								
Canyons, College of the	Freitas/Stankas		10/21/16					MQ & Equivalencies Presentations
Cerritos								
Citrus								
Cuesta								
East LA								
El Camino	Executive Committee Meeting		2/3/17					
El Camino Compton Center								
Glendale	Rutan/Foster Aschenbach		9/24/16 12/08/16					Accreditation Committee Noncredit Committee Mtg. Curriculum Workshop
LA District	Davison		3/10/17					
LA City								
LA Harbor								
LA Mission								
LA Pierce								

LA Southwest							
LA Trade-Technical	Smith	10/21/16					Formerly Incarcerated Regional Meeting
LA Valley Moorpark							
Mt. San Antonio	Davison/LSF/Aschenbach/Beach/Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Cmte Mtg	2/25/17			Curriculum Regionals Dual Enrlmnt Toolkit
Oxnard	Foster/Freitas	11/15/16					Area C Meeting
Pasadena City							
Rio Hondo							
Santa Barbara City							
Santa Monica							
Ventura							
West LA							

AREA D							
Barstow	Rutan/Stanskas/S.Foster/Beach/Slattery-Farrell	3/25/17					Area D Meeting
Chaffey							
Coastline							
Copper Mountain							
Crafton Hills							
Cuyamaca							
Cypress	Freitas/Stanskas	1/20/17					
Desert, College of the							
Fullerton	Beach	9/20-21/16					SLO Presentation
Golden West							
Grossmont							
Imperial Valley							
Irvine Valley							
Long Beach City							

MiraCosta						
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Cmte			
Mt. San Jacinto						
Norco						
North Orange - Noncredit						
Orange Coast						
Palo Verde						
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting	
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16			MQ South Regional Meeting	
Saddleback						
San Bernardino Valley	Executive Committee Meeting	9/9/16				
San Diego City						
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16			Area D Meeting Top Code Allignment	
San Diego Mesa						
San Diego Miramar						
Santa Ana						
Santiago Canyon						
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg	2/10/17	TOP Code Allignment	
Victor Valley						



Executive Committee Agenda Item

SUBJECT: Curriculum Institute Program		Month: June	Year: 2017
		Item No. II. B	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will review and approve the draft program for the 2017 Curriculum Institute	Urgent: YES / NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In March, the Executive Committee was presented with the first draft of the program for the Curriculum Institute; various members of the Executive Committee made suggestions for both breakout sessions and general sessions, and those suggestions have been added into the program. The current draft includes all four general sessions, with descriptions and presenters, as well as descriptions of the 64 planned breakouts and a list of potential presenters. The Curriculum Committee chair would request that the Executive Committee approve this draft so that the committee can finalize work on the Institute.

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

Curriculum Institute 2017 Program – Second Draft

Theme: Uncharted Waters: Navigating the Changing World of Curriculum

Pre-Sessions: Wednesday, 12 July, 2-5pm

New Curriculum Chairs

Michael Bowen, Ventura College
Nili Krischner, Woodland Community College
Michelle Sampat, Mt. San Antonio College

You're a new curriculum chair; now what? This session will review the basics for curriculum chairs, including the role of the curriculum chairs in the college governance structure, the Brown Act, creating agenda, and the basics for training your committee and hitting the ground running in the fall!

New Curriculum Specialists

Marie Boyd, Chaffey College
Marilyn Perry, Sacramento City College

This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of curriculum specialists. The requirements and procedures for submitting curriculum to the Chancellor's Office, including the new Chancellor's Office Curriculum Inventory (COCI) and the new credit course processes will also be covered.

New Curriculum Administrators

Karen Daar, Los Angeles Valley College
Michelle Grimes-Hillman, Long Beach City College
Michael Wyiy, Solano College

Administrators often find themselves overseeing a wide range of curriculum issues. With the recent influx of initiatives, the new certification process at the Chancellor's Office, and the new Chancellor's Office Curriculum Inventory, the scope of an administrative job can seem overwhelming. This session will provide information and effective practices to administrators who are finding curriculum overwhelming.

Thursday, 13 July

8-9 am Registration

9-10:15

Welcome: Dolores Davison, ASCCC Secretary and Curriculum Chair

General Session: Streamlining Curriculum

Dolores Davison, ASCCC Secretary
Jackie Escajeda, Dean of Academic Affairs
Virginia Guleff, Vice President of Instruction, Butte College

Pam Walker, Vice Chancellor of Educational Services

Over the past three years, collaborative efforts involving the California Community Colleges Chancellor's Office, the ASCCC, and the CIO board have led to changes to curriculum processes at the local, regional, and state level. This panel will provide an overview of the changes taking place around the state, both at local colleges and at the Chancellor's Office, that will enable our colleges to be more efficient and streamlined in the approval and submission of curriculum.

10:30-11:45 Breakout Sessions #1

COR 101: Nuts and Bolts of the Course Outline of Record

Presenters: Nili Krischner, David Morse

The Course Outline of Record (COR) is central to all aspects of curriculum at the California Community Colleges. This breakout will provide everything you ever wanted to know about COR, from the elements required to the elements suggested to ways to develop a solid COR, as well as providing models and information from the updated ASCCC paper. (Basics Strand)

Follow up to opening panel on changes to processes

Dolores Davison (Facilitator)
Jackie Escajeda
Virginia Guleff
Pam Walker

This year has seen significant changes to the curricular processes at the Chancellor's Office level. If you are questions were not answered at the general session panel, or you would like more information, the members of the streamlining panel will be here. (Statewide Issues Strand)

Basics of Noncredit

Presenters

From idea to submission, what is the noncredit curricular process? How regulations guide noncredit curriculum development? How are the process and regulations different between noncredit and credit? Come learn the answers to these questions and more as you consider developing noncredit courses and programs. (Noncredit Strand)

General Education Basics

Diana Hurlbut
Michael Wyly

Every student that completes a degree is required to complete general education. However, general education varies across the state at both the community colleges and at our transfer institutions. In this breakout, learn about general education at the community college, CSU, UC, and other transfer institutions. Including issues around "double-counting". (GE/Pathways Strand)

Creating and Revising Curriculum – Program Review

Randy Beach
Michael Bowen

Course and program self-assessment should be the heart of an academic program review, which can lead faculty to a thoughtful, data-informed evaluation of their courses and course sequences leading to certificates and degrees. In this breakout session, participants will discuss how program review can facilitate those conversations and decisions, what elements should be present in a program review process to make it useful for curriculum review, and how accreditation standards are an important consideration. One particular focus will be the role of program student learning outcomes as an important part of program review. (Effective Practices Strand)

Roles of CTE Liaisons/Developing New CTE Programs

Jolena Grande
Toni Parsons

In 2015, the ASCCC passed a resolution calling for the creation of a CTE liaison position to all local senates. The liaison can be a powerful advocate for CTE and assists in keeping senates and curriculum committees informed on the rapid statewide developments in CTE. In this session, we will explore ways faculty can access the academic senate and the shared governance system to better support CTE program development on your campus. (CTE Strand)

Moving from 2 year to 4 year Programs at the CCC

Presenters: Tiffany Tran

Needs Description

The Impact of Curriculum Decisions Beyond the Classroom

Michelle Sampat

Many times, curriculum proposals are viewed only in terms of what will occur in the classroom. However, curriculum changes, however seemingly minor, may have unintended impacts on other programs or on the college as a whole, which can lead to disputes that have adverse effects for students and faculty. This breakout explores the importance of evaluating curriculum proposal through the lens of the entire institution.

12-2:15 Lunch/General Session #2

State of the Senate (brief update) -- Julie Bruno, ASCCC President

General Session #2: Reimagining our Model to Focus on Student Completion: The Guided Pathways Approach

Robert Johnstone, Founder and President, National Center for Inquiry and Improvement

Our best efforts by our best people to significantly improve community college completion rates haven't produced the scaled improvements in outcomes we'd hoped. During this session, we'll explore how to build on our past efforts and evolve our thinking about how students are recruited to, enter, and progress through our colleges so they complete their goals at markedly higher rates.

2:30 – 3:45 Breakout Session #2

Follow Up to General Session on Pathways

Julie Bruno (Facilitator)

Rob Johnstone

This follow up to the general session on Pathways with Rob Johnstone will allow the attendees to ask more indepth questions about the Guided Pathways Approach. (Student Equity Strand)

Roles and Responsibilities of Administrators in Curriculum

Karen Daar,

Virginia Guleff,

need a faculty rep

Administrators often find themselves overseeing a wide range of curriculum issues. With the recent influx of initiatives, the new certification process at the Chancellor's Office, and the new Chancellor's Office Curriculum Inventory, the scope of an administrative job can seem daunting. This session will explore the roles and responsibilities that administrators have when managing and coordinating with faculty on curriculum issues, state mandates, and effective practices. (Basics Strand)

Financial Aid and Curriculum

Rhonda Mohr, Michael Wyly

Many curriculum committees are unaware of the implications that curricular changes may have for financial aid, including unit totals, awarding of certificate, financial aid requirements, and the like. This session will cover the major areas of financial aid that can be impacted by curriculum, and discuss ways to ensure that students have access to the aid that they need to continue their educations.

UC Transfer Pathways

UCOP representative

In 2015-16, the University of California announced the creation of new UC Transfer Pathways for each of UC's 21 most popular majors for transfer students. UC has also initiated a pilot program for participating in C-ID. This breakout will provide an overview of the UC Transfer Pathways and the progress towards achieving their intended goal of expanding access to the University to CCC students. (Pathways Strand)

Curriculum and Public Documents (Catalogs, Class Schedules)

Marilyn Perry

Michelle Sampat

Colleges must follow state and accreditation requirements pertaining to public availability of curriculum and course offerings. The relationship between curriculum and the college catalog, class schedule, and campus publications will be discussed as well as the need for accuracy and consistency amongst public documents. This session is intended to share information, facilitate dialogue, and learn from each other. If you are a new curriculum chair, administrator, curriculum committee member, curriculum specialist, or simply in need of a refresher this is the breakout for you. (Effective Practices Strand)

Using Design Standards in Online Education to Address Equity Gaps

Member of OEI Equity Committee?

Colleges are expected to identify and address equity gaps among their students. Addressing equity gaps in distance education presents special challenges, but also opportunities, due to the nature of the online education. This breakout explores equity issues in distance education and how sound instructional design standards can be used as a means to help a college address distance education equity issues. (Equity Strand)

OER and Zero Textbook Cost Degrees

Dan Crump (Facilitator)

Alex Mata, San Diego Miramar College

Mara Sanft, San Diego Miramar College

Duane Short, San Diego Miramar College

Do you struggle to find a single textbook that covers your course content in an engaging and innovative way? Do your students complain about the escalating costs of course materials each semester? Are you searching for ways to make teaching and learning more flexible? If so, come and join us to learn about using Open Education Resources (OER) in your class. The session will cover how OER can promote equity by cutting costs, enhance learning by utilizing more diverse materials, and free you from the grind of using a traditional textbook. We will discuss specific examples of how we have utilized OER in our own classrooms while maintaining compliance with copyright laws, curriculum processes, and articulation agreements. We welcome anyone interested in learning about the growing use of OER in higher education.

Collaborative Programs and CTE Curriculum

Dolores Davison

Kim Schenk

Collaborative programs between colleges and districts in a region are viewed as a way to expand CTE degree and certificate options for students who may not otherwise have access to the courses needed for completion. This breakout

explores models and effective for establishing collaborative programs. (CTE Strand)

4-5:15 Breakout Session #3

Placing courses in disciplines

Placing courses into disciplines is one of the most confusing tasks that curriculum committees face, and it becomes even more difficult when there is no corresponding discipline title in the Disciplines List. This breakout will cover the requirements and the major questions to ask when placing courses in a discipline. (Basics Strand)

Explaining faculty purview to external stakeholders/boards

Michelle Sampat

Collegial Consultation regarding curriculum is one of the 10+1 areas of faculty purview under Title 5. However, many local board members and other interested parties may not be fully versed in the details of the California community college governance structure and therefore may find themselves questioning faculty's role. This breakout will focus on communicating the role, rights, and responsibilities of faculty to board members and other interested parties. (Statewide Issues)

Local Degrees, Graduation Requirements, and GE Patterns

Randy Beach

Marie Boyd

With the implementation of SB 1440 and SB 440 which require colleges to create and offer associate degrees for transfer (ADTs), many colleges are questioning the reason for keeping their local degrees, as well as the purpose of other local requirements. What purposes do local degrees serve? Do they have to be eliminated in the wake of the ADTs? What kinds of questions should colleges be asking about local degrees? Come to this breakout to find out! (Pathways Strand)

Working with Formerly Incarcerated ReEntry Students

Dolores Davison (Facilitator)

BJ Snowden

Needs description from BJ (Equity Strand)

CTE Curriculum basics

Toni Parsons

Curriculum is curriculum, regardless of discipline, but Career Technical Education courses and programs can have additional steps within the curricular process. Learn the important elements to consider when moving new CTE curriculum from concept to completion. (CTE Strand)

Beginning Noncredit Programs and Moving from Credit to Noncredit

With the recent equalization of Career Development and College Preparation (CDCP) noncredit apportionment with that of credit courses, there is increased interest in creating or expanding noncredit offerings. Come to this breakout to learn about noncredit programs and what is involved in the creation of a noncredit program. (Noncredit Strand)

Creating Curriculum Handbooks

Michael Bowen
Marilyn Perry
Renee Medina

Does your college have a curriculum handbook? What is a curriculum handbook, and what is it good for? In this breakout learn about the benefits of a curriculum handbook, and the "how-to" of creating a curriculum handbook for your college. (Effective Practices Strand)

Achieving the Balance Between Academic Freedom and Compliance

Michelle Grimes-Hillman, Kenna Hillman (TBD), David Morse

Title 5 §55002 requires that all instructors follow the official Course Outline of Record (COR) across all course sections taught. Additionally, the COR is the basis of many important processes: establishing articulation/transfer agreements, C-ID approval, creating degrees and certificates, and establishing and reviewing prerequisites. Clearly the integrity of the COR is imperative, but does this mean that every faculty member must teach every course section in exactly the same manner? What about ensuring the academic freedom of the faculty? Please join us for a discussion on how to create a COR that allows faculty to be creative and innovative while still preserving the structured standards for course quality and content.

Friday, 14 July 2017

9-10:15 Breakout Session #4

Training the Curriculum Committee

Dolores Davison,
Nili Krischner

For the Curriculum Committee to function well, its members need to know the guidelines and standards of their local curriculum process, relevant title 5 and education code regulations and statutes, where their authority rests, and the roles and responsibilities of each member of the committee. This breakout explores the basic information that every curriculum committee member needs to know in order to be an effective participant in this committee. Participants will be able to use this presentation as the basis for similar presentations to their local curriculum committees. (Basics Strand)

Curriculum and Accreditation

Stephanie Curry

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is essential for understanding the accreditation process. In this breakout, learn about the interplay of curriculum requirements in relation to the requirements of accreditation, and changes occurring in the accreditation process going forward. (Statewide Strand)

Breaking the Codes (TOP, CIP, SAM, CB)

Michelle Grimes-Hillman

Courses and programs have required data elements that appear to be complex. Join us behind the green curtain as we lock the mysteries of the coding universe. (Effective Practices Strand)

Working with Your Regional Consortia

Karen Daar (Facilitator)

Julie Pekhonon

Do CTE programs need to go through a different program review process? What is the role of the regional consortia? What about Advisory Boards? Deputy Sector Navigators are supposed to help a college identify which CTE programs are needed in a region. Who are the DSNs? What is their relationship with the regional consortia and with other groups? This breakout explores how to effectively work with your regional consortia, advisory boards, and DSN. (CTE Strand)

Succession Planning/Attracting New Faculty

Michael Wylly

Many local academic senates have a process for recruiting and grooming faculty to prepare them to serve on the academic senate and in leadership roles. It should be noted that the Curriculum Chair is also a leadership role. The depth and breadth of knowledge needed to be an effective Curriculum Chair is extensive. In this breakout, attendees will have an opportunity to learn about and engage in dialog regarding succession planning for the Curriculum Chair.

Curriculum Development and Serving Students with Disabilities

Do you have questions about academic accommodations and how to assess your learning materials and assignments for accessibility issues? Are you aware of the resources that are available to assist you in designing and delivering curriculum that can effectively be used by all students? At this breakout, attendees will learn about the requirements, resources, and common practices for successfully meeting the needs of students with disabilities through effective curriculum design. (Equity Strand)

Program Viability

Randy Beach

Marie Boyd

The recent focus on the requirements of CTE programs to demonstrate biannually their efficacy to train students for employment and the implementation of incentive funding for CTE programs (17% Committee) has also placed a stronger focus on viability of all programs throughout the college. Whether colleges are developing new programs or evaluating and updating existing ones, each college is required to have a program viability process that is both effective and collegial and addresses all types of programs. This session will provide participants with strategies to consider when reviewing programs using evidence-based analysis.

Counseling, Articulation, and Curriculum

Michelle Sampat (Facilitator)

Tiffany Tran

Need counselor

What roles are your counseling faculty and articulation officers playing in the curriculum design and approval processes at your college? How can having these key players involved make your processes more streamlined? Come learn why and how these faculty members should be an integral part of the college curriculum processes. (Pathways Strand)

10:30-11:45am Breakout Session #5

The Credit Hour

Michelle Sampat

Erik Shearer

The relationship between student learning hours and credit hours (or units) has been a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, directed clinical study, and clock hour programs. (Basics Strand)

Aligning TOP Codes project

Have you ever tried to compare data with other "similar" programs across the state? How do we know when programs at different colleges would lead to similar professions? Comparisons like these often begin by looking for programs with the same Taxonomy of Programs (TOP) code. Many colleges have found that there is little to no uniformity in the TOP codes used by CTE programs which makes comparing "similar" programs frustrating. Please join us for an update on a project involving ASCCC, WestEd, and Centers for Excellence to assist colleges with identifying the "best" codes for each program. (Statewide Issues Strand)

Course Sub/Reciprocity In Local Degrees/Certs/ADTs/GE

Randy Beach

Tiffany Tran

Given the number of students that are “swirling” around the state, it comes as no surprise that the number of requests for course reciprocity between community colleges is increasing. What is course reciprocity and how does this affect our associate degrees and certificates? In this breakout, attendees will learn how to implement effectively a reciprocity process that can eliminate barriers for students while at the same time cut the cost of higher education and reduce the necessity of course repetition.

Prerequisites

David Morse

Michael Wylly

Questions about prerequisites, co-requisites, and advisories are causing confusion at many colleges, as colleges that use content review to establish prerequisites in reading, written expression, and mathematics are required to develop an implementation plan that includes assessment of the impact on students, in particular whether or not disproportionate impacts on specific populations of students are observed. This breakout explores how the process is working in different settings, the critical steps necessary for local implementation, and tools/resources participants can take back to their campuses to begin the discussion locally. (Effective Practices Strand)

Effective Practices for Creating and Using Certificates

Kim Schenk

With the use of certificates as part of the 17% incentivized funding coming through the \$200 million in Doing What Matters monies, interest in low unit certificates is at an all time high. What role can certificates play in increasing student completion? What kinds of certificates are appropriate? Come to this breakout to discuss effective practices for the development and implementation of low unit certificates. (CTE Strand)

Legislative Issues and Curriculum

In recent years, the legislature has become more involved in trying to change curriculum processes and results through legislation. What can be done to educate campuses and faculty about the concerns regarding these legislative mandates, and what is coming in the next year? We'll use our crystal ball to try to determine the upcoming areas of legislative interest in regards to curriculum. (Statewide Issues Strand)

Curriculum and Emotions – Solving Problems and Resolving Conflicts

Michael Bowen (Facilitator)

Julie Bruno, Michelle Grimes-Hillman

Running an effective meeting and getting work done challenges even the most talented curriculum chair. How do you resolve conflict within the committee? How do you ensure that your processes are effective and fair while dealing with individuals that might be a challenge? This breakout explores effective practices for communication before, during, and after curriculum meetings. (Effective Practices Strand)

Credit for Prior Learning

Dolores Davison

Barbara Illowsky

As more students are arriving to colleges with experience from prior work or military service, colleges are confronting the question of how to appropriately award college credit that is appropriate and accurately reflects the prior experience. The Online Education Initiative and the ASCCC, in conjunction with a work group from the Chancellor's Office, are exploring models whereby students can receive credit without compromising the overall integrity of a program. This breakout will update attendees about these efforts, along with a discussion of how colleges may want to begin to look at the question of credit for prior learning. (Equity Strand)

12-2:15 Lunch

Foundation Update (?)

General Session #3 Civic Engagement Across Curriculum /Protecting the Learning Environment

Randy Beach (Facilitator)

Michelle Sampat

Martin Ramey

Academic Freedom and Academic Integrity, both academic and professional matters, celebrate and protect teaching and learning through free inquiry and the exchange of ideas. Our commitment to inclusivity, dignity and respect for our diverse student body, faculty and staff celebrates and protects the core values of Academic Freedom, wherein we may challenge ideas without threat or fear of retaliation, including actions on the part of the College or the government, regardless of gender identification, sexual orientation, nationality, language, disability, immigration status, ethnicity and/or faith. Given recent national focus on immigration and immigration status, as well as attacks on reforms and protections for some of our most vulnerable students, many Colleges have worked to engage our communities in civic discourse to safeguard the learning environment. This session will explore various strategies, approaches and challenges explored by local senates across the state.

2:30-3:45 Breakout Session #6

Placing courses in disciplines (Repeated from Breakout #3)

Placing courses into disciplines is one of the most confusing tasks that curriculum committees face, and it becomes even more difficult when there is no corresponding discipline title in the Disciplines List. This breakout will cover the requirements and the major questions to ask when placing courses in a discipline. (Basics Strand)

Educational Program Development, AB 1985, the ASCSU QRTF, and Intermediate Algebra Competency – What are they, what has been done, and what’s next?

Randy Beach
Ginni May

Participants will be updated about the latest work of the ASCCC Educational Policies Committee and the Intersegmental Curriculum Workgroup (ICW) and have an opportunity to join their colleagues in an informed discussion on what lies ahead. Topics will include: the state of the Paper on Effective Practices for Educational Program Development (Resolution 9.02 Spring 2016); Advanced Placement Examination General Education Credit Policy (AB 1985); the Academic Senate of the California State University Quantitative Reasoning Task Force Report and Recommendations (Resolution 15.01 Fall 2016), and the recent addition of intermediate algebra competency to 9 TMCs. (Pathways Strand)

Distance Education Regular and Effective Contact Practices

Dolores Davison

Curriculum Committees are required to separately approve all proposals for distance education courses to ensure that online instruction is delivered through regular and effective contact (Title 5 § 55204 and U.S. Department of Education 34 C.F.R. § 602.3). This breakout explores effective practices for regular and effective contact, and how to train your curriculum committee to critically review distance education proposals for instructional methods that ensure regular and effective contact. (Effective Practices Strand)

Opening Access, Increasing Success, and Confronting Inequity: The Case for Establishing Co-Reqs and Multiple Measures Placement in Transfer-level Math and English

Michael Wylly (Facilitator)
Joshua Scott, English, Solano Community College
Tammi Marshall, Math, Cuyamaca College

In the last several years, co-requisite models and using high school performance as the primary method of multiple-measures placement have captured national attention due to their effectiveness in increasing completion of college math and

English and decreasing troubling equity gaps in the attainment of these outcomes. Several community colleges in California have also incorporated both Multiple Measures placement and co-requisite support in their transfer-level composition and math classes, and in doing so they have transformed the academic trajectory and experience for the majority of their students, and in the process significantly decreased disproportionate impact. The presenters will share the rationale for these changes and the results on their campuses. Participants will also learn how the presenters' departments successfully navigated these changes through the Curriculum Committee as well as issues that arose during the process of implementation and scaling. (Equity Strand)

Follow Up from Civic Engagement Panel

Martin Ramey
Michelle Sampat

This follow-up breakout sessions gives you the opportunity to dive more deeply into the issues surrounding civic engagement in curriculum and in our classrooms.

Local Plans and Curriculum Design

CTE LC

Of the \$200 million in Strong Workforce funding, 60% is allocated to colleges to invest in coordinated efforts to increase CTE enrollments and to improve the quality of CTE programs. This session will provide an overview of local planning efforts around curricular design and the important role curriculum committees play in ensuring this is a faculty-driven process. (CTE Strand)

Curriculum Specialists Roles and Responsibilities

Marilyn Perry
Marie Boyd

Curriculum specialists play an essential role in the college curriculum process, and the work can be daunting for those new to this role. In this breakout the role of the curriculum specialist is reviewed, and helpful information on how to not only survive but to thrive in this position is provided by seasoned curriculum specialists. (Basics Strand)

California Guided Pathways – Needs Description

Julie Bruno
Linda Collins
Teresa Tena

An influx of new monies has made the Guided Pathways project a topic of great interest. This breakout will provide background and context for the Guided Pathways Project, as well as information about the project going forward.

4-5:15 Breakout Session #7

Curriculum Basics for Allies

Marie Boyd
Michelle Sampat

Curriculum must be a continuous priority on every campus and should involve the input and attention of faculty and administration, especially those who are not part of the curriculum committee. This session will focus on the communication links and processes necessary to ensure a smooth and balanced curriculum process on your campus. (Basics Strand)

Chancellor's Office Curriculum Inventory (COCI)

Mark Cohen
Nili Krischner

The new Chancellor's Office Curriculum Inventory (COCI) is finally in place and active. What are the current capabilities of the inventory, and what will we be able to look forward to in the future? (Statewide Issues Strand)

Distance Education: In COR or as an Addendum, and Other DE Curriculum Issues

Michael Bowen (Facilitator)
Stephanie Curry
Michael Heumann

Where does course modality fit in the curriculum development and approval process? Why do distance education courses undergo a separate curriculum approval process? What elements are important in that process that may not be a part of the normal development and approval process? Attendees in this breakout will be informed about the requirements regarding curriculum for teaching courses in a distance education modality and will consider some examples of processes for approving courses to be offered via distance education.

Cultural Competency Across the Curriculum

Randy Beach
Dolores Davison
EDAC members?

Central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionately impacted student populations is having a sense of our student's capacity as learners and knowing that our students learn and demonstrate their learning better in culturally sensitive learning environments. In a culturally-sensitive environment, students' prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty sometimes struggle with strategies to create it. How are faculty at your college achieving this? Is the institution as a whole engaged in supporting cultural-sensitive

instruction? Are there models to promote cultural competency across the curriculum? Practitioners will provide models and examples to consider when working to make progress in this area locally. (Equity Strand)

Apprenticeship

Apprenticeship programs have increasingly garnered more attention from both the state and national governments as a means by which to provide paid workforce experience to students while they complete a role of study. Curriculum design and review plays an important role in the development of apprenticeship programs that will meet the needs of industry and the colleges. This breakout will provide the opportunity to dialog about effective practices for colleges in supporting rigorous and appropriate apprenticeship programs. (CTE Strand)

Course Objectives to SLOS/PLOs/GELOs

Diana Hurlbut

Student learning outcomes are expected to be statements of the impact of curriculum and teaching on students, as they measure what a student can do after experiencing curriculum developed by faculty. Yet, faculty still are challenged to see outcomes as a curriculum matter and more as ancillary to the course outline. In this breakout, presenters help connect the dots between objectives and outcomes at the course and program level in order to help faculty find more meaning and value in assessing outcomes. (Effective Practices Strand)

Pathways and Ramping up to CTE

With the infusion of Strong workforce funding into our CTE programs there is increased pressure to provide seamless pathways from education to employment for our students. This interactive session will showcase one effective model and discuss strategies for implementation on local campuses.

Dual Enrollment and High School Articulation

Donna Greene

Kim Schenk

Michael Wylly

With the passage of AB288 (Holden, 2015), changes to Title 5, and subsequent legislation, many colleges became interested in expanding their offerings to high schools. While this was occurring, several groups, including the ASCCC and the Chancellor's Office, participated in workgroups designed to create effective practices and work with colleges to assist in developing dual enrollment opportunities as well as more streamlined high school articulation agreements. This breakout will update participants on the status of dual enrollment programs around the state (both CCAP and non-CCAP programs) and the high school articulation Title 5 changes and provide information and advice

for those thinking about working more closely with their local high schools.
(Pathways Strand)

Saturday, 15 July 2017

9-10:15am Breakout Session #8

The Credit Hour (Repeated from Session #5)

Michelle Sampat
Erik Shearer

The relationship between student learning hours and credit hours (or units) has been a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, directed clinical study, and clock hour programs. (Basics Strand)

Table Discussions with the CCCCCO

Dolores Davison (Facilitator)
Patti Blank
Jackie Escajeda
David Garcia
Njeri Griffin
Rhonda Mohr

Have a burning question that you want to ask a member of the Chancellor's Staff? The team from Academic Affairs will be available to answer questions and field inquiries. (Statewide Issues)

Pathways and Ramping into Credit

Noncredit courses and programs can be used to create access for under-served populations. As an entry point, noncredit can lead to employment, but it can also lead to credit coursework in general studies, transfer studies, and technical education studies. Whether your college is exploring the formal structure of guided pathways or just looking for a way to invite more students into credit, explore the ways in which noncredit can be used as part of a pathway toward credit or career. (Noncredit Strand)

CTE Hot Topics

Many hot topics are appearing around the 17% Committee, including college level data driven planning for program development with respect to the SWP and the need to involve faculty and CIOs. How do you involve the necessary stakeholders in CTE discussions? What else is going on with CTE that you might have heard rumors about? Come to this breakout to get all the answers you have been wondering about. (CTE Strand)

GE Bloat and Sequencing

The Guided Pathways train has left the station! Whether your college is engaged in Guided Pathways or another pathway program designed to clarify and simplify the path to graduation and/or transfer, it is time for faculty to take a serious look at their GE Course offerings and the sequencing of their course offerings. This breakout will provide information on requirements and good practices for course scheduling, which must be considered when determining GE course offerings and course sequencing. (Pathways Strand)

Where the CBA Meets Curriculum

Troy Myers
Michael Wyly

The design and vetting of curriculum and the assigning of the appropriate Carnegie unit value to a course is appropriately at the heart of any curriculum approval process. Yet, where student load and faculty load meet can create discord. What impact should faculty workload considerations have on curriculum design? How might we accommodate workload considerations as a part of curriculum approval processes? This breakout will highlight the effects of curriculum design on faculty workload to explore ways local curriculum committees might address issues related to faculty workload with union and administrative partners.

Ensuring Proper Placement of Students

From placement tests to high school transcript data, colleges are using various techniques to place students into courses in mathematics, English, and English as a Second Language (ESL). Projects like the Multiple Measures Assessment Project (MMAP) and the Common Assessment Initiative (CAI) have been working hard to develop and research new placement tools that will serve out unique student population. Please join us for a discussion on different measures that can be used to effectively place students into courses and increase the chances of success.

Updates on the PCAH/Title 5

Jackie Escajeda(Facilitator)

The 6th edition of the Program and Course Approval Handbook is available. This breakout will cover the changes that are encompassed in the new PCAH along with the Title 5 changes necessary to support it.

10:30-11:45 General Session #4

Training on Chancellor's Office Certification

Dolores Davison
Jackie Escajeda
Virginia Guleff
Pam Walker

Now that streamlining is going to be taking place at the Chancellor's Office, it is more important than ever that local curriculum committees, specialists, and administrators be aware of their roles and responsibilities within the curricular process. This session, which will feature the introduction of a training template, will provide chairs, specialists, and administrators with the information they need to ensure that their committees are ready to take on the responsibilities of local approval when the fall terms starts.

DRAFT



Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation Directors		Month: June	Year: 2017
		Item No. II C	
DESIRED OUTCOME: The Executive Committee will consider for approval the officers for the Foundation Board for 2017-18.		Attachment: NO	
		Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	X
STAFF REVIEW ¹	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Foundation Board currently consists of a total of six directors: five are current or retired faculty members with three directors recommended by the President and appointed by the Executive Committee, two (2) directors appointed by the Foundation Board, and one (1) ex officio, non-voting director, the Executive Director (the Academic Senate Executive Director).

In consultation with the Foundation Board, President Bruno is recommending that the Executive Committee approve the following members to serve as Officers of the Foundation Board.

- President: Craig Rutan (prior year as treasurer)
- Treasurer: Cheryl Aschenbach
- Secretary: John Freitas

Members will discuss and consider for adoption the recommendation of President Bruno.

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

Executive Committee Agenda Item

SUBJECT: A ² MEND		Month: June	Year: 2015
		Item No: II. D.	
DESIRED OUTCOME: The Executive Committee to consider a partnership with A ² MEND on their March conference		Attachment: NO	
		Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Action	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:

The Academic Senate partnered with A²MEND on their conference in March 2017. Their mission is consistent with the ASCCC and states, "The African American Male Education Network and Development (A²MEND) organization is comprised of African American male administrators who utilize their scholarly and professional expertise to foster institutional change within the community college system. We aim to create an affirming academic and professional environment for African Americans with a particular focus on African American male students, faculty, staff, and administrators." This year, they did experience an increase of faculty participation in their event – more than 300 faculty.

They would like to partner again with the ASCCC. The following is a proposal for how ASCCC could partner with A²MEND:

- Coordinate a faculty track for the conference via EDAC including call for proposals, selection of presenters, and facilitation of sessions;
- Assist with promoting the event;
- Allow use of ASCCC name and reputation to advertise the conference; and
- Provide scholarships for faculty to attend the event.

The Executive Committee will consider for approval partnering with A²MEND on their conference and ask the EDAC to make recommendations about how to partner with them in the future.

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



Executive Committee Agenda Item

SUBJECT: Periodic Review Report Recommendations		Month: June	Year: 2017
		Item No. II. F	
DESIRED OUTCOME: The Executive Committee will consider for approval the proposed actions to the ASCCC Periodic Review Report.		Attachment: YES	
		Urgent: NO	
		Time Requested: 5 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2014, the delegates adopted Resolution 01.02 which provided the guidelines and criteria for the Periodic Review of the Academic Senate for California Community Colleges. The purpose of the Periodic Review is to “provide internal and external stakeholders assurance as to the ASCCC’s quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures.” The first review began in Fall 2016 and concluded with a report to the delegates at the 2017 Spring Plenary Session. The Periodic Review Report contained a number of commendations and recommendations (summarized in the attachment). The Executive Committee will consider for approval actions in response to the Periodic Report as well as how to report out to the body in Fall 2017 of these actions.

Link to the Periodic Review Report: <http://www.asccc.org/content/periodic-review-report>.

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

Periodic Review Recommendations
Draft
April 30, 2017

	Periodic Review Recommendation	ASCCC Proposed Action
Mission	a) A clear timeline and process for review, affirmation, or modification of the Mission statement should be identified, possibly with the timeline for periodic review – every four years.	Review mission statement every four years prior to the Periodic Review.
	b) While there is a clearly written Mission Statement, during review, it was difficult to identify the process for modifying or updating the statement other than researching a multitude of resolutions spread over several plenary sessions. The exact date of adoption of the current statement was not identified by a quick review. It is the opinion of the committee that extensive research should not be necessary.	Develop process for updating the mission statement. Post the date the current mission statement was adopted on the Mission webpage when modifications are made.
	c) A longer time line for the committee to review the standards developed and submit their findings – potentially starting the process with the committee selection and “first meeting” prior to the Spring Plenary of the year prior to the review with the report the following spring.	Identify and convene the Periodic Review Committee in Fall prior to the review (year 3).
	d) A self–study conducted by the Executive Committee and Executive Director to provide a base of data for review and validation by the committee.	Develop a self-study questionnaire to be completed by the Executive Committee.
	e) Surveys of the Executive Committee relevant to the standards but also of Senate President’s throughout the state, at a minimum, in regards to their experience and observations in the review areas.	Survey local senates prior to the Periodic Review to inform the committee.
	f) The Mission statement could be more prominently displayed at Senate conference, workshops, as well as posted and printed material.	The mission statement is already printed on plenary programs. Consider whether to print the mission statement more broadly.
	g) A review of communications policies and practices within the organization should be initiated to avoid the perception that the Executive Office is not responsive to inquiries and needs of Senate members as stated in the Mission Statement. The 2016 survey addressed	Include question on the Local Senate Survey about communication and responsiveness of the Senate Office and Executive

	communication with the Executive Director by Executive Committee members; it may be good to expand research on communications with local Senate members within the organizational structure.	Committee members to requests and questions from the field.
Governance	The PRC concludes that more time to conduct Periodic Reviews would provide an opportunity to collect data from committee members, community college senates, senate presidents, survey plenary attendees, etc. In addition, ASCCC should provide a comprehensive self-evaluation report to the committee so a more thorough periodic evaluation could be conducted.	Same recommendation as previous – more time (selection and convene committee in Fall in third year; develop self-study).
	Review the website to ensure information is up to date. For example, the orientation agenda on Materials page is out of date	Create a process to ensure that the website is current.
	Since the Academic Senate is directed by the resolutions adopted at each Plenary, it is highly recommended that transparent, easily accessible follow through and communication about each resolution is implemented.	Create a process to ensure that the resolution status has been updated for all resolutions.
Responsible Fiscal Stewardship	It is highly recommended that more time be allotted to conduct a periodic review. Allotting more time will enhance the committee’s efforts to collect data from committee members, community college senates, plenary attendees, etc.	Same as above – begin selection of committee members in Fall and hold orientation for the committee prior to the beginning of the Periodic Review in Spring
	It is recommended that ASCCC complete a comprehensive self-evaluation report prior to developing a review committee. This action will improve cross referencing data to goals, objectives and plans.	Same as above – Develop a self-study questionnaire to be completed by the Executive Committee and the Executive Director.
	The survey did not contain a Fiscal Responsibility section. Recommend to updating the survey to include this important section.	The survey includes “Budgeting, Finances, and Fund Raising”. Consider changing this to “Fiscal Responsibility”.
Professional Integrity	To broaden the scope of feedback going forward, it is recommended that the Academic Senate survey its constituents in the field about how they perceive the professional integrity of the Executive Committee and the Academic Senate as a whole.	As noted above -- Survey local senates prior to the Periodic Review to inform the committee.

	<p>It is also recommended that the Academic Senate create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues, which is accounted for in a self-study that substantiates there are no professional integrity issues.</p>	<p>Add question to self-study that addresses this recommendation.</p>
<p>Openness and Disclosure</p>	<p>While the ASCCC website appears to provide accessibility, openness, and disclosure, it is recommended that a survey, or similar mechanism, be provided to local senate presidents and member senates to verify accessibility and validate these findings.</p> <p>The Review Committee recommends that a round table and/or survey to local senate presidents and member senates should be conducted to evaluate that ASCCC consistently delivers information timely to local senates and constituent groups.</p> <p>The Review Committee finds that further research must be conducted in order to assess if the information provided via website and plenary events fully and honestly reflects ASCCC's policies and practices.</p>	<p>Add question to the local senate survey to understand whether or not the ASCCC website provide accessibility, openness, and disclosure.</p> <p>Same as above – add question to the local senates survey about the timely response of Senate Office and Executive Committee to requests from the field. Additionally, facilitate round-table discussions at Leadership and plenary sessions.</p> <p>Determine how best to address this recommendation.</p>
<p>Inclusivity and Diversity</p>	<p>In reviewing the recent Survey Monkey results of the ASCCC Executive Committee Evaluation, the Governing Documents section did not address inclusivity and diversity. The PRC recommends that a question/statement regarding this area is included in a self-study.</p> <p>The committee also recommends that the ASCCC review and update the inclusivity statement. In particular, the last word in the statement (“the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society”) to be changed to “serving students in the California community colleges”.</p>	<p>Same as above – add question to the Executive Committee self-study regarding inclusivity and diversity.</p> <p>Review the ASCCC Inclusivity Statement.</p>

Grants, Programs, and Planning	A self-study would be helpful in seeing how the grants align with short and long-term goals of the Strategic Plan. Furthermore, a self-study could also demonstrate how the funds were allocated and how successful the grant initiatives were.	Add question to self-study on how the grants align with short- and long-term goals of the Strategic Plan including how the funds were allocated and how successful the grant initiatives were.
Programs	A self study and survey to local senates is suggested to evaluate programs.	Add question to self-study and local senate survey to evaluate the effectiveness of programs including local senate visits, technical assistance, committees, papers, etc.
Planning	No recommendation	

Recommendations Made at Breakout Session During Plenary Session

Process	<ul style="list-style-type: none"> ● Methodology: Does this methodology work? <ul style="list-style-type: none"> ○ General observations ○ Findings and evidence ○ Conclusion ● Pool of Candidates: the PRC had limited experience with the ASCCC. Maybe consider modifying the pool to be local senate presidents who have attended prior two years. ● Conduct orientation with President and Executive Director: Past year the Executive Committee and staff stayed out of the process. However, in hindsight, the committee would have benefited from an orientation to the ASCCC including the ability to interact with the president and executive director as well as interviewing Executive Committee members. ● Marketing: The Executive Committee should market the Periodic Review to alert senate presidents about the importance of the review. ● Publish are report on the actions taken by the Executive Committee in the Fall Annual Report. ● Develop a metric or rubric for the Periodic Committee to use in its review. ● Create an expectations document for the Periodic Committee members. ● Review the areas of emphasis and potentially help guide the work of the Periodic Review to those areas where the Executive Committee needs feedback while also being clear not to control the process.
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Executive Committee Agenda Item

SUBJECT: OER Task Force Charge		Month: June	Year: 2017
		Item No. II. G	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the charge for the Open Educational Resource Task Force	Urgent: NO	
		Time Requested: 10	
CATEGORY:	Action	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:

The ASCCC formed an OER Task Force in 15 – 16 to explore the current climate of open educational resources. This year, the task force continues the initial work and has developed a charge for consideration from the Executive Committee. Below is a draft charge.

ASCCC OER Task Force Charge

The ASCCC Open Educational Resources (OER) Task Force will identify ways to institutionalize the use of OER in the California Community Colleges (CCCs). The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

Through recommendations to the Executive Committee, the OER Task Force will facilitate the use of OER and provide professional development and guidance to faculty in developing and implementing OER materials.

The Executive Committee will consider for approval the above charge of the OER Task Force moving forward.

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

Executive Committee Agenda Item

SUBJECT: Resolutions Assignments		Month: June	Year: 2017
		Item No: II. H.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to the Resolutions Handbook	Urgent: Yes	
CATEGORY:		Time Requested: 15 minutes	
REQUESTED BY:	Randy Beach	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Per the Resolutions Handbook, “At the first Executive Committee meeting following the plenary session, the Resolutions Chair submit 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” (19-20).

The Resolutions Committee met and has provided the recommendations for assigning passed resolutions. There were no referred resolutions from the Spring 2017 plenary session. The president, vice president, and the executive director met and modified the recommendations. The attachment reflects the recommendations that are for consideration for approval by the Executive Committee.

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

Resolution #	Year	Title	Assigned	Notes
3.00	S17	EQUITY AND DIVERSITY		
3.01	S17	<u>Revise the Paper A Re-examination of Faculty Hiring Processes and Procedures</u>	EDAC	
3.02	S17	<u>Support for Marginalized Students</u>	EDAC	
3.03	S17	<u>Support for Students with Deferred Action for Childhood Arrival (DACA) Status</u>	EDAC	prepare letter, rostrum or breakout
5.00	S17	BUDGET AND FINANCE		
5.01	S17	<u>Sustainable Funding for Inmate Education Programs</u>	President	
6.00	S17	STATE AND LEGISLATIVE ISSUES		
6.01	S17	<u>Support for AB 204 (Medina, January 23, 2017)</u>	President	
6.02	S17	<u>Opposition to AB 387 (Thurmond, February 9, 2017)</u>	President	
6.03	S17	<u>Opposition to AB 247 (Bocanegra, April 18, 2017)</u>	President	
6.04	S17	<u>Oppose Limiting the Local Implementation of Multiple Measures</u>	President	
7.00	S17	CONSULTATION WITH THE CHANCELLOR'S OFFICE		
7.01	S17	<u>Improve the Basic Skills Funding Formula</u>	Basic Skills Advisory	
7.02	S17	<u>Online Training for College Staff to Support Formerly Incarcerated</u>	President	Feedback (create)
7.03	S17	<u>CCCApply and Adult Education Schools</u>	Noncredit	prepare letter,
7.04	S17	<u>Accessing Data on LGBT-Identified Students from the CCCApply</u>	President	
7.05	S17	<u>Chancellor's Office Support for Veterans Resource Centers</u>	President	feedback (create)
9.00	S17	CURRICULUM		
9.01	S17	<u>Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes</u>	Accreditation	
9.02	S17	<u>Adopt the Revised Paper The Course Outline of Record: A Curriculum Reference Guide</u>	Executive Director	
9.03	S17	<u>Addressing the Needs of Students Impacted by the Changes to Course Repetition</u>	Ed Policies	
10.00	S17	DISCIPLINES LIST		
10.01	S17	<u>Disciplines List - Public Safety</u>	Executive Director	
10.02	S17	<u>Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master's Degree</u>	S&P	
10.03	S17	<u>Review Experience Definitions for Disciplines Not Requiring a Master's Degree</u>	S&P	
10.04	S17	<u>Review Experience Definitions for Disciplines Not Requiring a Master's Degree</u>	S&P	
10.05	S17	<u>Equivalency Resources for Local Senates</u>	S&P	

10.06	S17	<u>Inclusion of Apprenticeship Faculty Minimum Qualifications in the Disciplines List</u>	S&P	
11.00	S17	<u>TECHNOLOGY</u>		
11.01	S17	<u>Using Savings from Adopting Canvas</u>	Online	letter, rostrum,
11.02	S17	<u>Expansion of the Online Courses Exchange</u>	OEI Representatives	
12.00	S17	<u>FACULTY DEVELOPMENT</u>		
12.01	S17	<u>Professional Development College Modules on Noncredit</u>	Executive Director	
12.02	S17	<u>Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development</u>	Ed Policies	letter, rostrum, breakout
13.00	S17	<u>GENERAL CONCERNS</u>		
13.01	S17	<u>Support for Federal Funding of Arts and Humanities Programs</u>	President	
17.00	S17	<u>LOCAL SENATES</u>		
17.01	S17	<u>Academic Senate Involvement in and Sign-off on Grants and Initiative</u>	President	
17.02	S17	<u>Adequate Support and a Designated Point Person for Formerly Incarcerated Students</u>	President	It seems like this should go to a committee to do the outreach to local letter, rostrum,
17.03	S17	<u>Local Senate Purview and Apprenticeship Programs</u>	Curriculum	
		<u>FAILED RESOLUTIONS</u>		



Executive Committee Agenda Item

SUBJECT: Revisions to the Resolutions Handbook		Month: June	Year: 2017
		Item No: II. I	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to the Resolutions Handbook	Urgent: No	
CATEGORY:		Action	Time Requested: 10 minutes
REQUESTED BY:	Randy Beach	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Resolutions Committee, in a thorough review of the resolutions process, has identified the need to update and provide clarifications to the Resolutions Handbook.

In addition to reviewing and approving the handbook changes, the Executive Committee should determine if the changes need to be approved by the body also at the upcoming Fall 2017 plenary session.

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

Resolutions Handbook

Academic Senate for California Community Colleges

Resolutions Committee

Adopted by the body Fall 2014

Revised by the Executive Committee Spring 2017

Foreword

The purpose of this handbook is to unify all of the resolutions process documents of the Academic Senate into a single, publicly accessible document that brings transparency to the process that is central to the work of the Academic Senate. It is a compilation of the four existing Academic Senate documents on the resolutions process: the internal Executive Committee document “Resolutions Philosophy, Procedures and Process” adopted by the Executive Committee in June 2012, the “Resolutions Committee Manual” approved by the Executive Committee in December 2008, and the “Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures” documents that are distributed to the body at each plenary session and are revised as needed by the Executive Committee. At the January 3-4, 2014 Executive Committee meeting, the Executive Committee approved the following recommendation brought forward from the Resolutions Committee:

The resolutions writing guide, the executive committee resolutions manual, and the philosophy document should be reconciled with each other and merged into a unified and publicly available document.

In accordance with this approved recommendation, the 2013-2014 Resolutions Committee compiled all of the resolutions documents into this unified “Resolutions Handbook.” Upon adoption of by the body, this handbook becomes the official Academic Senate document that describes the resolutions process and replaces all previous resolutions process documents.

Part I: Philosophy

The purpose of this document is to explain the underlying philosophy of the resolution process used by the Academic Senate for California Community Colleges (ASCCC or Academic Senate), and to affirm existing processes that work well for the development, discussion, adoption, and implementation of resolutions.

DEMOCRACY: A MESSY ENTERPRISE

The Academic Senate acknowledges that democracy can be a messy enterprise. Whereas top-down governing processes found in monarchies and dictatorships are incredibly orderly, democracies typically employ chaotic, bottom-up processes with lots of conversations, multiple levels of politicking, and rapid changes of opinion. The Academic Senate understands that there is often impatience with the pace of democratic decision-making: that it takes too long, that it's a waste of time, and that things would be better if the process could just be streamlined; however, the Academic Senate, as a member of the academy, affirms that over time robust democratic processes tend to produce superior policy decisions. Although it is tempting to try to manage democratic processes in order to reach a conclusion quickly or to engineer a result that is perceived best for the collective good, the Academic Senate strives instead to accept, and even embrace, the essential chaos of democratic decision-making and to trust the process.

It should be noted, however, that strong democratic processes are not a total free-for-all. Some solid foundational agreements must be established in order for democratically controlled organizations to function effectively. Agreements on operational procedures and timelines must be established before democratic debate begins in order to create a level playing field that respects and treats participants and groups equally, and judges ideas and opinions solely on their merit and not on extraneous factors.

RESOLUTIONS: THE PRIMARY MECHANISM FOR SETTING POLICY

The Academic Senate employs the formal use of resolutions to identify and record the will of the academic senates of the California community colleges. The Academic Senate relies on formal resolutions to set direction for the organization as a whole. Members of the Academic Senate Executive Committee and its standing and ad hoc committees implement adopted resolutions to respond to issues, to conduct its work, and to take action. When new issues and situations emerge, the Executive Committee works with its committees and task forces to develop resolutions for consideration by the body at plenary sessions in order to determine the will of the organization as a whole. It is only in rare circumstances in which an issue is pressing and available time does not permit the adoption of a formal position by the body and a previous position does not exist that the Executive Committee or President may take a position or initiate an action independent of direction from existing or adopted resolutions by the body.

RESOLUTIONS: BORNE OUT OF ISSUES

It is the job of the Academic Senate Executive Committee, along with its standing and ad hoc committees, to research underlying issues and problems related to academic and professional matters. The initial goal is to understand the issue, concern, or problem as completely as possible. After an issue has been considered, investigated, and discussed thoroughly, the Executive Committee makes every effort to educate the body about the issue through mechanisms such as plenary breakout sessions, *Rostrum* articles, regional

meetings, webinars, and/or adopted papers. In many instances, before the Academic Senate can take action on an issue, concern, or problem the adoption of a resolution is necessary by the body to provide direction. In these situations, it is the Executive Committee's responsibility to make sure that the body has accurate information and thoughtful arguments about emerging issues in order to promote a deeper understanding of the pros and cons of an issue. Plenary session attendees then debate the resolutions at the pro and con microphones and ultimately take a position on the issues. The Executive Committee acknowledges that education about an issue goes both ways and strives to be open to new information and arguments at all stages of the resolution development, debate, and adoption process.

Part II: Resolution Procedures

The Academic Senate for California Community Colleges meets biannually in Plenary session to adopt resolutions which become the basis for future Senate policies and which drive the work of its standing and ad hoc committees.

RESOLUTION PROCESS OVERVIEW

1. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area meetings for review.
2. Amendments and new pre-session resolutions are generated in the Area meetings.
3. Members of the Academic Senate meet during the plenary session in topic-based breakouts and give thoughtful consideration to the need for new resolutions and amendments.
4. At a published time in the plenary program, After all plenary session presentations are finished on the first day, members meet during an identified breakout to discuss submitted resolutions and amendments and to identify potential conflicts or issues the need for and develop new resolutions and amendments.
5. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadline each day. There are also Area meetings at the plenary session for discussing, writing, and amending resolutions.
6. New resolutions submitted on the second day of plenary session are held to the next plenary session unless the resolution is deemed urgent by the Resolutions Committee. The ASCCC Executive Committee will review the ruling of the Resolutions Committee and may confirm or overturn that decision.
7. The resolutions and amendments are debated and voted upon in the general sessions on the last day of the plenary session.

GENERAL RESOLUTION WRITING

- A. All resolutions must be properly constructed using the following criteria:
 1. Must be proposed by:
 - a. One of the standing and ad hoc committees and task forces of the

Academic Senate through the Executive Committee or by a member of the Executive Committee;

- b. A local senate;
 - c. Attendees at the Area meetings of the Academic Senate; or
 - d. Any registered faculty attendee at the plenary session and signed by four delegates as seconders.
2. Must be submitted in editable electronic format, and if submitted at plenary session, must be accompanied by the resolution signature form with the resolution title, the maker of the motion (the contact) and the signatures of four delegates who are seconding the motion.
 3. Must be limited to four “whereas” sections and four “resolved” sections.
 4. Must limit actions to those within the scope and purview of the Academic Senate for California Community Colleges and must state in the “resolved” portion the Academic Senate action. The Executive Committee determines the appropriate process for conveying recommendations to the Board of Governors, local senate, or other groups and individuals and, as necessary, assigns resolution responsibilities to Senate committees or personnel for implementation.
 5. May only urge or recommend policies and actions to local senates, the Board of Governors, the Chancellor, or other groups and individuals. An Academic Senate resolution cannot dictate that policies or actions be taken by other entities.
 6. Must list propositions by number and year. Refer to legislation in a resolution by date so that if the legislation is amended, the Academic Senate can revise its position if necessary. However, with both legislation and propositions, the resolution should focus on the principles and concepts therein, both in whereas and resolved statements.
 7. Assertions of fact in whereas statements should be supported by evidence with sources cited. When a resolution is adopted by the body, it adopts not only the resolved statements as positions, but also the whereas statements as statements of evidence in support of the resolved statements. Assertions of fact in whereas statements that are not supported by cited sources are simply opinions, may be erroneous, and may result in such whereas statements being amended or deleted.
- B. Assistance in writing resolutions is available from all Executive Committee members. ~~For specific assistance, contact~~ Area Representatives, committee chairs, or members of the Resolutions Committee.
- C. Resolutions that require substantial resources in time or funds will be carried out by the Executive Committee only if the resources are available.
- D. Except in rare instances, resolutions that attempt to address local problems cannot be considered. Rather, the issue must have statewide impact and should be framed in such a way to address the larger issue or principle.

RESOLUTIONS PRIOR TO AREA MEETINGS

- A. Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.
- B. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to follow the steps listed in the “Resolutions at Area Meetings” and “Resolution and Amendment Writing at the Plenary” sections below.

RESOLUTIONS AT AREA MEETINGS

- A. Area meetings of the Academic Senate are scheduled two to three weeks prior to the plenary session. Resolutions adopted and moved forward by the Executive Committee are reviewed at Area meetings along with:
 1. Resolutions drafted and brought forward to the Area meeting by faculty in that Area.
 2. Resolutions adopted by local senates in the Area.
 3. Resolutions developed during the Area meetings by those in attendance.

In addition, amendments to the resolutions forwarded to the Area meetings by the Executive Committee may be introduced.

- B. The Resolutions Committee of the Academic Senate reviews all pre-session and Area resolutions and amendments and combines, re-words, appends, or renders moot these resolutions and amendments as necessary. At this time the Resolutions Committee will update the resolution Consent Calendar based on the criteria stated in the “Resolution Consent Calendar” section of this handbook.
- C. After review by the Resolutions Committee and the President, all resolutions and amendments are provided to local senates in preparation for the plenary session. Copies of the resolutions and amendments are available to all plenary session attendees upon registration.

RESOLUTION AND AMENDMENT WRITING AT THE PLENARY SESSION

- A. All new resolutions or amendments written on the first day of plenary session must be submitted to the on-site Senate office by a time established in the program of events for the plenary session adopted by the Executive Committee.
- B. New resolutions submitted on the second day of the plenary session will be held to the next plenary session unless the resolution is deemed urgent by the Executive Committee.
 1. An urgent resolution means the following: A time critical issue has emerged after the resolution deadline on Thursday and new information is presented on Friday

which requires an established Academic Senate position before the next plenary session.

2. The Resolutions Committee will review the resolution and make a recommendation to the Executive Committee on the urgency of the resolution. The Executive Committee meets after the resolution deadline on the second day to consider the recommendations of the Resolutions Committee and determine whether those submitted as urgent should be presented for voting on the last day of session. If they are deemed not urgent, resolutions submitted on the second day are, at the discretion of the contact and the seconders, postponed to the next plenary session or withdrawn before publication in the resolutions packet submitted to the body on the third day of the plenary session. If the resolution is published in the resolutions packet to be carried over to the next plenary session, that resolution may only be withdrawn by a vote of the body at the next plenary session.

C. Amendments to resolutions must be moved

1. by consensus at Area meetings of the Academic Senate, or
2. by a registered faculty attendee at plenary session with four delegate seconders.

D. Amendments must be presented in writing to the Senate onsite office by the posted deadline of the second day of plenary session. Resolutions previously adopted cannot be amended.

E. The most recent edition of *Robert's Rules of Order Newly Revised* shall govern the scope and use of amendments.

F. The Resolutions Committee reviews all submitted resolutions and amendments and combines, re-words, appends or renders moot the resolutions and amendments as necessary.

Note: See procedures "Urgent Resolutions And Appeal Process For Resolutions Declared Non-Urgent" below for appealing a resolution declared non-urgent by the Executive Committee.

G. General Timeline:

1. Resolutions and amendments submitted by the posted deadline of the first day of plenary session will be available in hard copy for discussion and amendment at Area meetings on the second day of plenary session. The new resolutions packet is also posted on the plenary session web page the night before the second day.
2. Anyone who drafts an amendment or an urgent resolution on the second day of plenary session is required to attend a 45-minute breakout with the Resolutions Committee to address areas of potential conflicts or confusion identified by the Resolutions Committee that might result during resolution debate and voting on the final day (see the plenary session program for location and time). The breakout will also be attended by ~~Area Representatives and any~~ Executive

Committee members ~~who so desire~~. Not attending this breakout may result in the resolution or amendment not being included in the packet for the following day.

3. Amendments submitted by the posted deadline and any resolutions ruled urgent will be made available to all registered attendees by 7:30 a.m. on the third day of plenary session. The new resolutions packet is also posted on the plenary session web page the night before the third day.
4. It is the policy of the Academic Senate not to make changes in resolutions or amendments during the plenary session on the third day. Therefore it is strongly urged that the ~~authors~~ contacts of resolutions and amendments, or designees, as well as Area and committee chairs, read resolutions and amendments carefully on the night before the third day. Please bring any omissions or errors, preferably in written form, to the on-site Academic Senate office immediately so adjustments can be made. No changes can be made after the general session begins at 8:30 a.m.

RESOLUTIONS TO PURSUE TITLE 5 CHANGES

Resolutions directing the Academic Senate Executive Committee or the President to pursue changes in Title 5 can be both appropriate and necessary. However, because changes to Title 5 are significant actions that can have wide-ranging impact across the state, such resolutions should be considered very carefully. While no rule of the Academic Senate prohibits a resolution calling for an immediate decision on a proposed Title 5 change, in most cases a better strategy might be to begin with a resolution directing the Academic Senate to explore the change, through research, plenary breakouts, or other appropriate means. Such a process would allow for broader and more contemplative discussion of the issue and for better communication with and input from local senates. A follow-up resolution at a future plenary session could then call for the Title 5 change after the issue has been fully vetted at both the state and local level.

In many cases, a resolution directing that the Academic Senate take a particular position on an issue without mandating a specific Title 5 change may also be both appropriate and effective. With an adopted position, the Academic Senate advocates have the flexibility to address the issue by various means and in various venues without being restricted to pursuing a specific Title 5 change.

In the event that the proposed Title 5 change addresses an exigent issue and cannot wait to move through a longer process, the resolution ~~author~~ contact should make that case in the whereas statements of the resolution.

DISCIPLINES LIST SPECIAL PROCEDURE

Every ~~two~~ years, at the Spring plenary session, resolutions regarding the disciplines list are presented. Because the Academic Senate must consult with the CEOs, CIOs and bargaining agents in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list at the Spring plenary session. Resolutions in support of proposed changes to the disciplines list must either be voted up or down as presented. Resolutions in support of proposed changes to the disciplines list may not be amended and must be either voted up or down as presented. Such resolutions may be withdrawn by the proposer of the discipline list revision on Thursday or Friday at

the plenary session in accordance with the process for withdrawing resolutions. If withdrawn, the discipline list revision proposal would need to be submitted through the full Discipline List Revision process in order to be considered in the future.

SPECIAL RESOLUTIONS

There are two types of special resolutions that may come before the body. One is a resolution to name a retired faculty member as a senator emeritus, and the other is a resolution of recognition for past Executive Committee members and other dignitaries, according to Academic Senate criteria and policies. For more information on faculty emeritus, see the Executive committee policy #40.0.

RESOLUTION CONSENT CALENDAR

The resolutions packet will contain a Consent Calendar as allowed by Robert's Rules of Order:

- A. Each resolutions packet will include a Consent Calendar. Resolutions are placed on the Consent Calendar if they: 1) are believed to be non-controversial; 2) do not propose reversing an existing Academic Senate position; and 3) do not compete with any other proposed resolutions. Resolutions that meet these criteria and any subsequent clarifying amendments are included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.
- B. Resolutions may be pulled from the Consent Calendar by the following processes:
 - a. Any faculty attendee at an Area meeting of the Academic Senate can request to have a resolution removed from the Consent Calendar by alerting the Resolutions Committee Chair or the Executive Director.
 - b. Any registered attendee can pull a resolution from the Consent Calendar at any time before 8:20 a.m. on Saturday of the plenary session by alerting the Resolutions Committee Chair or the Executive Director.
 - c. A final opportunity to pull a resolution from the Consent Calendar will be provided at 8:20 a.m. on Saturday of the plenary session when the President calls the general session to order.
 - i. At that time, the President will announce those items still remaining on the Consent Calendar and ask if anyone is interested in removing any of the remaining resolutions.
 - ii. Any registered attendee may request to pull a resolution from the Consent Calendar by indicating the number of the resolution at the parliamentary microphone.
 - iii. No justification is needed for this request and it does not require a "second" or any vote to remove a resolution.

- iv. Upon seeing no attendees at the parliamentary microphone, the President will ask if the delegates are ready to approve those resolutions remaining on the Consent Calendar.
- v. If there is no objection, the resolutions on the Consent Calendar are adopted.

Note: Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

RESOLUTION AND AMENDMENT PRESENTATION

In deliberating a resolution or any amendment(s) to it by the attendees, the resolution or amendment:

1. Will be presented in the order decided by the Resolutions Committee, except as provided in *Robert's Rules of Order Newly Revised* for changing the agenda.
2. Is read by the Chair and may be introduced by the maker or a seconder of the resolution or amendment, or a designee, at the pro microphone.

RESOLUTION AND AMENDMENT DEBATE

- A. Debate on each resolution, including its amendments and the motions and inquiries made at the parliamentary microphone during the debate, is limited to a total of 15 minutes.
- B. The Chair will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that motion is closed.
- C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
 1. Come to the pro or con microphone as appropriate.
 2. State his or her name and college.
 3. Be limited to three minutes in making his or her argument.
 4. Not speak again until all others desirous of speaking have expressed their opinions, including members of the Executive Committee.
 5. Debate the merits of the resolution and refrain from personal attacks.
- D. Any attendee at the plenary session may participate in the debate.
- E. A parliamentary microphone will be used for parliamentary inquiries, making motions and requesting information from the Chair.

RESOLUTION AND AMENDMENT VOTING

- A. Only delegates with delegate ribbons may vote (except as provided in E).
- B. Voting will be at the direction of the President (or designee) who serves as Chair.
- C. The parliamentary microphone may be used by all registered attendees in order to seek clarification or guidance, but only delegates may make motions. For example, only a delegate may appeal decisions made by the Chair, move to extend debate, or conduct any other business that requires a vote of the assembled delegates.
- D. The Chair or any delegate may call for a division of the house. Division of the house shall be a standing vote.
- E. For purposes of voting on resolutions and amendments only, a delegate may give his or her delegate ribbon to someone else, provided that this person is also a faculty member from the same college district. This is not applicable for elections as the signatures of delegates must be verified prior to the start of elections.
- F. All motions are adopted by majority vote of the body, except:
 - 1. Resolutions that propose reversing existing Academic Senate positions, which requires an affirmative vote of two-thirds of delegates voting.
 - 2. Parliamentary motions as identified in *Robert's Rules of Order Newly Revised* that require a two-thirds vote in the affirmative or negative of the delegates voting, depending on the motion.

REFERRED RESOLUTIONS

- A. Resolutions can be referred to the Executive Committee for the following reasons:
 - 1. More information or clarity is needed
 - 2. More time to debate the issue on local campuses is needed
 - 3. May be worthy of consideration for adoption but is written in a manner to make it unclear as to the intent.
- B. The maker of the motion to refer the resolution must be clear about the reason for referral and the instructions to be taken by the Executive Committee upon referral. A motion to refer must include a date by which the resolution is to be returned to the body upon completion of the referral instructions by the Executive Committee.
- C. A resolution cannot be referred to direct the Executive Committee to accomplish what the resolution seeks to do.

PARTICIPATION OF EXECUTIVE COMMITTEE MEMBERS IN RESOLUTION DEVELOPMENT AND DEBATE

- A. To the extent possible, resolutions should be moved by local college delegates and/or attendees rather than Executive Committee members.

1. When a resolution originates at an Area meeting, the ~~mover~~ contact should be listed as the resolution contact after the text of the resolution.
 2. When a resolution originates in an Academic Senate committee, a non-Executive Committee member with primary responsibility for the subject should be the maker of the motion and identified as the resolution contact. Ideally, that individual should be planning to attend the plenary session to ensure that there is a contact available to answer questions and clarify the intent of the resolution.
 3. For a resolution jointly developed at plenary session by an Executive Committee member and local college attendee, the local college attendee should be identified as the maker of the motion on the resolutions form and as the resolution contact in the resolutions packet.
- B. During the debate on the floor, members of the Executive Committee should make every effort to encourage the attendees to speak.
- C. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Academic Senate to reach closure on each issue expeditiously.

RESOLUTION TABULATION AND RECORDING

- A. The Chair announces the outcome of the vote.
- B. The chair of the Resolutions Committee shall record the results of the vote.
- C. The chair of the Resolutions Committee shall:
1. List the ~~mover~~ contact of the motion and college affiliation; the person recorded as ~~mover~~ contact shall be the person listed as such on the printed resolution/amendment signature form.
 2. List the disposition of the vote as follows: M/S/C: Moved, Seconded, Carried; M/S/F: Moved, Seconded, Failed; M/S/Postponed: Moved, Seconded, Postponed; M/S/U: Moved, Seconded, Unanimous M/S/R: Moved, Seconded, Referred; M/S/A: Moved, Seconded, Acclamation. (Note: in the final packet, resolutions passed by acclamation will be noted with the word “acclamation” rather than an acronym)
 3. Record any minority reports if so directed by the majority of the voting members of the general session.

URGENT RESOLUTIONS AND APPEAL PROCESS FOR RESOLUTIONS DECLARED NON-URGENT

- A. The ~~mover~~ (contact) of a resolution submitted on the second day of the plenary session indicates on the signature form supplied whether the resolution is urgent or not.
- B. The ~~mover~~ contact of the resolution, or the ~~mover~~ contact's designee, should

address the criteria for determining an urgent resolution. (See B.1. under “Resolution Writing” at the plenary session.) The Resolutions Committee ~~Executive Committee~~ will carefully consider presentations on behalf of urgency before voting.

- C. The ~~Executive~~ Resolutions Committee acts on the status of resolutions and declares them urgent or non-urgent, and the Executive Committee will affirm or
- D. If the ~~mover~~ contact of the resolution wishes to appeal the decision of the Executive Committee, these procedures shall be followed:
1. Within ten minutes of the opening of the resolution voting session, the ~~mover~~ contact of the resolution, or the ~~mover~~ contact's designee, will approach the parliamentary microphone and say, “I wish to appeal the urgency decision of the Executive Committee.”
 2. The Chair then recognizes the ~~mover~~ contact of the resolution, or ~~mover~~ contact's designee, for no more than a three-minute statement at the pro microphone supporting the urgency of the resolution and seeking a “yes” vote to overturn the decision of the Executive Committee.
 3. The Chair next recognizes the chair of the Resolutions Committee who makes a statement of no more than three minutes at the con microphone that presents the reasons for declaring the motion non-urgent and urges a “no” vote to overturn the decision of the Executive Committee.
 4. Without further debate, the Chair calls for a vote on the motion, explaining, “If you vote ‘yes’ the resolution in question will be declared urgent. If you vote ‘no’ the resolution will remain non-urgent.”
 5. If the motion passes to overrule the decision of the Executive Committee, the resolution in question becomes “urgent” and is brought before the body for a vote at a time appropriate according to the category of the resolution.

WITHDRAWING A RESOLUTION

It is the policy of the Academic Senate that a ~~mover~~ (contact) of a resolution or the ~~mover~~ contact's designee may ask that a resolution be withdrawn at the plenary session by filling out a resolution form and submitting it to the Resolutions Committee Chair by 5:00 p.m. on the second day of Plenary. Any four seconders are required to confirm the ~~mover~~ contact's motion to withdraw a resolution. The original resolution and the motion to withdraw will be included in the Saturday resolution packet to be voted upon by the delegates. The resolution may be deemed successfully withdrawn only after a majority vote of the assembled delegates in support of the motion to withdraw.

FAILED RESOLUTIONS

Resolutions which have not been approved at a plenary session may be brought back at future plenary sessions, with the exception of those regarding the disciplines list (see the *Disciplines List Handbook* for specific information regarding resolutions on disciplines). When a resolution that attempts to reaffirm an existing Academic Senate position fails, the existing position is not reversed. The rules of the Academic Senate require a 2/3 vote in the affirmative of any resolution seeking to reverse an existing Academic Senate

position. That said, it is strongly advised to not introduce resolutions to reaffirm existing positions because of the confusion that may ensue should such resolutions fail.

(NOTE: In all other issues, the plenary session shall follow *Robert's Rules of Order Newly Revised*.)

Part III: Resolution Writing and General Advice

RESOLUTION WRITING

Since the resolution process guides the work of the Academic Senate, care should be taken in developing the resolutions. The following are some guidelines for Senate resolutions, as well as recommendations for proper resolution writing. When in doubt, consult with the Resolutions Chair or Executive Director.

1. **Four is the Limit:** Resolutions cannot contain more than four “whereas” or “resolved” statements (this is a requirement per the published resolutions process for session).
2. **Homework:** The Academic Senate has hundreds of resolutions, and they are accessible for review on its web site, www.asccc.org. It is possible that a resolution already exists for the position you wish to take. Please review the existing resolutions first so that duplication can be avoided.
3. **An Introduction:** Consider using the first “whereas” as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other “whereas” statements.
4. **Acronyms:** Write out the names of groups or organizations in your first reference to them in your resolution. The full name may be followed by a parenthetical abbreviation, which may then be used for future references. It is unnecessary to not an acronym if the group or organizations is not referenced again in the resolution.
5. **Make the Point:** Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause confusion and lead to the resolution being defeated, amended, or referred.
6. **Avoid Lumping:** Limit yourself to one reason in support of or in defense of your resolution per “whereas” statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.
7. **Professionalism Preferred:** Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.
8. **Only Academic Senate Action:** Remember that resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Resolutions can also request or recommend actions from other entities, or it can endorse or support particular positions of other entities.
9. **Reality Check:** If your resolution directs an action by the Academic Senate, be certain that the action is possible for the Academic Senate to accomplish. Specifically, remember that the Academic Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as “work with [other body] to ensure” rather than “ensure,” or “oppose” rather than “prevent,” may help to produce a more realistic resolution.

10. **Word Choice:** Judiciously use words such as “any,” “every,” “all,” “never,” “none,” or other qualifiers that make sweeping generalizations.
11. **Models:** You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.
12. **Resolution Title:** Be sure that the title of the resolution accurately reflects the content of the resolution, and follows proper rules of punctuation and capitalization.
13. **Citing Legislation:** In the body of the resolution, Cite the dates last name of the bill’s author and the year passed or the date of the most recent version of the proposed stated legislation or regulations included in the resolution. In the title of the resolution, indicate the position on the bill and the topic of the bill. Place the author’s last name followed by a comma and the year or date in parentheses behind the title or number of the legislation and include a hyperlink to the language in the legislation in a footnote. For example, AB 1602 (2016, Committee on Budget); AB 620 (Block, 2011); AB 705 (Irwin, as of April 4, 2017).
14. **Facts:** Resolutions should focus on facts rather than empty rhetoric. Resolutions should include references to specific information such as legislation, previous resolutions, papers, and the like, and should include footnotes, appendices, or links to those references for the delegates to research and make an informed vote.
15. **Hard Copy and Electronic Copy:** Resolutions and amendments are submitted at session electronically as electronic copies must be accompanied by hard copies.
16. **Amendments:** Amendments are made to the original resolution (the main motion).
17. **Senate Papers:** All of the Academic Senate adopted papers contain recommendations to local senates as well as to the state senate. These recommendations are considered to be directions to the field and are comparable to resolutions. Review the recommendations in Senate papers related to your topic to see if your issue has already been addressed.

ADVICE ON WORDING FOR RESOLUTIONS

The wording of an Academic Senate resolution is an important matter that can sometimes prove tricky or confusing. A resolution with controversial, unclear, or offensive wording can lead to prolonged debate on the session floor and can ultimately cause a resolution to be delayed and rejected, even when its ideas are worth approving. In order to help resolution writers avoid such frustrating experiences, the Resolutions Committee offers the following advice in order to help you avoid wording and issues that have raised objections in the past:

- **Recommend:** If using the word “recommend” within your resolution, be very clear and cautious about what you are recommending and to whom. Make certain that any recommendation is directed to a specific body with authority over the issue in question, and make certain that the Academic Senate has standing to make such a recommendation.
- **Ensure:** If using this term, be certain that the Academic Senate has the power to

fulfill the goal of your resolution. The Academic Senate may not have the power to ensure many outcomes, especially on its own. In many cases, better phrasing might ask the Academic Senate to work in cooperation with another group to ensure or to accomplish the outcome.

- **Assert or Affirm:** “Assert” and “affirm” imply that the Academic Senate is taking a specific position on an issue, and these terms have often been used in resolutions relating to matters on which the Academic Senate has not yet researched and developed a clear position. Be cautious about what stand you ask the Academic Senate as a statewide body to take without proper discussion and foundation.

It may also be the case that the Academic Senate has taken a contrary position to one you now expect to affirm. Please take some time to review the resolutions listed on the Academic Senate website to see if a prior position on your issue has been determined. After such a review, you then can decide if you want the Academic Senate to take a new position on the issue because evidence or recent developments now indicate a need to reconsider. It is not necessary or recommended to affirm a previously stated position that remains valid.

- **Require:** As with “ensure,” make certain that the Academic Senate has the authority to require the action in question. In many cases, the Academic Senate may not have the power to fulfill the action requested.
- **Support:** Directions to support local senates, other organizations, documents, students, and more, are acceptable as desired actions of the Academic Senate. It is worth noting that the Academic Senate does not have the wherewithal to financially support individuals or organizations, but resolutions may direct the Academic Senate to support funding from the state or other source for colleges, programs, students, etc.
- **Work with:** When directing the Academic Senate to work with another official body, be certain that the body in question has appropriate involvement in or authority regarding the issue at hand. Often, the action “work with” is followed by another direction to accomplish something. Consider which is more important to the intent of your resolution: is it more important that the Academic Senate work with another group or that the action is accomplished? Then word your resolution in the manner that best emphasizes the goal you most wish to accomplish.
- **Verbs:** At past plenary sessions, the following verbs sometimes have raised fewer issues and received less negative response than those listed above. As such, you might consider whether calling for one of these actions would make your resolution more likely to be well-received by the delegates:
 1. Urge
 2. Research
 3. Develop (a position, materials, a paper, etc.)
 4. Distribute
 5. Oppose
 6. Publish

7. Survey
8. Encourage
9. Conclude
10. Adopt
11. Request
12. Express
13. Form
14. Collect
15. Communicate
16. Recognize

Part IV: The Role of the Resolutions Committee

A. Composition of the Resolutions Committee

The Resolutions Committee is comprised of a Chair (usually an Executive Committee member) appointed by the President, ~~two~~ one other executive committee members representing two different areas, and the Executive Director, and a representative from each Area. ~~In addition, two members of the field, from the two areas not represented by the Executive Committee members, are also appointed to serve as liaisons for the Resolutions Committee.~~ Because of the need for ~~these liaisons and non-Executive~~ Committee members to assist the Area Representatives during the pre-session and session area meetings, the members of the Resolutions Committee should not be Area Representatives.

B. Resolution Development

During the resolution process, the Resolutions Committee should pay close attention to the following items while reviewing and editing the resolutions and amendments:

- Check to see that the proposed resolutions do not duplicate any resolutions previously adopted by the body.
- Check to see that proposed resolutions do not contradict a prior position taken by the body (through resolution or other mechanisms).
- Check to see that resolutions follow the format as defined in the session materials.
- Check to see that “resolved” clauses of resolutions can stand alone, and if not, consider combining two or more into one “resolved” clause. The problem to avoid here is leaving two resolved clauses that may be separated during debate, which would then be nonsensical standing alone.
- Check to see that the resolved statements do not reiterate or contradict previous positions taken by the body, unless it is clear that the intent of the resolution is to reverse previously adopted senate positions. This is to avoid confusion over whether or not existing positions have been reversed.
- Consult with contacts to edit for clarity, readability, and understanding.
- Confer with contacts (as makers of the motion) when conflicts or duplicate resolutions or amendments exist.

- Verify that actions requested or directed in resolutions are within the purview of the Academic Senate.

C. Pre-plenary session

Following the Executive Committee's forwarding of resolutions to the Resolutions Committee, the Resolutions Committee determines the placement and order of resolutions in each of the categories and the placement of resolutions on the Consent Calendar. The President reviews the packet prior to publication of the resolutions on the Academic Senate web page and dissemination to attendees of pre-session Area meetings. This initial packet of resolutions is distributed to senate presidents and delegates prior to pre-session Area meetings in preparation for the upcoming plenary session.

Prior to the pre-session Area meetings, the Resolutions Committee meets to review the Executive Committee resolutions, identify potential issues, and to discuss duties at the pre-session Area meetings. Committee members are expected to attend the Area meetings and assist the Area representative with the resolutions discussion.

Following the area meetings, the Resolutions Committee again places the resolutions and any amendments in the appropriate categories and in the appropriate order, and also determine which new resolutions and amendments are placed on the Consent Calendar. Once the President gives final approval of the resolution packet, it is prepared by the Academic Senate office staff and distributed to the field and posted on the plenary session web page.

The Academic Senate office staff assists with the preparation of supporting materials. If resolutions include the adoption of papers, references to other documents, or other explanatory materials, these appendices will be posted on the plenary session web page by the office staff. Limited hard copies of appendices are made available at plenary session. (Corrections or typos found in the documents should be directed to the Executive Director or the Resolutions Chair.)

D. Resolution Writing and Voting at Plenary Session

1. First Day of Plenary Session

a. A breakout session for the purpose of ~~writing and submitting~~ reconciling issues with resolutions and amendments will be scheduled for the first day of plenary session ~~after the other breakouts have concluded~~. Members of the Resolutions Committee facilitate the breakout, ~~assisting with writing resolutions, editing proposed resolutions and amendments, and collecting the forms required for submitting either a resolution or amendment~~. Members of the Executive Committee are expected to attend the breakout to offer expertise on specific topics ~~and assist with resolution development~~. In the case where an Executive Committee member has a conflict, that member may be excused from participation by the President.

b. At the conclusion of the breakout, the Resolutions Committee members meet to review, edit, compare, render moot, compile resolutions and amendments, and assign them to the Consent Calendar as appropriate. The committee also verifies that seconders

are registered delegates. Committee members will make every effort to communicate with contacts of resolutions and amendments to resolve editing questions.

c. Once the resolutions and amendments are reviewed and edited, they are placed into categories and ordered so as to allow for consideration of each in a logical sequence. New resolutions and amendments are noted with a + in the Consent Calendar, table of contents, and in body of the packet. Senate office staff ensures that technology resources are available and working in order to assist the committee with completing its work. The committee formats the final version of the packet to be distributed for discussion on Friday. ~~The Executive Director~~ Resolutions Chair, working with ASCCC staff, ensures that the final document is duplicated and made available to session attendees the following morning.

d. The resolution packet containing all new resolutions and amendments are sent by the Executive Director by email to the entire Executive Committee at the close of the first day of the plenary session. The Executive Director also ensures that the new resolution packet is published on the plenary session web page and notifies the field that the resolutions for discussion on Friday are now available. This ensures that all the resolutions and amendments will be available in electronic as well as hard copy format for the Area meetings held on the second day of the plenary session.

2. Second Day of Plenary Session

a. Following the conclusion of the day's breakout sessions, a session will be held for the contacts ~~(as movers of the motions)~~ of amendments and/or resolutions to clarify any questions the committee may have, to discuss duplication and possible consolidation of amendments, and to discuss conflicts between amendments. All Resolution Committee members attend this breakout to assist with problem solving. If the committee recognizes a conflict or duplicate early in the day, members of the committee can search for the authors contact and attempt to work out a solution before this final session. This method is preferred.

b. The Resolutions Committee reviews, edits, renders moot, compiles and assigns to the Consent Calendar as appropriate, the amendments submitted. Committee members will make every effort to ~~contact~~ confer with authors contacts of resolutions to resolve editing questions. ~~It~~ The Resolutions Committee reviews resolutions submitted as urgent and makes a ~~determination on whether or not to recommend resolutions as urgent to the Executive Committee.~~ The Resolutions Chair brings the resolutions determined to be urgent to the Executive Committee for approval (see urgent resolutions in the *Session Packet*). All new resolutions and amendments, including motions to withdraw, are marked with a +. The committee formats and prints four hard copies of the final version of the resolutions packet prior to sending the packet to the printer for duplication ~~to be distributed for debate on Saturday. The President, Parliamentarian, Executive Director and Resolutions Chair each get a hard copy. This allows the President and Parliamentarian to review the final packet the evening before resolutions debate and voting.~~

c. ~~The Executive Director~~ Resolutions Chair ensures that the final document is delivered to the printer for duplication and made available to session attendees the following morning for debate and voting. The resolution packet containing all new resolutions and

amendments are sent by the Executive Director by email to the entire Executive Committee at the close of the second day of the plenary session. The Executive Director also ensures that the final resolution packet is published on the plenary session web page the night before the third day and notifies the field that the resolutions for debate and voting on Saturday are now available. This ensures that all the resolutions and amendments will be available in electronic as well as hard copy format during debate and voting on the final day of the plenary session.

3. Third Day of Plenary Session

a. The Executive Director and Resolutions Chair retrieve four copies of the final resolutions packets delivered from the printer and bring those along with their printed original hard copies to their meeting with the President and Parliamentarian early in the morning to review all the resolutions and amendments. The original hard copies are used to identify any discrepancies between the document submitted to the printer and the documents delivered by the printer. If discrepancies are identified, the Resolutions Chair prepares an addendum of corrections to distribute to the body before debate and voting begins. The Parliamentarian offers suggestions for proceeding through amendments and clarifies the intent and content of the resolutions. This meeting helps the President and Resolutions Chair be prepared for parliamentary motions from the floor.

b. Voting on the resolutions begins with the President, presiding over the proceedings as Chair, explaining the rules for debate. Members of Resolutions Committee sit at a table near the President in order to provide assistance to him or her during debate and to record the outcome of each amendment and resolution. The President appoints a one or more time keeper for the debate. As the voting proceeds, the Resolutions Chair must alert the President to the following:

- If it appears that there is no longer a quorum (a quorum is 50% plus 1 of the number of delegates registered and officially signed-in at the plenary session).
- Issues with resolutions and amendments that were not previously recognized.
- Issues with the number of resolutions remaining for debate versus the time remaining in the session. It may be determined that a motion to limit time of debate on remaining resolutions should be made.

c. All passed, failed, and referred motions are recorded by all members of the Resolutions Committee, which allows committee members to participate in the debate as well as act as a recorder. If any resolutions and amendments are referred to the Executive Committee by the body, the instructions to the Executive Committee for referral are recorded by the Resolutions Committee. The dispositions of votes are recorded as follows:

M/S/C	Moved, Seconded, Carried
M/S/F	Moved, Seconded, Failed
M/S/R	Moved, Seconded, Referred (with referral instructions)
M/S/A	Moved, Seconded, Acclamation
<u>M/S/P</u>	<u>Moved, Seconded, Postponed</u>

E. After Plenary Session

1. Within the first week following plenary session, the Resolutions Chair, working with the Executive Director, prepares and formats the final approved resolutions packet for

distribution to the field. The packet is divided into four sections presented in the following order: adopted resolutions, referred resolutions, failed resolutions, and moot resolutions. All resolutions and amendments are renumbered to reflect this order in the final packet. Where appropriate, approved amendments are merged with resolutions so that amended resolutions are presented in their perfected forms. The outcomes of the votes on each resolution is recorded after each resolution, and for each amendment that is referred, failed or rendered moot. Referral instructions are included where appropriate. When a resolution is adopted after being significantly amended, the Resolutions Chair will inquire with the contact to determine if he/she wishes to remain the contact on the resolution. If he/she declines to remain the contact, the mover contact of the amendment will become the contact for the perfected resolution. The office staff incorporates the list of all plenary session delegates at the end of the packet.

2. The final draft of the document is distributed to members of the Resolutions Committee, who confirm that the resolutions have been correctly labeled (as carried, failed, etc.) and renumbered, the amendments have been incorporated correctly, and referred motions include the proper directions to the Executive Committee. Upon review of the final draft of the adopted resolutions packet by the President they are published by the office staff on the plenary session web page. The Executive Director also ensures that the final packet is distributed to the field and the Executive Committee by email.

~~3. The Resolutions Committee meets to identify resolutions that require action by the President or Executive Committee, prioritizes them in order of urgency, and prepares a list for the President. The Resolutions Chair forwards this list to the President.~~

4. 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.

5. After assignment of a referred resolution to a committee or members of the Executive Committee, the contact of the resolution will be contacted to see if he/she is interested in helping to rewrite or clarify the resolution. If the original ~~author~~ contact declines, then the standing committee or Executive Committee members may proceed to carry out the directions in the referral.

6. When submitting a referred resolution back to the delegates per the timeline in the referral, the original contact may continue his/her status as contact of the improved resolution. If the contact declines, the member of the Executive Committee assigned the task of carrying out the referral instructions will be listed as the contact. A note listed below the resubmitted resolution will explain the reason for the referral, the date and

number of the original resolution, and actions directed to the Executive Committee in the referral. See the example below:

“Note: This resolution was referred to the Executive Committee (see Resolution 3.02 R S08) for development of additional materials and is resubmitted to the delegates for discussion and debate.”

7. Each year prior to the fall plenary session the Executive Director, using the committee reports, will prepare a status report of the resolutions from the previous year. The Executive Committee will discuss and approve the status for inclusion in the session packet.

8. Any resolutions submitted as urgent resolutions at plenary session but that are deemed non-urgent by the Executive Committee are included in the resolutions packet for action by the body at the subsequent plenary session.

Part V: Resolutions and the Role of the Executive Committee

- **Development of Resolutions by the Executive Committee and its standing and ad hoc committees.** The Executive Committee and its standing and ad hoc committees consider and develop resolutions on an ongoing basis. Committee Chairs should work closely with their committees in the development of resolutions and before forwarding resolutions to the Executive Committee for consideration should be sure to:
 - Research existing resolutions to be sure the proposed resolution does not contradict any existing position(s) or duplicate similar resolutions. If reversal of an existing position is to be debated, the *whereas* statements should make that point.
 - Ensure the resolution is addressing a significant issue, concern or problem and is not over-reactive and/or only addressing a small aspect of an issue, concern or problem. The issue should be statewide rather than local.
 - Determine if the best way to address the issue, concern or problem is with a resolution, a Rostrum article, or some other publication or communication.
 - Ensure the resolution is feasible.

Committee Chairs should also work with the committee and/or Resolutions Committee in editing resolutions prior to sending resolutions forward for consideration by the Executive Committee. See Resolutions Writing Guidelines for further assistance.

- **Resolution Training at Plenary Sessions and Leadership Institute.** In order to educate the body about the resolution philosophy, procedures, and processes, the Executive Committee conducts periodic breakouts at Fall and Spring Plenary Sessions and Leadership Institutes.
- **Disclaimer on the Resolutions Packet.** The Executive Committee as well as its standing and ad hoc committees develop resolutions to elicit direction from the body, not to engineer any particular course of action. While the writers of

resolutions may have some investment in a resolution and hope that the body will ultimately adopt a resolution, once a resolution is submitted to the body, Executive Committee members endeavor to detach from a particular electoral outcome by trusting in the wisdom of the democratic process. To this end, all resolution packets are marked with the following disclaimer: *The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and are to be debated and voted on by academic senate delegates at Academic Senate (Fall/Spring) Plenary Session held (date) in (location).* Only upon adoption do resolutions become established positions of the Academic Senate that direct its work.

- **Resolutions Marked with Contact.** To emphasize detachment from the outcome of a resolution and to avoid the appearance of bias, Executive Committee or its standing and ad hoc committee members are listed only as contacts for the proposed resolution. Contacts may or may not be the actual writers of the resolution, but by being listed as contact, they are expected to be in attendance at the plenary session where the resolution will be debated, and should be able to explain the background and intent of the resolution to plenary delegates and attendees. The resolution contact name is located at the bottom of the resolution. If the contact is an Executive Committee member, the contact name will be stated along with the phrase “Executive Committee” and the name of the Academic Senate committee or task force, if appropriate. (For example, Jane Doe, Executive Committee, Curriculum Committee, or Jack Frost, Executive Committee.) If the contact is a member of a Senate committee, then the contact’s college and committee affiliation are listed (For example, Jill Doe, Sunnydale College, Noncredit Committee.) In the case of a resolution brought to a plenary session in response to an evolving legislative action, the
- **Competing Resolutions.** The complexity of a particular issue may exceed the scope of a single resolution. When this occurs, members of the Executive Committee or one of its standing or ad hoc committees or other individuals may submit competing resolutions that address an issue or problem in different ways in order to provide the body with a complete set of alternative choices. When this occurs, the Resolutions Committee and members of the Executive Committee endeavor to explain the rationale and possible interactions among competing resolutions to the best of their ability so the body can make an informed decision about the best direction it should take.
- **Area Resolutions.** Prior to plenary, the four Areas have an opportunity to clarify, perfect, or amend Executive Committee, standing committee, and *ad hoc* committee proposed resolutions and to craft new resolutions. In some cases, resolutions may be proposed to extend or counter resolutions presented in the initial Area resolutions packet. Every faculty member and member senate has the right to propose resolutions, or amendments to pending resolutions at Area meetings. In general, Executive Committee members should be supportive of new resolutions, provided that they are not duplicative of existing resolutions or positions. Executive Committee members at Area meetings should make every effort to help the Area members understand the merits of the resolution for the

body's consideration. All resolutions and amendments submitted at Area meetings will list the contact for the resolution or amendment and his/her college and Area (for example, Jesse James, Sunnydale College, Area C).

- **Plenary Resolutions.** Within the timelines provided in the session packet, all faculty members attending plenary session have the right to propose resolutions or amendments to pending resolutions. All resolutions and amendments submitted during plenary session will list the contact for the resolution or amendment, and his/her college. Resolutions or amendments submitted during the plenary session will require four registered delegate signatures as seconders. Executive Committee members are encouraged to provide assistance and expertise as needed to individuals submitting resolutions and amendments at plenary session and may also act as seconders as appropriate.
- **Pro/Con Microphone.** Because of their potential expertise and awareness of specific issues, members of the Executive Committee are welcome at the Pro/Con microphones; however, members of the Executive Committee have additional mechanisms for communicating with the body (e.g., Rostrum articles, breakout sessions, contacts on resolutions, etc.). For this reason, unless an Executive Committee member has more or specific information on an item that would help inform the decision, Executive Committee members generally defer to non-Executive Committee members so that additional, possibly new, points and arguments can be raised. Once delegates have had a chance to speak, then Executive Committee members may provide additional information or opinions.
- **Parliamentary Microphone.** Given the complexity of some resolutions and the fast pace in which resolutions are considered, Executive Committee members are welcome at the Parliamentary microphone. Their goal is to help the President and the Parliamentarian conduct the resolution decision-making process in an efficient manner. In general, Executive Committee members should limit their parliamentary remarks and motions to those that clarify proposed resolutions for enhanced debate. In some cases, Executive Committee members in the audience become aware of delegate confusion and are able to use the Parliamentary microphone to provide needed insight or to reaffirm an action. In keeping true to the democratic process, Executive Committee members should assume the role of facilitators and contributors and refrain from making motions to refer a resolution back to the Executive Committee or to end debate.

Appendix A – Resolutions Categories

1. Academic Senate
2. Accreditation
3. Diversity and Equity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor's Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Career Technical Education
22. Financial Aid

Appendix B: Resolutions Committee Timeline and Checklist

Two months before plenary:

- ✓ Resolutions Committee meets: establish meeting calendar, review status of resolution assignments from past plenary sessions, review committee documents, and prepare agenda request(s) for August/January Executive Committee meeting as appropriate.
- ✓ Resolutions Chair submits items for Executive Committee meeting: reminder of pre-sessions resolution deadline and resolutions procedures.

One month before plenary:

- ✓ Resolutions Committee meets: review of tasks for preparing pre-session resolutions packet.
- ✓ Pre-session resolutions submitted to the Resolutions Chair and Executive Director by deadline.
- ✓ Resolutions Chair submits first reading/action agenda item to consider proposed pre-session resolutions for submission to the field.
- ✓ Within one week of the submission deadline, the Resolutions Committee reviews and edit the resolutions for grammar as needed, compiles the resolutions into a formatted draft pre-session packet.
- ✓ The Resolutions Chair submits the draft packet to the President and Executive Director for inclusion in the October/March Executive Committee agenda packet.

Prior to pre-session Area:

- ✓ Monday after October/March Executive Committee meeting: Resolutions Chair finalizes formatted pre-session packet and any appendices and submits to Executive Director for distribution to the field.
- ✓ Resolutions Chair sends the document “Resolutions Writing and Advice” to the Area representatives for distribution to their areas.
- ✓ Committee members work with Area representatives to plan for resolutions discussion.

After pre-session Area meetings:

- ✓ All committee members attend their Area meetings!
- ✓ Committee member assists Area representative with resolutions discussion.
- ✓ Committee member records:

- Edits and amendments to pre-session resolutions.
- New resolutions
- ✓ Committee member works with Area representative to review and submit edits, amendments, and resolutions to the Resolutions Chair and Executive Director within 24 hours of each Area meeting.
- ✓ Tuesday after the Area meetings, the Resolutions Chair:
 - Incorporates edits, amendments, and new resolutions from Area meetings into formatted draft packet for review by the President.
 - Works with contacts for clarifications as necessary.
 - Addresses the President's concerns, incorporates final revisions, and submits final formatted packet and appendices for discussion on Thursday at plenary session to the Executive Director for distribution to the field.

At Plenary Session (Wednesday through Saturday):

- ✓ Thursday: All committee members attend the resolutions ~~writing~~ session
 - At lunch, the Resolutions Chair reminds the President to announce the ~~resolutions writing session and the~~ deadline for submitting resolutions and reminds contacts they must attend the resolutions discussion session.
 - The Resolutions Chair makes sure resolution signature forms are available at the ~~resolutions writing session~~ registration table.
 - ~~The Resolutions Chair makes sure there are at least one flash drive and the delegate book available at the resolution writing breakout session.~~
 - The Committee answers questions and provides clarification as needed.
 - The Committee verifies that seconders are delegates.
 - The Committee edits, compares, renders moot, and compiles new resolutions.
 - The Committee prepares final formatted packet for Friday morning.
 - The Committee prints hard copies for the President and each Area representative and delivers them by the end of business on Thursday.
 - The Resolutions Chair sends the packet to the printer for duplication and distribution by 7:30 am the following morning.
 - The Executive Director emails the Friday morning packet to the session attendees and the Executive Committee and ensures that it is posted on the session web page.
- ✓ Friday: All committee members attend their session Area meetings and the amendments discussion session.
 - At Area meetings: Committee members assist Area representatives to record edits, record requests to pull from the Consent Calendar, collect amendments, and to notify the Resolutions Chair if there are questions.
 - At lunch: The Resolutions Chair reminds the President to announce the ~~amendments discussion session and~~ amendment submission deadline, and reminds contacts that they ~~should~~ must attend the amendments discussion session.
 - After lunch: The Resolutions Chair and other available committee members begin compiling amendments and begin to address potential conflicts and other issues.
 - Amendments discussion session: The Committee answers questions, provides clarification as needed.

- Urgent resolutions: The Resolutions Chair notifies the President whether or not the Executive Committee needs to meet.
 - The Committee edits, compares, renders moot and compiles new amendments and any urgent resolutions.
 - The Committee prepares final formatted packet for Saturday morning and the Resolutions Chair submits to the printer per the instructions provided by the Executive Director.
 - The Committee prints hard copies for the President, Parliamentarian, Executive Director and Resolutions Chair, and delivers them by the end of business on Friday.
 - The Executive Director emails the Saturday morning packet to the session attendees and the Executive Committee and ensures that the packet is posted on the session website.
- ✓ Saturday: All committee members attend the general session.
 - Before voting session begins: The Resolutions Chair retrieves four copies of printed packets from the office to bring to the meeting with the President.
 - Before voting session begins: The Resolutions Chair and the Executive Director meet with the President and Parliamentarian and review the packets
 - If there are errors: The Resolutions Chair prepares an addendum for distribution to the body before resolutions debate begins.
 - During the voting session: The Resolutions Committee listens to debate, while committee members at the resolutions table record results of votes, record referral instructions, and identify potential issues.

Produce the Adopted Resolutions Packet within one week of the end of plenary:

- ✓ The Resolutions Committee compiles draft adopted resolutions packet: incorporates adopted amendments, renumbers resolutions according to adopted, referred, failed and moot.
- ✓ The Resolutions Chair works with contacts to resolve any outstanding issues as necessary (e.g. if a resolution was significantly changed by amendments)
- ✓ The Resolutions Chair forwards the draft packet to President for final review
- ✓ The Resolutions Chair addresses the President's concerns and makes final edits, The Resolutions Committee completes final review, and the Executive Director ensures distribution of the final adopted resolutions to the field.

Prior to the Post-Plenary Executive Committee meeting:

- ✓ The President and the Executive Director meet to make initial resolution assignments and shares recommendations with Chair.
- ✓ The Resolutions Committee meets to discuss referred resolutions and develop recommendations for addressing them.

- ✓ The Resolutions Chair submits agenda items for next Executive Committee meeting to determine dispositions of referred resolutions, and the Executive Director submits an agenda item to approve the proposed resolution assignments.

Following the Post-Plenary Executive Committee meeting:

- ✓ The Resolutions Chair prepares a summary of Executive Committee dispositions of referred resolutions and distributes to committee and President for review.
- ✓ After review by the Resolutions Committee and President, the Resolutions Chair makes corrections as needed.
- ✓ The Executive Director ensures the status of each adopted and referred resolution is posted on the resolutions website.

Appendix C: Sample Email to Area Representatives Prior to Pre-Session Area Meetings

Note: This is a sample email that a Resolutions Chair may elect to use when communicating with Area Representatives prior to pre-session Area meetings. It is provided as an example of the important reminders for the Resolutions Chair to provide the Area Representatives regarding resolutions discussion at pre-session Area meetings.

Dear _____,

I'm sending you a "working" copy of the Executive Committee resolutions packet that you can use for typing in suggested edits and amendments to resolutions. Within 24 hours of the end of the meeting, please return the edited document to the Executive Director and me.

You will have a member of the Resolutions Committee at your Area meeting to assist you with the resolutions discussion, including giving the meeting attendees an overview of the resolutions process and to act as the scribe during resolutions discussion. When discussing the resolutions, please remember the following when proposing edits and amendments:

1. Indicate new language with underscores and deleted language with ~~striketrough~~. Do not use track changes!
2. Please discourage stylistic edits to resolutions. Edits should only be made if they improve the clarity of the resolution's language. Also, please remind attendees that edits are suggestions and may be accepted at the discretion of the Resolutions Committee.
3. Substantive edits to whereas and resolved statements are amendments. Please remember the following:
 - a. If an amendment is being proposed, copy and paste the original language below the resolution, and then make the changes with underscores and strikethroughs as necessary.
 - b. An amendment may result in a mismatch with the original title. If the resolution title needs to be changed, include that in the amendment.
 - c. Make sure amendments don't result in inconsistencies within a resolution. For instance, if an amendment to a resolved statement changes the intent of the resolution, the supporting whereas statements may also need to be amended to support the amended resolved statement. However, a whereas statement may be dependent on another whereas statement for context and is not required to "stand alone" in the way resolved clauses must stand alone.
 - d. Don't forget to include contacts for each amendment! It should be in the format of Name, College, Area (e.g. Joe Smith, City Regional College, Area A).
4. New resolutions: Please copy and paste new resolutions to the end of the packet. Don't try to categorize or number them as that will be done by the Resolutions Committee. Again, don't forget to include the contact information at the end of each new resolution.

After you are finished, save the file and send it to the Executive Director and me.

If you have any questions, please don't hesitate to ask.

Best,

Appendix D –President’s Script Example

Note: This is an example of the President’s script for the resolutions voting session on the third day of plenary session. The script may be revised as needed by the Executive Committee to ensure consistency with the Bylaws and Standing Rules of the Academic Senate, and with Robert’s Rules of Order.

ASCCC RESOLUTION PROCEDURES SCRIPT

1. I would like to welcome back the parliamentarian, _____. It is his role is to advise the Chair on the proper application of the current edition of Roberts' Rules of Order and the Academic Senate’s adopted Procedures.
2. The Chair has the official copy of the resolutions.
3. The Chair holds the official watch; _____ has agreed to serve as timekeeper today; he will announce the current time so we can synchronize our watches.

Participation

1. In order to participate in debate, you must be a registered plenary session conference attendee. You DO NOT need to be a voting delegate.
2. In order to vote (in elections or) on resolutions, you must be separately signed in as the registered voting delegate from your local senate.
3. Out of courtesy, I ask that you set your cell phones to vibrate and turn off the sound for your laptops. If you need to make or receive a phone call, please step outside to conduct your conversation. At this point, I will give you 10 seconds to adjust your cell phone and laptop settings before continuing.

Microphones

1. There are three microphones.
2. The microphones labeled Pro and Con are provided for purposes of debate. If you wish to speak in support of a resolution, use the Pro mic. If you wish to speak in opposition to a resolution, use the Con mic.
3. Any registered session attendee desirous of debate may approach these two mikes. You do not have to be a registered voting delegate to do so.
4. You must be recognized by the Chair in order to begin speaking.

When you approach the mike, state your name and your college. If you do not do so, the audience will interrupt you and ask loudly, “Who are you?”

5. A third mic (located in the center aisle) is provided for the purpose of getting the Chair's attention to make a motion, entertain a point of order, request information, or ask a parliamentary inquiry. The parliamentary microphone may be used by registered session attendees in order to seek clarification or guidance, but only

delegates may make motions. Speakers appearing at the Parliamentary mic will be recognized prior to speakers at the other two mic.

6. The Chair will entertain the Pro speaker first, and then the Con speaker. After a speaker is finished, if there are no further speakers for the other side of the motion, the Chair will declare the debate closed.
7. Each speaker is limited to three minutes.
8. Debate on each resolution, including its amendments and the motions and inquiries made at the parliamentary microphone during the debate, is limited to a total of 15 minutes.
9. After the timer has indicated that the time for debate on a resolution has expired, if you are desirous of continuing debate, a registered voting delegate may move to extend debate for a specified amount of time. The motion requires a second. It is not debatable. We will then vote on the motion to extend debate. Debate may be extended only once per resolution for a maximum extension of 5 minutes.
10. No resolutions or amendments to the resolutions may be introduced from the floor.
11. All resolutions are subject to the ASCCC having resources to perform their mandate.

The votes will generally be successive.

1. I will first call for a Voice vote – only registered voting delegates;
2. If the Parliamentarian and I cannot determine the vote with certainty, I will call for a standing vote.
3. If the Parliamentarian and I cannot determine the results of a standing vote count with certainty, I will call for a serpentine vote.

These additional actions may be undertaken when the Chair is unclear of the outcome, or if there is a call for “A division of the house.”

The number of voting delegates for today's session is _____.

To challenge the Chair

1. Any voting delegate can challenge the ruling of the Chair by approaching the Parliamentary mike and stating, “I appeal the decision of the Chair.” A second is required. The Chair is afforded a brief statement to explain the basis for having made the original ruling. The motion is debatable. Because we are interested in accurately representing the wishes of the body, challenges are not received as insults: they are welcomed. The question to the body will be,
“The Chair has ruled
Do you wish to sustain the decision of the Chair?”
2. I have the right to summarize at the end of debate.

3. If the aye votes prevail, the Chair’s ruling stands. If a no vote prevails, the Chair’s ruling fails. In the case of a tie, the Chair’s ruling stands since the Chair would cast the deciding vote.

Motions to Refer to Executive Committee

1. Motion should specify whether the Executive Committee is to:
 - Research and report back, or
 - Research and take action.
2. Motion should specify a timeline.
3. Motion is debatable.

Reading Resolutions

As usual I will read only the resolved portion of the resolutions.

We will proceed in the order 1.01, 2.01, 3.01 and so on, with the exception that resolutions placed on the Consent Calendar by the Resolutions Committee will be considered in gross first.

Any registered attendee has been able to remove a resolution from the Consent Calendar before this morning by so informing the Resolutions Committee Chair or the Executive Director.

At the beginning of this session’s debate, your president will announce a final opportunity to remove a resolution from the Consent Calendar. No justification is needed for this request and it does not require a “second” nor any vote to remove it.

If there are no attendees wishing to remove any further items, the Chair will then ask if the delegates are ready to approve the Consent Calendar in its entirety and a vote will be taken at one time on approving all items still remaining on the Consent Calendar.

For expediency’s sake, I will substitute “we” for “Academic Senate for California Community Colleges” in the resolves.

NOTES FOR THE PRESIDENT/CHAIR

Breaks

Recommend breaks after each hour-and-a-half (90 minutes). Simply state, “If there is no objection, we will recess for ___ minutes. Debate will continue at ____.”

Other helpful information regarding voting

Move to Refer to Exec	Debatable	second req	Majority
Move to Postpone (during this plenary session)	Debatable	second req	Majority
Appeal Decision of Chair	Debatable	second req	Majority
Move to Reconsider (by proponent)	Debatable	second req	Majority
Move to Divide the resolution	Not Debatable	second req	Majority

Move to Extend Debate (Only once per resolution for a maximum of five minutes.)	Not Debatable	second req	Majority
Move to Amend	Submit Friday	second req	Majority
Move to Re-order	Not Debatable	second req	2/3
Move to Close Debate	Not Debatable	second req	2/3
Move to Rescind (from previous session)	Submit Thursday	second req	2/3
Call for Division of the House	Just do it (no debate, no second)		

A point of order requires no vote. It relies on the decision of the Chair. The maker can appeal the ruling of the Chair. This appeal must be seconded, as noted above.

Amendments

When there is a main motion and amendments follow, the rule is to perfect the main motion first. The Chair will entertain amendment # 1, then amendment # 2, etc.

1. If #1 and/or and subsequent amendment passes, then read the main motion “as amended” and entertain it as a main motion.
2. If they fail, read the main motion in its original form. A final vote must then be taken on the motion--either as perfected or as originally stated.

Other Helpful Tips:

Review resolution packets the night before to identify any likely problems – pay attention to order of amendments. Meet with Parliamentarian at 7:15 the morning of the meeting.

Executive Committee Agenda Item

SUBJECT: Executive Committee Policies		Month: June	Year: 2017
		Item No. II. J.	
DESIRED OUTCOME: The Executive Committee to consider for approval policies on stipends and dues.		Attachment: YES	
		Urgent: NO	
CATEGORY: Action	REQUESTED BY: Julie Bruno	Time Requested: 5 mins.,	
STAFF REVIEW ¹ : Julie Adams		TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	X
		First Reading	X
		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Officers met on April 10, 2017, to discuss a number of issues. During this discussion, two proposed policies were generated – one on stipends and one on dues. The stipend policy is a result of the increased workload of Executive Committee members. The ASCCC current policy does not allow for Executive Committee members to receive a stipend for their work even outside of non-contracted hours. The proposal policy would allow for members to receive a stipend for work in summer when faculty are not under contract.

The proposed policy on membership dues is a result of questions from the field about what the ASCCC membership dues cover. The draft policy describes how the dues benefit member senates through direct services and statewide representation as well as clarifies the current role of the Executive Committee if a member senate does not pay their dues.

The Executive Committee will consider for approval the proposed policies.

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

51.00 Stipends

Executive Committee members generally have a 10-month commitment, which spans from August through May. Faculty elected to serve on the Executive begin their terms on June 1 and are required to attend the May/June Executive Committee meeting and Orientation as well as the Faculty Leadership Institute. These responsibilities are included in the reassigned time paid to their district. However, some Executive Committee members, based on their assignments, might be asked to work in the summer beyond the normal 10-month commitment. In those instances when Executive Committee members provide significant service beyond their normal scope of work, they may receive a stipend from the ASCCC or other entities if funds are available. The receipt of stipends does not include participation in ASCCC institutes if they are part of their normal assignments, or are a continuation of their currently assigned responsibilities.

Note: While Executive Committee members may be asked to perform duties during the summer and winter periods, only officers are required to be available during those times. If an Executive Committee member is not available to perform a duty during these periods, an officer may be asked to substitute for that Executive Committee member.

70.0 Membership Dues

Member Senates¹ pay annual dues to the Academic Senate for California Community Colleges based on their reported FTES each year to the Chancellor's Office². These dues fund services that directly benefit local senates such as representation on numerous task forces, advisory groups, committees, initiatives, as well as other constituent group meetings including the Faculty Association of California Community Colleges, Council of Faculty Organizations, Community College League of California, and Intersegmental Committee of Academic Senates. The dues also directly fund local senate and technical assistance visits, publications such as the *Rostrum*, adopted position papers, event publications, all senate websites, and other costs associated with providing service to local senates.

All Member Senates that pay their dues are considered active members and are entitled to full membership privileges. Membership privileges include:

- Having a recognized delegate at ASCCC plenary sessions;
- Consideration of faculty from that college or district for service on the ASCCC Executive Committee; for service on other ASCCC standing committees, work groups, and task forces; and for service on other state-level bodies as representatives of the Academic Senate;
- All of the services described earlier in this policy that are supported by dues and provided by the Academic Senate to Member Senates.

Given the significant support that ASCCC provides to local senates, if a member senate fails to pay its dues to the Academic Senate, the Executive Committee may declare the Member Senate an inactive member and may suspend any or all of the membership privileges of that member senate. In the event that a Member Senate is declared to be an inactive member, the Academic Senate will continue to represent that Member Senate at the state level on all academic and professional matters.

Before any action is taken to declare a Member Senate as inactive, the Academic Senate will make every effort to work with the Member Senate to seek resolution of the nonpayment of dues. The active status of an inactive Member Senate and all associated membership privileges will be reinstated upon the payment of dues to the Academic Senate.

¹ Member Senate: A local academic senate or equivalent faculty organization certified by the Board of Directors (also known as the Executive Committee) of the Academic Senate for California Community Colleges. [ASCCC Bylaws, Article I, Section 1, Definitions, C.]

² As noted in the Data Mart Annual Staff Report Full-time Equivalency (FTE) Distribution by District/College



Executive Committee Agenda Item

SUBJECT: Exemplary Award Theme		Month: June	Year: 2017
		Item No: II. K	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2017 – 18 Exemplary Awards.	Attachment: NO	
		Urgent: YES	
		Time Requested: 10 min.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Executive Committee approves the theme for the Exemplary Award. For the past year, the System has been focused on career technical education because of the Board of Governors Task Force on Workforce, Jobs Creation, and a Strong Economy.

Last year's theme, *Contextualized Teaching and Learning*, was identified as a promising strategy that actively engages students and promotes improved learning and skills development. The Executive Committee will consider the theme of guided pathways for the theme for this year's Exemplary Award. Colleges will submit programs that support one or more of the following principles.

1. Guided exploration for undecided students, which could include "areas of interest" or "Meta Majors" and foundation courses for each;
2. Clearly delineated program requirement program requirements, including college commitment to offering course sequences to meet the needs of students so that they can complete certificates, degrees, and transfer on a timely basis.
3. Proactive academic and student supports that are integrated with instruction;
4. Basic Skills Transformation that integrates English and math with broad pathways, and that could include co-requisite remediation and multiple measures for placement.

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



Executive Committee Agenda Item

SUBJECT: Accreditation Liaison Officer (ALO) on Accreditation Committee		Month: June	Year: 2017
		Item No: II. L.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve including an ALO as an official member of the Accreditation Committee each year.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Accreditation Liaison Officer (ALO) is the primary contact for each college with the Accrediting Commission for Community and Junior Colleges (ACCJC). While the college ALO is often the Chief Instructional Officer (CIO), the ALO can also be an associate vice president, a dean, a researcher, or a faculty members. By including an ALO on the Accreditation Committee, the committee will be guaranteed access to all communications from ACCJC and will benefit from the experience of an accreditation expert, like the expertise that the CIO on the Curriculum Committee provides.

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



Executive Committee Agenda Item

SUBJECT: <i>Legislation and Government Update</i>		Month: June	Year: 2017
		Item No: IV. A.	
DESIRED OUTCOME:	Discussion and Action	Attachment: Yes (6)	
		Urgent: Yes	
CATEGORY:	Action	Time Requested: 30 minutes	
REQUESTED BY:	John Stanskas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The legislation hearing schedules are heating up and many bills we are currently tracking are in Appropriations. Bills that languish in the appropriations suspense file are contingent on allocations of money and may or may not move any further in the legislative cycle.

In addition, the Governor's May revise of the budget was released on May 14. As expected, revenue seems to be tracking higher than anticipated in the January budget. A copy of the Higher Education budget is included.

DESIRED OUTCOME:

The attached reports may generate discussion and action by the Executive Committee, particularly regarding the budget and guided pathways bills.

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

ASCCC Legislative Report
May 15, 2017

Legislation with implications for academic and professional matters
Assembly Bills

AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104. This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1. Amended in Assembly, 3/30/17

Status: Referred to Appropriations, Suspense file 4/26/17

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

***AB21 (Kalra) Access to Higher Education for Every Student - Urgent**

Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; ~~refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities; require all faculty and staff to immediately notify the campus chancellor or president if they are advised that public or law enforcement entities are expected to enter suspect or become aware that specified federal authorities may enter, or have entered the campus to execute a federal immigration order; immediately notify any and advise all students who may or could be subject to an immigration enforcement order or inquiry in a discrete and confidential manner, as specified; require all faculty and staff responding to or having contact with a representative of federal immigration authorities, or any other public or law enforcement entity working in coordination with these federal authorities, to refer the entity or individual to the campus president or chancellor to verify~~

the legality of any warrant or subpoena prior to complying or cooperating with any enforcement of an immigration order or inquiry; assign staff to serve as a point of contact for those who may be subject to immigration actions; solicit and maintain a contact list of known attorneys or legal services providers who provide pro bono legal immigration representation, and provide it free of charge to any and all students who request it and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.
Amended in Assembly 3/15/17 Amended in Assembly 4/24/17

Status: Referred to Appropriations, Suspense file, 5/10/17

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

***AB204 (Medina) Community colleges: waiver of enrollment fees**

~~This bill would require the board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to~~ Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17

Status: Referred to Appropriations, Suspense file, 4/05/17

ASCCC Position/Resolutions: The ASCCC Executive Committee voted at its February meeting to support this legislation. The legislation is sponsored by FACCC. The ASCCC approved resolution SP17 6.01 to support.

AB214 (Weber) Student Food Security

AB 214 seeks to assist students facing food insecurity by making the CalFresh application processes easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. Non-substantive revisions 3/15/17

Status: Passed Assembly, referred to the Senate Rules Committee for assignment 5/4/17

ASCCC Position/Resolutions: The ASCCC has a history of supporting our neediest students with access to programs and services necessary to facilitate curricular success.

***AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability**

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

(A) Three members of the advisory board appointed by the Senate Committee on Rules.

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

Status: Referred to Appropriations, Suspense file, 4/05/17

ASCCC Position/Resolutions: This bill is slightly different from past bills the ASCCC has opposed. In conversations with legislative staffers, they fully expect such a bill to be vetoed by the governor and understand our concern that there are not explicitly members of the higher education faculty and community involved in such a commission.

AB 227 (Mayes) CalWORKs: Education Incentives

AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

High school diploma or equivalent: \$100/month

Associate's degree or career/technical education program: \$200/month

Bachelor's degree: \$300/month

This bill would also authorize CalWORKs recipients eligibility to apply for educational stipends totaling no more than \$2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates \$20 million to partially restore funding to the

California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. Amended 4/27/17

Status: Appropriations Committee, Suspense file, 5/10/17

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for CalWORKs students.

AB276 (Medina) Cyber Security Education and Training Programs

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. Non-substantive revisions 3/28/17

Status: Passed Assembly, Senate Rules Committee for assignment 5/04/17

ASCCC Position/Resolutions: Information is useful

AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards

AB 370 would require the California Student Aid Commission to calculate a target for Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.

Status: Referred to Appropriations, Suspense file, 4/26/17

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

AB 387 (Thurmond) Health Care Professionals Minimum Wage

This bill would require allied health professionals in training to be paid the minimum wage while engaged in clinical laboratory settings for career advancement or training.

Status: Appropriations, Suspense file, 5/3/17

ASCCC Position/Resolutions: The ASCCC passed resolution SP17 6.02 in opposition to this bill due to the curricular impact of clinical or laboratory instruction in allied health fields.

AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

Status: Hearing scheduled for 3/28/17 and cancelled at author's request.

ASCCC Position/Resolutions: The CCC Chancellor's Office opposes this bill until AB276 (Medina) is completed.

~~^AB445 (Cunningham and O'Donnell) Apprenticeship Programs, Related Supplemental Instruction and Career Technical Education - Urgent~~

This bill would express the intent of the Legislature that related and supplemental instruction for apprentices, as defined, be fully funded for each fiscal year commencing with the 2015–16 fiscal year.

~~The bill would appropriate \$10,000,000 to the Chancellor of the California Community Colleges for allocation to local educational agencies and to community colleges for related and supplemental instruction, as defined, for the 2016–17 fiscal year. This bill would change the name of the program to the California Career Technical Education Grant Program.~~

The bill would increase to \$300,000,000 the General Fund appropriation to the State Department of Education for this program for the 2017–18 fiscal year, and would further provide for an appropriation to the department in this amount for each subsequent fiscal year. Non-substantive amendments 3/29/17 The current version of this bill focuses solely on K12 educational resources for CTE programs at unified school districts.

Status: Appropriations Committee, Suspense file, 4/26/17

ASCCC Position/Resolutions: None

***AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices. This bill would require the Chancellor of the California Community Colleges to establish *a standard definition of the terms "equity" and a standard definition of "significant underrepresentation," and measures of these terms*, for use in the student equity plans of community college districts.
Amended 3/15/17

Status: Passed Assembly, Senate Rules Committee for assignment, 5/4/17

ASCCC Position/Resolutions: None at this time

AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver

AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019,

to ensure that a fee waiver application is available online for students at each community college.

Status: Appropriations Committee, Suspense File, 4/26/17

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

***AB637 (Medina) Student Equity Plans**

This bill would require the campus-based research to use a standard definition and measure of “equity” provided by the chancellor. The bill would also require the issue of “significant underrepresentation” to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low-income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.

Status: Passed Assembly, Senate Rules Committee for assignment 5/4/17

ASCCC Position/Resolutions: None at this time. The ASCCC has requested that LGBTQ+ be included in the list.

AB 669 (Berman) California Community Colleges Economic and Workforce Development Program.

AB 669 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to July 1, 2023.

Status: Passed Assembly, Senate Rules Committee for assignment, 5/11/17

ASCCC Position/Resolutions: EWD programs are a significant part of the core mission of the CCCs.

***AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation:**

Assessment

This bill would, notwithstanding that provision, require, by August 1, 2018, a community college district or college to use high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete college-level coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in college-level coursework. The bill would authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student’s success in the college-level English or mathematics course ~~and that the support~~

~~constitutes no more than 1/2 of the units required for the college level course.~~ To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program. Amended 5/3/17

Status: Appropriations, Suspense File 5/10/17

ASCCC Position/Resolutions: The ASCCC has long held that assessment for placement is a local decision of alignment with appropriate curriculum. We have significant concerns with this bill's current language. We would support a bill that improved the availability of high school transcript data to community colleges with the funding to support that data structure. The ASCCC adopted resolution SP17 6.04 opposing the limitation of multiple measures included in this bill.

***AB847 (Bocanegra) Academic Senates: Membership Rosters**

~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17

Status: Passed Assembly, Senate Rules for assignment 5/08/17

ASCCC Position/Resolutions: Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end. The ASCCC adopted resolution SP17 6.03 in opposition to this bill.

***AB 856 (Holden) Postsecondary Education: Hiring Policy and Socioeconomic Diversity**

The Trustees of the California State University and the governing board of each community college district shall, and the Regents of the University of California are requested to, ensure that, when filling faculty or athletic coaching positions, consideration is given to candidates with socioeconomic backgrounds that are underrepresented among existing faculty or athletic coaching staff on the campus for which the position is to be filled.

Status: Appropriations, Suspense file, 5/03/17

ASCCC Position/Resolutions: This seems like something that should be currently in practice.

AB 1038 (Bonta) Postsecondary Education: Higher Education Policy

AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary

Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

Status: Appropriations, Suspense file, 5/03/17

ASCCC Position/Resolutions: Well, that sounds lovely.

AB1382 (Grayson) Community College STEM Course Fees

This bill would require the Board of Governors to waive the fee, for enrollment in science, technology, engineering, and mathematics (STEM) courses only, for a student who graduated from a California high school after attending a California high school for at least 2 academic years. The bill would specify that the fee shall be waived only for the student's enrollment in STEM courses within 4 academic years from the date of his or her high school graduation.

Status: Committee on Higher Education, hearing cancelled at request of author 4/25/17

ASCCC Position/Resolutions: Well, we are opposed to fees but there are better ways to encourage students to fill deficits in the California economy. The ASCCC Legislative and Advocacy Committee provided a list of possible legislative mechanisms to satisfy assembly member Grayson's goal in a different manner.

AB 1567 (Holden) Foster Youth.

AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS.

Status: Referred to Appropriations 5/03/17

ASCCC Position/Resolutions: We should support any efforts to support former foster youth.

Senate Bills

SB12 (Beall) Foster Youth and Financial Assistance

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for federal Pell Grants state and federal financial aid. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds

for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program. Amended 3/22/17

Status: Referred to Committee Human Services. Hearing set May 15, 5/04/17

ASCCC Position/Resolutions: The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

SB15 (Leyva) Cal Grant C Awards – Urgent

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be \$3,000 \$547 with an additional possible access award of up to \$2453. Amended 4/3/17.

Status: Referred to Appropriations, Hearing set for May 15. 5/04/17

ASCCC Position/Resolutions: The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

SB25 (Portantino) ~~Integrated K–14 System~~ Nonresident Tuition Exemption

~~This bill would require the Legislative Analyst to conduct an assessment and make recommendations for the complete integration of the state’s elementary schools, secondary schools, and the California Community Colleges. The bill would require the Legislative Analyst, in preparing this assessment, to take specified actions, including recommending the expansion of concurrent enrollment programs and projects conducted pursuant to the California Academic Partnership Program and consulting with the University of California, the California State University, the Office of the Chancellor of the California Community Colleges, the Department of Education, and the Department of Finance to determine the cost of providing free access to the California Community Colleges and to create a plan for the complete integration of the state’s~~

~~elementary schools, secondary schools, and the California Community Colleges. The bill would also require the Legislative Analyst to submit a report of its findings and recommendations to the Legislature.~~ Effective for the academic terms beginning after July 1, 2017, this bill would change the meaning of “covered individual” under these provisions, as specified, to align with federal law, as it read on January 1, 2017, and would require a California Community College or California State University student, as an eligibility requirement for the nonresident tuition exemption, to be eligible for education benefits under either of the 2 federal “GI Bill” programs. Amended 3/30/17.

Status: On Appropriations consent calendar, 5/09/17

ASCCC Position/Resolutions: It is important to comply with federal eligibility laws.

SB68 (Lara) Exemption from Nonresident Tuition

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance at California elementary schools, California secondary schools, campuses of the California Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges. Non-substantive amendments 3/29/17.

Status: Appropriations, Suspense file 4/17/17

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

SB 164 (McGuire) Tribal TANF

SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.

Status: Passed Senate, in Assembly for assignment 4/03/17

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.

SB 307 requires the ~~Legislative Analyst’s Office, in consultation with the~~ University of California, the California State University, and the California Community Colleges governing boards to appoint a task force to conduct a study on housing insecurity and homelessness of

current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. The study is due to the Legislature on or before December 31, 2018.

Status: Appropriations for third reading, 5/05/17

ASCCC Position/Resolutions: The ASCCC has historically supported vulnerable student access to education and the wrap-around services required for educational attainment.

***SB 319 (Nguyen) Public postsecondary education: remedial coursework**

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirements, exemption policies, and availability of any test preparation workshops.

Status: Appropriations, Suspense file 5/01/17

ASCCC Position/Resolutions: The ASCCC has supported counseling and matriculation services to students.

***SB478 (Portantino) Transfer of Community College Students to the California State University or University of California**

SB 478 requires the governing board of each community college district to (1) identify students who have completed an associate degree for transfer (2) notify those students of their completion of the degree requirements, (3) automatically award the student with the degree, and (4) add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. The bill would require that these steps be completed within 45 days of a student's completion of the associate degree of transfer and would authorize a student to affirmatively exercise an option to not receive an associate degree of transfer or to be included in the accessible identification system maintained by the community college campus. Amended 3/20/17

Status: Appropriations, Suspense file, 4/17/17

ASCCC Position/Resolutions: The intent of this bill is to facilitate transfer, a goal the ASCCC supports as a core mission. The practicality of the requirements listed may be of concern.

***SB539 (De Leon) Community College Student Achievement Program**

SB539 establishes a program commencing with the 2017-18 academic year that creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. As a condition of funds, a community college district will

demonstrate in its application that it will develop a guided pathway plan that includes specified components. In order to receive funding under this program, the governing board of a community college district shall demonstrate in its application for funding that each participating community college within the district will, in collaboration with the district as necessary, develop a plan to implement all of the components for a guided pathway. The plan shall include all of the following elements:

(1) A completed implementation and readiness assessment for the guided pathway, as provided by the chancellor for each participating college.

(2) A process and timeline for developing each component of the guided pathway.

(3) The college's detailed policies regarding the use of information from high school records and other assessment measures to determine each student's course placement and academic support needs.

(4) A description of all of the following:

(A) How the community college district plans to work with the governing board of school districts to ensure high school pupils are prepared to enroll and complete college-level courses by the time of their high school graduation, which may include, but not necessarily be limited to, participating in dual enrollment programs established pursuant to Section 76004.

(B) How the community college district plans to collaborate with the University of California and the California State University to develop transfer pathways to the University of California and the California State University.

(C) How the basic skills program offered by the participating community college will ensure that students who are deemed unprepared for college level mathematics or English receive intensive curriculum support to complete a guided pathway in a timely manner.

(D) (i) How the community college plans to coordinate its programs established pursuant to the Awards for Innovation in for Higher Education Program, associate degree for transfer, zero-textbook-cost degrees, the Student Success and Support Program, the Student Success for Basic Skills Program, including funding for student equity plans, and the Strong Workforce Program with the implementation of the guided pathway plan. It is the intent of the Legislature for the community college to evaluate these programs as offered by the community college to determine how best to coordinate their purposes and outcome goals with the implementation of the guided pathway plan.

Status: Appropriations Committee 5/04/17

ASCCC Position/Resolutions: No position, though the executive committee of the ASCCC may wish to develop one now.

SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize a community college district to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing.

Status: Appropriations, Suspense file 5/01/17

ASCCC Position/Resolutions: The CCC Chancellor's Office opposes this bill as written. The ASCCC has no position.

SB677 (Moorlach) Electronic Listening or Recording Devices

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law prohibits the use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor, except as specified. Existing law provides that any person, other than a student, who willfully violates this provision is guilty of a misdemeanor, and requires that any student violating this provision be subject to appropriate disciplinary action.

Status: Failed passage in Education Committee. Reconsideration granted. 4/26/17

ASCCC Position/Resolutions: This bill seems based in a local issue and doesn't seem to have much chance of passing.

***SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would limit the prohibition to a district's baccalaureate degree program that is offered within 100 miles of the California State University's or the University of California's baccalaureate degree program. The bill would extend the operation of the statewide baccalaureate degree pilot program indefinitely and would no longer require a student to complete his or her degree by the end of the 2022–23 academic year. The bill would increase the maximum number of district baccalaureate degree pilot programs to 30 programs.

Status: Referred to Appropriations 5/08/17

ASCCC Position/Resolutions: The ASCCC has no position at this time. The CCC Chancellor's Office has opposed the bill except the lifting of the sunset for current programs.

Bills of Interest

AB3 (Bonta) Public Immigration Defenders – Urgent

This bill creates a fund to pay for legal council in matters of immigration.

Status: Re-Referred to Appropriations, 5/10/17

AB17 (Holden) Transit Passes

Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers.

Status: Referred to Appropriations, Suspense File, 5/03/17

AB34 (Nazarian) Student financial aid: Children's savings account program

This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children's savings account program to ensure California's children and families foster a college-bound identity and practice education-related financial planning.

Status: Appropriations, Suspense File, 5/10/17

^AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

Status: Referred to Committee on Higher Education, 1/19/17

AB310 (Medina) Part-Time Office Hours

This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

Status: Hearing scheduled and cancelled by author 3/28/17

SB7 (Moorlach) School Bonds

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

Status: Hearing scheduled for April 19 and cancelled by author, 4/17/17

SB6 (Hueso) Legal Services for Immigrants – Urgent

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

Status: Passed Senate, sent to Assembly, 4/4/17

SB32 (Moorlach) Public Employee Retirement

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.~~ This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.

Status: Public Employment and Retirement Committee, failed passage, reconsideration granted. 4/25/17

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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

April 27, 2017

TRUMP ADMINISTRATION RELEASES BUDGET OUTLINE

In March, the Trump Administration outlined spending priorities. There are no details on many of the changes proposed. The overall cuts to Labor, Education, Health and Human Services, and other agencies are intended to offset the large increases in funding to Defense, Homeland Security, and Veterans Affairs.

The Department of Education is targeted for a 14% cut (\$9.2 billion). For higher education, the Administration provided a few details:

- \$1.4 billion increase for public and private school choice programs.
- Federal work-study would be “significantly reduced.”
- The proposed budget includes nearly \$200 million in cuts for federal programs that help disadvantaged students make it into and through college. Those include an umbrella of eight outreach programs, called TRIO, that support the progress of low-income, first-generation, and disabled students, starting in middle school.
- The Federal Supplemental Educational Opportunity Grant, which is reserved for college students with the greatest need for financial aid, would be eliminated.
- No cut to Pell Grants, however the budget proposal would eliminate \$3.9 billion in carryover Pell funding. The Pell Grant program runs a surplus of more than \$10 billion due to a change in the eligibility requirements for students. President Trump’s proposal would reallocate the surplus to other parts of the government.

Overall, this budget is a request to Congress, subject to the input and votes of its members. However, it is an indication of the priorities of the Trump Administration.

IRS DATA RETRIEVAL TOOL TAKEN OFFLINE

In March, the federal Data Retrieval Tool was abruptly taken offline out of “security and fraud concerns”. The tool helps students complete FAFSA and apply for income driven repayment more easily by allowing students to import federal tax information into online applications. The loss of this tool means that completing these applications will be significantly more complicated for students, and more work for financial aid offices. The Department of Education is estimating the tool will not be available until next fall. In April, the Chancellor’s Office signed on to an AACC letter requesting the department find both interim and permanent solutions to minimize the impact of the loss of this tool to students. Since then the department has announced that institutions may accept a signed paper copy of a student's 2015 IRS tax return as official documentation. In addition, institutions will not be required to collect proof that an applicant or their spouse or parents did not file a 2015 tax return.

The new rules take effect immediately and apply to the years 2016 and 2017.



EDUCATION SECRETARY BETSY DEVOS CHANGES OBAMA-ERA STUDENT LOAN GUIDANCE

Last month, Secretary DeVos rescinded three memos that were issued under former- secretaries King and Mitchell governing student loan servicers. The memos outlined the types of activities and student protections that loan services must abide by in order to contract with the department to provide services. The memos were in response to evidence from the Consumer Financial Protection Bureau and others, that students were being provided incomplete, conflicting, and sometimes inaccurate information regarding their rights and options. There are concerns that some important student protections are no longer in place to guide eligible contractors.

HOUSE COMMITTEE ON EDUCATION AND WORKFORCE TO CONVENE HEARING ON ACCREDITATION

On April 27, the committee will convene a hearing to discuss ways to strengthen accountability in higher education by improving the accreditation system. This hearing provides an opportunity to discuss reforms that will help ensure the accreditation system focuses on a quality learning experience for students and allows for creating innovative programs that will improve efficiency.

BILLS OF INTEREST

S. 806 (Sanders, I-Vermont) College for All Act of 2017

S. 806 would make public universities free for families with incomes below \$125,000 per year and public community college free for everyone. It also includes provisions to reduce student debt by allowing loans to be re-financed at the lowest possible level. Under this bill, the federal government would cover 67% of the cost to eliminate tuition and fees while the states would be held accountable for the remaining 33%. States would also have to agree to requirements such as, employing full time faculty, maintaining spending on academic instruction, and on need-based financial aid. The estimated legislation cost of \$600 billion would be paid for by a separate bill to tax Wall Street speculation. According to proponents, imposing a Wall Street speculation tax of 0.5 % on stock trades, a 0.1 % fee on bonds and a 0.005% fee on derivatives, would raise at least \$600 billion over the next decade. While the chances of this becoming law are extremely low, its introduction has re-ignited the conversation, at the federal level, over the costs of higher education.

H.R. 496 (Coffman, D-Idaho) and S 218 (Graham, R-South Carolina) BRIDGE ACT

H.R. 496 and S 218 offer legal protection for undocumented immigrants brought into the country as children, to address the potential changes if President Obama's executive order is rescinded. These bills provide 3 years of "provisional protected status" to DACA recipients and allow undocumented immigrants who are DACA-eligible to apply for the temporary protected status if they pay a fee and undergo a background check.

H.R. 245 (Cook R-California) Veterans' Education Equity Act

H.R. 245 changes the way the Department of Veteran's Affairs calculates the basic allowance for housing (BAH) stipend provided by the Post-9/11 GI Bill. Currently, the amount is based on the zip code where the department certified the college. This is not always the same zip code that a student attends classes in; creating a discrepancy between what a student needs to pay for housing and what



they receive in their housing stipend. HR 245 changes the calculation to use the zip code where a student attends classes. Rep. Mark Takano (D-California) is a co-sponsor.

H.R. 813 (Linda Sanchez D-California) All-Year ACCESS Act

H.R. 813 amends title IV (Student Assistance) of the Higher Education Act of 1965 to increase the number of Pell Grants an eligible student may receive in a single award year from one to two (i.e., it restores year-round Pell Grants). A student's total amount of Pell Grants must not exceed 150% of the maximum Pell Grant for that award year. In addition, any period during which a student receives an additional Pell Grant counts toward that student's lifetime Pell Grant eligibility period.

April 27, 2017

OVERVIEW

The Assembly Committee on Higher Education and the Senate Education Committee just completed hearings to meet the deadline to pass legislation with a fiscal effect (cost). Bills with a cost approved by the policy committees are sent to the fiscal committees, also known as the Appropriations Committees. Any bill with a cost that exceeds \$150,000 is placed on the “Suspense File” of the respective Appropriations Committee. The next key deadline is for the Appropriations Committees to pass bills by May 26, 2017; bills previously placed on the “Suspense File” will be re-reviewed in the days leading up to that deadline, and many of those bills will be “held in committee” due to concerns over costs or policy. Bills are likely to be amended during this time to meet recommendations by staff in the policy committees and/or the fiscal committees.

The summaries that follow are for our top priority, or “Tier 1” bills, and reflect the information that was available when this update was drafted. For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at <http://leginfo.legislature.ca.gov/>.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: matriculation: assessment.** AB 705 requires the use of high school transcript data for the assessment and placement of students in English and mathematics courses in order to maximize student success in those courses within a one-year timeframe. The bill prohibits a student from being required to enroll in remedial coursework that lengthens their time to complete a degree unless research shows they are highly unlikely to succeed in college-level coursework.
 - Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.

- **AB 1567 (Holden) Public Postsecondary Education: Foster Youth.** AB 1567 requires the California Department of Social Services to coordinate data sharing with the CSU and CCC for the purposes of assisting foster youth with financial aid eligibility. It also requires each community college to notify each foster youth student about appropriate campus support programs such as EOPS and CAYFES.
 - Status: Passed in the Assembly Committee on Higher Education and the Assembly Committee on Human Services and sent to the Assembly Appropriations Committee.

- **SB 319 (Nguyen) California Community Colleges: Remedial Coursework.** SB 319 requires the California Community Colleges to provide for entrance counseling and assessment or other suitable means to fully inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to register for or complete and the reasons for the requirement.
 - Status: Passed in the Senate Education Committee and sent to the Senate Appropriations Committee.

- **SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.** SB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize a community college district to offer a teacher-credentialing program subject to approval by the California Commission on Teacher Credentialing.
 - Status: Passed in the Senate Education Committee and sent to the Senate Appropriations Committee.
 - *Position: Concern*

- **SB 769 (Hill) Baccalaureate Degree Pilot Program.** SB 769 increases the statutory limit on the total number of community college baccalaureate degree programs from 15 to 25, and extends the 2022-23 sunset date for an additional five years. It authorizes the development of a degree program that is also offered by California State University or University of California, if there is no UC or CSU program within 100 miles that offers the same curricula or program of study. The committee proposed amendments that would extend the sunset date and increase the number of pilot programs.
 - Status: Passed in the Senate Education Committee and sent to the Senate Appropriations Committee.
 - *Position: Concern*

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 21 (Kalra) Public Postsecondary Education: Student Access.** AB 21 requires the California Community Colleges, to the extent legally possible, to refrain from releasing student and staff confidential information, including but not limited to, name, address, telephone number, email address, course schedule, student/personnel records, or information about other members of the communities served by these campuses. Faculty and staff are required to notify students and the campus chancellor or president if immigration enforcement entities enter the campus for purposes of verifying the legality of any warrant or subpoena. The bill also requires the colleges to assign staff to serve as a point of contact for those who may be subject to immigration actions; and maintain a list of known attorneys or legal services providers who provide pro bono legal immigration representation.
 - Status: Passed in the Assembly Committee on Higher Education and the Assembly Judiciary Committee and sent to the Assembly Appropriations Committee.

- **SB 169 (Jackson) Education: Sex Equity.** SB 169 requires the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of each independent institution of higher education and each private postsecondary educational institution to implement policies and procedures on sexual harassment, as specified. SB 169 also requires each board to implement policies and procedures that conform with the provisions of the “Dear Colleague” letter issued

by the United States Department of Education's Office of Civil Rights on April 4, 2011 relating to sexual harassment and sexual violence.

- Status: Passed in the Senate Education Committee and the Senate Judiciary Committee and sent to the Senate Appropriations Committee.
- **AB 1435 (Gonzalez-Fletcher) The Athlete Protection Act.** AB 1435 creates the Athlete Protection Commission to oversee intercollegiate athletics including community college athletic programs. The commission will collect fees from athletic programs for Athlete Protection Act Fund. These funds will be used to investigate athlete complaints, develop best practices around athlete safety, and establish guidelines for athletic departments to follow.
 - Status: Passed by the Assembly Higher Education Committee and sent to the Assembly Appropriations Committee.

CAREER TECHNICAL EDUCATION/APPRENTICESHIP/WORKFORCE

- **AB 387 (Thurmond) Minimum Wage: Health Professionals: Interns.** AB 387 expands the definition of employer for purposes of minimum wage provisions to include a person who exercises control over wages, hours, or working conditions of a person engaged in a period of supervised work experience to satisfy requirements for licensure, registration, or certification as an allied health professional. This affects community college students in health care programs.
 - Status: Passed in the Assembly Committee on Labor and Employment and sent to the Assembly Appropriations Committee.
- **AB 669 (Berman) California Community Colleges Economic and Workforce Development Program.** AB 669 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to July 1, 2023.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
- **AB 1577 (Gipson) Career Technical Education: Access Plan.** AB 1577 requires the State Department of Education, in collaboration with the California Workforce Development Board, and the Office of the Chancellor of the California Community Colleges, to develop a plan to ensure the provision of, and access to, career technical education programs at every K-12 school in California and to convene, on or before January 1, 2019, to develop the plan. The bill would, on or before January 1, 2020, require the department to report the plan to the Legislature. The bill would repeal its provisions on January 1, 2024.
 - Status: Passed by the Assembly Committee on Education and sent to the Assembly Appropriations Committee.
- **AB 1731 (Committee on Jobs, Economic Development, and the Economy).** AB 1731 amends the Workforce and Economic Development statute and addresses an audit finding by authorizing the program to provide guidance to local educational agencies on the allocation and oversight of apprenticeship training funds, consistent with the rules set by the California Apprenticeship Council.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.

- **SB 317 (Roth) California Community Colleges Economic and Workforce Development Program.** SB 317 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to January 1, 2023.
 - Status: Passed by the Senate Education Committee and sent to the Senate Appropriations Committee.

FINANCE AND FUNDING

- **AB 1299 (Gipson) Compton Community College District.** AB 1299 establishes requirements for the transition of the Compton Center to the Compton Community College District from the El Camino Community College District. In its current form, AB 1299 states findings of the Legislature and broad conditions for ensuring students maintain their educational progress and have a smooth transition for enrollment in classes at Compton College.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.

STUDENT SERVICES

- **AB 214 (Weber) Student Food Security.** AB 214 seeks to assist students facing food insecurity by making the CalFresh application process easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. The Department of Social Services (CDSS) would be required to maintain a list of programs that qualify for the employment training exemption in federal regulation. This exemption allows full time students to receive CalFresh benefits if they are in one of these programs. The list of programs was developed under prior legislation by way of consultation with the Chancellor's Office. The list includes EOPS, DSPS, CARE, CAYFES and other programs.
 - Status: Passed by the Assembly Committee on Higher Education and the Assembly Appropriations Committee, and will be sent to the Assembly floor for a vote.
 - *Position: Support*
- **AB 227 (Mayes) CalWORKs: Education Incentives.** AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined: High school diploma or equivalent: \$100/month; Associate's degree or career/technical education program: \$200/month; Bachelor's degree: \$300/month. The bill appropriates \$20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients.
 - Status: Passed by the Assembly Human Services Committee and sent to the Assembly Appropriations Committee.
- **AB 453 (Limon) Postsecondary Education: Student Hunger** AB 453 requires community college districts to designate a campus that has a food pantry and a staff member to assist students with enrolling in CalFresh as a "hungry free campus." Campuses with this designation would receive a funding incentive.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.

- **AB 504 (Medina) Student Success and Support Program Funding.** AB 504 requires the Chancellor of the California Community Colleges to establish a standard definition of “equity” and a standard definition of “significant underrepresentation”, and measures of these terms for use in the student equity plans of community college districts.
 - Status: Passed by the Assembly Committee on Higher Education and by consent in the Assembly Appropriations Committee, and will be sent to the Assembly floor for a vote.
- **AB 637 (Medina) Community Colleges: Student Equity Plans.** AB 637 requires campus-based research at community colleges regarding student equity plans to use standard definitions and measures of “equity” and “underrepresented” as established by the Chancellor.
 - Status: Passed in the Assembly Committee on Higher Education and by consent in the Assembly Appropriations Committee, and will be sent to the Assembly floor for a vote.
- **AB 917 (Arambula) Student Suicide Prevention Policies.** AB 917 requires the Board of Governors to adopt a policy on student suicide prevention. This policy must specifically address specified needs of high risk population. The policy also must include training materials for employees on suicide awareness and prevention.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
- **AB 1018 (Reyes) Community Colleges: Student Equity Plans: Homeless Students.** AB 1018 adds homeless students to the categories of students required to be addressed in the student equity plans.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
- **SB 12 (Beall) Foster Youth in Higher Education.** SB 12 is intended to improve post-secondary achievement among foster youth. The bill requires every county child welfare agency to assist foster youth in the financial aid application process. SB 12 requires the Student Aid Commission to work with the State Department of Social Services to develop an automated system to verify a student’s foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to 20 districts.
 - Status: Passed by the Senate Education Committee and sent to the Senate Appropriations Committee.
- **SB 164 (McGuire) Tribal TANF.** SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWORKs recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.
 - Status: Passed by the Senate on a 39-0 and sent to the Assembly for assignment to a committee.
 - *Position: Support*
- **SB 478 (Portantino) Transfer of Community College Students to the California State University or University of California.** SB 478 requires the governing board of each community college district to identify students who have completed an associate degree for

transfer (ADT) in an electronic database to facilitate information sharing with the California State University and the University of California. The bill requires the colleges to add ADT completers to an electronic database within 45 days of their completion of the degree unless the student affirmatively opts out of being included.

- Status: passed in the Senate Education Committee and put on the Suspense file by the Senate Appropriations Committee.

- **SB 539 (De Leon) Community College Completion Incentive Grant Program.** SB 539 creates the Community College Completion Incentive Grant Program, under the administration of the Chancellor's Office, which would require participating districts to develop guided pathways and a new grant program for eligible students up to \$4,000. Guided pathways are comprehensive sets of community college programs and services focused on improving student success. The grants would be available to help offset the cost of community college attendance only in years in which funding is provided for this purpose in the annual Budget Act or another statute. Eligible students are required to meet certain criteria for the grant, which includes enrollment in a program of study, completion of an education plan, progress in meeting associate degree or certificate or transfer requirements, enrollment in 15 units per term or sufficient units to graduate or transfer within the published length of time, and a 2.0 GPA.
 - Status: passed in the Senate Education Committee and sent to the Senate Appropriations Committee

TUITION, FEES, FINANCIAL AID

- **AB 19 (Santiago) Community Colleges: Enrollment Fee Waiver.** AB 19 waives the community college enrollment fee for one academic year for first-time community college students who enroll in 12 units per term.
 - Status: Passed in the Assembly Committee on Higher Education and put on the Suspense File in the Assembly Appropriations Committee.
- **AB 204 (Medina) Community College Districts: Enrollment Fee Waiver.** AB 204 requires the Chancellor's Office to review, for general consistency, each community college district's due process procedures regarding an appeal on the loss of a fee waiver and comment on the procedures as appropriate. Each district is required to develop procedures that allow for an appeal due to hardship based on geographic distance from an alternative community college where the student would be eligible for a fee waiver. The districts also are required to examine the impact of the minimum academic and progress standards every three years to determine whether those standards have had a disproportionate impact on specific groups of students. If disproportionate effects are discovered, the district is required to include steps to address that impact in a student equity plan.
 - Status: Passed in the Assembly Committee on Higher Education and put on the Suspense file by the Assembly Appropriations Committee.
- **AB 343 (McCarty) Public postsecondary education: holders of certain special immigrant visas.** AB 343 provides a waiver from the nonresident tuition fees for students who are refugees or Iraqi or Afghan individuals with SIVs who worked for or on behalf of the U.S. Government, and their dependents. The bill specifies that in order to be eligible for the waiver the students must settle in California upon entering the United States.
 - Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.

- **AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards.** AB 370 requires the California Student Aid Commission (CSAC) to offer Competitive Cal Grants under a process that incorporates the average "take-rate" from the prior three award years in order to estimate the number of awards to be offered to achieve the current statutory limit of 25,750 annual awards. The bill also increases or reduces the target number of awards in any subsequent year by the number of awards granted over or under 25,750 in the prior year. The intent is to ensure that financially needy students receive all available Competitive Awards in an academic year.
 - Status: Passed in the Assembly Committee on Higher Education and put on the Suspense File in the Assembly Appropriations Committee.
 - *Position: Support*

- **AB 490 (Quirk-Silva) Taxation: credits: College Access Tax Credit.** AB 490 extends the sunset date for the College Access Tax Credit (CATC) to January 1, 2023, and sets aside funds for outreach efforts to inform taxpayers about the CATC.
 - Status: Passed in the Assembly Committee on Higher Education and sent put on the Suspense File in the Assembly Appropriations Committee.
 - *Position: Support*

- **AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver.** AB 559 requires the Board of Governors to ensure that a fee waiver application is available online at each community college by January 1, 2019.
 - Status: Passed in the Assembly Committee on Higher Education and put on the Suspense File in the Assembly Appropriations Committee.

- **AB 647 (Reyes) Personal Income Tax: Credit Community College Student.** AB 647 establishes a tax credit under the Personal Income Tax Law in an amount equal to the fees of a full-time California Community College student and other education expenses up to \$2,000. The bill requires a taxpayer claiming the credit to submit a copy of the student's transcript evidencing completion of an academic year of full-time enrollment at a community college. The bill requires the Legislative Analyst's Office to collect and report data to the Legislature regarding certain performance indicators, and specifies that baseline measurements shall derive from the 2017 calendar year. The performance indicators include decreasing costs of attendance, increases in the ratio of full-time community college students to part-time community college students, and increases in the rate of student transfer to the California State University or the University of California.
 - Status: Passed in the Assembly Committee on Revenue and Taxation and sent to the Assembly Appropriations Committee.

- **AB 1037 (Limon) Public Postsecondary Education: Student Financial Aid.** AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or AICCU campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year.

- Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
 - *Position: Support*
- **AB 1058 (Gipson) Community College Fee Waiver: Ward of the State.** AB 1058 waives the fee for a California resident who is a ward or former ward of the juvenile court, is or was placed in, or committed to, out-of-home care in connection with that status as a ward or former ward after reaching 16 years of age, and is no older than 25 years of age. It also waives the fee for current foster and former foster youth who attained foster youth status after reaching 16 years of age, and is no older than 25 years of age.
 - Status: Passed by the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
- **AB 1468 (Chiu) Community Colleges: Student Equity Funds for Emergency Assistance:** AB1468 authorizes the use of funding from the California Community Colleges Student Equity Program (SEP), up to \$25,000 per campus of apportionment funding, or both, to be used for emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that impact the student’s ability to succeed. These provisions are consistent with current allowances of SEP funding expenditures.
 - Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
 - *Status: Support*
- **AB 1563 (Medina) Student Financial Aid: Cal Grant C Awards:** AB 1563 renames the existing Cal Grant C program to the Competitive Cal Grant C award and sets the award amounts at \$2,462, for tuition and fees and \$547 for access costs. AB 1563 establishes an additional Competitive Cal Grant C award for community college students up to \$2,462 to cover access costs, training-related costs, and tuition and fees. The bill also establishes a Cal Grant C Entitlement award for community college students enrolled in for-credit certificate or credential programs that are less than one academic year. The bill requires the California Student Aid Commission (CSAC) to identify occupation and training programs with a high employer demand, high projected employment growth, high earning outcomes, or part of a well-articulated career pathway to a job providing economic security. CSAC is required to prioritize applicants pursuing occupation and training programs that meet these criteria.
 - Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
 - *Position: Support*
- **AB 1622 (Low) Student Support Services: Dream Resource Liaisons:** AB 1622 requires community colleges to designate a Dream Resource Liaison on each campus. AB 1622 specifies that Dream Resource Centers may be located within existing student service or academic centers; and, the space where a Dream Resource Liaison is located may serve as a Dream Resource Center. AB 1622 would authorize the Board of Governors to seek and accept on behalf of the state any gift, bequest, devise, or donation that will aid in the creation and operation of Dream Resource Centers.
 - Status: Passed in the Assembly Committee on Higher Education and sent to the Assembly Appropriations Committee.
 - *Position: Support*

- **SB 15 (Leyva) Student Financial Aid: Cal Grant C awards.** SB 15 establishes the maximum Cal Grant C award at \$2,462 for tuition and fees and \$547 for access costs, creates an additional \$2,453 award for access costs exclusive to community college students, and sets an application deadline of 2nd for students to apply for an award. The bill requires the Chancellor's Office to provide the California Student Aid Commission (CSAC) with an annual list of eligible occupational and technical training programs. Finally, the bill requires CSAC to give priority to students enrolled in eligible programs that have high-employer demand or high-projected employment growth, high-earning outcomes, or are part of a well-articulated career pathway to a job providing economic security.
 - Status: Passed the Senate Education Committee and sent to the Senate Appropriations Committee.
 - *Position: Support*

- **SB 68 (Lara) Public Postsecondary Education: Exemption from Nonresident Tuition.** SB 68 expands and modifies AB 540 eligibility requirements regarding the exemption from paying nonresident tuition at public postsecondary institutions. SB 68 would allow attendance at an adult school or a maximum of two years at a community college to count toward achieving AB 540 status. Existing law requires full-time attendance for three or more years at an elementary or secondary school or some combination thereof. The bill allows a student to complete an Associate Degree or satisfy minimum requirements for transfer in lieu of a high school diploma or GED in order to qualify for AB 540 status.
 - Status: passed in the Senate Education Committee and put on the Suspense file by the Senate Appropriations Committee.
 - *Position: Support*

- **SB 573 (Lara) Student Financial Aid: Service Learning Programs.** SB 573 requires the public segments of higher education to ensure that each campus implements a service-learning program for students with financial needs who do not qualify for federal work-study programs and are exempt from paying the nonresident tuition fee. The bill authorizes a service-learning program to supplement, or be a component of, an existing state work-study program as deemed appropriate by a community college. A student's personal information would remain confidential and collected only for program administration purposes. Prop 98 funds would support this new program.
 - Status: Passed in the Senate Committee on Education and the Senate Judiciary Committee and sent to the Senate Appropriations Committee.

VETERANS, MILITARY AND DEPENDENTS

- **AB 172 (Chávez) Residency: Dependents of Armed Forces Members.** AB 172 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after admission to a postsecondary institution.
 - Status: Passed in the Assembly Committee on Higher Education and the Assembly Veterans Committee and sent to the Assembly Appropriations Committee.
 - *Position: Support*

- **SB 25 (Portantino and Newman) Nonresident Tuition Exemption: Veterans.** SB 25 ensures that the California State University and the community colleges will remain in compliance with federal law, the Veterans Access, Choice and Accountability Act (VACA) of 2014. This law required all states to charge instate tuition for all eligible veterans and

dependents. It was revised in 2016, to expand eligibility for in-state tuition and the US Veterans Administration (VA) has advised California representatives that the changes in federal law require changes in state law in order to remain in compliance. Federal law states that the US VA is required to disapprove educational programs for GI Bill funding if the state's institutions are not in compliance. The changes that SB 25 makes to state law are critical to ensuring that California continues to receive GI Bill education funding.

- Status: Passed in the Senate Education Committee by consent and sent to Senate Appropriations Committee.
 - *Position: Support*
- **SB 694 (Newman) California Community Colleges: Veteran Resource Centers.** SB 694 requires the Chancellor's Office to ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veteran's transition successfully from military life to educational success. The bill establishes minimum requirements for each center. The author agreed to amendments proposed in the Senate Education Committee that would authorize a district to petition the Chancellor's Office if it cannot meet the standards established by SB 694. These amendments were not in print when the bill passed in both policy committees.
 - Status: Passed in the Senate Education Committee and the Senate Veterans Committee and sent to the Senate Appropriations Committee.

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**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/4/2017**

BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1																
AB 19	Santiago	College Affordability	N	X	X									Asm. Approps. Suspense		
AB 21	Kalra	Public Postsecondary Education: Student Access	N	X	X									Asm. Approps.		
AB 172	Chavez	Public Postsecondary Education: Residency: Military Dependents	S	X	X	X								Asm. Floor		
AB 204	Medina	Community Colleges: Waiver of Enrollment Fees	N	X	X									Asm. Approps. Suspense		
AB 214	Weber	Postsecondary Education: Student Hunger	S	X	X	X								Asm. Floor		
AB 227	Mayes	CalWORKs: Education Incentives	N	X	X									Asm. Approps.		
AB 343	McCarthy	Public Postsecondary Education: Immigrant Visa Holder	N	X	X									Asm. Approps.		
AB 370	Rodriguez	Student Financial Aid: Competitive Cal Grant A and B	S	X	X									Asm. Approps. Suspense		
AB 387	Thurmond	Minimum wage: Health Professionals: Interns	N	X	X									Asm. Approps.		
AB 453	Limon	Postsecondary Education: Student Hunger	N	X	X									Asm. Approps.		
AB 490	Quirk-Silva	Taxation: Credits: College Access Tax Credit	S	X	X									Asm. Approps. Suspense		
AB 504	Medina	Student Success and Support Program Funding	N	X	X	X								Asm. Floor		
AB 559	Santiago	Community Colleges: Enrollment Fee Waiver	N	X	X									Asm. Approps. Suspense		
AB 637	Medina	Community Colleges: Student Equity Plans	N	X	X	X								Asm. Floor		
AB 647	Reyes	Personal Income Tax: Credit: Community College Student	N	X	X									Asm. Approps.		
AB 669	Berman	Economic Development: California Community College	N	X	X									Asm. Approps.		
AB 705	Irwin	Student Success (CCC Assessment and Placement)	N	X	X									Asm. Approps.		
AB 917	Arambula	Student Suicide Prevention Policies	N	X	X									Asm. Approps.		
AB 1018	Reyes	Community Colleges: Student Equity Plans: Homeless Students	N	X	X									Asm. Approps.		
AB 1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	X	X									Asm. Approps.		
AB 1058	Gipson	Community Colleges Fees: Wards of the State	N	X	X									Asm. Approps.		
AB 1299	Gipson	Compton Community College District	N	X	X									Asm. Approps.		
AB 1435	Gonzalez	Athlete Protection Act	N	X	X									Asm. Approps.		
AB 1468	Chiu	Community Colleges: Student Equity Funds for Emergency Assistance	S	X	X									Asm. Approps.		
AB 1563	Medina	Student Financial Aid: Cal Grant C Awards	S	X	X									Asm. Approps.		

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/4/2017**

BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 1567	Holden	Public Postsecondary Education: CSU: CCC: Foster Youth	N	X	X										Asm. Approps.	
AB 1577	Gipson	Career Technical Education Access Plan	N	X	X										Asm. Approps.	
AB 1619	Berman	Private Postsecondary Education	N	X	X										Asm. Approps.	
AB 1622	Low	Student Support Services: Dream Resource Liaisons	S	X	X										Asm. Approps.	
AB 1731	Asm. Jobs	Apprenticeships: Training Funds: Audits	N	X	X										Asm. Approps.	
SB 12	Beall	Foster Youth: Postsecondary Education: Financial Aid	N	X	X										Senate Approps.	
SB 15	Leyva	Student Financial Aid: Cal Grant C Awards	S	X	X										Senate Approps.	
SB 25	Portantino	Nonresident Tuition Exemption: Veterans	S	X	X										Senate Approps.	
SB 68	Lara	Exemption from Nonresident Tuition (transfer students)	S	X	X										Sen. Approps. Suspense	
SB 164	McGuire	Priority Registration for Tribal TANF recipients	S	X	X	X	X								Assembly Rules	
SB 169	Jackson	Discrimination: Federal Title IX	N	X	X										Senate Approps.	
SB 244	Lara	Privacy: Agencies: Personal Information	N	X	X										Senate Approps.	
SB 317	Roth	California Community Colleges Economic and Workforce Development Program	N	X	X										Senate Approps.	
SB 319	Nguyen	Public Postsecondary Education: Remedial Coursework	N	X	X										Senate Approps.	
SB 478	Portantino	Public Postsecondary Education: Transfer of Students	N	X	X										Sen. Approps. Suspense	
SB 539	De Leon	Community College Student Achievement Program	N	X	X										Senate Approps.	
SB 573	Lara	Student Financial Aid: Work-Study Program	N	X	X										Senate Approps.	
SB 577	Dodd	Community Colleges: Teacher Credentialing Programs	C	X	X										Senate Approps.	
SB 694	Newman	California Community Colleges: Veterans Resource Centers	N	X	X										Senate Approps.	
SB 769	Hill	Baccalaureate Degree Pilot Program	C	X	X										Senate Approps.	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2																
AB 10	Garcia	Feminine Hygiene Products: Supply: School Bathrooms	N	X	X										Asm. Approps.	
AB 12	Cooley	State Government: Administrative Regulations: Review	N	X	X										Asm. Approps. Suspense	
AB 17	Holden	Transit Pass Program: Free or Reduced-Fare Passes	N	X	X										Asm. Approps.	
AB 38	Stone	Student Loan Servicers: Licensing and Regulation	N	X	X										Asm. Approps.	
AB 217	Low	Office of Higher Education Performance & Accountability	N	X	X										Asm. Approps. Suspense	

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				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
AB 276	Medina	Postsecondary Education: Report: Cyber Security	N	X	X					Asm. Floor
AB 379	Gomez	California Kickstart My Future Loan Forgiveness Program	N	X	X					Asm. Approps.
AB 393	Quirk-Silva	Public Postsecondary Education: Prohibition on Systemwide Fee Increase	N	X	X					Asm. Approps.
AB 461	Muratsuchi	Personal Income Taxes: Exclusion: Forgiven Student Loan	N	X	X					Asm. Approps. Suspense
AB 463	Salas	Student Financial Aid: Assumption Program of Loans	N	X	X					Asm. Approps. Suspense
AB 568	Gonzalez	School and Community College Employees: Maternity Leave	N	X	X					Asm. Approps.
AB 618	Low	Local Agency Public Construction Act: Job Orders	N	X	X					Asm. Approps.
AB 700	Jones-Sawyer	Public Health: Alcoholism or Drug Abuse Recovery	N	X	X					Asm. Approps.
AB 746	Gonzalez	Public Health: Potable Water: Lead Testing: Schools	N	X	X					Asm. Approps.
AB 847	Bocanegra	Academic Senates: Membership Rosters	N	X	X					Asm. Approps.
AB 849	Acosta	California Workforce Development Board Task Force (Chancellor's Office rep)	N	X	X					Asm. Approps.
AB 856	Levine	Public Postsecondary Education: Hiring Policy	N	X	X					Asm. Approps.
AB 931	McCarty	Suicide Prevention	N	X	X					Asm. Approps.
AB 1038	Bonta	Postsecondary Education: Higher Education Policy	N	X	X					Asm. Approps.
AB 1194	Dababneh	Elections: Bond Measures: Ballot Text	N	X	X					Asm. Approps.
AB 1196	Harper	School Bonds: Term of Bonds	N	X	X					Assembly Floor
AB 1253	Cooley	School Bonds: Citizen Oversight	N	X	X					Asm. Approps.
AB 1284	Calderon	Students With Disabilities	N	X	X					Asm. Floor
AB 1333	Dababneh	Local Government Agency Notices: Bonds and Taxes	N	X	X					Asm. Approps.
AB 1533	O'Donnell	College Promise Partnership Act: Long Beach CCD	N	X	X					Asm. Approps.
AB 1651	Reyes	Community Colleges: Academic Employees	N	X	X					Asm. Floor
AB 1678	Berman	Schools and Community Colleges Political Activities: Dedicated Fund	N	X	X					Asm. Approps.
ACA 6	Harper	School Facilities and Bonded Indebtedness	N							Introduced
SB 16	Wieckowski	Wage Garnishment Restrictions: Student Loans	N	X	X					Assembly Rules
SB 21	Hill	Law Enforcement Agencies: Surveillance: Policies	N	X	X					Sen. Approps.
SB 22	Hill	Firearms: Law Enforcement Agencies: Firearm Accounting	N	X	X					Sen. Approps. Suspense
SB 31	Lara	State Agencies: Disclosure of Religious Affiliation	N	X	X					Assembly Rules

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				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
SB 54	De Leon	Law Enforcement: Sharing Data	N	X	X	X	X								Assembly Rules	
SB 63	Jackson	Unlawful Employment Practice: Parental Leave	N	X	X										Sen. Approps. Suspense	
SB 245	Leyva	Foster Youth: Sexual Health Education	N	X	X										Sen. Approps.	
SB 256	Atkins	Public Contract: Criminal Offense and Statute of Limits	N	X	X										Sen. Approps. Suspense	
SB 307	Nguyen	Postsecondary Education: Student Housing Insecurity	N	X	X										Senate Approps.	
SB 341	Wilk	School Bonds: Citizens Oversight Committee: Member Term	N	X	X	X	X								Assembly Rules	
SB 472	Nielsen	Postsecondary Education: Campus Free Expression Act	N	X	X										Sen. Approps.	
SB 518	De Leon	California Clean Energy Jobs Act: Citizen Oversight Board	N	X	X										Sen. Approps.	
SB 628	Lara	Los Angeles Community College District Elections	N	X	X	X	X								Asm. Rules	
SB 727	Galgiani	Public Postsecondary Education: Instructional Materials	N	X	X										Sen. Approps.	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3																
AB 3	Bonta	Public Defenders: Legal Counsel: Immigration Grants	N	X	X										Asm. Approps.	
AB 34	Nazarian	Student Financial Aid: Children's Savings Program	N	X	X										Asm. Approps.	
AB 41	Chiu	Law Enforcement Agencies: Rape Kits	N	X	X	X	X								Asm. Floor	
AB 44	Reyes	Workers' Compensation: Medical Treatment: Terrorist Attacks: Workplace Violence	N	X	X										Asm. Approps.	
AB 203	O'Donnell	School Facilities: Design and Construction	N	X	X										Asm. Approps.	
AB 240	Lackey	University of California: Institute for Aerospace	N	X	X										Asm. Approps. Suspense	
AB 273	Aguiar-Curry	Child Care Services: Eligibility	N	X	X										Asm. Approps.	
AB 316	Waldron	Workforce Development: Employment Revitalization Initiative	N	X	X										Asm. Approps.	
AB 334	Cooper	Sexual Assault: health care practitioner reporting	N	X	X										Asm. Approps.	
AB 394	Medina	California State University: Admitted Students	N	X	X	X	X								Asm. Floor	
AB 422	Arambula	California State University: Doctor of Nursing Practice Degree Program	N	X	X										Asm. Approps. Suspense	
AB 434	Baker	State Agency Web Accessibility: Standard and Reports	N	X	X										Asm. Approps.	
AB 579	Flora	Firefighter Preapprenticeship Program	N	X	X										Asm. Approps.	
AB 584	Quirk-Silva	Student financial aid: CAL SOAP: Orange County	N	X	X	X	X								Asm. Floor	
AB 766	Friedman	Foster Youth: Supervised Independent Living in Dormitories	N	X	X	X	X								Asm. Floor	

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			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
AB 813	Eggman	CSU Stockton Campus	N	X										Asm. Approps.	
AB 819	Medina	California State University: Regulations	N	X	X									Asm. Approps.	
AB 848	McCarthy	Public contracts: University of California: CSU	N	X	X									Asm. Approps.	
AB 868	Berman	Private Postsecondary Education	N	X	X									Asm. Approps.	
AB 957	Levine	Workforce Innovation and Opportunity Act (UC and CSU)	N	X	X									Asm. Approps.	
AB 990	Rodriguez	Public Postsecondary Education: Housing Costs (UC and CSU)	N	X	X									Asm. Approps.	
AB 1062	Levine	Trustees of the California State University	N	X	X									Asm. Approps.	
AB 1064	Calderon	CSU: Student's Annual Discretionary Expenses Survey	N	X	X									Asm. Approps.	
AB 1089	Mullin	Local Elective Offices: Contribution Limitations	N	X	X									Asm. Approps. Suspense	
AB 1106	Weber	Child Care and Development Services: Military Families	N	X	X									Asm. Approps.	
AB 1127	Calderon	Baby Diaper Changing Stations	N	X	X									Asm. Approps.	
AB 1223	Caballero	Construction Contract Payments	N	X	X									Asm. Approps.	
AB 1312	Gonzalez	Sexual Assault Victims: Rights	N	X	X									Asm. Approps.	
AB 1424	Levine	Best Value Construction Contracting Program (UC)	N	X	X									Asm. Approps.	
AB 1464	Weber	California State University: Tenure-Track Position	N	X	X									Asm. Approps.	
AB 1611	McCarthy	Private Postsecondary Education	N	X	X									Asm. Approps.	
AB 1655	Grayson	Biennial Report: UC Funding	N	X	X	X								Asm. Floor	
AB 1674	Grayson	University of California: Nonresident Enrollment	N	X	X									Asm. Approps.	
SB 6	Hueso	Immigrants: Removal Proceedings: Legal Services	N	X	X	X								Assembly Rules	
SB 27	Morrell	Professions & Vocations: License Fee Waivers: Military and Veterans	N	X	X									Sen. Approps.	
SB 141	Nguyen	Personal Income Taxes: Exclusion: Student Loan Discharge	N	X	X	X								Assembly Rules	
SB 201	Skinner	Higher Education Employer-Employee Relations Act (UC)	N	X	X									Sen. Approps. Suspense	
SB 228	Dodd	Alcoholic Beverage Control: Public Schoolhouses	N	X	X									Sen. Approps.	
SB 318	Portantino	California State University: Personal Services Contract	N	X	X									Sen Approps Suspense	
SB 320	Leyva	on-campus student health centers: abortion by medication (UC/CSU)	N	X	X									Sen. Approps.	
SB 326	Nguyen	Middle Class Scholarship Program (UC/CSU)	N	X	X									Senate Approps	

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			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
SB 346	Glazer	Computer Science Strategic Implementation	N	X	X	X	X							Assembly Rules	
SB 421	Wiener	Sex Offenders: Registration: Criminal Offender Record	N	X	X									Sen. Approps.	
SB 424	Allen	California Regional Environmental Education Community Network	N	X	X									Senate Approps.	
SB 450	Hertzberg	Public bodies: Bonds: Public Notice	N	X	X									Senate Approps.	
SB 574	Lara	University of California: Contracts: Bidding	N	X	X									Sen. Approps. Suspense	
SB 483	Glazer	Education Finance: Higher Education Facilities Bond Act (UC/CSU)	N	X	X									Senate Approps.	
SB 592	Nielsen	CSU and UC: Admissions Data	N	X	X									Senate Approps.	
SB 674	Allen	California Student Loan Refinancing Program	N	X	X									Senate Approps.	
SB 691	Lara	Local Agency Elections: Party Preference	N	X										Senate Elections	
SB 803	Glazer	Public Postsecondary Education: The California Promise (CSU)	N	X	X									Sen. Approps.	
2 year BILLS TRACKED BY CCCCC															
AB 52	Cooper	Public Employees: Orientation Programs: Exclusive Representative	N	X										Asm. PERS	
AB 57	Brough	National Guard: Enlistment Bonuses: Financial Relief (spot)	N											Introduced	
AB 70	Allen	California National Guard: Improper Payments	N	X										Asm. Veterans	
AB 95	Jones-Sawyer	California State University: Baccalaureate Degree Pilot	N	X										Asm. Higher Ed.	
AB 207	Arambula	California State University: Doctor of Medicine Degrees	N	X										Asm. Higher Ed.	
AB 209	Mathis	California State University: Doctor Agriculture degrees	N	X										Asm. Higher Ed.	
AB 268	Waldron	State Mandates (spot)	N											Introduced	
AB 298	Gallagher	Immigration Holds	N	X										Asm. Public Safety	
AB 304	Eggman	Public Utilities Commission: Proceedings: Intervenor Compensation	N	X										Asm. Utilities	
AB 310	Medina	Part-Time Faculty Office Hours	N	X										Asm. Higher Ed.	
AB 336	Baker	Postsecondary Education (spot)	N											Introduced	
AB 405	Irwin	Baccalaureate Degree Cybersecurity Pilot Program	N	X										Asm. Higher Ed.	
AB 518	Harper	Discrimination: State Employees: Travel	N	X										Asm. Judiciary	
AB 540	Mullin	Child Care and Development Services	N	X										Asm. Human Services	
AB 674	Low	Election Day Holiday	N	X										Asm. Govt. Org.	
AB 809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	X										Asm. Higher Ed.	

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AB 877	Fong	CSU: Board of Trustees	N											Introduced		
AB 888	Low	Cal Grants: Private Postsecondary	N	X										Asm. Higher Ed.		
AB 902	Santiago	Career Technical Education and Workforce Development Strategic Plan	N	X										Asm. Higher Ed.		
AB 936	Chavez	Postsecondary Education (spot)	N											Introduced		
AB 951	Cervantes	University of California: Law School	N	X										Asm. Higher Ed.		
AB 960	Brough	Sales and Use Taxes: Exemptions: Textbooks	N	X										Asm. Rev. & Tax		
AB 1020	Holden	Student Loans: Financial Education for Students	N	X										Asm. Higher Ed.		
AB 1053	Calderon	Professions and Vocations: Education and Licensure (SB 66 changes)	N	X										Asm. Bus. & Prof.		
AB 1118	Gipson	Community Colleges: Fee Waiver for First Year Resident Students	N	X										Asm. Higher Ed.		
AB 1150	Baker	Student Aid Commission: Data Report (spot)	N	X										Asm. Higher Ed.		
AB 1166	Burke	Student Financial Aid: Cal Grant Program (Private colleges)	N	X										Asm. Higher Ed.		
AB 1202	Baker	Pupils: Diploma Alternatives	N	X										Asm. Education		
AB 1213	Chavez	Joint Educational Program: Southwestern CCD/Sweetwater USD	N											Introduced		
AB 1231	Weber	CSU: salary step adjustments	N	X										Asm. Higher Ed.		
AB 1248	Gloria	Public Agencies: Secretary of State Information	N	X										Asm. Local Govt.		
AB 1267	Kiley	Student Financial Aid: Cal Grant Program: Private Non-profits	N	X										Asm. Higher Ed.		
AB 1307	Gomez	Public Postsecondary Education: Exemption From Tuition (spot)	N											Introduced		
AB 1313	Choi	Postsecondary Education (spot)	N											Introduced		
AB 1356	Eggman	Higher Education Assistance Fund: Personal Income Taxes	N											Introduced		
AB 1364	McCarty	Public Postsecondary Education: Higher Education Funding Formula	N											Introduced		
AB 1382	Grayson	Community colleges: STEM Course Fee Waiver	N											Introduced		
AB 1390	Chavez	Academic Employees: Parental Leave (spot)	N											Introduced		
AB 1467	O'Donnell	College and Career Access Pathways Partnerships	N	X										Asm. Higher Ed.		
AB 1510	Dababneh	Athletic Trainers	N	X										Asm. Bus. & Prof.		
AB 1545	Patterson	School Facilities: Field Act (spot)	N											Introduced		
SB 7	Moorlach	School District and Community College District Bonds	N	X										Senate Ed.		
SB 181	Berryhill	Administrative Procedure Act: repeal of regulations.	N	X										Sen. Govt. Org.		

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SB 236	Nguyen	Working Families Student Fee Transparency & Accountability Act (UC/CSU)	N	X											Senate Ed.	
SB 259	Wilk	State Reports: Civil Penalty	N	X											Sen. Govt. Org.	
SB 331	Jackson	Evidentiary privileges: domestic violence counselor-victim privilege	N	X											Sen. Judiciary	
SB 359	Galgiani	Professions and Vocations: Military Medical Personnel (spot)	N												Introduced	
SB 371	Moorlach	Local Public Employee Organizations	N	X											Senate PER	
SB 677	Moorlach	California Community Colleges: Classroom Recording Devices	N	X											Senate Ed.	
SB 695	Lara	Sex Offenders: Registration	N	X											Sen. Public Safety	
SB 791	Glazer	Student Loan Disclosure: Cohort Default and Other Rates	N	X											Senate Ed.	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Assembly/Senate Resolutions																
ACR 32	Medina	Community Colleges: Faculty	N	X	X										Asm. Approps.	
ACR 21	Kiley	Free Speech Policy (UC and CSU)	N	X	X	X									Senate Rules	
HR 4	Rendon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted	
HR 20	Medina	California Dream Act of 2011	N												Introduced	
SR 7	De Leon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted	
SJR 2	Nielsen	Veteran Bonus Repayment	N	X											Sen. Veterans	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget																
AB 96	Ting	Budget Act of 2017	N	X											Asm. Budget	
SB 72	Mitchell	Budget Act of 2017	N	X											Senate Budget	
Status																
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated																
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted																
Contact: Justin Salenik, Governmental Relations - jsalenik@cccoco.edu, (916) 324-2547																
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov																

HIGHER EDUCATION

Higher Education includes the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), the Student Aid Commission, and several other entities.

The Budget includes total funding of \$33 billion (\$18 billion General Fund and local property tax and \$15 billion other funds) for all higher education entities in 2017-18.

MAKING INVESTMENTS IN COMMUNITY COLLEGES FOR STUDENT SUCCESS

The May Revision adds new investments on top of the funding included in the Governor's Budget to support community colleges' efforts to improve student success. With an additional \$160 million investment in discretionary base resources (totaling \$184 million Proposition 98 General Fund in 2017-18), it is the Administration's expectation that the CCCs will improve completion rates, reduce time-to-degree, close gaps in achievement between underrepresented student groups and their peers, and improve students' employment opportunities. These efforts will require community colleges to implement an integrated, institution-wide approach to student success, which is supported by the Governor's Budget proposal investing \$150 million Proposition 98 General Fund for the Guided Pathways Program. This program will provide colleges the opportunity to develop a framework for integrating many community college programs, including

HIGHER EDUCATION

Student Success and Support, Student Equity, Student Success for Basic Skills, and Strong Workforce.

The May Revision proposes to strengthen the CCC Chancellor’s Office capacity to provide greater leadership and expertise to the colleges, focused on improving student outcomes. After engaging with staff from the Chancellor’s Office throughout the spring, the May Revision proposes six new positions and additional resources, including funding for a Deputy Chancellor responsible for shifting the office’s operations away from compliance and regulatory oversight toward providing colleges with direct technical assistance and guidance.

ENCOURAGING PROGRESS ON CSU GRADUATION INITIATIVE

Through the Graduation Initiative 2025, the CSU is making progress on ambitious goals—increasing the four-year graduation rate to at least 40 percent, increasing the two-year transfer graduation rate to at least 45 percent, and closing achievement gaps for low-income students, first-generation college students, and students from underrepresented minority groups.

The Governor’s Budget stated that the Graduation Initiative can only be successful if education leaders across the system are clear about what a CSU education entails—both upon entry and at graduation. When freshmen are not able to take college-level courses when they arrive on campuses—and instead get placed in “developmental” or “remedial” courses—they are less likely to graduate in four years. Since that time, the CSU has announced it will make significant changes to its alignment with K-12 schools, how college readiness is determined, and its own curriculum and pedagogy. The CSU is discussing a new goal that all students complete at least 30 units of college-level courses in their first year. The Administration intends to continue to work with the CSU and its campuses to move these completion efforts forward as rapidly as possible.

REDUCING THE COST STRUCTURE AT THE UNIVERSITY OF CALIFORNIA

Two years ago, the Governor reached an agreement with the UC President focused on reducing the cost structure of the UC. The Board of Regents endorsed the framework in May 2015. The commitments recognize that lowering the cost structure while

maintaining quality requires the University to reevaluate how students' prior academic experiences are recognized as part of UC degree programs, how academic programs are structured, and how instruction is delivered.

The UC has fulfilled many key commitments, including articulating more clearly across more than 20 majors the courses community college students need to transfer to UC campuses; testing the use of new learning technologies that adapt instruction to meet student needs and targeted advising and other resources to students who might need the support; and piloting new policies on pricing for summer sessions. The UC appears to be on track in other areas—such as creating sequences of courses that allow students to graduate in three years and reviewing the requirements of more than 75 percent of majors on all campuses.

However, the UC has not made progress consistent with the timelines in the agreement in the following two areas:

- The agreement requires the UC to have piloted activity-based costing in the College of Humanities, Arts and Social Sciences at Riverside and in three departments at two other campuses. Campus leaders can use data to better plan enrollment and determine which, and how, courses should be offered by understanding both costs and student outcomes. While the Office of the President has selected Davis and Merced to participate in the other pilots, progress on completing the pilot has been insufficient.
- The agreement requires that by the 2017-18 academic year, each campus except Merced and San Francisco will enroll at least one entering transfer student for every two entering freshmen. Such a policy lowers students' costs and maximizes the use of state resources across the higher education system. The Office of the President expects to achieve this target in 2017-18 systemwide and at seven campuses—but not at Riverside and Santa Cruz.

In April, the State Auditor released a report on the UC Office of the President that identified concerns related to undisclosed reserves, budgeting practices, employee compensation, and justification for systemwide initiatives, and made recommendations to the Board of Regents and the Office of the President. Activity-based costing could provide campus leaders and the public with more transparency about costs and budgeting at the University.

HIGHER EDUCATION

The May Revision sets aside \$50 million from the funds appropriated to the UC to be released only once the Director of Finance certifies that the UC has made progress in implementing these reforms and the Auditor's recommendations. These changes are vital to improving public confidence in the use of tuition and state revenues.

ADDRESSING RISING TUITION AT THE PUBLIC UNIVERSITIES

The state's direct support to UC and CSU has grown by nearly \$2 billion since 2012-13. Since the Governor's Budget was released, both the UC Board of Regents and the CSU Board of Trustees have approved tuition increases for 2017-18. Specifically:

- In January, the Regents approved a 2.5-percent increase, growing annual tuition from \$11,220 to \$11,502 (growth of \$282).
- In March, the Trustees approved a 5-percent increase for undergraduate students, growing annual tuition from \$5,472 to \$5,742 (growth of \$270), and 6.5-percent increases for graduate students. These growth rates exceed any standard measure of inflation.

A significant portion of any tuition increase at the UC or the CSU is borne by the state's General Fund, because the state traditionally has maintained the maximum Cal Grant award amounts equal to the tuition charges at the UC and the CSU. For 2017-18, the boards' actions grow Cal Grant costs by \$48.9 million—\$20.9 million for UC students and \$28 million for CSU students—above the amount provided in the Governor's Budget. Of the \$2 billion estimated to be spent on the Cal Grant program in 2017-18, \$896.7 million (45 percent) is for UC students and \$699.7 million (35 percent) is for CSU students.

When the public universities raise tuition, therefore, there is less funding available for other financial aid programs. The May Revision recognizes the role that private institutions play in providing access to postsecondary education for California students. The May Revision reverses a scheduled reduction in the maximum Cal Grant tuition award for new students attending private institutions accredited by the Western Association of Schools and Colleges (WASC), maintaining the award at \$9,084 (instead of \$8,056) at a cost of \$8 million in 2017-18. These costs are funded by redirecting some of the state funds the UC and the CSU would have otherwise received—shifting \$4 million from each budget. With this increased commitment of state support, the private WASC-accredited institutions must do more to enroll California's neediest students,

ease the transfer process from community colleges, and expand online programs. The increase in funding is contingent on the institutions making measurable achievements in these areas.

Rising Cal Grant costs from tuition hikes will also limit the state's ability to increase General Fund support in the future. The state has increased General Fund spending by at least 4 percent annually since 2012—while tuition has been flat. Going forward, the universities should plan for 3-percent growth annually beginning in 2018-19. If the universities raise tuition in the future, additional downward adjustments to state support may be needed to cover the higher Cal Grant costs.

EXPANDING ONLINE EDUCATION

Online education can provide students with scheduling flexibility, improve time to degree, and reduce a student's cost of attendance—such as transportation costs for students not in close proximity to a college and textbook costs, particularly when these courses incorporate the use of open educational resources.

The system offices for each of the public segments are collectively spending more than \$30 million annually specifically to expand access to quality instruction through online education, and many campuses are spending significant additional resources from their own budgets. The Administration intends to bring together segment leaders and other stakeholders to determine how deployment of these resources can be aligned to achieve shared goals and better serve students. In addition, the Governor is requesting the Community College Chancellor's Office to develop a proposal by November 2017 for a completely online community college.

SIGNIFICANT ADJUSTMENTS

The following are significant adjustments included in the Budget.

CALIFORNIA COMMUNITY COLLEGES

- Chancellor's Office State Operations—In lieu of the Governor's Budget proposal to provide the Chancellor's Office with two new Vice Chancellor positions, the May Revision proposes \$618,000 General Fund and \$454,000 in reimbursement authority to provide the Chancellor's Office with six positions and funding to support a second Deputy Chancellor. The resources are expected to shift the mission of

HIGHER EDUCATION

the Chancellor's Office from regulatory oversight to assisting colleges in improving student outcomes.

- **Increased Operating Expenses**—A net increase of \$160 million Proposition 98 General Fund to support increased community college operating expenses in areas such as employee benefits, facilities, professional development, converting faculty from part time to full time, and other general expenses.
- **Apportionments**—An increase of \$34.1 million Proposition 98 General Fund, which includes the following:
 - An increase of \$28.5 million to reflect the amounts earned back by community college districts that declined in enrollment during the previous three fiscal years.
 - An increase of \$23.6 million to reflect unused prior-year enrollment growth funding.
 - An increase of \$3.5 million to reflect a change in the cost-of-living adjustment from 1.48 percent to 1.56 percent.
 - A decrease of \$21.5 million to adjust enrollment growth from 1.34 percent to 1 percent.
- **Deferred Maintenance and Instructional Equipment**—An increase of \$92.1 million in one-time Proposition 98 General Fund and settle-up for deferred maintenance, instructional equipment, and specified water conservation projects.
- **Full-Time Student Success Funding**—An increase of \$1.9 million Proposition 98 General Fund to reflect an increased estimate of eligible Cal Grant B and Cal Grant C recipients in 2017-18 and to align grant amounts with a statewide annual academic year average of \$600 per full-time student.
- **Equal Employment Opportunity Program**—An increase of \$1.8 million Employment Opportunity Fund to promote equal employment opportunities in hiring and promotion at community college districts.
- **Categorical Program Cost of Living Adjustment**—An increase of \$229,000 Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 1.48 percent to 1.56 percent for the Disabled Student Programs and Services program, the Extended Opportunities Programs and Services program, the Special Services for CalWORKs Recipients program, and the Child Care Tax Bailout program.

- Proposition 39—The California Clean Energy Jobs Act was approved by voters in 2012 and increases state corporate tax revenues. For 2013-14 through 2017-18, the measure requires half of the increased revenues, up to \$550 million per year, to be used to support energy efficiency projects. The May Revision decreases the amount of energy efficiency funds available to community colleges in 2017-18 by \$5.8 million to \$46.5 million to reflect reduced revenue estimates.
- Local Property Tax Adjustment—An increase of \$68.2 million Proposition 98 General Fund in 2016-17 as a result of decreased offsetting local property tax revenues.
- Student Enrollment Fee Adjustment—A decrease of \$24.8 million Proposition 98 General Fund as a result of increased offsetting student enrollment fee revenues.

CALIFORNIA STATE UNIVERSITY

- Redirection of Funds to Cal Grant Program—A reduction of \$4 million General Fund ongoing, with funds redirected to fund increased costs of the Cal Grant program.
- Transportation Research, Education, and Training—An increase of \$2 million State Transportation Fund for transportation research and transportation-related education and training pursuant to SB 1.

UNIVERSITY OF CALIFORNIA

- Implementation of Commitments Related to Cost Structure—A set-aside of \$50 million General Fund, the release of which is conditioned on certification by the Director of Finance that the UC has achieved the commitments made in the agreement with the Governor related to activity-based costing and enrollment of transfer students and completed recommendations to the Regents and UC Office of the President made by the State Auditor in its recent report on the UC Office of the President.
- Redirection of Funds to Cal Grant Program—A reduction of \$4 million General Fund ongoing, with funds redirected to fund increased costs of the Cal Grant program.
- Transportation Research—An increase of \$5 million State Transportation Fund for transportation research pursuant to SB 1.

CALIFORNIA STUDENT AID COMMISSION

- Cal Grant Program Costs—An increase of \$33.3 million in total funds in 2016-17 and a decrease of \$71.2 million in total funds in 2017-18 to account for the following:
 - Temporary Assistance for Needy Families (TANF) Reimbursements—An increase of \$194 million in federal TANF reimbursements in 2017-18, which reduces the amount of General Fund needed for program costs. Combined with the TANF reimbursements included in the Governor’s Budget, the May Revision offsets \$1.1 billion in General Fund costs for Cal Grants with TANF reimbursements in 2017-18.
 - Participation Estimates—An increase of \$33 million in 2016-17 and \$71.6 million in 2017-18 to reflect an increase in the number of new recipients in 2016-17.
 - Tuition Award for CSU Students—An increase of \$28 million in 2017-18 to reflect the costs of an increase in the maximum Cal Grant tuition award for students attending the CSU. Because the CSU Board of Trustees approved an increase in tuition of \$270, the maximum award would increase by a corresponding amount.
 - Tuition Award for UC Students—An increase of \$20.9 million in 2017-18 to reflect the costs of an increase in the maximum Cal Grant tuition award for students attending the UC. Because the UC Board of Regents approved an increase in tuition of \$282, the maximum award would increase by a corresponding amount.
 - Tuition Award for Students at Private Institutions—An increase of \$8 million General Fund in 2017-18 to maintain the maximum Cal Grant tuition award for students attending private institutions accredited by Western Association of Schools and Colleges at \$9,084 (growing by \$1,028 from \$8,056 in existing law).
 - Cal Grant B Supplement—A decrease of \$5.6 million College Access Tax Credit Fund to align with revised estimates of resources in the fund. The May Revision includes a total of \$5.6 million for this program, which will fund a supplemental award of \$24 for each student who receives a Cal Grant B Access Award.
- Middle Class Scholarship Program Appropriation—A net decrease of \$10 million for revised cost estimates related to the Governor’s Budget’s proposal to phase out the Middle Class Scholarship Program.



Executive Committee Agenda Item

SUBJECT: First reading of Ensuring Effective Practices for Online Education		Month: June	Year:2017
		Item No: IV B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee to consider for approval the first draft of the Ensuring Practices for Online Education paper.	Urgent: YES	
		Time Requested: 30 Min	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	X
STAFF REVIEW¹:	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Spring 2016 Plenary session, the ASCCC passed resolution 11.01 which states: “Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates.*” The ASCCC Online Education Committee was tasked with revising the paper: attached is first draft. The Online Education Committee would appreciate comments and feedback.

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

Introduction

The Academic Senate for California Community Colleges, both statewide and at the local level, have played and continue to play an important role in the introduction and successful implementation of Distance Education over the past twenty-three years. During this time, the Academic Senate of the California Community Colleges played a leading role in shaping policies and procedures for Distance Education, to ensure that students are receiving the best educational experience possible.

The purpose of this position paper is to address the growing concerns regarding Distance Education and the educational practices within the confines of those courses and to offer some practical solutions for the instructor. Whether they are designing the course curriculum, or designing the course content within the current course management system.

The educational landscape has changed drastically over the past twenty-five years. Distance education has gone from having correspondence and telecourses, to having 106 of the 113 California Community Colleges all adopting the same course management system (Canvas). Students are now able to take a variety of courses through Distance Education. Currently it is possible for students to fully obtain their Associate Degree entirely through Distance Education and not step foot on a traditional college campus.

Rather than trying to update the entire paper surrounding Distance Education and Educational Technology, which contains much of the same overlapping information, we decided to write a new paper dealing exclusively with Distance Education and referring to the other papers as necessary. This paper will frame the issues regarding Distance Education from a local academic senate level, from effective practices, to student services, to accessibility, and to curriculum development. There remains several Academic Senate papers that deal with technology and its educational use. Please refer back to the following papers as appropriate for further information regarding educational technology: *Academic Freedom Privacy, Copyright and Fair use in a Technological World* (1998), *Technology in Education: A Summary of Practical Policy and Workload Language* (2000), *Guidelines on Minimum Standards for College Technology* (2000), and *The Impact of Technology on Students Access and Success in the California Community College* (2003), and *Ensuring the Appropriate Use of Educational Technology: an Update for Local Academic Senate* (2008)

Effective Practices for Online Education

Regular, Substantive and Effective Student Contact

California Code of Regulations, Title 5 Education Code, Section 55204 states:

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

In addition to Title 5, the Online Education Initiative (OEI) Course Design Rubric (CDR) (rev. 11/2016), INACAL (inacal.org), and Quality Matters (qualitymatters.org) are some of the most widely used resources which provide standards for regular and effective contact. Some of the standards for regular and effective contact include:

- Instructor initiated interaction includes
 - Contact prior to and during the course
 - Instructor contact information and role in the course explained.
 - Instructor expectations for student participation levels explained.
 - Instructor should participate regularly in discussion activities with students and ensure that discussions remain on topic.
 - Monitor activity to ensure that students are participating as required.
 - Design course activities which promote interaction among all course participants.
 - Providing frequent and substantive feedback to assignments.
 - Soliciting anonymous feedback from students through the use of survey instruments and revising content as appropriate.
- Student Initiated Interaction includes:
 - Establishing a learning community through required student-to-student interaction including discussion forums
 - Collaboration activities designed to build workplace skills including teamwork, negotiation skills, and consensus building.

The instructor can be assured of a sound andragogy by simply adhering to the rubric established within the collaborative relationship of the two necessary aspects of online technological content transfer -- instructor-initiated interaction and student-initiated interaction.

It has been well established Students who receive instructor initiated contact prior to the start of the online course achieve a higher level of satisfaction and success in the course (Hodges & Cowan, 2012).

Sometime prior to the start of the course instructors should consider the following to initiate some form of interaction with incoming students:

- A. Contacting students by at least one form of social media
- B. Providing multiple resources to help students successfully start the course, including, but not limited to, LMS orientation tools, a syllabus
- C. Instructor contact information
- D. Institutional resources for distance education students

E. Instructor's biography

A key indicator of student success in an online course is the instructor's interaction within the course activities (Baran et al., 2013; Boling et al., 2012; Cox-Davenport, 2014; Fuller, 2012; Hodges & Cowan, 2012; Ladyshewsky, 2013; Schubert-Irastorza & Fabry, 2011; Van Tassel & Schmitz, 2013; York & Richardson, 2012). Ensuring that students feel the care and support of the instructor is integral to student success and retention in distance education courses. Hodges and Cowan's (2012) mixed-methods study of instructor presence in course activities identified the following: timely response, clear instructions, availability, and discussion forum participation by the instructor as important to student retention and success.

In a study of student evaluations of online courses, Schubert-Irastorza and Fabry (2011) found that students are more satisfied with online courses when instructors appear to be actively engaged in the course. Fuller's (2012) study focused on how instructors create, and demonstrate presence including using synchronous chat, promoting interaction during discussion forum facilitation, being actively present in the course. Van Tassel & Schmitz,(2013) presented the effectiveness of creating joint student-instructor locus of course-content management.

All of the above depend on the personal connection between the instructor and the student. This coming together of instructor and student/class can be accomplished through a variety of LMS tools and instructor initiated activities such as an ice-breaker activity facilitated through a discussion board, regular announcements to the class (weekly, bi monthly) hosting regular online office hours. The office hours should be offered a various times throughout the day to ensure that as many students as possible can access the office hour. Finally, it is important for the faculty to use multiple means of instruction (video, audio, etc.) to engage the student in regular and effective contact to ensure learning is occurring and meaningful throughout the class.

While the Accrediting Commission for Community and Junior Colleges (ACCJC) will look for Regular and Effective Contact, when conducting their college visitation during that particular college accreditation cycle, it is important to know that Regular and Effective Contact can and will look different for each individual college. However, what is important to remember is that there should be some similarities for all colleges. As discussed above. Your policy needs to reflect your campus culture and climate while still maintaining the basic principles:

- It is expected that the time the Instructor spends interacting with students is equal or greater than the contact hours of a face-to-face class each week this can be accomplished in a variety of ways: How often the student can expect to interact with you the instructor and what types of interaction is expected. Will be interaction be synchronous/asynchronous or a combination of both. Will the interactions take place via skype, video conference, group chat, feedback on assignments either written or audio feedback, brief five to fifteen minute lecture videos on particular topics, etc
- What is the response time a student can expect their questions to be answered (typically most colleges have between 24 to 72 hours). Again this can vary by what day of the week it is. Mon-Fri a shorter response time while a longer

response time on the weekends and holidays. The response time really needs to be no longer than 72 hours.

- How the student should get ahold of the instructor. What is the order the student should engage in (Private Message through the LMS, college email, college phone number, etc.
- Do the students interact with the Instructor, with fellow students, and with the Learning Management System (LMS). More than just do the students interact but is the interaction conducted in a meaningful manner for the student.

The research has shown that students who are more engaged, have a relationship with the instructor, and have frequent interactions with their online instructor both on a formal and informal level have a better success and retention rates. In order to for an online education instructor to develop a relationship with their students the faculty members needs to spend the time up front and make sure that all students are engaged, but more importantly feel supported and valued.

Personalizing/Humanizing an Online Course

Garrison, Anderson, and Archer's (2000) Community of Inquiry (COI) framework is a highly used model for illustrating how purposeful faculty engagement can positively influences student learning experiences. The COI framework asserts that "learning occurs within the community through interaction of three core elements: cognitive presence, social presence, and teaching presence" (Garrison, Anderson, and Archer, 2000).

As established above, an instructor's ability to establish her/his presence in an online course can increase student satisfaction and success in an online course (Garrison, Anderson, & Archer, 2000; Palloff & Pratt, 2007). Yet, while establishing a presence online can be difficult, thanks to the very technology with which we are concerned, it's easier than it was in 2000, 2007, or even 2010. Social media has changed the way we communicate. The choices between which forms of social media we wish to use to form a presence with our student are wide and varied. It ranges from the more staid, yet proven, email to Facebook, Snapchat, to Zoom. Using this technology is no longer an option; today's instructors must become proficient with the latest tools when seeking to engage students. Faculty can and are expected to provide course content which engages students and meets the learning objectives in a format in which the students are familiar and comfortable using (Blair & Serafini, 2014; Junco, 2014).

Some of the effective practices an educator may use for developing an online presence can include:

- Utilizing instructor created video and audio podcasts -- if the instructor wishes to create podcasts, perhaps the class could create it's own podcast in response. At this stage, the instructor could recommend Pocket Cast.
- Include instructor generated content
- Using images and photographs to supplement text
- Providing audio feedback for assignments
- Personalizing feedback
- Utilizing social media including Facebook, Twitter, and Instagram to engage students in the course materials.

- Including an instructor virtual biography where a student may visit the area where the instructor resides, take a tour of the college where the instructor studied, share blogs. -- I put this in above, suggesting a more traditional form

Effective Ways to Evaluate Online Teaching

Evaluation of online teaching can be a challenge for administrators and faculty who are unfamiliar with the unique environment of an online classroom.

There are a number of differences in instruction in the online environment (Creasman, 2012). Online and traditional teaching methods may be similar, but that there are some key differences in evaluating online teacher effectiveness (Berk, 2013; Harrington & Reasons, 2005; Loveland, 2007). This creates a need for community colleges to develop an effective evaluation processes for online faculty. Evaluations of online faculty have an impact on teacher effectiveness (Berk, 2013) and administrative decisions regarding teaching assignments.

According to Wellein et al. (2009), an effective evaluation of faculty includes systematic assessment and reflective critique by various stakeholders, including peer, self, and specialists. As reported by DeCosta et al. (2016) there is a need for more literature on the evaluation processes of online faculty. Baran, Correia, and Thompson (2011) claimed that institutions of higher education should consider “teachers as adult learners who continuously transform their meaning of structures related to online teaching through a continuous process of critical reflection and action” (p. 421).

Evaluation of faculty teaching online should include:

- Peers trained in online course evaluation
- Administrators familiar with online teaching practices
- The use of rubrics including the OEI Course Design Rubric
- An assessment of the instructor’s use of in-course student surveys to improve course content and the learner experience.
- Instructor self-evaluations

Evaluation of Course Design

It is important to establish quality standards for online courses. Jaggars & Xu (2016) found that students are more successful when a course has an easy-to-navigate interface that is generally self-explanatory and helps students to identify and manage course requirements. There are multiple standards which provide guidance for evaluation of online course design including iNOCAL, Quality Matters, and the OEI Course Design Rubric.

In 2013 the Online Education Initiative selected the Canvas Learning Management System as the Common Course Management System for those colleges wanting to participate in the CCC Course Exchange. As of February 2017, 106 of the 113 California Community Colleges have committed to or adopted Canvas. According to the OEI, it is anticipated that most of the remaining campuses will also adopt Canvas.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process by a team of trained faculty Peer Online Course Reviewers (POCRs) that ensure the course aligns with the OEI Course Design Rubric (OEI CDR). The Rubric is divided into five sections. The first three sections: Content Presentation, Interaction and Assessment are reviewed by POCRs. Following the review, each element in Sections A-C will be marked in one of three ways: Incomplete, Aligned, or Additional Exemplary Elements. Sections D and E concern the topic of accessibility which is discussed later in this document.

The Rubric was initially developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then in response to changes in available instructional technology and feedback from both instructors and reviewers. The November 2016 version is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

With wide adoption of the CCMS and Course Exchange, the OEI Course Design Rubric is the recommended instrument for evaluating online course design.

Student Support Services/Instructional Support

In 2015 the Online Educational Initiative (OEI) a project of the California Community College Chancellor's Office clearly recognized the need to increase student completion, through collaboration with the 113 community colleges to ensure access and quality online courses and support services. The OEI <http://ccconlineed.org/> identified faculty resources and student resources as comprehensive services vital to student success in the area of online education.

Prior to OEI, the Seymour-Campbell Student Success Act of 2012 required matriculated services to improve access and provision of comprehensive student services to foster student success. The purpose of the Student Success and Support Program (SSSP) Plan http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SSSP%20Handbook%202014/2016%20SSSP%20Handbook_FINAL%20%283%29.pdf is for CCC to plan and document how SSSP services will be provided to students. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

In addition, the Research Planning (RP) group conducted a longitudinal study aimed to enhance CCC professionals' knowledge based on how to improve the inside and outside classroom experience for students. CCC professionals who transition from traditional to online support need research to support student engagement. The project is titled *Student Support (Re) defined (2011-2014)*. The RP group <http://rpgroup.org/> conducted research on students' perspectives on what they need to succeed. From the research six prevalent factors to enhance student success emerged including directed, focused, nurtured, engaged, connected, and valued. The existence of these success factors are key to online education student services, specifically by faculty.

Success Factors Definitions:

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track—keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Also during the same time when the OEI was being developed the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (2012) produced a *Guide to Evaluating Distance Education and Correspondence Education* https://www.accjc.org/wp-content/uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf. The document was produced with the purpose of providing approaches to assure educational quality and institutional effective standards relevant to distance education activity. The document

provides questions to guide institutions around four standards which include: Standard I Institutional Mission and Effectiveness; Standard II Student Learning Program and Services; Standard III Resources; and Standard IV Leadership and Governance. The document concluded with policies of DE and correspondence education. In developing student support programs to enhance academic success faculty need to consider the wide-ranging questions and policies embedded in the document. The guide provides the foundation of what services institutions should offer to students, and accreditation standards.

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a. What should be available for the student?

As CCC work to improve student access and success, there is a need for online support services to compliment the online learning environment. Fostering student developed in DE programs and support services includes, but is not limited to four core areas: library, counseling, technical assistance and online tutoring.

i. Counseling

More specifically, according to the Student Success Act of 2012 institutions are to:

- Provide at least an abbreviated Student Educational Plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

In spring 2012 the ASCCC adopted the revised paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* http://asccc.org/sites/default/files/CounselingS12_0.pdf. Specific technological tools and online counseling recommendations included the integration and expansion of media services in the follow areas as stated by ASCCC in document (p. 11):

- Social networking: social networking media represent a common gathering area for students. Individual colleges, counseling faculty, and student services departments may

strive to make their presence known on these networking sites as another means of outreach and marketing.

- **Electronic Messaging:** students have an expectation of immediacy that includes how they receive information. Twitter™ and other instant messaging technologies are increasing in popularity, and counseling departments should discuss how to best integrate instant messaging into their services.
- **Video Communication:** a live chat feature in a program such as Skype™ allows for text based conversations as well as interactive, yet private, communication.
- **Posting documents, Wikis:** society's increased presence online has also resulted in the expansion of user-generated and readily accessible internet content. With resources ranging from complex documents found on various websites in portable document file (pdf) format to community generated and managed reference information (wikis), students have grown accustomed to searching and gathering information online at their convenience. Counseling faculty and student services must meet this expectation and demand for internet-based information for student accessibility and retrieval.

ii. Library

In the 2010 ASCCC paper *Standards of Practice for California Community College Library Faculty and Programs*, http://www.asccc.org/sites/default/files/publications/Library-paper-fall2011_0.pdf the role of librarians distant education needs was articulated (p.14).

- Distance education needs library faculty should work with college and district distance education faculty to ensure that library resources are available and accessible to all distance learners.
- Library faculty should ensure that all media collections are catalogued and available through the library catalog as a means to provide access to such resources to distance learners.
- Computer equipment, software, and online pages used by library faculty and available to students must be free from barriers and compliant with the Americans with disabilities Act and sections 504 and 508 of the 1973 Federal Rehabilitation Act.

Additional Resources:

ASCCC Resolution 07.01 Role of California Community College Libraries in the Implementation of the Student Success Task Force Recommendations

<http://www.asccc.org/resolutions/role-california-community-college-libraries-implementation-student-success-task-force>

ASCCC Resolution 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services

<http://statewidecareerpathways.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning-support>

Section 504, Rehabilitation Act of 1973(29 U.S.C. § 701)

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

United States Laws Overview of the Rehabilitation Act of 1973 (Sections 504 and 508)

<http://webaim.org/articles/laws/usa/rehab#s508>

iii. Helpdesk/Technical Assistance

iv. Online Readiness/Tutoring

In developing DE services to increase students' retention and goal completion CCC should address the need to provide learners with online readiness and tutoring. Johnson, Mejia and Cook (2015) stated "only 11 percent of online courses in the 2013-14 academic year were highly successful" (p. 22). Their 2015 research on the *Successful Online Courses in California's Community Colleges* focused on four areas essential to best practices in distance education which included: course design, faculty support and development, student orientation and expectations, and online course interaction. Their research advocates for additional support services for students. They stated "... preparing students to make the best possible use of online learning technology is an important best practice" (11). According to Johnson, Mejia and Cook (2015), student online readiness in CCC is serviced through orientations and assessment products before online course enrollment. Their research recognized the OEI as a resource to assist distance educators with designing successful online courses to close the achievement gap existing between traditional face-to-face courses and online courses.

Colleges may primarily refer to the OEI web site at <https://apps.3cm mediasolutions.org/oei/students.html> for no cost faculty resources and student resources to provide quality online learner readiness tutorials and online tutoring. Some effective resources on the OEI site include:

Interactive Tutorials

- Introduction to Online Learning
- Getting Tech Ready
- Organizing for Online Success
- Online Study Skills and Managing Time
- Communication Skills for Online Learning
- Online Reading Strategies
- Career Planning
- Educational Planning
- Instructional Support
- Personal Support
- Financial Planning

- Interactive Tools

Cost Calculator

- Computer Readiness Test
- Daily Schedule Calculator
- Study Schedule

b. Proctoring of Test

While some faculty understand the importance of providing support services to engage students, the ability to provide quality services is an essential component of any distance education program. According to Schultz (2012) “Quality must be constantly addressed and maintained in any successful distance education program” (p.10). Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008) describes integrated support services and effective practices for DE faculty and students <http://www.statewidecareerpathways.org/node/175019>.

i. Authentication: The ability to authenticate

The California Community Colleges Chancellor’s Office (CCCCO) 2011 *Distance Education Report*

http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/DistanceEducation2011_final.pdf highlight the concept of authentication and asserted three authentication approaches stipulated in the Higher Education Opportunity Act of 2008, guidelines: 1. Secure credentialing/login and password; 2. Proctoring; 3. Technology authentication systems. The CCCO ties academic integrity to authentication and stated the following in their *Distance Education Report* (p. 40).

Academic integrity is essential to the success of the mission of the California Community Colleges. It provides a foundation for responsible conduct in our students’ lives after graduation. It can be difficult to translate values, even widely-shared values, into action but action is needed now to promote academic integrity on our campuses in general and in distance education in particular.

Resources:

Rostrum Article Pedagogical-and Other-Approaches to Authenticate Student Identity

<http://statewidecareerpathways.org/content/pedagogical-and-other-approaches-toauthenticate-student-identity>

ASCCC Paper Promoting and Sustaining an Institutional Climate of Academic Integrity

http://www.asccc.org/sites/default/files/publications/academic-integrity-2007_0.pdf

ii. Online

iii. In Person

Requirement:

Table 1. Sec. 402D Higher Education Act of 1965

—A project assisted under this section shall provide—

- (1) academic tutoring, directly or through other services provided by the institution, to enable students to complete postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- (2) advice and assistance in postsecondary course selection;
- (3)(A) information on both the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships; and
(B) assistance in completing financial aid applications, including the Free Application for Federal Student Aid described in section 483(a);
- (4) education or counseling services designed to improve the financial literacy and economic literacy of students, including financial planning for postsecondary education;
- (5) activities designed to assist students participating in the project in applying for admission to, and obtaining financial assistance for enrollment in, graduate and professional programs; and
- (6) activities designed to assist students enrolled in two-year institutions of higher education in applying for admission January 9, 2014
- (b) REQUIRED SERVICES 206 HIGHER EDUCATION ACT OF 1965 to, and obtaining financial assistance for enrollment in, a four-year program of postsecondary education.
- (c) PERMISSIBLE SERVICES

—A project assisted under this section may provide services such as—

- (1) individualized counseling for personal, career, and academic matters provided by assigned counselors;
- (2) information, activities, and instruction designed to acquaint students participating in the project with the range of career options available to the students;
- (3) exposure to cultural events and academic programs not usually available to disadvantaged students;
- (4) mentoring programs involving faculty or upper class students, or a combination thereof;
- (5) securing temporary housing during breaks in the academic year for—
 - (A) students who are homeless children and youths (as such term is defined in section 725 of the McKinney-Vento

Homeless Assistance Act (42 U.S.C. 11434a)) or were formerly homeless children and youths; and

(B) students who are in foster care or are aging out of the foster care system; and

(6) programs and activities as described in subsection (b) or paragraphs (1) through (4) of this subsection that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths (as such term is defined

in section 725 of the McKinney-Vento Homeless Assistance Act

(42 U.S.C. 11434a)), students who are in foster care or are aging out of the foster care system, or other disconnected students.

Higher Education Act of 1965 Sec. 402D.20 U.S.C. 1070a-14 Student Support Services.

These requirements are also part of the Title 5 of the California Code of Regulations Effective October 19, 2013. The Title 5 requirements address Student Success and Support Programs for minimum conditions and implementation.

Title 5. Education Division 6. California Community Colleges Chapter 2. Community College Standards Subchapter

1. Minimum Conditions

51024. Student Success and Support Program.

The governing board of each community college district shall:

(a) adopt and submit to the Chancellor a Student Success and Support Program plan as required under section 55510;

(b) evaluate its Student Success and Support Program and participate in statewide evaluation activities as required under section 55512(c);

(c) provide Student Success and Support Program services to its students in accordance with sections 55520-55525;

(d) establish procedures for waivers and appeals in connection with its Student Success and Support Program in a manner consistent with section 55534; and

(e) substantially comply with all other provisions of Subchapter 6 (commencing with section 55500) of Chapter 6 of this Division.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210-78218, Education Code.

Title 5. Education Division 6. California Community Colleges Chapter 6. Curriculum and Instruction Subchapter 6. Matriculation

Article 1. Scope and Definitions

55500. Scope and Intent.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Student Success Act of 2012, codified as Education Code sections 78210, et seq., which recognizes that student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success. The purpose of this subchapter is to implement the Student Success and Support Program to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section 78216 for the period of time during which such funds are received.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210-78218, Education Code.

55502. Definitions.

For purposes of this subchapter, the following definitions shall apply:

(a) “Assessment for placement” hereinafter referred to as “assessment” is the process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.

(b) “Assessment test” is a validated, standardized, or locally-developed test used in addition to other measures in the course placement process.

(c) “Career Goal” is the student’s stated occupational interest upon application and is periodically updated during the student’s continued enrollment at the college.

(d) “Course of Study” is the student’s chosen educational program; major or area of emphasis; or course sequence for transfer preparation, career preparation or advancement, completion of

basic skills, or English as a Second Language proficiency to achieve the student's education goal.

(e) "Disproportionate impact" in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.

(f) "Education goal" is the student's stated intent to earn a degree or career technical education certificate, prepare for transfer to a four-year college or university, improve math or English basic skills or English language proficiency, or pursue career advancement or occupational training or retraining, or other educational interest. The education goal is initially identified during the application process and updated throughout the student's academic career at the college during subsequent course registration or education planning processes.

(g) "Exemption" is a waiver or deferral of a student's participation in orientation, assessment, and/or counseling, advising, and other education planning services required pursuant to section 55520.

(h) "Matriculation" is a process that brings a college and a student into an agreement for the purpose of achieving the student's education goals and completing the student's course of study.

(i) "Multiple measures" are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.

(j) "Orientation" is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to section

55521.

(k) "Student Success and Support Program Services" are those services listed in section 55520.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78212 and 78213, Education Code.

Article 2. Planning and Administration.

55510. Student Success and Support Program Plans.

(a) Each college shall adopt a Student Success and Support Program plan describing the services to be provided to its students. The plan shall include, but not be limited to:

- (1) a description of the methods by which required services identified in section 55520 will be delivered;
- (2) a description of the college's process to identify students at risk for academic or progress probation and the college's plan for referral to appropriate interventions or services and coordination with the college's development of its student equity plan.
- (3) a description of partnerships among colleges and with high school districts, workforce agencies, or other community partners to deliver required services pursuant to 55520.
- (4) the college's budget for services funded through the Student Success and Support Program;
- (5) plans for professional development related to implementation of the Student Success and Support Program;
- (6) a description of the technology support and institutional research necessary to implement this subchapter;
- (7) a description of the college's adopted criteria for exempting students from participation in the required services listed in section 55520 consistent with the requirements of section 55532;
- (8) a description of the college's assessment for placement process, including but not limited to:
 - (A) a list of any assessment test(s) and other measures used for English, mathematics, and English as a Second Language course placement pursuant to section 55522.
 - (B) a description of the college's policy on the portability of student assessment scores and placement results for colleges outside the district and for colleges within a multi- college district.
 - (C) a description of the college's assessment procedures on pre-test practice, re- take, and recency.
- (9) a description of policies for establishing and periodically reviewing prerequisites pursuant to section 55003 and considering student challenges to prerequisites established pursuant to section 55003; and
- (10) a description of the college's student appeal policies and procedures related to the Student Success and Support Program; and
- (11) in districts with more than one college, arrangements for coordination of the Student Success and Support Program plans of its various colleges.

(b) The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise, pursuant to section

51023 et seq.

(c) Such plans shall conform to the requirements of this subchapter and shall be submitted to the Chancellor for review and approval. The Chancellor may require periodic updates of such plans.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code.

Accessibility

Accessibility for Online Education is defined as:

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.--Resolution Agreement – OCR Docket #15-13-6001 (ASCCC ROSTRUM September 2015)

With the shared goals of equity and success, it is important for all faculty members to embrace full accessibility in online courses.

Legal Requirements

There are state and federal guidelines that regulate accessibility in Online Education. Each College should make a plan to address these legal requirements and provide faculty professional development to meet the requirements. The United States Department of Education, Office for Civil Rights (OCR) is responsible for ensuring all educational institutions comply with the requirements of all civil rights laws including those connected to accessibility in distance education

Applicable State and Federal Laws

Law	What it says	What it means to Online Education Accessibility
<u>Title 5, section 55200</u>	Defines Distance Education and applies the Americans with Disabilities Act and Section 508 requirements.	Online courses and supporting technology must be accessible as defined by Section 508 and the ADA.

<u>Section 508 of the Rehabilitation Act</u>	Section 508 specifies criteria for accessible electronic information and technology, and is required whenever such technology or information is developed, maintained, procured, or used.	Electronic Information and Technology must be accessible. Ad-hoc accommodations are not acceptable; you must make your online course materials accessible even if you don't know of a student with a disability in the course.
<u>Americans with Disabilities Act (ADA)</u>	The Americans with Disabilities Act addresses the need for our programs and services to be accessible to individuals with disabilities.	As a public entity, the CCC System must abide by Title II of the ADA and make all programs and services accessible to individuals with disabilities.

<https://ccconlineed.instructure.com/courses/98/pages/legal-considerations-for-accessibility>

Universal Design-Course Design

According to the *CCCCO Distance Education Accessibility Guidelines* Online Education accessibility is based on the concept of Universal Design “a holistic approach to designing inclusive environments: new state regulations regarding distance education; a re-evaluation of the global standards on access; the many new technologies in use today and many of the barriers unintentionally created by these technologies” (pg. 2)

Established Web Content Accessibility Guidelines (WCAG) detail out the criteria for accessible/universal course design

The guidelines and Success Criteria are organized around the following four principles, which lay the foundation necessary for anyone to access and use Web content.

1. **Perceivable** - Information and user interface components must be presentable to users in ways they can perceive.
 - This means that users must be able to perceive the information being presented (it can't be invisible to all of their senses)
2. **Operable** - User interface components and navigation must be operable.
 - This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)
3. **Understandable** - Information and the operation of user interface must be understandable.
 - This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)
4. **Robust** - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.
 - This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

If any of these are not true, users with disabilities will not be able to use the Information.
<https://www.w3.org/WAI/intro/wcag>

Accommodations

Distance education courses must provide “built-in accommodations and or interface design/layout which is accessible to regular assistive computer technology used by persons with disabilities.

The CCCCO Distance Education Accessibility Guidelines have a helpful chart on Access Strategies for specific media (pg. 24)

Media Type	Access Strategy
Text	Make use of semantic markup capabilities to identify message elements such as headings, lists, page numbers, and footnotes. Use at least 11 pt fonts, and always ensure strong contrast between the font color and the background color. When possible, utilize a style sheet so the end user can determine how text will be rendered. HTML is generally accessible to most assistive technologies, such as screen readers and electronic reading systems.
Images	Provide a textual equivalent (alt tag) that can be rendered into an accessible format via assistive technology for non-sighted viewers. Keep your descriptions concise and specific to the main point of the image. For complex images, describe the image using a caption or a separate text document that can be accessed via the ‘longdesc’ attribute.
Audio	Provide a text transcript of the audio information that can be rendered into an accessible format via assistive technology for students with disabilities.
Video	Captioning should be put in place (open or closed) in order to provide an equivalent experience for individuals who are unable to hear the audio content.
Complex	Complex media, which includes applications, interactive content, a content management system, or a file containing multiple media types (i.e., text, images, audio, and video), must begin with the best practices for accessibility in each of the included media types. In addition, appropriate markup of headings and other content must be applied to each of the different media types from beginning to end. By applying appropriate markup and definition to content, as well as the document or delivery system it is contained within, assistive technologies can better process and interact with the complex media.

Closed Captioning vs. Subtitles

As noted in the chart above video files should be captioned. This different from subtitles. Subtitles provide a translation of dialogue only. Captions provide not only the dialogue but also additional audio information including sound effects and music. For accessibility, subtitles are not equivalent to captioning.

If you need material closed-captioned the state has funded a Distance Education Captioning and Translation (DECT) grant for on demand closed captioning.

The following is a list of qualifying projects:

- Online classes
- Hybrid classes (some instructional hours offered at a distance)
- On-campus classes utilizing distance methods of content delivery as they evolve (e.g., class capture, web conferencing, vodcasting, podcasting, content posted within a Learning Management System)
- Digital learning object repositories used to collect and make available digitized content: this content could be used by on-campus, hybrid, online, and other delivery methods

Third party course materials

Many faculty use third party materials in their courses. All required course material must be provided in an accessible format including outside websites and materials. Faculty using those materials must be prepared to provide accessible equivalent versions of content for students with disabilities. The best course of action is to select only external content and materials that are accessible.

Regular and Effective Contact

Regular and effective contact in online courses is not only a best practice but also a Title 5 and accreditation requirement. ACCJC Accreditation Standards require that colleges have policies on student authentication, ADA compliance and regular and effective contact.

According to ACCJC

- Regular and substantive interaction between student and teacher
- Is central in determining whether a course is distance education rather than correspondence education
- Is needed in every course that is fully online and in the online elements of courses otherwise on-site
- Must be demonstrable and documented
- Is vital to a college's relationship with the U.S. Department of Education for student financial aid eligibility
- Is key to quality education and the student outcomes required by the ACCJC Accreditation Standards (ASCCC AI 2016)

Title 5 also has a regulation for Regular and Effective Contact. Each college should have a Regular and Effective Contact Policy based on these regulations.

Title 5, Section 55204

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

There are a couple of terminology differences between the US. Department of Education/ACCJC and Title V. Regardless of the definition the college should have an established definition and a process to ensure that it is implemented.

- US Dept. of Ed & ACCJC: “regular and substantive interaction between the students and faculty”
- Title 5: “Regular and Effective Contact”

Professional Development

Providing faculty who teach online adequate professional development on accessibility is essential. Faculty need development not in just the technical aspects of accessibility but in the pedagogy of online education. Local Senates should encourage faculty members to attend conferences and workshops on accessibility. Accessibility should be a topic for any online education certification. Locally Instructional Designers and DSPS personnel can be partners in making courses/ services accessible.

Additional resources for accessibility assistance include:

- Online Education Initiative Canvas Page on Accessibility <https://ccconlineed.instructure.com/courses/98>
- CCCCO Distance Education Accessibility Guidelines
- CCCCO Distance Education Guidelines
- @ONE Accessibility Webinars

Curriculum: Online Education

This section will focus on curriculum for courses that are offered through Distance Education (DE) format. The Academic Senate for California Community Colleges (ASCCC) has several papers and positions on the curriculum process. If you are needing additional resources please refer back to the ASCCC website, under Curriculum Committee for additional resources follow the link provided here. <http://www.asccc.org/directory/curriculum-committee>.

Curriculum is a faculty issue and needs to stay within faculty purview. This primacy extends over all aspects of curriculum in terms of development of courses and grading. It is faculty's responsibility to ensure that when the local curriculum committee is reviewing the course they are able to clearly identify the pedagogical soundness, reasons the course is being offered online, and the design of the course. This section is not going to focus on the curriculum process as there are several papers and resources available for that purpose. Instead this paper will focus on the necessary aspects of the curriculum in order to successfully teach a course through DE.

While there are many different Learning Management Systems (LMS) that have ability to offer classes through DE, the primary LMS that is currently being used in California Community Colleges (CCC) is Canvas largely due to the low cost for the institutions of CCC. Currently Canvas is being used at 106 of the 113 colleges that make up the California Community College system. However, the LMS is not really what is important when designing the course. It is the content that is inputted by faculty into the LMS that will determine if the course is successful in terms of students retaining the information, the ability of the students to successfully pass the course, for student retention, and for students to be engaged in the course material. These are some of the factors that often determine whether students are successful in online classes (Kuh, 2005).

When designing course(s) there are some items that always should be in the forefront of the course designer mind; pedagogical soundness is embedded into the course content, reasoning why this class should be offered, and finally some areas to be mindful when designing the course(s) are: Content Presentation, Interactions within the LMS, Assessment, and Accessibility. Although this list is by no means exhaustive, it should give you a clear starting point when designing how the course content is presented in the LMS (Online Education Initiative Course Design Rubric {OEI CDR} last updated October 2016).

- Is your Course Content ready for presentation
 - Unit Level Objectives, are your objectives clearly identified and are your objectives included in your assessments. Are you assessing what you are wanting to assess.

- Are your class activities connected to your objectives
- Can your course be easily navigated by students
- All assignments are clearly identified and directions are embedded in the activity on what is required for the students
- There are several opportunities within each module/section for learning to occur
- Do students know where to go if they need any student resources that are located on campus.
- The interaction between Instructor to Students, Students to Student and Student to the Course
 - The instructor provides several resources for students to successfully start the course (ie welcome email, welcome announcement within the LMS)
 - The instructor has a variety of methods to engage in student contact ie Discussion Boards, feedback on assignments, expected response time to emails from students.
 - How to access technology support for technology related issues
 - How to access the instructor and what is the level of participation that is expected in the course.
 - Do the assessments lead to the students demonstrating an understanding of the learning outcomes? Are you assessing what the course objectives, student learning outcomes (SLO) are for the course?
 - Is the faculty using a variety of assessment tools to determine the learning/understanding of the course material?
 - Do the students know how you will be grading the assignment? Is a rubric provided for the students to follow?
 - Does the instructor provide meaningful and timely feedback for the assignments?
 - Are there multiple opportunities for students to engage in self-assessment
- Assessment
 - Do the assessments assess the learning outcomes?
 - Are both formative and summative assessments used?
 - Do the students have an opportunity to demonstrate their mastery of knowledge in a variety of methods
 - Is the assignment clearly explained and are the expectations clearly defined as well.
- Is your course 508 compliant?
 - Do you have heading Styles
 - Are all your hyper links descriptive
 - Does your site have sufficient color contrast between foreground and background?

After the previous areas have been addressed, the next query that needs to be addressed, is the course(s) andragogically sound. As faculty are designing their course and are evaluating the course a few areas that faculty should keep in mind are: is cooperative learning embedded several different places in the course, is there any opportunity for students to discuss material from the course and not only discuss the material but also discuss/reflect on how this information can be related to their own lives. Lastly the faculty members are the discipline experts and are required to ensure the appropriate content knowledge is embedded in the course. Online faculty courses should be regarded no differently than their face-to-face colleagues; their course(s)

should be their own, and the construction and the content organization should be left to the primacy of the faculty who are teaching those classes. Some basic tools have been identified as best practices for online learning: is the instructor using a variety techniques to get students engaged, but equally as important is staying engaged with the material. One way that faculty members can address student engagement is having ask the instructor forum. Much like the fact-to-face classes, that is often the primary method of student ensuring their questions are answered. The faculty member should also plan on over explaining their answer. While in face-to-face classes the faculty in real time can ask the student if they understand and if necessary give an additional or expand on their explanation. However, that is not possible in the online format. Therefore, the instructor needs to over explain to ensure that the student understands what is being asked of them.

The online learning environment can feel isolating to students who are used to direct contact/connection to the faculty member. Some types of behavior that the faculty member can exhibit to help students engage in the material are: A welcome video. This gives the course a human touch and it helps put a fact to the instructor. Having a recent picture of you and your family as your avitar. This allows students to see but also helps student recognize you outside of the online learning environment. Faculty members should have a regular and effective contact policy clearly identified in their course. Faculty members who

Another area to be cognizant is to build that connection not only with the Instructor but a relationship with other students as well. It has been well documented that students perform better when both faculty and students engage each other on a meaningful and consistent basis (Grandzol, 2004).

Often the question arises should this class be offered online. Although there is no one definitive answer to this questions. There are a few things to keep in mind when considering an online class. Often online courses are often see by administration as a magic cure for the ills of the college especially when looking to increase FTES. The academic senate has several papers and resolutions to support online education as simply not a FTE grab. "Online instruction is not a less-expensive modality that can be used to lower costs while still educating more students at the level of quality they have a right to expect, and it therefore cannot solve access problems created by state funding cuts. Rather, online courses increase access only when the lack of access can be attributed to constraints of physical space, time, or geography" (Intersegmental Committee of Academic Senate {ICAS} pg 1).

Distance Education Committee

While the curriculum committee approves all curriculum on your campus. The Distance Education Committee on the local campus has an important role. According to Title 5 Section 55206 states

"If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures."

All courses offered through distance must be approved by the Distance Education committee at your local campus. This separate approval process is known as the DE Addendum. This process means that the local DE committee looked over the proposed course to certify that core areas are addressed: Regular and Effective contact with students is addressed according to the local policy at the campus accordance with Title 5 section 55204. It is the DE committee's responsibility to

ensure that the course(s) is 508 compliant. In most DE addendum's there is a section where the instructor acknowledges that the course will be compliant.

Although not all campus have an accessibility technology review within the Distance Education committee, it is good practice once the instructor has developed their course to have someone within the Distance Education committee review the course to ensure that the course is accessible in accordance with the Federal Rehabilitation Act section 508. This additional review can certify that the course is accessible to everyone.

The local Distance Education committee also has the important function of helping to ascertain the appropriate instructional delivery method for the course. Should the course be offered completely online, should the course be hybrid, or not offered online. Although there are valid reason for each choice, this discussion is an important one. This discussion should also be driven by faculty as this is part of the purview of faculty. While determining the appropriate delivery method it is important to go back and review the course Student Learning Outcomes (SLO's). This will help the local Distance Education committee determine if this is the course suited for online education.

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Additional Resources:

ASCCC Resolution 07.01 Role of California Community College Libraries in the Implementation of the Student Success Task Force Recommendations

<http://www.asccc.org/resolutions/role-california-community-college-libraries-implementation-student-success-task-force>

ASCCC Resolution 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services

<http://statewidecareerpathways.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning-suppor>

Section 504, Rehabilitation Act of 1973(29 U.S.C. § 701)

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

United States Laws Overview of the Rehabilitation Act of 1973 (Sections 504 and 508)

<http://webaim.org/articles/laws/usa/rehab#s508>



Executive Committee Agenda Item

SUBJECT: Noncredit Summit		Month: June	Year: 2017
		Item No: IV. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will decide whether or not to take over coordination of the Noncredit Summit	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2016-2017, ASCCC Executive Committee took action to partner with the Association of Community and Continuing Education (ACCE) for noncredit professional development. From this partnership came plans for a first-ever Noncredit Summit in collaboration with ACCE, Chancellor’s Office Academic Affairs, Career Ladders Project, and 3CSN. The planning team chose to work with IEPI in order to keep registration costs low (\$75/person).

The Noncredit Summit, titled *Building Bridges: Developing and Sustaining a Culture of Noncredit*, sold out in two weeks and resulted in 280 people attending the event May 4-5, 2017 at the Rancho Cordova Marriott. The planning team is interested in committing to a second annual event, but there is no certainty that IEPI will again agree to facilitate and fund the event.

For additional consideration, there is the possibility that the event could be expanded to include an adult education block grant (AEBG) focus and a strong work force/CTE focus since both can be well served by an increased understanding of noncredit.

The Executive Committee should consider whether or not to take over coordination of the event. A few possibilities exist:

1. Take over coordination of the event in partnership with ACCE and others regardless of whether IEPI can facilitate the event in 2018.
2. Take over coordination of the event in partnership with ACCE and others only if IEPI cannot facilitate the event in 2018.
3. Continue to participate in planning with system partners only.

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



Executive Committee Agenda Item

SUBJECT: Regional Meeting Dates		Month: June	Year: 2017
		Item No. IV, D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee to consider for approval meeting dates for the Fall and Spring regional meetings.	Urgent: NO	
		Time Requested:	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Freitas/Goold	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each fall and spring, the ASCCC holds regional meetings on various topics. This year is no different. The Executive Committee will review the need for regional meetings and confirm the dates to be selected to ensure we are serving all our membership.

Proposed dates:

- September 15/16
- September 22/23 – CTE Regional**
- October 6/7
- October 20/21
- October 27/28
- November 17/18
- February 9/10
- February 16/17
- March 9/10 – CTE Regionals**
- March 30/31
- April 6/7
- April 27/28

Possible Topics:

- Curriculum
- Open Educational Resources
- Faculty Hiring

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



SUBJECT: <i>C-ID MATH110 Descriptor and ICW</i>		Month: June	Year: 2017
		Item No. IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	X

Executive Committee Agenda Item

Please note: Staff will complete the grey areas.

BACKGROUND:

The history of the accelerated pathways model for general education in mathematics and CSU’s expansion of the pilot prompted the math faculty FDRG to implement a change in the prerequisite for C-ID Math110. The Intersegmental Workgroup on Curriculum (ICW) implemented a change to ensure major’s preparation was adequate at the lower division level prior to transfer for select ADTs. A full history can be found in the attached memo. Since that time, conversations have been had with the Legislative Analyst’s Office, representatives from the California Acceleration Project, the Chancellor’s Office, and the Chancellor.

DESIRED OUTCOME:

The Executive Committee will be appraised of the current situation and the political ramifications to a curricular decision and may choose to advise further action as necessary.

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



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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Fullerton College

Representative at Large

Conan McKay
Mendocino College

Representative at Large

Lorraine Slattery-Farrell
Mt. San Jacinto College

Julie Adams, Ph. D.
Executive Director

Dear Colleagues,

There is a great deal of controversy around the Intersegmental Curriculum Workgroup (ICW) decision to accept the CSU Chancellor's Office recommendation of adding a competency in intermediate algebra to nine Transfer Model Curricula (TMCs). Many of you have received email messages from the California Acceleration Project on this issue. The purpose of this message is to explain how such a decision was reached over the last three years and the ramifications of that decision.

The CSU General Education Advisory Committee (GEAC) of the CSU Chancellor's Office originally permitted seven colleges, on a pilot basis, a waiver of the intermediate algebra prerequisite to statistics courses through a STATWAY model to study the impact of such a decision to meet general education requirements in CSU-GE-Breadth Area B4. During the November 2015 GEAC meeting, the conclusion of the study was mixed. There was concern expressed that alternative models were in use and the number of tracked students was inconclusively small to determine the success of such a model on upper division completion for the entire CSU system. In addition, there was concern that unconfirmed reports of wholesale prerequisite challenge processes were taking place at some colleges, thus undermining the integrity of the student data. To that end, the pilot waiver was expanded through 2019, the restriction to one model was lifted, and all California Community Colleges were invited to submit courses through the regular general education review processes. GEAC's intent was to collect a robust data set and to ensure transfer student course taking behavior was accurately reflected in the review process and track those students through baccalaureate completion. Please note: GEAC only makes recommendations regarding CSU-GE-Breadth requirements of transfer students. A summary of the 2015-16 GEAC notes can be found at: <http://www.calstate.edu/app/GEAC/documents/2016/GEAC-annual-report-2015-16.pdf>.

At the same time, the CSU Academic Senate called together a Quantitative Reasoning Task Force with intersegmental and external representation to discuss the CSU expectation of quantitative reasoning skills for incoming first year students, transfer students, and baccalaureate earning students. This report provides a comprehensive overview of quantitative reasoning goals for higher education and a roadmap for implementation that involves high schools, community colleges, and the CSU colleges. The report acknowledges that intermediate algebra skills may not be necessary to complete general education statistics courses but some intermediate algebra skills are required for baccalaureate level success and competency expectations. The full report, unanimously adopted by the CSU Academic Senate, is available at <http://www.calstate.edu/AcadSen/Records/Reports/documents/QRTF.FinalReport.KSSF.pdf>.

Again, at the same time (Fall 2015), the C-ID curricular 5-year review of mathematics descriptors was due. Because of the two factors listed above (GEAC's recommendation to California Community Colleges and the CSU Quantitative Reasoning report), the math faculty discipline review group (FDRG), which included both CSU and CCC faculty, reviewed and evaluated the MATH 110 C-ID descriptor prerequisite, intermediate algebra. There was intense dialog regarding the prerequisite for this descriptor and three iterations of surveys to determine the most appropriate prerequisite were sent to the math faculty at both the CSU and CCC. Eventually, in December 2016, the prerequisite for the descriptor was changed after approval by the FDRG. Once in place, the revised prerequisite was

communicated widely to the field. The prerequisite for MATH 110 is:

Intermediate Algebra or

Any CSU accepted statistics pathway curriculum prerequisite.

The entire MATH110, Introduction to Statistics, descriptor can be found at https://c-id.net/descriptor_details.html?descriptor=365&submitbtn=Go .

At the October 2016 ICW meeting, the CSU Academic Senate and Chancellor's Office had serious concerns about the use of mathematics courses lacking an intermediate algebra prerequisite being used for both quantitative reasoning general education requirements as well as discipline major preparation. After the release of the C-ID Math 110 descriptor, the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office received memos from the CSU Chancellor's Office asking for a delay in the implementation of the new descriptor. In January 2017, the CSU General Education Advisory Committee (GEAC) also expressed concern and issued a separate memo to the Community College Chancellor's Office and the ASCCC requesting us to desist from using the new C-ID descriptor.

In February 2017, the Academic Senate leadership met with the CSU Academic Senate leadership and CSU GEAC members to discuss the memo issued by the CSU GEAC committee. In March 2017, the C-ID Advisory Committee met and heard from the CSU Chancellor's Office and CSU Academic Senate regarding their concerns about the mixing of general education quantitative reasoning requirements and major preparation requirements. In response, the C-ID Advisory Committee made a recommendation to the Intersegmental Curriculum Workgroup (ICW) to consult with the discipline faculty with affected Transfer Model Curricula (TMCs) to make a determination regarding the necessity intermediate algebra skills for success in the major. The C-ID workgroup surveyed FDRGs where MATH 110 was used for both major's preparation and general education and found that two disciplines – Business Administration and Economics - were concerned about students' ability to succeed upon transfer without intermediate algebra.

At the end of March 2017, ICW convened and again, the CSU Chancellor's Office and CSU Academic Senate expressed that their concern was so great about the MATH 110 descriptor that they would need to re-evaluate determinations of "similar" in affected disciplines. The proposal from the C-ID Advisory Committee to add a competency to two affected disciplines was discussed and the CSU representatives agreed that adding a competency was a reasonable compromise and then produced a list of eight affected TMCs. Ultimately, nine TMCs were identified by ICW:

Administration of Justice
Agriculture Animal Sciences
Agriculture Business
Agriculture Plant Science
Business Administration
Economics
Kinesiology
Psychology and
Public Health Science.

ICW accepted the recommendation to include the intermediate algebra competency on the nine TMCs and drafted the following language to be added:

As a requirement of this TMC, students earning an ADT in _____ are required to demonstrate competency in mathematics at the level of intermediate algebra in addition to the coursework listed above. Students may demonstrate this competency through the college's assessment for placement process or through the completion of an intermediate algebra mathematics course. The inclusion of this requirement does not change the unit totals for the ADT as intermediate algebra is a pre-transfer level skill.

By the inclusion of a competency in the TMC, students and colleges can use assessment instruments or specialized courses that cover the content of intermediate algebra without specifying the class. This competency is a component of major preparation, not general education, and is consistent with the K-12 Common Core standards and CSU Quantitative Reasoning Task Force Recommendations.

We hope that gives you a clearer picture of what has transpired over the past three years. It is important to understand the intersegmental consultative processes in which the ASCCC has engaged to best serve our students. We anticipate that, as further implementation of CSU's Quantitative Reasoning report occurs, additional changes may be required. We will continue to provide updates as we work with our intersegmental partners to ensure access and opportunity to transfer institutions.



Julie Bruno
President, The Academic Senate for California Community Colleges



John Stanskas, Chair, Intersegmental Curriculum Workgroup and Vice President, The Academic Senate for California Community Colleges



Executive Committee Agenda Item

SUBJECT: Survey for New Senate Leaders		Month: June	Year: 2017
		Item No. IV. F	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval a survey for new senate Leaders to be distributed at the Leadership Institute	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to a needs assessment of local senates conducted in Fall 2015, the Relations with Local Senates Committee recommended that an informal mentorship (or coaching resource) program be established to address an expressed need for guidance by local senate presidents without a such a viable resource available locally. An outline of this program was previously submitted to the Executive Committee for feedback.

Following the recommendation of the Executive Committee, the Relations with Local Senates Committee examined the resources available to local senate leaders and found that several new resources have been made available since the Fall 2015 survey was conducted, including PDC modules and a formal mentorship program for new senate leaders. To assess whether there is still a need for a more informal resource such as that requested in the Fall 2015 survey, the Relations with Local Senates Committee developed a brief survey. It is requested that the Executive Committee consider this survey for possible distribution at the Faculty Leadership Institute or through other channels to especially reach relatively new local senate leaders.

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

**Survey for New (or Newish) Senate Presidents
Relations with Local Senates Committee
2017**

The Relations with Local Senates (RwLS) Committee provides an opportunity to share local and state concerns, exemplary practices, and other information with the Executive Committee. The RwLS regularly assesses the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level. We appreciate your time in indicating areas you may need support as a local senate leader.

1. Individual information

- a. Name: _____
- b. College: _____
- c. Area (A, B, C, or D)

II. Training and Resources

- a. Does your senate routinely conduct a training for new senate members? YES NO
- b. Do you have access to experienced senate leaders at your local senate? YES NO
- c. What Senate resources are you familiar with?

- d. Have you visited the free senate leadership resources available through the ASCCC Professional Development College? <http://www.asccc.org/pdc-online-courses>
YES NO

III. Need for Support

- a. If you had access to a group of experienced Senate presidents to informally offer guidance, would you take advantage of that resource? YES NO
- b. In what specific areas are you likely to seek guidance from an experienced senate leader? (Check all that apply)
 - Conducting meetings
 - Brown Act
 - Making committee appointments
 - Parliamentary procedure
 - Relations with administration
 - Senate-union relations
 - Senate sign-off and timeframe for consultation
 - Other _____



Executive Committee Agenda Item

SUBJECT: <i>UC Transfer Pathway Associate Degree Pilot</i>		Month: June	Year: 2017
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2015, the University of California system began identifying appropriate lower-division preparation for the 21 most popular majors. All UC campuses agreed to one set of lower division preparation. In addition, the UC system is working to diversify its student body and increase the number of transfer students from California Community Colleges.

At the same time, the Transfer Model Curriculum for Chemistry seems to have failed. Few colleges are able to create Associate Degrees for Transfer, ADT, in Chemistry due to the unit restriction of not more than 60 units, even with the approval of IGETC for STEM provisions. Similarly, Physics programs have expressed their dissatisfaction with the Physics ADT as not sufficiently rigorous in terms of mathematical preparation for traditional upper division coursework.

The number of majors in Chemistry and Physics is relatively small compared to the total number of degree earners or transfer prepared students in the community college system.

This academic year, the ASCCC and ASUC chairs and vice-chairs have been in discussion regarding a potential transfer pathway from the community colleges to the UC system with a guarantee of admission. On Friday, May 12, physics and chemistry faculty from both the CCC and UC system met at the UC Office of the President to discuss such a pilot. At the CCC Board of Governor's and UC Regents meetings in May, both senate presidents announced the following:

CCC and UC faculty are working toward the creation of Associate of Science degrees, based on the UC Transfer Pathways for Chemistry and Physics. These would send a stronger signal than the pathways alone that UC supports the transfer pathways, and would give CCCs greater flexibility in preparing students. Importantly, they would also provide students seeking to transfer to UC with Associate's degrees, a very important milestone that the pathways alone

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

did not address. On Friday, May 12th, faculty and administrators from the two segments met at UC's Office of the President to discuss details and to work on the parameters for a pilot program that could facilitate guaranteed admission to a UC campus to students completing such a degree with a minimum GPA in the pathway courses.

The working groups in Chemistry and Physics recommended to the senates that we work over the summer to actualize a 'degree-with-a-guarantee' pilot modeled on UCTP in Chemistry and Physics as a pilot. It was also recommended that we work on alternatives to IGETC for transfer students that comply with Title 5 requirements for a general education pattern but contain less units than IGETC for STEM. It is the intention of the working groups that such a degree pattern be available for the Fall 2018 catalog deadline.

DESIRED OUTCOME:

Because significant work occurred regarding this before it could be made public, and because the timeline recommended involves significant work over the summer, the Executive Committee may wish to provide feedback or direction.

AS UCTP Chemistry Major's Preparation

Course Requirement	C-ID Descriptor	C-ID Units	College Units
General Chemistry	Chem120S	10 units	10
Organic Chemistry	Chem160S	8 units	10
Calculus Based Physics	Phys200S	12 units	15
Single Variable Calculus	Math210+220	8 units	10
Multivariable Calculus	Math230	4 units	5
Differential Equations	Math240	3 units	4

45 C-ID Units Major's Prep, 54 College Units Possible

AS UCTP Physics Major's Preparation

Course Requirement	C-ID Descriptor	C-ID Units	College Units
General Chemistry	Chem120S	10 units	10
Calculus Based Physics	Phys200S	12 units	15
Single Variable Calculus	Math210+220	8 units	10
Multivariable Calculus	Math230	4 units	5
Differential Equations	Math240	3 units	4
Linear Algebra	Math250	3 units	4

40 C-ID Units Major's Prep, 48 College Units Possible

IGETC for STEM (deferred 2 general education courses, 6 units, to after transfer)

Course Requirement	C-ID Descriptor	C-ID Units	College Units
1. English Communication			
a. Freshman Composition (e.g., ENGL100)		3 units	4
b. Critical Thinking (e.g., ENGL105)		3 units	4
2. Quantitative Reasoning		in major	
3. Arts and Humanities		6 units	6
4. Social and Behavioral Sciences		6 units	6
5. Physical and Biological Sciences			
a. Physical Science		in major	
b. Biological Science (e.g., BIOL140)		4 units	5
6. Language other than English (e.g., SPAN101)		4 units	5

General Education C-ID Units: 26 units, College Units 30 Units Possible

AS UCTP Chemistry Total C-ID Units: 72 units

AS UCTP Chemistry Total College Units: 82 units maximum

AS UCTP Physics Total C-ID Units: 66 units

AS UCTP Physics Total College Units: 78 units maximum

*C-ID Units are the minimum number of units defined by the course descriptor

*College Units are defined as the typical maximum number of units local curriculum committees have assigned to a course



Executive Committee Agenda Item

SUBJECT: Strategic Plan Update and Priorities for 2017 – 18		Month: June	Year: 2017
		Item No: IV. H.	
DESIRED OUTCOME:	The Executive Committee will review the 2016 – 17 ASCCC Strategic Plan and consider for approval the strategic priorities for 2017-18.	Attachment: YES (forthcoming)	
		Urgent: YES	
		Time Requested: 25 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2015, the delegates adopted a three-year strategic plan for the ASCCC and subsequently in May the officers recommended and the Executive Committee approved the strategic priorities for the first year of the ASCCC three-year Strategic Plan. On April 10, 2017, the officers met to review the strategic plan, consider next year priorities, and align budget items to the identified activities. The Executive Committee will review the status of the 2016 -17 priorities and consider for adoption the priorities for the 2017 – 18 fiscal year.

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.

Strategies	Actions	Lead	Support	Resource	Due Date
<p>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.</p>					
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.	The ASCCC has increased its relationship with legislators and their staff during the year through legislative advocacy days as well as through personal interaction. Working with the Chancellor's Office Governmental Staff, the ASCCC has been able to influence legislation to protect faculty purview.	President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Budget and Finance Committee has recommended additional funds be allocated to this work.	Priority for 2016 -17
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.	The Legislative Advocacy Committee identified an advocacy agenda that included faculty hiring, student resources (veteran resource centers), and C-ID funding. Additionally, the chair reported monthly on the status of bills and worked with the Executive Committee to take positions on bills through existing or new resolutions. Finally, the Legislative Advocacy Committee developed a bi-annual report to the delegates.	Legislative Advocacy Committee Chair	Executive Director	Budget and Finance Committee has recommended additional funds be allocated to this work.	Priority for 2016 - 17
C. Develop a public relations campaign to promote the visibility of the ASCCC.	The ASCCC hired a Communications and Development Director who has worked on the branding of information to the field. A PR campaign will be included in a	Executive Director	Development Manager, Creative Director	Staff and materials costs. Funds allocated in the 2016 – 17 budget	Priority for 2016 - 17

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
IMPLEMENTATION PLAN 2016-2017**

	communications plan currently under development.					
D.	Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Funds for conference attendance included in the 2016-17 budget.	Continue
E.	Cultivate relationships and work with the legislative lobbyist and representative of FACC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.		CoFO Representatives	Executive Director		Continue
Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.						
A.	Include Legislative Advocacy topics at appropriate ASSCC Events.	The Legislative Advocacy topics were included in sessions at both plenary sessions and the upcoming Faculty Leadership Institute.	Legislative Advocacy Committee Chair	Executive Director	No	Priority for 2016 - 17

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.	The ASCCC continued to work with the Chancellor’s Office EEO Committee. This year, the ASCCC held two regional meetings on faculty hiring. Plans for next year include developing a module for the Professional Development College.	Professional Development Chair	Executive Director	Costs associated with building the modules. Funds allocated in the 2016 – 17 budget.	Priority 2016 – 17.
B. Identify resources to fund and thus increase the attendance of diverse faculty at ASCCC events.		Executive Director		Scholarships. Funds allocated in the 2016 – 17 budget.	Continue.
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.	Plan completed and approved at the May 2016 meeting. Attention should be dedicated to implementation of the plan.	EDAC Committee	Executive Director		Continue
B. Increase outreach activities.	Expand activities in this area including regional meetings.	Committee chairs	Executive Director		Continue

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
IMPLEMENTATION PLAN**

2016-2017

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

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, PD Cmte Chair, Executive Director		Attending meetings	Continue
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.	Ongoing	President, VP, Executive Director		Attending meetings	Priority 2016 – 17.
D. Develop relationship and collaborate with other professional development organizations on events.		All EC members		No	Priority 2016 – 17.
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Funds associated with conference attendance allocated in 2016 – 17 budget.	Continue

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

A. Design and Implement a comprehensive ASCCC Professional Development Plan.	Plan created. Identify consistent ways to implement the plan.	PD Chair and Executive Director	Meeting costs.	Continue
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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.	Ongoing	EC Members			Continue
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.		EC Members		Travel costs	Continue

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

A. Create a communication plan.	A communication plan is under development and will be discussed at the August Executive Committee meeting.	Executive Director	Executive Committee members		Continue
B. Create a master calendar of events.		Executive Director	Staff		Continue

Objective 4.3. Visit all CCC colleges.

A. Develop short- and long-range plan for local senate visits by ASCCC.	The Relations with Local Senate Committee developed a short- and long-range plan for local senate visits. Identify a implementation plan.	Local Senate Committee Chair	Executive Director	Travel costs	Fall 2016
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**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE
IMPLEMENTATION PLAN 2016-2017**

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.	The Foundation Directors have identified three research topics for next year.	Executive Director, Foundation Directors	Foundation directors and Executive Committee members		Priority 2016 – 17.
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.	Ongoing	President	Executive Director		Continue
C. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		Continue

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		Continue
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			Continue

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

A. Maintain current grants		Executive Director	President		Continue
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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.	Expand efforts from 2016 – 17 by developing greater relationships with organization sponsoring legislation.	President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Budget and Finance Committee recommended additional funds be allocated to this work.	Priority for 2017-18
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.	Expand efforts from 2016 – 17.	Legislative Advocacy Committee Chair	Executive Director	Budget and Finance Committee recommended additional funds be allocated to this work.	Priority for 2017-18
C. Develop a public relations campaign to promote the visibility of the ASCCC.	Work with the Executive Committee to develop the campaign.	Executive Director	Development Manager, Creative Director	Staff and materials costs. Funds allocated in the 2017 – 18 budget.	Priority for 2017-18
D. Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Funds for conference attendance included in the 2017-16 budget.	Continue
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		Continue

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE 2017-2018
IMPLEMENTATION PLAN**

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.	Expand efforts from 2016 – 17.	Legislative Advocacy Committee Chair	Executive Director	No		Priority for 2017 - 18

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		Actions		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.	Expand efforts from 2016 – 17 and set goals to demonstrate achievement in this area.	Faculty Development Chair	Executive Director		Costs associated with building the modules. Funds allocated in the 2017 – 18 budget	Priority 2017 – 18.	
B. Identify resources to fund and increase the attendance of diverse faculty at ASCCC events.	EDAC to identify methods for recruiting diverse faculty and offering scholarships.	EDAC	Executive Director		Scholarships. Funds allocated in the 2017 – 18 budget.	Continue.	

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.	Plan developed, EDAC to begin working on the implementation	EDAC Committee	Executive Director	Continue
B. Increase outreach activities.	Expand activities in this area including regional meetings.	Committee chairs	Executive Director	Continue

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

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

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, FDC Chair, Executive Director		Attending meetings	Continue
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		President, VP, Executive Director		Attend meetings and monitor requests	Priority 2017 – 18.

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE 2017-2018
IMPLEMENTATION PLAN**

D. Develop relationship and collaborate with other professional development organizations on events.		All EC members	No		Priority 2017 – 18.
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.	Members will request conference attendance prior to attending conferences.	Executive Director	Funds associated with conference attendance allocated in 2017 – 18 budget.		Continue
Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.					
A. Design and Implement a comprehensive ASCCC Professional Development Plan.	FDC has developed a professional development plan. The committee will expand efforts from 2016 – 17.	Executive Director	Meeting costs.		Priority for 2017 – 18.

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.	Expand efforts from 2016 – 17.		EC Members			Continue
B. Expand the ASCCC presence at constituent groups meetings and conferences			EC Members		Travel costs	Continue

**THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE 2017-2018
IMPLEMENTATION PLAN**

to create more faculty presence.						
Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.						
A. Create a communication plan.	Develop plan.	Executive Director	Executive Committee members	Executive Director	Executive Committee members	Continue
B. Create a master calendar of events.		Executive Director	Staff	Executive Director	Staff	Continue
Objective 4.3. Visit all CCC colleges.						
A. Develop short- and long-range plan for local senate visits by ASCCC.	Implement the Relations with Local Senate plan.	Local Senate Committee Chair	Executive Director	Executive Director	Travel costs	Priority 2017 – 18.

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		Priority 2017 – 18.
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.	Work on sustainable funding for C-ID including possible budget proposal.	President	Executive Director		Priority 2017 – 18.

IMPLEMENTATION PLAN

C. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		Continue
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		Continue
B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.	Expand from 2015 – 16 activities	President, Vice President, and Executive Director			Continue
Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.					
A. Maintain current grants		Executive Director	President		Continue



Executive Committee Agenda Item

SUBJECT: Tentative 2017-2018 ASCCC Budget		Month: June	Year: 2017
		Item No: IV. I.	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2017-2018 ASCCC budget	Attachment: YES	
		Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Freitas/Adams		
STAFF REVIEW ¹ :	Julie Adams		
		Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets in May to prepare a tentative budget to bring to the Executive Committee for approval at its final meeting of the fiscal year, typically late May/early June. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee met on May 19 to review the tentative 2017-2018 budget. Funding recommendations were developed based on the Strategic Plan objectives and strategic priorities identified at the April officers meeting, and on current trends such as increased reassigned time for Executive Committee members due to increased workload, increases in staff salaries and benefits, and uncertainty around funding from C-ID and CAI. The tentative budget also assumes that the Instructional Design and Innovation Institute will not be held in 2017-2018, and that the Academic Academy will be held online. The tentative budget projects a deficit of \$148,276.19, which may be reduced or disappear once uncertainties around C-ID and CAI are addressed and event contracts are finalized.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the tentative 2017-2018 budget.

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

Statement of Activities - Actual vs Budget

05/24/2017 09:25

	07/01/2016 Through 04/30/2017 Actual	Year Ending 06/30/2017 Budget	Year Ending 06/30/2016 Budget
Change in Net Assets			
Operating Revenue			
Grant Revenue	1,049,340.12	1,107,000.00	1,194,370.00
Program Revenue	564,675.60	607,630.00	649,000.00
Member Fees	360,356.43	344,733.00	361,970.00
Revenue - Other	33,082.47	5,000.00	20,000.00
Total Operating Revenue	2,007,454.62	2,264,823.00	2,225,340.00
Expenditures			
Salary and Wages	485,942.69	486,990.00	509,798.23
PP Benefits	118,093.47	63,976.00	125,449.20
PR Taxes	14,006.34	16,000.00	17,000.00
Occupancy	55,124.94	57,500.00	71,000.00
Professional Fees	356,776.56	591,889.10	539,332.97
General and Administrative Expenses	877,643.67	1,157,858.00	1,116,036.00
Total Expenditures	1,907,792.72	2,374,516.00	2,379,616.20
Change in Net Assets	99,361.30	(109,693.00)	(148,276.20)
+ Net Assets - Beginning	230,961.03	0.00	0.00
Net Assets - Ending	330,342.33	(109,693.00)	(148,276.20)

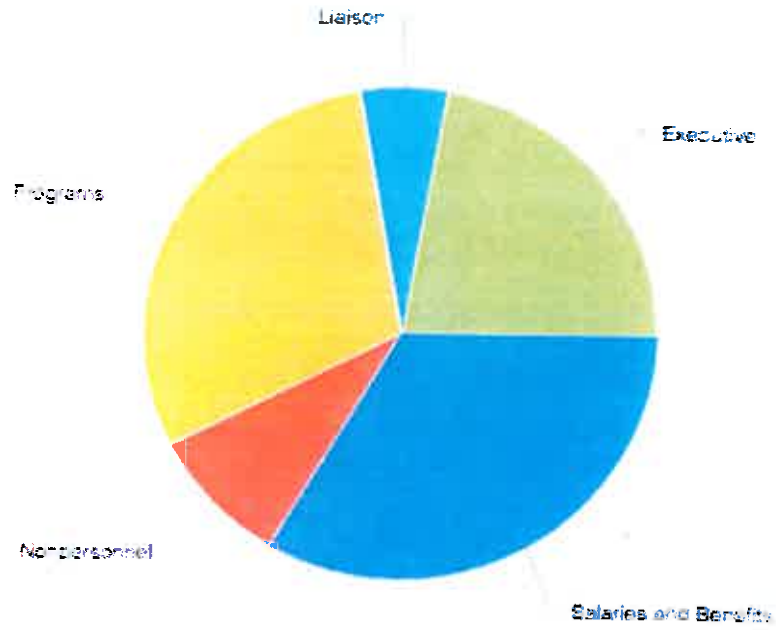
Statement of Financial Position

05/24/2017 09:25

	Year To Date 04/30/2017 Current Year Balance	Year To Date 04/30/2016 Prior Year Balance
Assets		
Current Assets		
Cash and Cash Equivalents	293,017.86	117,800.28
Accounts Receivable, Net	240,100.90	510,636.93
Accounts Receivable, Not	240,100.90	519,636.93
Total Accounts Receivable, Net		
Other Current Assets	30,046.88	67,692.45
Other Current Assets	30,046.88	67,692.45
Total Other Current Assets	568,170.47	703,921.65
Total Current Assets	269,43	1,497,13
Property & Equipment	269,43	1,497,13
Long-term Assets	569,474.90	705,418.79
Total Long-term Assets		
Total Assets	569,474.90	705,418.79
Liabilities and net assets		
Liabilities		
Short-term Liabilities		
Accounts Payable	56,789.14	56,346.69
Accounts Payable	78,650.78	92,771.95
Accrued Liabilities	103,692.61	52,149.20
Deferred Revenue	208,132.57	331,266.83
Total Short-term Liabilities	208,132.57	331,266.83
Net Assets	330,342.33	374,151.95
Total Liabilities and net assets	569,474.90	705,418.79

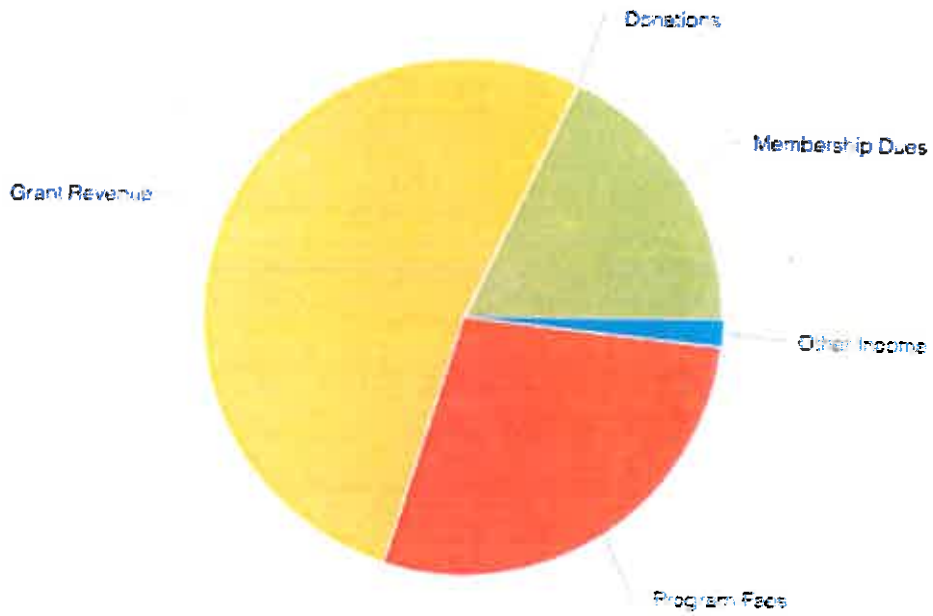
Operating Expense by Category - YTD

05/24/2017 00:35



Current Fiscal Year Revenue - YTD

05/24/2017 00:35



ASCCC Budget Committee

May 19, 2017

Minutes

Members present: Julie Adams, Julie Bruno, Dolores Davison, John Freitas, John Stanskas

1. Approval of the auditor

The committee approved continuing with John Waddell and Associates as the auditor by consensus.

2. Budget development

a. Review of draft budget - The draft budget for 2017-2018 was reviewed. The main principles followed were to protect the budgets for reassigned time and ASCCC operations. The draft does not include income and expenses for C-ID and CAI because the funding status is still undetermined. Budget overages from 2016-2017 were reviewed. The main sources of overages were higher than budgeted costs for Executive Committee travel and meetings, committee meetings, conference attendance, and meetings with Chancellor's Office groups. These costs will be more carefully controlled for 2017-2018. The projected deficit for 2017-2018 is \$148,276.10. It is anticipated that this deficit will be reduced or disappear if income for C-ID and CAI is received, and pending the outcomes of contract negotiations for ASCCC event sites.

b. Approval of tentative budget

- The committee approved the tentative budget for 2017-2018, which will be brought to the June 1 Executive Committee meeting for action.
- The committee will meet on July 13 to review and approve the final budget for 2017-2018 for consideration by the Executive Committee at its August meeting.

3. Adjournment – The meeting was adjourned at 10:30.

The ASCCC Budget and Fiscal Reporting

by **Julie Adams**, Executive Director
and **John Freitas**, Treasurer

Among the numerous responsibilities of the ASCCC Executive Committee is its fiduciary duty to set the annual budget and monitor the budget performance. The question about how the ASCCC annual budget is developed, adopted, and monitored is both a common and important one. This article will provide an overview of the Academic Senate funding sources, the fiscal duties of the Executive Committee, the operational responsibilities of the executive director and ASCCC staff, and how the annual funding priorities are set and implemented.

At the first ASCCC plenary session in the spring of 1969, the delegates voted to seek incorporation as a nonprofit organization, with articles of incorporation in California filed with the Secretary of State in 1970 and 501(c)(6) status as a nonprofit professional organization granted by the Internal Revenue Service in 1974. Incorporation of the ASCCC resulted in the Executive Committee becoming the board of directors, with fiduciary duties that include oversight of the fiscal health of the ASCCC. Thus, the role of the Executive Committee in setting and monitoring the budget stems directly from its legal responsibilities to execute its fiduciary duties as a board of directors. In turn, the Executive Committee delegates to its executive director the role of managing the ASCCC budget in accordance with the requirements of the ASCCC Accounting Policies (http://www.asccc.org/sites/default/files/AccountingPoliciesApprovedOctober2_2015.pdf) and Accounting Procedures (http://www.asccc.org/sites/default/files/Accounting%20ProceduresFeb_3_2017.pdf), each of which is approved by the Executive

Committee. Therefore, while the Executive Committee approves the annual budget, the executive director is responsible for implementation and management of the approved budget. This practice is the professional standard for nonprofit organizations.

BUDGET DEVELOPMENT

The ASCCC budget is a function of projected income and expenses, based on both past and anticipated trends. Income falls into three broad categories: grant revenue, program revenue, and membership fees. Grant revenue, which includes the governor's grant to the ASCCC, comprises the largest share of revenue for the ASCCC. Program revenue is the anticipated revenue from registration fees for attending ASCCC events, such as plenary sessions and the Curriculum Institute, and should offset the cost to the ASCCC for offering the events. Membership fees are the dues paid by the member senates' colleges¹. Senate dues are based on the total Full Time Equivalent Faculty of the college for the previous fall. Expenses are more varied and include salaries, wages, and benefits for ASCCC staff, reimbursement to the colleges for reassigned time for Executive Committee members and C-ID coordinators, event costs, publication costs for ASCCC papers and *Rostrum* issues, and ASCCC operational costs such as rent and utilities.

¹ The ASCCC treats dues as an institutional commitment. Therefore, the practice of the ASCCC is to bill the college, not the local senate, for member dues.

Each April, the executive director prepares the first draft budget for consideration by the Budget and Finance Committee. Using the strategic plan (<http://asccc.org/asccc-strategic-plan>) as the framework for developing the draft budget, the executive director uses the following factors to develop the draft budget:

- Review of past budget performance, including income and expenditures.
- Expectations set by the Executive Committee during the prior year.
- Trends across the state such as those related to conferences, meetings, hotel venues, and professional development activities.
- Conversations with Chancellor's Office staff and other groups.
- Attendance at Chancellor's Office meetings, advisory groups, and task forces.
- Any other information that assists in creating a comprehensive draft budget.

The draft budget is then submitted to the ASCCC Budget and Finance Committee members for review.

Chaired by the ASCCC Treasurer, the Budget and Finance Operational Committee is comprised of the four ASCCC Elected Officers – president, vice-president, treasurer, and secretary – and the executive director. The purpose² of the Budget and Finance Committee is to recommend to the Executive Committee the annual budget and fiscal policy and procedure changes, review budget performance and recommend revisions as necessary, and select the auditor. The committee reviews all of the details of the draft budget, along with the details of prior-year expenditures, and brings its recommendation for a tentative budget to the Executive Committee for approval at its final meeting of the academic year, usually in late May or early June.

The Executive Committee receives the recommendations of the Budget and Finance Operational Committee, including a higher-level budget comparison to prior the year and recommendations for the strategic plan goals and activities. At this point, the Executive Committee may provide guidance to the Budget and Finance Operational Committee to further develop the budget and approve a tentative budget so that the work of the ASCCC can occur over the summer months. The

Each fall, the delegates are presented with an audit report conducted by an independent auditor, which is not required for a nonprofit organization but is an effective practice.

Budget and Finance Operational Committee will meet again in July or early August to finalize the budget and present a revised budget to the Executive Committee for consideration for approval at its first meeting of the fall, usually in August. Once the final budget is approved, the executive director is responsible for ensuring implementation of the budget and strategic planning goals.

REPORTING TO THE MEMBERSHIP AND THE PUBLIC

Member senates are informed of the fiscal health of the ASCCC through reports provided to the delegates at each plenary session. Each fall, the delegates are presented with an audit report conducted by an independent auditor, which is not required for a nonprofit organization but is an effective practice. The audit offers the delegates three different statements that provide a comparison of two years of prior year financial information.

The first statement is a Consolidated Statement of Financial Position or, as accountants call it, a balance sheet, which is a historical document—a snapshot of a day in time—of the financial position of the ASCCC and includes both assets and liabilities. Delegates can use this statement to gauge the growth and health of the organization and to compare the ASCCC's performance with past performance. Internally, the executive director uses this report to track and improve operations over time. For example, in 2016 the ASCCC balance sheet showed a decrease in our financial position of \$309,809 from the previous year. This difference occurred because of fluctuations in

² The committee charge can be found at <http://www.asccc.org/directory/budget-finance-operational-committee>.

grant funding from the State of California. If this situation continued, the ASCCC would have to cut back on services available to the field. However, a snapshot in time that was true for June 30, 2016 may not be true for July 2016, and thus such a decrease in services did not prove necessary.

The second statement distributed to the delegates is a Consolidated Statement of Activity, or the income statement. An income statement shows how much revenue an organization earned over a specific time period, usually for a year, and includes the costs and expenses associated with earning revenue. The literal bottom line of the statement includes the net earnings or losses and informs the delegates of how much the ASCCC earned or lost over the period. For example, this year's income statement shows a projected loss of \$171,863 this year. Much of this loss can be attributed various factors, including the following:

- Higher-than-anticipated costs for holding events, such as increased credit card fees and uncollected registration fees.
- Additions to Executive Committee member assignments because of increased needs to remain engaged in ever-expanding system-level work, such as initiatives, Chancellor's Office committees, task forces, and advisory groups that require faculty representation.
- Reimbursement of C-ID expenses not occurring in a timely manner.
- Chancellor's Office withdrawal of support for the CTE Leadership Institute and the CTE Curriculum Academy.
- Increased offerings of regional meetings that are held at no cost to attendees.

However, this statement is a projection based on the approved budget for expenditures. Expenditures will be reduced as needed to ensure that the ASCCC ends the fiscal year with a balanced budget.

The final statement is the Statement of Cash Flow, which is exactly what its name implies—the cash flow of the organization. This statement shows how effectively and efficiently the ASCCC can use its cash to finance its operations and expansions. This document is particularly important because it informs the delegates of the current fiscal health of the ASCCC. The term cash flow generally refers to the ASCCC's ability to collect and maintain adequate amounts of cash to pay its

upcoming bills. In other words, having good cash flow demonstrates that the organization can collect enough cash to pay for its operations and fund its debt service without making late payments. Last year's audit shows that the cash flow for the ASCCC decreased by \$201,961. This difference can be explained by the fact that the ASCCC had more accounts receivable—funds due from grants, dues, and events revenue—and more accounts payable. This situation can be problematic for the ASCCC because most of its income in any given fiscal year, which includes local senate dues and the governor's grant, is not received until October of that fiscal year, which is three months after the beginning of the fiscal year on July 1.

As a nonprofit organization registered with the IRS, the ASCCC is required to submit annually a Form 990 tax form to the IRS. Submission of the Form 990 (Return of Organization Exempt from Income Tax) is required of all tax-exempt organizations and must be made available publicly. The ASCCC Form 990s are available through GuideStar (<https://www.guidestar.org/Home.aspx>). GuideStar is a free information-sharing service about nonprofit organizations. GuideStar does require users to create free password-protected accounts in order to use the service. Once that is done, users can simply enter "Academic Senate for California Community Colleges" in the search box and click the appropriate search result. Once the ASCCC profile is opened, the "Forms 990" button can be clicked to access the most recent 990s. The Form 990 includes all the detailed financial information about the ASCCC for a given fiscal year, including detailed information about expenses.

Through its authority as the board of directors of a nonprofit corporation, the Executive Committee approves the annual budget recommended by the Budget and Finance Operational Committee, monitors its performance, and delegates to the executive director the responsibility for budget management. Through its budget development process, the ASCCC works to support the strategic plan³ and ensure that resources are allocated in a way that optimizes its ability to represent and support the work of the faculty of the California community colleges in academic and professional matters.

³ The 2016 Strategic Plan Update is available at <http://www.asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf>

Executive Committee Agenda Item

SUBJECT: Part-Time Faculty Committee Summer Institute Program Draft		Month: June	Year: 2017
		Item No: IV. J.	
		Attachment: <i>Forthcoming</i>	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2017 Part-Time Faculty Leadership Institute draft program.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor's Office has provided funding to host a free Faculty Leadership Institute for part-time faculty. The Part-time Faculty Leadership Institute will be held on August 3 – 5, 2017 in Anaheim. At its April meeting, the Executive Committee provided feedback and approved the 2017 draft outline for the Part-time Faculty Summer Institute. The Part-time Committee will meet on Thursday, May 25, 2017 to discuss the program. An updated draft program will be sent via email to the Executive Committee after the meeting.

The Executive Committee will consider for approval the Part-time Faculty Leadership Program and discuss their participation in the event.

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



Executive Committee Agenda Item

SUBJECT: Annual Committee Reports		Month: June	Year: 2017
		Item No: IV. K.	
		Attachment: YES (In LiveBinder)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the final committee status reports and discuss committee priorities for next year.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: During the year, ASCCC Standing Committees worked on the committee priorities identified in August 2016. Each chair was requested to provide action taken by the committee on the priorities and update the status, which will be posted on the website. The Executive Committee will consider for approval the final committee status reports and discuss briefly the committee priorities for next year.

The attachment for this item is located in the Executive Committee LiveBinder under resources. Binder link is here: <http://www.livebinders.com/play/play?id=1713815>.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Professional Development		Month: June	Year: 2017
		Item No: IV. L.	
DESIRED OUTCOME: The Executive Committee will consider for approval the professional development priorities for 2017 – 18 and discuss planning challenges and needs of faculty.		Attachment: NO	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams/Cleavon Smith	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the March and April meetings, the Executive Committee briefly discussed ASCCC professional development activities and requested that a future discussion be agendaized. The Executive Committee will discuss all the professional development activities of the ASCCC and provide direction to committees and staff.

Institute approved for 2017 – 18:

- Part-time Faculty Leadership Institute: August 3 – 5, 2017
- Academic Academy (October 6 – 7, 2017)
- Accreditation (February 23 – 24, 2018)
- Noncredit Summit (proposed)
- CTE Leadership (May 4 – 5, 2018)²
- Faculty Leadership (June 14 – 16, 2018)
- Curriculum (July 11 – 14, 2018)

Regional Meetings – Possible Topics

- CTE
- Curriculum
- Effective ways of integrating the work of Equity Coordinators/committees

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

² Need to identify funding

PDC Approved Topics (in progress and the future)

At the January 16, 2017, the Executive Committee approved the following topics and committees to work on developing the modules:

- Inmate Education (Adams/Smith--in progress anticipated completion fall)
- MQ and Equivalency (S&P)
- Increasing Inclusivity Through Better Communication (FDC)
- Hiring of Diverse Faculty (A. Foster/EDAC – will begin in summer)

Other Modules in Progress:

- SLO (anticipate completion by Fall)
- Faculty Orientation (in progress – anticipate completion by Fall)

Possible Future Topics for PDC

- Pathways
- Noncredit and Basic Skills Innovation (Five module due by 12/2017)
- Program Review
- Other topics based on ASCCC Papers

Breakout Session Notes

A breakout session was held during the 2017 Plenary Session. The following was feedback received from over 30 people in attendance:

- Record regional meetings for those who cannot attend and for future reference;
- Use new technology tools such as podcasts, webinars, video recordings, etc., so that the information is accessible at a later date;
- Provide program information sooner so that faculty would know the topics covered and make plans sooner;
- Send save the date sooner and personalize (e.g., send targeted messages to regions versus an email blast);
- Communicate (messaging) better – who is the audience and who should attend, is flex credit available, and any other information that will inform interested attendees;
- Market the PDC modules – faculty are not aware of what's available or what's planned – and include how senates can use the information (e.g. local senate presidents can use the Governance 101 as an orientation for local senates) as well as who would benefit (e.g., new curriculum specialists and chairs would benefit by participating in the Curriculum 101 module);
- Consider adding a pre-session to the Accreditation Institute for noncredit accreditation issues, particularly since noncredit is accredited under WASC and not ACCJC. In addition, clarify

the difference of noncredit accreditation within the Accreditation Institute;

- Better coordinate with Chancellor's Office on topics of related interest;
- Consider a pre-session to the plenary session for those who arrive early, particularly those topics that might be of interest to small rural colleges who must arrive early;
- Offer reduced rate for part-time faculty to attend plenary session to encourage attendance;
- SLO Symposium needs to be posted on the website;
- Create a brochure of ASCCC events including targeted audience, flex activities,
- Online Conference should include group activities;
- Marketing might include short video introductions, abstract descriptions; YouTube Channel;
- Professional development should include a planned strategy – introduction (foundation), series of modules on topics, and then booster shots along the way (e.g., small conversations using YouTube or Podcasts that provides updates to the initial modules);
- Host a regional event for Equity Coordinators on effective ways of integrating the work of Equity Coordinators/Committees; and
- Hold a data institute for faculty.

Academic Senate for California Community Colleges Professional Development Plan

ASCCC STRATEGIC PLAN GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM			
PD Goal 1: Deliver a comprehensive professional development program for all faculty in the California community colleges			
Objective 1.1: Evaluate the effectiveness of ASCCC professional development activities			
Strategies	Actions	Responsible Party	Recommended Timeline
Develop outcomes for each ASCCC professional development activity (i.e., sessions, institutes, regional meetings). Determine which faculty are not being served by the ASCCC's current professional development offerings.	Create and disseminate evaluations for each activity based upon stated learning outcomes. Develop and distribute professional development survey to be distributed to all faculty listservs each year about what professional development opportunities they would like to see from ASCCC in the coming year.	Standing Committee Chairs Faculty Development Committee Chair, Executive Director	2016 - 17 February 2016
Make recommendations to the Executive Committee on professional development annual activities in May each year.	Present a summary of event evaluations and the professional development survey to the Executive Committee at its May meeting as a basis for planning professional development offerings for the coming year.	Faculty Development Committee Chair, Executive Director	May 2016
Make recommendations to the Executive Committee during the year regarding any requests for partnering on events, holding regional meetings, or other professional development activities.	Present to the Executive Committee the feasibility for holding such events—taking into consideration other events and ASCCC resources.	Faculty Development Committee Chair, Executive Director	May 2016
Objective 1.2. Offer professional development using a wide variety of methods.			
Explore the use of webinars, video conferencing, and podcasts to replace in	Create professional development activities in alternative modes of delivery.	Faculty Development Committee Chair, Executive Director	September 2016

<p>person regional meetings and replace at least one regional offering with an alternative form of delivery.</p>			
<p>Expand the offerings in the Professional Development College (PDC) by a minimum of four modules each year for the next three years.</p>	<p>Present to the Executive Committee each May topics for their consideration and approval for the next set of modules.</p>	<p>Faculty Development Committee Chair, Executive Director</p>	<p>May 2016</p>
<p>Objective 1.3 Increase partnerships with other organizations in the California community colleges</p>			
<p>Communicate with other groups the role of the ASCCC in professional development for faculty.</p>	<p>Work with the Chancellor's Office to position the Academic Senate as a partner in professional development activities offered through current and future grant initiatives.</p> <p>Submit presentation proposals for professional development conferences offered by other statewide organizations representing faculty, staff, administrators, and trustees to illustrate the work of ASCCC beyond governance.</p> <p>Members of the Executive Committee will attend the conferences of other statewide organizations.</p>	<p>Faculty Development Committee Chair, Executive Director, Executive Committee members</p>	<p>2016 - 17</p>
<p>Objective 1.4 Improve the diversity of full-time faculty being hired at college campuses.</p>			
<p>Increase the diversity of the faculty in the California community colleges.</p>	<p>Offer (support) professional development on the recruitment diverse faculty pools through engagement of local universities as well as advertising in a variety of locations.</p> <p>Research the efficacy of the current models used for interviewing full- and</p>	<p>Faculty Development Committee Chair, Executive Director,</p>	<p>2016 - 17</p>

	<p>part-time faculty and propose possible modifications to ensure that the best candidates are hired.</p> <p>Continue to offer equity based professional development each year and develop a module for the Professional Development College (PDC).</p> <p>Provide professional development during flex (professional development) day activities at college campuses.</p>		
<p>Improve the diversity of the faculty participating on local academic senates.</p> <p>Improve the diversity of faculty participating statewide on ASCCC standing committees, Chancellor's Office advisory groups and task forces, the Board of Governors, and the accrediting commission.</p>	<p>Encourage the creation of an equity caucus.</p> <p>Expand the use of ambassadors to all ASCCC events.</p> <p>Develop marketing materials about the work of the ASCCC to distribute at events and when making personal connections with attendees.</p> <p>Create a video to introduce faculty to the importance of statewide service (ASCCC committees, Board of Governors, Chancellor's Office groups, etc.) and encourage all interested to volunteer to serve.</p>	<p>Faculty Development Committee Chair, Executive Director, Executive Committee members</p> <p>Faculty Development Committee Chair, Executive Director, Executive Committee members, Local Senate Committee members</p>	<p>2016 - 17</p> <p>2016 - 17</p>

Approved by the Executive Committee March 4, 2016



Executive Committee Agenda Item

SUBJECT: Executive Committee Participation at Events		Month: June	Year: 2017
		Item No: IV. M.	
DESIRED OUTCOME: The Executive Committee will consider for approval policy/practice for officers and Executive Committee members involvement at ASCCC institutes		Attachment: NO	
		Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The current approval process for individuals (Executive Committee and others) to present at any plenary session, institute, regional meeting, or any other ASCCC events is that the president, in consultation with the Executive Director, will approve the participation of presenters. The purpose of this approval process is to ensure that the appropriate individuals with the expected expertise are providing information to the attendees and to encourage the participation of individuals from the field.

In an effort to efficiently provide the chairs of ASCCC events with information about presenters early in the planning process, chairs are required to submit presenter lists to both the president and the executive director by a deadline noted in the timeline for providing materials. Once approved, established practice has been to include the presenters on the programs (except for Executive Committee members) so that the Executive Committee could provide feedback. Executive Committee members were excluded from the list so that the president, working with the chair, could have the flexibility to move Executive Committee members into gaps where other presenters did not have the experience or where the topic would benefit from the Executive Committee expertise.

Established practice has also been for the chairs to first look to other individuals to present at events rather than first go to Executive Committee members. This practice was put in place to build leadership of faculty and open up more space for other participants as well as to ensure that the Executive Committee remain open and welcoming to new comers and reduce the costs to the

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

ASCCC. Chairs were encouraged to review the registration lists for faculty and others who already planned to attend the event and might be encouraged to present within their area of expertise.

With the increase in ASCCC events and events held by system partners, the president's and vice president's participation in events has also evolved. Again, the president determines who attends an event so that he or she may balance the requests from other organization with ASCCC events.

Recently, there has been some confusion about these practices because Executive Committee names have been included on the programs when it is presented to the Executive Committee. Changes to the programs after review by the Executive Committee has elicited concerns.

In order to prevent confusion and to ensure consistent practice for all ASCCC institutes, the Executive Committee will consider for approval a policy regarding Executive Committee members as well as President and Vice-President presence at events.



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: June	Year: 2017
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	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: June	Year: 2017
		Item No. V. B.	
		Attachment: YES (5)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings for May. 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.

Officers of the Board

Cecilia V. Estolano, *President*
Tom Epstein, *Vice President*

Chancellor's Office

Eloy Ortiz Oakley, *Chancellor*

Members of the Board of Governors

Arnoldo Avalos
Geoffrey L. Baum
Joseph J. Bielanski, Jr.
Scott Budnick
Connie Conway
Eman Dalili
Tom Epstein
Cecilia V. Estolano
Danny E. Hawkins
Pamela Haynes
Hasun Khan
Deborah Malumed
Jennifer L. Perry
Man Phan
Gary Reed
Valerie L. Shaw
Nancy Sumner

May 15, 2017
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811

**2017 Board of Governors
Meeting Schedule**

Sacramento, CA

January 17-18, 2017

March 20, 2017

May 15, 2017

July 17, 2017

*September 18-19, 2017
(Santa Ana College)*

November 13-14, 2017

**2018 Board of Governors
Meeting Schedule**

Sacramento, CA

January 16-17, 2018

March 19-20, 2018

May 14-15, 2018

July 16, 2018

*September 17-18, 2018
(Location to be Determined)*

November 13-14, 2018

Mission Statement

**“Empowering Community Colleges Through
Leadership, Advocacy and Support.”**

The Board of Governors of the California Community Colleges, by statute, provides leadership and policy direction in the continuing development of the California Community Colleges system. Among its charges are establishing minimum academic and personnel standards; evaluating and reporting on the fiscal and educational effectiveness of the 72 districts; conducting research and providing appropriate information services; and administering fiscal support programs (both operational and capital outlay).

The 17-member board, appointed by the governor, includes 12 public members (two of whom must be current or former elected members of local boards); one voting and one non-voting student member currently enrolled in a community college; two voting tenured faculty members; and one voting classified staff member.

The work of the board is supported by the staff of the California Community Colleges Chancellor’s Office.

**Board of Governors Meeting
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811**

**Monday, May 15, 2017
10:00 AM to 5:00 PM*
(or until the conclusion of business)**

**Closed session, if any will take place at 12:00 PM*
on Monday, May 15, 2017
(Closed sessions are not open to the public)**

***All times are approximate and subject to change
Order of items is subject to change**

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 notify Christina Castro at 1102 Q Street, Sacramento, California, 95811 or 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.

Public testimony will be invited in conjunction with board discussion on each item. A written request to address the board shall be made on the form provided at the meeting.

Persons wishing to make a presentation to the board on a subject not on the agenda shall address the board during the time listed for public forum.

Items placed on the consent calendar will be voted on by a single board action, without staff or public presentations, and without board discussion. Any board member may remove an item from consent by informing the president of this intent. A member of the public may request that an item be removed from consent by filling out a request to testify in accordance with section 41 of these Procedures and Standing Orders of the Board of Governors, or by asking a board member to remove an item from consent. The item shall then be removed from consent if any board member exercises his or her authority to remove an item from consent.

Chancellor's Office

Eloy Ortiz Oakley
Chancellor

Erik E. Skinner
Deputy Chancellor

Debra Connick
Vice Chancellor for
Technology, Research &
Information Services

Paul Feist
Vice Chancellor for
Communications & Marketing

Jacob Knapp
Acting General Counsel

Laura Metune
Vice Chancellor for
External Relations

Theresa D. Tena
Vice Chancellor for
Institutional Effectiveness

Van Ton-Quinlivan
Vice Chancellor for
Workforce and Economic
Development

Mario Rodriguez
Vice Chancellor for
Finance & Facilities

Pamela D. Walker
Vice Chancellor for
Educational Services

Vacant
Vice Chancellor for
Student Services

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

CONSENT CALENDAR

March 20, 2017, Board Meeting Minutes (Erik Skinner) **Item 1.1**
This item presents the minutes from the March 20, 2017 board meeting.

ACTION

Approval of Contracts and Grants (Erik Skinner) **Item 2.1**
This item recommends that the Board of Governors approve entering into the contracts and grants described in the May 2017 agenda.

FIRST READING

Regulations Governing Standards and Criteria for Courses; Approval of Credit Courses and Programs; Conditions for Claiming Attendance (Pamela D. Walker) **Item 3.1**
This item is a first reading of proposed regulations amending the following provisions of California Code of Regulations, title 5: section 55002 Standards and Criteria for Courses; section 55002.5 Credit Hour; section 55100 Credit Course Approval; section 55130 Approval of Credit Programs; and section 58050 Conditions for Claiming Attendance.

INFORMATION AND REPORTS

2017 Classified Staff of the Year Awards (Eloy Ortiz Oakley) **Item 4.1**
This item announces the 2017 Classified Staff of the Year Award recipients, which represent the best of California's community college classified employees.

Career Technical Education Rebrand Initiative (Paul Feist/Van Ton-Quinlivan) **Item 4.2**
This item covers the Career Technical Education (CTE) Rebrand initiative.

Update on the Governor's 2016-17 May Revision Budget Proposal (Mario Rodriguez) **Item 4.3**
This item will present an overview of the Governor's 2017-18 May Revision budget proposal as it relates to the California Community Colleges.

Updating Faculty Minimum Qualifications to Enlarge Hiring Pool (Pamela D. Walker) **Item 4.4**
The Board of Governors will be provided with an update on the efforts of the Chancellor's Office to expand the hiring pool for Career Technical Education (CTE) faculty in response to the Strong Workforce Taskforce recommendations.

**All times are approximate and subject to change. Order of items is subject to change*

State and Federal Legislative Update (Laura Metune)

Item 4.5

This item will provide an update on recent state and federal activities.

Compliance with the Fifty Percent Law (Pamela D. Walker)

Item 4.6

This item presents required information on compliance with the Fifty Percent Law in accordance with Education Code section 84362 and California Code of Regulations (CCR) title 5, sections 59200-59210.

Board Member Reports

Item 4.7

Board members will report on their activities since the last board meeting.

PUBLIC FORUM

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

NEW BUSINESS

ADJOURNMENT

Monday, May 15, 2017
12:00 PM*
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811

CLOSED SESSION AGENDA

12:00 PM

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session (two cases):

- *AFT Local 2121 et al. v. Accrediting Commission for Community & Junior Colleges, et al.*, United States District Court for the Northern District of California, Case No. 3:16-cv-03411-HSG
- *USCIVICLEAGE.ORG v. Tom Torlakson, et al.*, Superior Court of California, County of Alameda, Case No. HG16832657

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

1102 Q STREET

SACRAMENTO, CA 95811

(916) 445-8752

<http://www.cccco.edu>



AGENDA

Consultation Council

Thursday, May 18, 2017

Chancellor's Office, Room: 6ABC

12:30 p.m. to 4:00 p.m.

1102 Q St, 6th Floor

Sacramento, CA 95811

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

- 1. Student Senate Update**
- 2. May Revision**
- 3. Title 5 Changes – Program and Course Approval**
- 4. State and Federal Legislative Update**
- 5. Accreditation Update**
- 6. Other**

Future 2017 Meeting Dates:

June 15, 2017

July 20, 2017

August – No Meeting

September 21, 2017

October 19, 2017

November 16, 2017 (CCLC Annual Convention, San Jose)



Executive Committee Agenda Item

SUBJECT: Executive Director Emergency Transition Plan		Month: June	Year: 2017
		Item No. V. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss an emergency transition plan for the sudden departure of the Executive Director.	Urgent: YES	
		Time Requested:	
CATEGORY:	Discussion	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:

At the March meeting, the Executive Committee discussed succession planning for the Executive Director in the event the current director suddenly departs from the organization. In preparing for the Executive Director succession plan, an emergency transition plan has been developed. The Executive Committee will discuss the emergency transition plan and provide advice about other information to include.

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

Emergency Leadership Transition Plan

Draft

May 23, 2017

Overview

There are four basic circumstances in which an association may find itself in need of an emergency leadership transition plan: death of the current executive, accident or injury that renders the executive unable to resume their duties for an undetermined amount of time, voluntary resignation of the executive or involuntary removal of the executive.

Each one of those contingencies must be handled differently. Securing the office may rank higher in a situation where the executive is fired, not necessarily so high in the case of a planned transition. We highly recommend the Board consult your board's general counsel immediately in the case of an unplanned transition, and inquire as to whether an HR attorney should be brought into the situation based on the circumstances.

A. Communication Plan

1. Point of contact: President
 - a. Notify the association's general counsel and/or HR counsel
 - b. Review the executive's contract.
 - c. Notify board members and discuss next steps. *(In the case where the executive is fired – instruct the Board and the Staff to not communicate privately with the Executive. All communications should come from the Board with the approval of counsel.)*
 - d. Convene Officers to create a plan of action and communication to the field. You may wish to consult with a public relations expert to craft a careful message should the situation warrant.
 - e. Alert staff of next steps and plan of action
 - f. Communicate with the field and other key stakeholders providing the plan for leadership transition.

B. Secure the Office

- a. Deactivate remote access to servers, access to email, voice mail, website, etc.
- b. Back up and save all email correspondence and all files – electronic or otherwise.
- c. Secure all electronic devices that have been issued to the executive.
- d. Get all keys from the executive – to the office, storage facilities, safety deposit boxes, etc.
- e. Change the locks on the office and the security codes.
- f. Suspend access to any bank accounts, payroll processing accounts, credit cards, incidental cards such as Staples, Office Depot, etc.
- g. Prepare last check which will include all monies owed the executive as per contract or as otherwise required by law (i.e., banked vacation hours, etc.)
- h. Doublecheck any and all insurance policies that may list the executive – i.e., auto, property casualty, D&O insurance, etc.

C. Financial Oversight

1. Signatories on checking and money market accounts:
 - a. President, Vice President, Treasurer, and Executive Director.
2. Statements available via Wells Fargo online account.
3. Transfers between accounts are made via Wells Fargo Online.
4. Payments to credit cards are made via Wells Fargo Online.
5. Account contact: Karin Olson, Business Association, Wells Fargo (916) 678-3669, email: karin.m.olson@wellsfargo.com.
6. Tax Office and CFO Solutions Key Contact: Alice Hammar, Account Manager, (916) 773-7053, ahammar@plan4tax.com.
7. Payroll: Tax Office – Dawn Barber, Payroll Specialist, (916) 773-7053, dbarber@plan4tax.com.
8. Tax Forms – 990 Tax filings are handled by the Tax Office.
9. Audit is generally scheduled in September so that audit is available for adoption by the delegates at the fall plenary session. The Treasurer will need to facilitate this process in the absence of the executive director. The Tax Office provides support. Documents needed for the audit are listed in the LiveBinder for the Office Manager and Executive Director.

D. Interim Management

1. The Associate Director will perform essential operational duties in the absence of the executive director.
2. The Board will determine if an interim executive director is needed and if so, an interim executive director will be identified from outside the organization.

E. Executive Search

1. The Officers will select an executive search consultant to advertise the position and identify possible candidates for interview by the Officers.
2. The Officers will send forward at least three possible candidates forward to the Executive Committee for interview and possible hire.

Executive Director Job Description

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

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

Function	Duties
Chief Administrator	<ul style="list-style-type: none"> • Provides leadership and continuity to the Senate, in support of the president, by using comprehensive understanding of the governance and structure of California community colleges and institutional memory to effectively navigate and manage multiple, highly sensitive, and politically competing priorities while cognizant of the varied needs of multiple constituencies. • Provides oversight of Senate-wide grants and projects while being cognizant of the perspectives and concerns of the president, committee members, delegates, and members. • Provides advice, background research, and other support to the president and vice president in their roles as representatives to the Board of Governors, Consultation Council, and other groups such as Intersegmental Committee of Academic Senates. • Facilitates problem-solving of issues that fall within the purview of the Senate. • Reviews all official Senate communications, specifically those to the president, and uses independent judgment in determining the appropriate response and/or course of action. • Reviews and edits written material submitted to the president for his/her signature. • Provides executive analysis to the president. • Advises the president on determining agendas for the Executive Committee and the Plenary Sessions, prioritizing agenda items. • Advises committee chairs on determining agendas, and prioritizing of agenda items. • Assist in the development and implementation of short- and long-term goals and strategic plans. • In coordination with the president, undertakes (or supervises) unique and sensitive projects.

	<ul style="list-style-type: none"> • In coordination with the Academic Senate Foundation Board of Directors, identifies and prioritizes prospective funding opportunities including grants, philanthropic organizations, and other nonprofit organizations. Assists in designing strategy and goals, and establishing and developing relationships with potential donors and grantors. • Develop and oversee the operations of the Senate Foundation.
Policy Advisor	<ul style="list-style-type: none"> • Provides leadership, consultation, and advice to the Senate committee chairs and staff on significant issues, proposed actions, policies, and procedures. • Identifies, analyzes, formulates, proposes, and drafts new and/or changes to existing policies, procedures, bylaws, regulations and any issues concerning the welfare of the Senate, drawing upon expert knowledge of the organization and the philosophy of the Senate, its bylaws, and its role in the CCC governance system. • Consults with appropriate groups and ensures appropriate consultation with the community college community on major policy issues, procedures, and Senate activities. • Conducts analysis of complex policy and issues. • Clarifying any issues related to the Senate bylaws and regulations, as well as the Senate's mission.
Chief of Staff	<ul style="list-style-type: none"> • Provides leadership to achieving the Senate mission by directing staff and assisting the president and other faculty in identifying and engaging in activities that promote the development of major academic policies and recommendations. • Motivates those responsible for the development and implementation of policies, programs, services, etc., for the Senate including committees and staff, to ensure that the Senate's work is accomplished; and monitor progress associated with these tasks. • Creates effective management systems and strategic planning activities for the overall administration of the Senate. • Assumes responsibility for all supervision and management of the staff (e.g., hiring, training, supervising, evaluating, corrective action, and dismissal of all staff) as well as establishing priorities, work rules, and office protocols for accomplishing the work of the Senate. • Provides independent oversight, analysis, planning, and management of all the Senate's resources including fiscal, physical, equipment, computing, and web-based resources. • Ensures that information systems appropriately support the needs of the Senate. Identifies ways in which to use technology and information systems and oversees development and refinement of electronic methods for more efficient and cost-effective methods of communications.
Public Relations/Liaison	<ul style="list-style-type: none"> • Serves as the principal staff liaison between the Senate office and local senates as well as divisions within the Chancellor's Office, the California State University, University of California, the community, and governmental members. • Assures the Senate and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders.



Executive Committee Agenda Item

SUBJECT: Update on Initiatives (OEI, IEPI, EPI)		Month: June	Year: 2017
		Item No. V. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the current work of the initiatives.	Urgent: NO	Time Requested:
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Executive Committee members who serve on initiative groups will provide an update of their activities and the status of the initiative work. Members should be prepared to provide information about the initiative in an effort to inform new members of the Executive Committee.

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



Executive Committee Agenda Item

SUBJECT: Foundation Future		Month: June	Year: 2017
		Item No. V. E.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the future of the Foundation	Urgent: NO	
CATEGORY:	Discussion	Time Requested:	
REQUESTED BY:	Julie Adams/Ginni May	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information/Discussion	

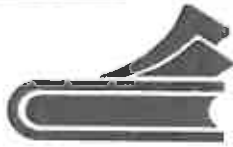
Please note: Staff will complete the grey areas.

BACKGROUND:

The Foundation Board of Directors met on May 18, 2017, to close out the work of the Foundation for 2016 – 17. In reviewing the budget performance for this past year, the Foundation Directors discussed strategies for increasing funding opportunities for the Foundation, particularly since the Foundation budget continues to decrease despite current fundraising activities. The Foundation exceeded its fundraising goal by raising \$44,894 versus the goal of \$40,000. However, the Foundation spent more than \$69,227, which created a loss of at least \$24,334 as of March 2017. The Foundation Directors do not believe that this situation is sustainable, and thus, discussed changing the fundraising focus of the Foundation from reliance on donations to grant funded research. The Foundation will still hold an annual Area Competition and Spring Fling to continue to raise the awareness of the Foundation. The Spring Fling, however, will be modified to be a dance that is free to all attendees, rather than a paid dinner. The Foundation Directors are recommending that the Foundation try this new strategy. If the Foundation is unable to create sustainable funding by the end of the next academic year, then the Foundation Directors will recommend to the Executive Committee that the Foundation be dissolved.

The Executive Committee will discuss the decision of the Foundation Directors and consider for approval the following research topics for this next year: faculty diversity (EDAC), multiple measures effective practices, and STEM interventions for CCC and for K-12 teacher preparation.

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Curriculum Committee

Date: Saturday, 6 May 2017

10:00 AM – 3:00 PM

Location:

Academic Affairs Conference Room

Administration and Career Advancement Building

(2nd Floor, inside Suite 2401)

Los Angeles Valley College, 5800 Fulton Avenue, Valley Glen, CA 91401

Minutes

- I. Call to Order: 10:26 a.m.
- II. Approval of the Agenda
- III. Present: Dolores Davison (chair); Randy Beach, Marie Boyd, Karen Daar, Dan Keller, Michelle Sampat, Craig Rutan, Michael Wyly
- IV. Discussion items, with action as needed
 - a. Report out from Plenary
 - i. Streamlining Curriculum Panel at the General Session went well. Dolores and Jackie held a follow-up breakout session.
 - Attendees were concerned about the local certification processes and local timelines for course submissions.
 - Another concern was Curriculum Chair and CIO turnover. Retaining curriculum chairs and succession planning is critical. Data from the Local Senate Survey will provide some information regarding It might be advisable to survey curriculum chairs to determine what their duties are, whether they are elected or appointed, release time, etc...
 - Breakouts at regionals, plenary, and/or the Curriculum Institute could be offered on local models around the state
 - Curriculum committees will need to undergo annual training on the local certification process. PDC modules could be updated to provide training.
 - b. Updating curriculum website (assignments for particular pages)
 - i. <http://www.ccccurriculum.net>
 - ii. The Faculty Professional Development Chair will work with the Curriculum Committee Chair to update the PDC modules on the page.
 - iii. Dolores and Craig will look at the website and remove outdated information.
 - iv. Links, including to the 5C and the CIO pages, will be updated.

c. Institute Planning

- i. Facilitators versus participants**
 - Facilitators help coordinate breakouts. Participants will present information. It is advisable for committee members to facilitate breakouts on topics that they are able to present on as well.
- ii. Suggestions for presenters not on the list provided:**
 - a. ASCCC Executive Committee members
 - b. Marie Boyd
 - c. Stephanie Curry
 - d. Barbara Illowsky
 - e. Kim Schenck
 - f. BJ Snowden
 - g. Stephanie Dumont
 - h. Michael Heumann
 - i. Jory Hadsell
 - j. Eric Shearer
 - k. Michelle Grimes-Hillman
 - l. David Morse
 - m. Civic Engagement General Session: Invite Marty Ramey and an A&R person from Mt. SAC who is familiar with FERPA
- iii. Additional breakouts/concerns: Breakouts were modified and added**
- iv. Several strands will be noted in the program: Curriculum Basics, Statewide Issues, Noncredit, GE, Effective Practices, CTE**
- v. Pathways for Breakouts: Brand New to Curriculum, Specialists, Curriculum Chair Allies**

d. Announcements

- i. Streamlining Workshops: Streamlining workshops are going well.**
 - a. 3 May at Clovis Community College
 - b. 12 May at Butte College
 - c. 15 May at Irvine Valley College
 - d. 22 May at San Diego Mesa College
 - e. 23 May at Chabot-Las Positas District Office
 - f. 30 May at Riverside City College
- ii. Leadership – 14-17 June at the Sacramento Grand**
- iii. Curriculum Institute 12-15 July at the Riverside Convention Center**
- iv. Curriculum Committee members who are interested in serving on the committee again should submit applications for statewide service**

e. Adjournment: 2:49



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee Meeting

Date: Monday, April 24, 2017

3:00 PM-4:00 PM

*Toll free number available: 888-450-4821

Dial your telephone conference line: 1-719-785-4469*

Participant Passcode: 393768

AGENDA

- I. Call to Order (Present: Robin Fautley, Bryan Hirayama, Earth Johnson, Martin Ramey, Cleavon Smith, Randy Beach)
- II. Spring Plenary Resolutions from EDAC and others (10 minutes)
Members focused on the presentations they attended and how they can be integrated into existing EDAAC projects. Several resolutions were passed that are relevant to EDAC.
- III. Focus Group Project Update (Randy-10 minutes)
Randy explained that the project timeline has been extended into the fall and spring in order to seek additional funding sources. Randy met with members of the ASCCC Foundation to discuss the process for identifying faculty to work on the project. Faculty members have been identified to participate based on recommendations from the ASCCC Executive Committee. Randy will meet with these faculty, Cleavon and Marty in the coming weeks.
- IV. Stanback-Stroud Diversity Award Profiles (Mandy-10 minutes)
Mandy is working on this project and will partner with a volunteer from Standards and Practices. Cleavon suggested the project include as a focus how the local senate is involved to encourage local senates to spearhead and support projects locally.
- V. SB 967 Update (Eartha-10 minutes)
Eartha pointed out that some college's sexual assault policies are contradictory and inconsistent. The committee agreed to go back to the idea of creating a template or model policy. Randy is waiting on the Legal Affairs division of the CCCCCO to respond to identify someone to work on the new policy.
- VI. Toolkit/Handbook on Cultural Competency Update (Robin-10 minutes)
Robin reported that she and Randy had identified a framework for the Professional Development College module on Cultural Competency and have begun doing research. Other committee members expressed an interest in participating as well. The committee discussed a possible face-to-face meeting to support the different projects remaining. Marty offered Mt. San Antonio College to host. Randy will doublecheck with the ASCCC to see if it's possible to meet.
- VII. Committee Priorities & Strategic Plan Action Grid and Project Updates (Randy-10 Minutes)
No discussion
Next Meeting: TBD



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee Meeting

Date: Monday, February 27, 2017

3:00 PM–4:00 PM

*Toll free number available: 888-450-4821

Dial your telephone conference line: 1-719-785-4469*

Participant Passcode: 722813

AGENDA

- I. **Call to Order**
3:05 PM
- II. **Welcome and Introductions + Notetaker**
Randy will take notes
- III. **Face to Face Meeting (Randy-5 minutes)**
Randy will send a Doodle poll to identify a day for a full day face-to-face meeting.
- IV. **Hiring and Nurturing Faculty to Encourage Diversity and Equity Regional Meetings Debrief (Randy-5 minutes)**
Committee debriefed on the meetings. On the average, attendance was average at the Sacramento City college event, but seemed lower at the Southwestern College event. It was recommended that the topics might be more appropriately scheduled during different events rather than at a single event devoted only to that topic. It was noted that some of the information on the website was incomplete and a few participants at the South meeting were unable to find the location.
- V. **A2MEND Conference and Partnership with A2MEND (Randy-5 minutes)**
Adrienne Foster, Cleavon, and randy will attend to represent ASCCC and to facilitate breakouts. ASCCC and EDAC may partner with A2MEND on future projects.
- VI. **Focus Group Project Update (Marty-5 minutes)**
Marty reported that the subcommittee revised its proposal and resubmitted to the foundation. The major revisions included a revised timeline, an emphasis that focus groups will be coordinated around existing ASCCC events to maximize attendance and funding, the task group would included non-EDAC members and a social scientist, and a decrease in the amount of funds requested.

VII. Spring Plenary Resolutions from EDAC (10 minutes)

The committee reviewed resolutions in the packet related to equity and diversity and resolutions authored by committee members. Some discussion focused on the resolution to support marginalized students. Committee members felt that the request for the CCCCCO to provide legal guidance was relevant since many colleges that have passed resolutions or statements are unclear to what implications may lie for their actions. Also, there will be an ongoing need for advice since more actions seem to be coming that may cause confusion or concern at colleges. Finally, it was noted that colleges are paying for legal opinions and having guidance from the CCCCCO could save money for colleges. Marty agreed to act as contact for the resolution. Earth will act as contact for the resolution calling for a module in Kognito for reentry students.

VIII. Stanback-Stroud Diversity Award and Annual Yearbook (Randy-10 minutes)

Scores are due March 7. Please send Scores to Tanya Davis. At tonya@asccc.org. randy will work with Mandy to plan next steps in the yearbook for the committee's face-to-face meeting.

IX. SB 967 Model Policy (Randy-10 minutes)

Eartha will work with Randy on this to plan next steps in the yearbook for the committee's face-to-face meeting.

X. Toolkit/Handbook on Cultural Competency Update (Robyn-5 minutes)

Robyn reported that NEA website has useful categories; however, their content and suggestions were unexciting. Robyn suggested that the information is there, but what we do with it is more important, and there seemed no need to repeat what NEA has done. Cleavon mentioned creating a module on the Professional Learning Network, or the ASCCC Professional Development College.

XI. Committee Priorities (10 minutes)

Time expired. No discussion

Adjourned: 4:05 PM

**HISTORY OFF THE ASCCC PROJECT
TASK FORCE MEETING MINUTES**

CCC Confer

April 14, 2017

2:00 PM-2:40 PM

Present: Julie Adams, Dan Crump, Chris Gold, Lesley Kawaguchi, David Morse, Eric Narveson

The primary focus of the meeting was a review of the questionnaire that will be sent to potential interview subjects. David had distributed a draft questionnaire prior to the meeting. The following suggestions were made regarding the questionnaire:

- A question could be added to ask what accomplishments the subject is most proud of.
- Question 3 could be broadened to ask not just about the CCC system but also about national events or changes, inside and outside of education, that impacted the CCCs and the ASCCC.
- Question 5 could have a phrase added to ask how the important figures shaped or changed the organization or the system.
- Question 6 could be broadened to ask about challenges after the subject's connection to the ASCCC ended.
- Question 7 could ask about how the ASCCC has evolved and changed.
- A note could be added to say that we may follow up with an in-person or telephone interview.

David will make the indicated changes and send out the revised questionnaire to the task force for approval.

The task force also discussed a proposal to submit a series of *Rostrum* articles that would give brief accounts of specific aspects of the ASCCC's history. These articles would serve both to call attention to the project and to get the writing of the final document started, as they would likely be further developed into sections of the document. Material can be drawn from old *Rostrums*, annual reports, and others sources. All members present for this meeting agreed with the proposal. The first article is expected to deal with the passage of AB 1725.

At a future meeting, the task force will begin discussion of the creation of an online resource regarding the history of the ASCCC.

HISTORY OF THE ASCCC PROJECT
INTERVIEW QUESTIONNAIRE

Interviewee: _____

For all of the questions below, please feel free to elaborate with as much detail as possible. We appreciate all anecdotes, facts, speculations, and ruminations that you can provide, as well as any references to other resources that you care to suggest.

1. Please describe the capacity in which you were or are involved with or worked with the Academic Senate for California Community Colleges.
2. What are your most significant or vivid memories involving the Academic Senate?
3. What are some of the most significant events or movements in the history of the California Community Colleges that have impacted or been impacted by the ASCCC?
4. What would you describe as some of the major accomplishments or projects of the ASCCC that you personally observed or were involved in?
5. What individual people stand out as most significant, in whatever sense, in connection with the ASCCC?
6. In your view, what have been some of the major challenges that the ASCCC has faced and overcome?

7. What, in your view, have been the strengths of the ASCCC?

ASCCC OER Task Force Meeting Minutes 4/28/17

Attendees: Dave Dillon, Michelle Pilati, Suzanne Wakim, Jessica Kuang, Shagun Kaur, Crystal Kallik, Larry Green, Ram Gurumurthy, Heather Dodge, Ayanna Gaines, Roy Shabazian, Lyndale Garner, Zach Awe (Student)

Minutes from 3/27/17 reviewed and approved.

Chair's Report: Dave is thankful and encouraged by being a member in the task force. It is a large endeavor that will have a positive effect on CCC students.

Charge of Task Force: Dave read the proposed charge of the task force. Michelle emphasized that this must be sustainable. It was suggested that we include "high quality and sustainability" in the charge. Tabled for further discussion before finalizing.

Discussion related to the draft charge regarding creation of an OER repository specifically for CCC's and where it would best be housed. Discussed pros and cons of Cool4Ed, Open Oregon's model, and professional development.

Meetings scheduled for May 9 and May 23 based on best availability 1:30-3pm.

Summer tasks were suggested and there is need to meet and continue work for the Task Force over the summer.

Dave provided an update on the Needs Assessment from the grant colleges. Many colleges have given feedback and we have collected a lot of data. We are waiting for a few more colleges to respond and then Suzanne will organize the information in a spreadsheet to be shared at the 5/23 meeting. Thanks to Suzanne, Roy, Shagun, and Laurie Vasquez.

With all of the e-mails generated in the CCC OER listserv, Dave has wanted to be mindful about the ASCCC OER listserv. The question was asked how can we best utilize the new listserv?

Material fees discussion including no cost, and low cost options from an OER and textbook affordability perspective, with the possibility of exploring the CCC's subcontracting to cover costs.. Tabled for more discussion.

Michelle have a report from Plenary: SB 1359 Michelle wrote a resolution supporting the use of sabbaticals and other professional development for OER development.

Suzanne suggested a statewide approach to develop resources instead of faculty work separately and create redundant resources.

OER Meeting Began at 10:00

Present: Dave Dillon, Heather Dodge, Ayanna Gaines, Lyndale Garner, Ram Gurumurthy, Larry Green, Shagun Kaur, Jessica Kuang, Michelle Pilati, Roy Shahbazian, Suzanne Wakim, [Julie Adams]

Guests: Dolores Davison, Dan Crump, LeBaron Woodyard

Absent: Crystal Kallik, Dan Portillo

Members introduced themselves.

Dolores Davison gave a historical perspective of the previous work COREC did with collaboration from CCC, CSU, and UC. Background information on GE differences, AB 798, Planning and Implementation grants. COERC concluded last summer. There was a need for an OER Task Force specifically for CCC's. ZTC Degrees.

Julie Adams discussed how the charge will be defined by this group. How do we help others find this information. Developing an online repository for CCC's to include COERC, Merlot, Cool4ED. OER Task Force will make recommendations to the executive committee on OER. Support faculty who support our students and help faculty understand the importance of OER. Listservs: About half are on the CCCOER advisory list serve. Larry Green has put together a website resource to categorize the course information on this list serve.

ASCCOER Listserv is new and also available for this. It is a two way listserv. Cool4Ed is maintained by CSU and is a repository for the 50 identified course.

It may be easier for **articulation** if the courses include more than just community colleges.

There is a **Rostrum article** that addresses this to reconfirm that articulation is not an issue.

The OER is fine as long as it is a textbook and not just a bunch of links.

Faculty don't want to take the time to move from a textbook that costs a lot to OER. OER needs to be packaged to make it easy to use. Lumen and others are trying to package it. Faculty want to have printed textbooks, but that can be expensive and the books are large. There are print on demand companies out there. Some colleges print theirs and the bookstore charge the cost plus. Bookstores often charge exorbitant amounts. Accessibility can also be an issue.

Peer review is needed. Senate can have a review committee. Santa Ana has a task force and faq on curriculum concerns. Did some research with some help from curriculum committee.

Checked how OER affects transferability. Available on their website.

If the bookstore writes no text required, students think no text is needed. Sometimes the bookstore gets it wrong and just states a cost when there is not such as Flatworld.

Dave led a discussion for OER Starting Points. Advantages of OER: Equity, access, flexibility (can curate with other pieces), Pride, Global Community Collaboration, Pedagogy, Day 1 access, thematic integrity, Retention and success, no copyright headaches, longevity after upfront work (return on investment). Resistance to OER: Time, Difficulty of Use/ implementation, Print Version/Logistics/Cost, Accessibility, Peer Review, Articulation/transferability, "Is it cheap or Amazon?", earlier editions cheap enough. Knowledge of OER inadequate

Dave circulated two handouts:

Handout: OER flow chart from Santa Barbara City College.

Handout: Grossmont recent OER presentation to CTE re: OER and textbook affordability.

Discussion of Santa Ana OER FAQ.

LeBaron gave an update about the current AB 798 grants, current planning and implementation grants, and what is potentially coming regarding near future OER grants. He also discussed potential OER regional workshops. He answered questions about SB 1359, and about ZTC degrees. LeBaron also spoke about the forthcoming technical assistance providers. What are effective ways for them to collaborate with the Task Force?

Dave discussed meeting dates and times for planning the next OER TF meeting.

Also discussed was the potential of workgroups to assist with work in identifying needs and support areas for the grant colleges and in the area of accessibility.

Part of the reason for the ASCC listserv were created was to allow for those who were not selected to be able to have input and get informed about the OER task force.

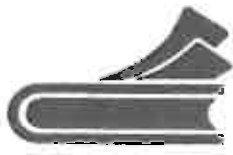
Dave will create a googledocs folder.

Further discussion on the charge and ideas for an OER repository.

How shall we share information? A Googledocs folder will be made that contains our information.

We will stick to objectives rather than vision. We will identify barriers and then decide how to solve them.

Discussion on models for providing incentives for OER.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: April 13, 2017

Time: 2:00pm to 2:30pm

Meeting: Standards and Practices Committee

Chair: John Freitas

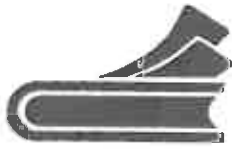
Attendance: John Freitas, Sam Foster, Eric Narveson, Christina Johannsen, Stacey Searl-Chapin

Recorder: Eve Adler

TOPIC	DISCUSSION	DISPOSITION
I. Call to Order and Adoption of the Agenda		Agenda adopted.
II. Approval of March 15 minutes		Minutes adopted with no corrections.
III. Spring meeting calendar – Tuesday, May 16, 1:00-2:00 (if necessary)		
IV. Status of Previous Action Items – See last two pages for current status a. Assigned Resolutions (strikethroughs indicate completed resolutions) i. Resolutions – 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16, 10.02 F16, 13.01 S16, 17.01 F16, 21.06 F16 (referred), 10.03R F16 (referred, along with amendments). b. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f) c. Assigned Tasks		ACTION: John will speak with Julie Adams about 10.01 and 10.03 about both resolutions being completed.

V.	<p>Spring Plenary and Area Meetings</p> <ul style="list-style-type: none"> a. Resolutions update b. Breakout sessions planning– Disciplines List Conversation, Awards and Recognizing Excellence c. Disciplines List – Area meetings, appeals process, disciplines list hearing 	<p>Eric, Sam, Stacey and John will attend Spring Plenary.</p> <p>Try to attend the Disciplines List hearing.</p>	<p>ACTION: Review powerpoint presentation that was sent by John and let him know what you are comfortable presenting.</p>
VI.	<p>EDAC Project – Stanback-Stroud Diversity Award Yearbook</p>	<p>EDAC is an Equity Project chaired by Randy Beach. Seeking volunteers from S&P committee to contact past winners to update their profiles. This will be compiled in a yearbook format.</p>	
VII.	<p>Apprenticeship MQ update</p> <ul style="list-style-type: none"> a. Results of April 6 Apprenticeship MQ Work Group Meeting b. Next steps 	<p>There was a meeting last week with Apprenticeship faculty about the Apprenticeship MQs which are the only ones not listed in the Disciplines List.</p> <p>S&P would like to go on record as supporting working with the Chancellor’s Office and appropriate discipline faculty to identify appropriate means for including the apprenticeship minimum qualifications into the Disciplines List and report its finding by Spring 2018.</p>	<p>ACTION: If there are any additional comments or suggestions contact John. Will be submitted on Thursday.</p>
VIII.	<p>ASCCC Policies</p> <ul style="list-style-type: none"> a. Review/revision of Executive Committee Policy 40.00 – Honoring Faculty Leaders b. Possible Policy on Executive Committee Consideration of Draft Revisions to Governing Documents, Policies, and Procedures 		<p>May be discussed at May meeting.</p>
IX.	<p>§ 53500 General Authority Resolution (added agenda item)</p>		<p>ACTION: Look over regulation and send John feedback before next meeting.</p>

<p>X. Announcements</p> <ul style="list-style-type: none"> a. Next meeting – Tuesday, May 16, 1:00-2:00 (Zoom, if necessary). b. Spring Plenary Session – April 20-22, San Mateo Marriott. c. CTE Leadership Institute – May 5-6, San Jose Marriott. d. Faculty Leadership Institute – June 15-17 (with optional Legislation and Advocacy pre-session June 14-15), Sacramento Sheraton Grand. e. Curriculum Institute – July 12-15, Riverside Convention Center. 		
<p>XI. Adjournment</p>		<p>2:35pm</p>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: May 16, 2017

Time: 1:30pm to 2:30pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Sam Foster, Eric Narveson, Stacey Searl-Chapin, Eve Adler

Recorder: Eve Adler

TOPIC	DISCUSSION	DISPOSITION
I. Call to Order and Adoption of the Agenda		Agenda adopted.
II. Approval of April 13 minutes		Minutes approved.
III. Application for Statewide Service – http://asccc.org/content/application-statewide-service	If you'd like to continue to do committee work, you'll need to submit an application.	Application can be found on the ASCCC website.
IV. Status of Previous Action Items – See last two pages for current status a. Assigned Resolutions (strikethroughs indicate completed resolutions) i. Resolutions – 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16, 10.02 F16, 13.01 S16, 17.01 F16, 21.06 F16 (referred), 10.03R F16 (referred, along with amendments). b. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f) c. Assigned Tasks	10.01 S10 and 10.03 S10 are about moving certain qualifications to the Discipline's List. Since the Discipline's List and MQs are defined in Title V, those resolutions can be considered complete.	ACTION: John will recommend that 10.01 S10 and 10.03 S10 are complete.

V.	Status of Committee Priorities for 2016-2017		S&P is in the process of addressing other committee priorities for 2016-2017.
VI.	Faculty Internship Minimum Qualifications	<p>Educational requirement should be measured by units until completion for the Associate or Bachelor's degree. May be more difficult to qualify with a graduate degree.</p> <p>Professional experience in Title V is generally computed on a full-time basis. This may also need to be calculated in terms of # of hours of experience.</p>	ACTION: John will consider units until completion for educational requirement, and industry experience in terms of hours instead of years.
VII.	Spring Plenary Report – Click here for Spring 2017 Plenary web page.	<p>All of the S&P resolutions were adopted. All the resolutions in the packet were approved. None were rejected, referred, or declared mute.</p> <p>New Executive Committee members were elected.</p> <p>Good attendance at Discipline's List breakout. Comments were sent to members of the S&P Committee. No themes have been identified.</p> <p>There was a low turnout for the Awards breakout.</p>	ACTION: The comments will be taken forward to next year's S&P committee which John will continue to chair.
VIII.	<p>Apprenticeship MQ update</p> <ol style="list-style-type: none"> California Apprenticeship Council meeting report Hearings report Next steps 	<p>Julie Adams and John Freitas went to Apprenticeship Council meeting. The Board of Governor's owns all the MQs.</p> <p>There were 2 Hearings reports. A conference will be set up for some time in mid-June as a follow up.</p>	
IX.	<p>Announcements</p> <ol style="list-style-type: none"> Faculty Leadership Institute – June 15-17 (with optional Legislation and Advocacy pre-session June 14-15), Sacramento Sheraton Grand. Curriculum Institute – July 		

<p>12-15, Riverside Convention Center.</p> <p>c. Part-Time Faculty Leadership Institute – August 3-5, DoubleTree Anaheim-Orange County (registration is free).</p>		
<p>X. Adjournment</p>		<p>2:02 pm</p>

**California Community College Curriculum Committee (5C) Meeting
24 February 2017
CCC Chancellor's Office - Conference Room 630**

Meeting Minutes

Committee Members Present:	ASCCC: Cheryl Aschenbach, Adrienne Foster, Nili Krischner, Katherine Krolokowski, Ginni May, Craig Rutan, Tiffany Tran CCCCIO: Leandra Martin, Robin Steinback Liaisons: Kim Harrell (CCCAOE) Chancellor's Office: Jackie Escajeda, Marilyn Perry, Pam Walker
Committee Members Absent:	Kelly Fowler (CCCCIO)
Committee Members by Phone:	Valentina Purcell (ACCE),
Guests:	Raul Arumbula (CCCCO Academic Affairs) Kirsten Corbin (CCCCO Academic Affairs), Jake Knapp (CCCCO legal), Eric Nelson (by phone) (CCCCO Academic Affairs), Lynn Shaw (CCCCO WEDD), Rachel Stamm (Tech Center)
Chairs:	Dolores Davison and Virginia Guleff
Meeting Location:	Chancellor's Office

1. Review of Agenda (All) – we may not be able to get through all of the items as the agenda is quite full.
2. Review Meeting Summary from the 26 January 2017 Meeting (All) – it was requested that the reports be written so that accurate information is recorded.
3. Constituent Group Reports:

ASCCC – Accreditation Institute was last week, and was planned and run by Craig Rutan. There is an Exec Meeting next weekend, IDI is coming up in March; Plenary is coming in mid April and includes the Spring Fling (more donations welcome for the tiered raffle), Noncredit conference in May – IEPI supported, CTE Leadership in May with strand on curriculum.

CIO – everything is all about planning for the conference, CIOs and Curriculum Chairs working together on the certification of curriculum, accreditation piece with changes to Annual Reports and making them useful and minimal-just requiring what is required by the Dept of Ed. There was also a concern about the ACCJC not having a CIO on the President Hiring committee-CEOs represent colleges.

CCCAOE – Conference in Sacramento and they would like to have a strand on curriculum; it was recommended that they have a breakout on noncredit as well. The question, “Why don't the regional consortia recommend noncredit programs?” came up.

Also, there will be a CTE Leadership Academy in June -- this is not the same as the one that is being done by ASCCC in May.

ACCE -- Annual conference was held in San Diego, very well attended, good representation from more colleges than in the past. During the conference, SDCE presented a summary of survey results for Past, Present, Future of Noncredit Education in CA. Purcell will send out the presentation. A few of the recommendations include: localization of the noncredit approval process (seen in white paper); provide NC with a more reliable funding model and a census based formula for enrollment for collecting apportionment; modify Title 5 for experiential learning through internship where instructor does not need to be present at all times.

4. Title 5 Updates -- The group was hoping to meet the March BoG meeting, but cannot, so will aim for the May meeting. The Clean-up language is pretty close. At the last meeting, we endorsed 55100 and 58050. There is concern in the field, especially from the CIOs, that we are moving too quickly with changes and then things will be missed, and so there is discussion about not rolling everything out together. Move with the original change plan, and then define "substantial change vs non-substantial change" in credit programs, hold off on noncredit programs and new credit programs. This is to see how the roll out works and look at the amount of work that may come about so that colleges can continue to have sound curriculum. We are not going to slow down on the Title 5 changes, but take the implementation slow, so as to better anticipate unintended consequences, and the impact on CIOs and Curriculum Chairs. There could be training at the Curriculum Institute for the Certification required of CIOs and Curriculum Chairs. The CIOs are responsible for a lot. 55130 and 55070 still need work with Title 5 changes workgroup -- Jackie will call the group together. Consultation Council Items are due in April. So, 55130, 55070, 55002, 55002.5 will be considered and brought back for March meeting. Katie has been added to the Title 5 Changes workgroup: Kim, Dolores, Jackie, Virginia, Craig, Neely, Marilyn, Ginni, Pam, Kirsten, Raul, Jake, Katie.

Streamline

55100 -- Credit Course Approval
55130 -- Approval of Credit Programs
58050 -- Attendance Accounting Standards
55070 -- Credit Certificates

Clean-up

55002 -- Standards & Criteria for Courses
55002.5 -- Credit Hour

5. AP 1985 Policy -- The 5C work group, co-chaired by Ginni May and Jackie Escajeda met and drafted a policy, which is a plan for awarding AP credit in GE areas. This draft is presented today for 5C for feedback and contains the minimum credit that can be awarded. All feedback will go to Dave De Groot, who will also send the draft out to the regional articulation officers. A question was raised regarding the use of the term "consider" in the Education Code language 79500 "For colleges to consider awarding credit for scores of 3,4 or 5." Legal has interpreted "consider" to be "must" since this was the intent of the legislation. 5C will loop back with legal counsel for clarification. Feedback was also given on the language under the heading "AP Policy Language for General Education Credit." Could modify this section to read colleges

"may" have similar courses. After input has been received from the field, 5C will review it in March so that CO can revise the draft to include any potential changes for presentation as an information item to the Board of Governors in May. Dr. Walker will send an update to the CIOs in her First Friday update so that they will be aware of this change.

6. White Paper on Curriculum Streamlining (All Involved) – Marilyn Perry, Marie Boyd, Craig Rutan all made comments that were incorporated into the paper; the Executive Summary is key, kind of like a Cliff's Notes, we should make sure that it captures the paper. 5C members need to read and comment. The paper contents need to be in place by the fall. Information about the work and role of the Trustees and CEOs should be added. Should there be a little more explanation regarding noncredit and why we haven't tackled that yet? It could be made more clear that noncredit is not "less than" credit. Will go as part of the May agenda on curriculum to the BoG, an information item. Send to field through listservs for information and have available at Curriculum Institute.

7. Workgroup Reports – Report from those that met

Basic Skills – Kirsten Corbin reported: clean up basic skills identification, CB21, PPIC wants to do a public study on what is happening with Basic Skills courses in the CCCs, but our data is not thorough. There is no common definition for Basic Skills, so how will we address this? We need a gathering of the ESL minds especially. Some ESL courses are designated basic skills that may not really be basic skills. So, there are two CB codes: CB08 (degree applicability) and CB21 (how many levels below – based on rubrics). Looking back on those rubrics it has become evident regarding the number of points where the coding did not go as intended – it is levels below transfer, not college level. There is a difference. Score Card data use CB21 and not CB08 – courses getting to Y, which is exiting the sequence. In ESL, the course that is one level below Freshman Comp and is also transferable. There is a recommendation to eliminate CB08. We need to fix the basic skills piece first and then fix the ESL issues. ESL courses are not necessarily basic skills since it is for students that are proficient in a language not English. About half of the time, changing a CB code is a substantial change. Changes to basic skills definition needed – it should not be based on degree applicability but content. CB22 came up, students with disabilities, but that will be addressed at a later time.

Noncredit – Cheryl Aschenbach reported: prereqs and coreqs: looking for guidelines like those for credit so some type of grade notation would be needed; credit and noncredit comingling-is there a need? There were pros and cons. In addition, there are three strands: credit, noncredit, and community service. There is a perception at the CO that these three strands are parallel, so feedback from the field is needed to inform. There may need to be a new TOP Code for noncredit. CO is working these considerations through and is looking at having a Noncredit Advisory Committee, so that those that work in this area have a voice. There are a lot of Advisory Committees at the CO, so it is very important that the work of this group is carefully defined.

The workgroups that have not met: the chart will be sent out for a reminder. Do the best that you can to meet prior to the next meeting.

8. CIO/Curriculum Chairs Certification and current queue issues – Update: The Certification CIO piece is the part we have been talking about. The Queue: PROGRAMS ADTs are going down and are at 62; Traditional Degrees going up and at 191; Certificates at 247 and going up; Noncredit at 76 and going up; This is exciting that ADTs in such great shape.
9. COCI Update (Craig Rutan/Rachel Stamm) – Craig Rutan discussed the template: should we include all of the fields in the database? It was recommended that just the fields that are codes be included, as well as requisites, and taking out content, objectives, coursework stuff, etc. The full functionality would not be ready until all colleges moved over. A decision has been made that we are going to continue the current sprint that will be done by March 7. Some folks are going to be working to see if they can break the system. Hopefully by March 14 or 15 a decision will be made to move colleges into the new inventory. Should be done by beginning of April. Only Long Beach volunteered, then Woodland and Butte volunteered if they were not in Group 1 to move forward to be in Group 2 for the conversion. It looks like we are almost there.
10. C-ID Resolution: Communication to the Field – Policy was changed on recommendation from Academic Senate Resolution 15.02 F16 requesting that ADTs in the queue with courses with pending C-ID approval have a way for approval. The new policy will take effect March 1, 2017. ADT proposals in the queue that do not have final C-ID approval will be returned and colleges must resubmit with either C-ID course approval or provide evidence that demonstrates that responses to C-ID submissions are taking more than 45 days. Language will be added that C-ID approval is still needed. This system is designed to work in a way that we all have agreed to. So, can we live with the template the way that it is? It can be updated after we roll it out in order to make it richer. The pilots will be invited to test it as super users on the next sprint.
11. Curriculum workshops – They are underway and more colleges are setting up dates. Colleges have been asked to bring teams with a max of about 7: curriculum chairs, CIOs, curriculum deans, curriculum specialists, etc. The first one is at LACCD. It was recommended to include the Academic Senate Presidents on the distribution list with this training. It is important that all understand the personalities of the colleges/districts; some processes will not be changed.
12. Chancellor's Office Update – If time permits
 - a. SB 440 – CO provided information on the curriculum queue – have done an amazing job.
 - b. C-ID – advisory letter: Julie Bruno will be brought in regarding the letter and push out
 - c. Baccalaureate – There is a lot of interest from the legislature, Senator Roth; nursing, cyber security; add 15 more? The CO will need additional staff. Desire to get rid of

the sunset date and get out of pilot mode. BDP Summit on March 10. CA is the 22nd state to have CC Baccalaureate programs. There is a bill out there for CCs to teacher credentialing programs. SB 769 would eliminate the sunset date and one degree per district – the nursing issue has come up before and CSU is not going to let it go.

- d. Dual Enrollment – Dual Enrollment Toolkit conference at Mt. Sac; conferences are finished. There are not very many faculty involved. Questions such as minimum qualifications really needed, etc.
- e. Financial Aid – we need to remind colleges about the PPA and make sure they are familiar with them
- f. Others – Ken Nather is coming back to help the CO with Streamlining and helping the ADT team; the PCAH – when will it come out?, update 51% rule, curriculum submission, and other stuff; make white paper consistent with PCAH; It was suggested that at next 5C meeting, we go through draft PCAH and highlight sections that will need updating. Then it was suggested that a small group of 5C come back with some recommendations regarding such changes. Will consider in April.

13. Announcements and Future Topics

- a. Collaborative Programs
- b. Use of committee meeting time – have a flipped classroom for our meeting time. Will look at PCAH in April.
- c. IGETC and CSU Breadth Certificates

2016-17 Meeting Dates:

Friday, 24 February 2017

Thursday, 16 March 2017

Friday, 14 April 2017

Friday, 19 May 2017

Thursday, 8 June 2017

EPISC Meeting
Weds, April 19, 2017

Attendees: Chelley Maple, David Quintanilla (online), David Shippen, Gary Bird, Ileri Valenzuela, Jay Field, Mark Cohen, Michael Quiaoit, Michael Rajkumar, Michelle Stricker, Mick Holsclaw, Monica Green, Nancy Pryor, Norberto Quiroz, Pedro Avila, Rick Snodgrass, Russell Grant, Stephanie Dumont, Terry Kinney, Theresa Tena, Victor DeVore, and Warren Whitmore.

Welcome and Roll Call.

Approval of Minutes.

Action Items

- Report back on the status of feeding information on qualified ed plans built in Starfish to the SIS for MIS reporting. Status:
- Encourage EPISC members to attend Integrated Planning webinars.
- Encourage development of an Integrated Planning data wish list, of perhaps 15 elements, and possibly encourage CISOA to work on it. Status: research project in process.
- Finalize CACCROA proposal before deadline. Status: Done.
- Post the updated schedule of presentations on the website. Status: on Basecamp

Chancellor's Office Update

- Sees Guided Pathways as a tool to take EPI (and other initiatives) to another level
- Encourage participation in Chancellor's survey – will be used for 5-year system strategic plan; to BOG in July
- Integration efforts - making folks aware, make sure we are tracking;
- Emerging legislation – New VC External Relations; budget hearing yesterday focused on \$150M (one-time) for Guided Pathways (10% on tech assistance): robust conversation, great need for professional dev and ed tech in GP, anticipates additional support for tech; CO thinking about GP ed tech and intersection with EPI; will be advisory group for GP
Legislation proposed to address LAO recommendation we land on one methodology for measuring disproportionate impact. CO recommending percentage gap analysis methodology (TRIS).
- IEPI – themes in requests for PRT's: strategic enrollment management, integrated planning, data disaggregation for evidenced-based decision-making; IEPI looking at how can EPI support colleges with these issues. Current PRT model not sustainable using college reps who have FT jobs - considering full-time PRT members/tech assistance teams by themes.
- Question from committee – is CO considering moving to system-wide SIS? Not in fall BCP, but discussed in consultation council and not infeasible for future; EPI project manager believes “inoperability” with master data management concept is key (as opposed to full data sharing – tried with Medicare, didn't work)

Action Item:

Collaboration with IEPI; find an example of a college in the implementation phase where a leadership development PRT can be exposed to the implementation effort to get a feel for it. Get three pilot colleges that might be interested by the end of the month. The goal is to highlight promising practices and strategies.

Action Item:

Set up demonstration of the “resource report” from Hobsons telling how many sections of courses are needed based on education plans

What the Tech Center is doing to support EPI:

- High speed internet connectivity
- CCCID – systemwide student account and identity
- Open CCCApply – application for information
- MyPath: ed planning, etranscripts, course articulation, curriculum inventory, Open CCCApply
- Common Assessment: multiple measures, math/English/ESL, assessment platform, assessment data mart
- Online Ed: course exchange, common course management system, online course catalog, distance learning support

Technical Workgroup Update:**SSO Proxy**

- Developed and managed by Tech Center to facilitate a uniform and single point of authentication for all applications
- Helps students recover their CCCID
- Relieves the burden that local IT teams face when configuring SSO for various vendor applications
- Simplifies adoption of statewide toolsets like CCCApply, CCC Assess, MyPath, Canvas, Starfish....

MyPath

- Simplifies student access tools
- Configurable and customizable portal allows schools to brand it as needed; single entry point for statewide tools
- Student can access all tools that are vital to their success, like Career Coach and Starfish, from a single portal
- Facilitates seamless flow of data between applications providing greater value to students and colleges

GLUE

- Simplifying and unifying data management
- Master data management being developed to ensure data integrity
- Banner and Colleague school are underway with development in motion for Peoplesoft and custom SIS
- Data lake will allow for development of effective BI reports to aid state and schools in student success initiatives
- OEI, CAI have been prioritized over EPI – now beginning to work on EPI
- Need GLUE for ed planner data integration

STARFISH

- SSO Proxy integration accelerated completion of SSO configuration of Starfish
- Proxy integration captures CCCID for students whose CCCID is not stored in SIS, allowing for MIS reporting
- GLUE integration to support data extraction and transfer, leading to closer real-time data updates
- GLUE integration also allows for movement of student activity data from other applications like Career Coach

Marketing Update

General Findings of Communications Audit

- Brochures, pamphlets, one-pagers and cccedplan.org are information heavy, focusing on “what it is and what it may/will be able to do”. Need a shift to benefits, outcomes
- Recommendations:
 - Need visually exciting message
 - Emphasize suite of tools available NOW that includes benefits, outcomes and results
 - Coordinate cccedplan.org website visuals and text with written materials
 - Address ease of readability of cccedplan.org
 - Develop short, compelling descriptions of each EPI project and tool
 - Develop bi-annual updates on implementation progress and suite of communication assets (videos, talking points, flyer, slide deck, list of current college participants)
 - Collaborate with CAFocus to develop outreach materials and distribution or mailing lists

General Findings of Starfish Audit

- Data have not been fully collected nor analyzed, scheduled to end in early May.
- Data collection focuses on general knowledge and perceptions of Degree Planner, Early Alert, and Connect among college staff to understand:
 - attitudes and benefits that influence barriers to adoption such as advantages, complexity, and value
 - general evaluation of the tools
 - recommendations for success

- **Recommendations:**
 - Need communications rollout kit and templates with pilot colleges to support student adoption
 - Bi-annual updates on implementation progress, including profiles of college use and early indicators of how tools support student persistence and completion
 - Bi-annual update of suite of communication assets that communicate features and benefits of Starfish Hobsons tools (videos, talking points, flyer, slide deck, list of current college participants)
 - Collaborate with CAFocus to develop outreach materials and distribution or mailing lists

Developed a series of collateral pieces for MyPath designed to be printed easily for use at conferences. Show how the tools fit into the student college experience and provide a sample of the marketing approach, including short easy to read sections, and contact information. There is also a half sheet piece used to support outreach activities showing the student workflow which they are planning to update by the next in person meeting. A Prezi deck was demonstrated showing MyPath in its current state to be used with colleges. Marketing team can help with tools and also provide ideas for future development cycles and will bring back feedback from colleges to be incorporated into future development.

The marketing team has done additional work with the project team on content page development with sample pages colleges can customize quickly with locally specific information. CA Focus has been doing work on a unified style guide with the Technology Center so all of the tools are updated with appropriate branding, unified typography, primary, secondary, and accent colors that meet accessibility requirements, and standards for headers and footers. These all contribute to a consistent, unified professional look, feel, and experience.

Action Item:

Have CA Focus take over the EPI website and update it.

Research Workgroup Update

Survey

- 5 pilot colleges participated
- some phase 2 colleges also participated
- 172 participants

Survey Goals:

- Identify things colleges are doing that support the successful adoption of the degree planner
- Identify issues that colleges may need to be addressed
- Provide EPI with lessons to inform future implementation

Key Findings

- Needs to be more communication:
 - What the software is
 - Benefits of the software to students, faculty, staff
 - What will it take to successfully implement/deploy new technology
- Unintended consequences
 - Some student populations will lose access to matriculation and course registration services
 - Students prior coursework is not evaluated upon admission – Degree Planner will have these students' prior coursework; will limit counselors'/students' ability to develop an accurate ed plan, could result in taking unnecessary coursework
- Institutional Culture
 - Paper-based SEP – “we've always done it this way”
 - Past experiences with unsuccessful implementations
 - Implementation is in addition to regular job
 - Inconsistent leadership
 - Understand the “what” and “why” of institutional traditions and reasons for change

EPTDAS is building an ongoing lessons learned/best practices document including a technical section. The EPTDAS project team is also going to be initiating their own Tech Center kick-off meeting outside of what Hobsons does, in order to have a “family conversation” to set realistic expectations after there is a signed agreement with the college. Setting appropriate expectations will acknowledge work that needs to be done by the college prior to and during implementation.

EPI Governance and Leadership for 2017/18:

Project needs expertise, representation, and advocacy from committee members for important work moving forward. We have a tool, a portal, but the project needs to focus on how to make them valuable to colleges. Suggestion made for a smart Charter focused on measureable outcomes and not stuck in the past. There needs to be a focus on Guided Pathways and what EPI wants to do as a body; then the committee can explain what assistance is needed from the Chancellor's Office. Emphasize articulating vision through the Charter about interactions, programmatic intersections, and interoperability.

Project's base year funding is \$6M; at least \$8M will be going into the next year. Project has staffed five to seven developers on MyPath. There is another development team in position to support the evolution for CO-CI and C-ID. There is a contract with Hobsons out through 2020 with strong incentives and new leadership and the project has its mission.

Open nomination process for new Chairs via email and Basecamp through April 26, 2017 and collect names onto a list to run the election through Survey Monkey online. Seating the new Chairs will happen at the in person meeting in July. Current chairs oth open to

serving again.

Action Items:

- David and Rick will put out an email re nomination and election process
- Charter will be posted on Basecamp; members are encouraged to start a discussion about any changes/revisions.

Next Meetings:

Zoom meeting Wednesday May 17, 2017 from 3-5 pm

Zoom meeting Wednesday June 21, 2017 from 3-5 pm

In person meeting in Sacramento on Wednesday July 26, 2017

Summary of FACCC Board Meeting

May 12, 2017

1. FACCC Elections

The FACCC election results were announced. Because Berta Harris was elected Secretary, the Region D Governor position held by her was vacated. The recommendation was to elevate Brad Byrom from Governor At-Large to fill the Region D vacancy, and to appoint Wendy Brill-Wynkoop of College of the Canyons to fill the Governor At-Large position. Wendy had run for Governor At-Large but finished fourth and was not elected. It has been standard practice to appoint the fourth-place candidate to vacancies if appropriate. The board approved this recommendation.

2. Liaison Reports

- CCCAOE – Jonathan Lightman mentioned the recent CCCAOE conference and announced their upcoming leadership institute.
- SSCCC – President Courtney Cooper reported on the recent SSCCC General Assembly. She also noted displeasure with the recent bills on free tuition. While they are well-intentioned, they miss the mark on what the actual costs of college are for students (books, food, housing, etc.).
- EOPSA – Will Bruce called in and reported. EOPSA is looking at pushing for changes to the EOPS funding formula. He noted that their funding formula hasn't changed since 1980. He also noted EOPSA's concerns with AB 705 (Irwin, 2017) because it may have unintended consequences regarding student eligibility for EOPS.
- AAUP – Jason Elias reported for AAUP. He reported on recent faculty salary trends (decreasing), and academic freedom cases, including a case at a community college in Colorado where a philosophy instructor was terminated for refusing to implement what he felt was "dumbed down" curriculum developed as part of their pathways project.

3. Issues Discussion

- Ian Walton (ASCCC Past-President and current ACCJC Commissioner) was asked to attend as a guest and provide his perspective on the current situation with ACCJC and accreditation of the California community colleges in general. His presentation was consistent with what he presented at the ASCCC Executive Committee meeting in March. He again expressed concerns that that CCC clout would be diminished if a merger with WASC Senior occurred, and also noted that the WASC Senior leadership seems to be dominated by representatives from privates and for-profits. The FACCC Board appeared to be of mixed opinion on the loss of CC clout with some questioning that assertion and others sharing that opinion. He also advocated for closer cooperation between ACCJC and WASC Senior (he discussed some of the background behind the dissolution of the overarching WASC board), and he expressed skepticism that WASC Senior would make changes to standards and policies to accommodate CC members. FACCC Board members expressed concerns that the sudden positive changes may just as suddenly disappear when a new President is hired.

- Expansion of Baccalaureate Degrees – the Board discussed SB 769 and SB 577 and voted to take oppose positions on both bills.
- FACCC-sponsored Legislation Status Update – The status of AB 204 (Medina, 2017) and ACR 32 (Medina, 2017) was discussed. Both are being held in the Assembly Appropriations Committee. Jonathan Lightman expressed his opinion that, while there is only circumstantial evidence to support this, the Chancellor’s Office is behind getting these pieces of legislation held in Appropriations, not because of actual cost to the system, but rather the potential for “cost pressures” to the system. Jonathan asked Board members to call (and mobilize others to call) the Chair of the Assembly Appropriations Committee to simply say that they support ACR 32.

4. Legislation/May Revise

- AB 705 (Irwin, 2017) was discussed. The ASCCC opposition to AB 705 was noted and Jonathan Lightman emphasized that it is FACCC policy to support the ASCCC on matters of the 10+1, which AB 705 clearly is, and will do so strongly on AB 705. Jonathan Lightman also expressed concerns that once again, “the keys to the system are being turned over to the Campaign for College Opportunity.”
- Budget, May Revise
 - Funding for Student Mental Health – Assemblymember McCarty is working with the administration on this.
 - The increased allocation to the base was discussed in light of FACCC priorities. The Board voted to support allocating \$10 million to support FACCC priorities for part-time faculty.

5. Honoring of Departing Board Members

Departing board members Morrie Barembaum, Peter Morse, Cynthia Mosqueda, and Rich Hanson were honored with gifts and tributes from the remaining board members.

IEPI Applied Solution Kit for Integrated Planning, Phase II – Progress Report as of May 5, 2017

Overview

The IP Team focused its attention March 5th-May 5th (see meeting notes, appendix, pp. 8-29) to continually develop IP tools and resources that are aligned with the Phase II Scope of Work.

The six tasks in this report are the deliverables described in the Phase II Scope of Work.

Time of Contract

Phase II: November 1, 2016 – June 30, 2017

Report Period: March 5, 2017 – May 5, 2017

Progress on Tasks

Task 1: Refine the identification of key characteristics of effective IP to include a review, synthesis, and summary report of IP practices from extensive available documents/white papers created by community colleges. Research the role of leadership in IP and how these findings can be leveraged and/or “packaged” for training and PLN.

Deliverables*

- Rich text documents including details of evidence and who were consulted to formulate the document. Compile information into useable format for consultants to use for Tool development.
- A user-friendly document designed for ease of understanding for the CCC field including graphics, narrative, and reference as to what and who were consulted to create it.
- Specifications for the ASK team to take the product and make it come alive in the ASK PLN.
- Review and synthesize 20 community college planning and governance documents currently on the Smartsheet for themes.
- Find and include additional 15 community college documents & review and synthesize for themes and place on the Smartsheet.
- Identify leaders in the IP community or leaders at community colleges successfully modeling IP.

**Per consultants' SOWs*

Progress

Fifteen additional community college planning and governance documents were identified and assessed using a rubric. The documents were uploaded to the SmartSheet “PLN completed tools/resources” tab for Michelle Pilati to upload to the PLN/ASK. Michelle DuBreuil has taken over this task. The documents are not uploaded on the ASK yet as they need to be formatted for ADA access. The synthesis of community college handbooks with emerging themes was originally slated to be completed by April but more emphasis was placed to complete items for Task 3 (see below). The emerging themes document is still being drafted and expected to be completed by June.

Task 2: Expand on IP practices and frameworks by focusing on subject matter experts from the diversity of stakeholders engaged in successful integrated planning. Strengthen and enhance the literature review products so that they are digestible and useable for the colleges and the PLN. Engage the Subject Matter experts in deeper discussions and evaluation of the IP tools created in order to determine how to improve upon them.

Deliverables*

- Interview or review the work of leaders in IP Practices to learn what works and what doesn't. Create resources for the PLN based on leadership findings.
- Develop a document related to community college program development processes, specifically when these programs are developed under grants. Identify role of all stakeholders and how program development is incorporated into long-term planning and funding. A synthesis of readings and collaborations with faculty team should be reflected in the document.
- Develop a product in the form of a digestible literature document that enables colleges to readily consume integrated planning leadership themes and characteristics. Subject matter experts will critique it.
- Strengthen, enhance, and revise the Scenario Planning activity document for practical use at colleges as well as demonstration for training purposes.

**Per consultants' SOWs*

Progress

- The Scenario Planning document is complete and available on the ASK.
- The Community College program development processes document has been drafted and slated to be completed by late May.
- The leadership deliverable was put on hold to ensure there wasn't duplication of efforts with CCCCO leadership development efforts. Once it was clarified at the ASK Leads meeting in Ontario (2/26) that this work can resume with a focus on integrated planning, the IP Team revisited this work, but it was decided it was best to coordinate efforts with the new Change Management/Leadership ASK. Instead, more time and effort was devoted to Task 3. Then at the 4/29/2017 IP ASK Retreat, it was decided that the Evaluation and IP Literature Reviews



could be re-read to pull out leadership components that would help the IP Team as they work with the other ASKs in Phase III.

Task 3: Refine and create additional IP tools and processes for implementation, evaluation, and reporting of the IP Model, including refinement of the college's self-assessment tool. Tools/resources will fall under the following phases of the IP Model: Discover, Develop, Implement, Evaluate, Report.

*Deliverables**

- Integrated Planning Readiness (Discover)
- SWOT Analysis, Examples of completed IP plans, 3CSN LCAP example (Develop)
- Drag and drop flowchart for planning, Planning Calendar (Implement)
- Identify, incorporate, and develop 3-5 sound evaluation tools/resources (Evaluate)
- Dashboards for KPI, Goals, Report for the masses, internal report, email/newsletter and mega report templates (Report)

Develop an Accreditation Standards Crosswalk as a tool for integrating / linking various plans based on the standards that can align with other tools in ASK.

**Per consultants' SOWs*

Progress

Task 3 is at the core of the IP Team's deliverables in order to continually populate the ASK. Numerous tools have been created as noted in the following page.

IP Model	IP Tool
<ul style="list-style-type: none"> ✓ Integrated Planning Readiness (Discover): 	<ul style="list-style-type: none"> ✓ An IP Literature Review Themes resource is up on the ASK. ✓ Appreciative Inquiry tool for integrated planning is up on the ASK.
<ul style="list-style-type: none"> ✓ SWOT Analysis, Examples of completed IP plans, 3CSN LCAP example (Develop): 	<ul style="list-style-type: none"> ✓ SWOT Analysis tool is published on the ASK.
<ul style="list-style-type: none"> ✓ Drag and drop flowchart for planning, Planning Calendar (Implement): 	<ul style="list-style-type: none"> ✓ A Gantt chart (flow chart) for integrated planning (due on ASK soon) ✓ Implementation timetable worksheet tool
<ul style="list-style-type: none"> ✓ Identify, incorporate, and develop 3-5 sound evaluation tools/resources (Evaluate) 	<ul style="list-style-type: none"> ✓ An extensive literature review of evaluation (55 pages) is completed. It has served as an internal tool to inform tools/resources related to the Evaluation component of the ASK. ✓ Evaluation monitoring systems resource (due on ASK soon) ✓ Evaluation matrix worksheet tool ✓ Evaluation planning worksheet tool
<ul style="list-style-type: none"> ✓ Dashboards for KPI, Goals, Report for the masses, internal report, email/newsletter and mega report templates (Report) 	<p style="text-align: center;"><u>Ongoing</u></p>
<ul style="list-style-type: none"> ✓ Accreditation Standards Crosswalk: Feedback has not been received as of this progress report. The tool was shared at the Golden West College IP convening and at the RP Group pre-conference IP convening. The tools received positive feedback from participants. It will be ready for ASK upload by end of May. 	<ul style="list-style-type: none"> ✓ Accreditation Standards Crosswalk document was sent to the Academic Senate Executive Committee (via Wheeler North). It was also evaluated by attendees at the Golden West and RP Conference workshops.

Task 4: Refine IP resources and tools via user feedback from the Professional Learning Network. Update IP resources based on further presentation, convening, training feedback.

*Deliverables**

- Develop methods and systems to evaluate impacts of IP Trainings through follow-up surveys, analysis, and feedback.
- Evaluation of trainings by developing a conceptual model of intended outcomes, measurement instruments for either pre-test/post-test measurements or follow-up assessments, as well as perform analyses where appropriate. Critically assess the feedback in attempt to synthesize results for informed direction.
- Use feedback from PLN site/convenings to update/improve/refine, etc. resources and tools.

**Per consultants' SOWs*

Progress

- There has not been PLN/ASK user feedback
 - Feedback received from attendees at IP workshops held at Golden West College and the RP Group pre-conference was positive overall – especially as it focused on the usability of the IP Tools presented. EdInsights is responsible for gathering survey data and analysis about the learning outcomes of the events and general satisfaction. To date, the response rates have been low on this post-event survey.
-

Task 5. Continue to populate the PLN's Applied Solutions Kit with IP resources and tools. Design how to present IP materials on the PLN (e.g., video, interactive media, animation, prezzi, uploads, etc.).

Deliverables

- Collaborate with the PLN team to design presentation of and navigation to/around the IP ASK.

Progress

A video conference took place with Michelle DuBreuil on 4/26 to discuss a plan of action for working together and to enhance the current and future IP ASK tools/resources. Michelle shared the new upcoming interface for the ASKs. The next step is for her to review current tools/resources so we can regroup on how to best enhance them (e.g., video, interactive media, etc.). During the meeting, Michelle reviewed notes from her meeting last year with Barbara McNeice-Stallard and indicated that much of their conversation was still relevant to where she wanted to take the IP ASK. The IP Team is excited about the new possibilities.

Task 6: Plan, design, execute, and evaluate IP-related trainings and presentations:
Potentially 20-30 trainings across California that vary in length (1-2 days), audience, location, and purpose.

Deliverables (Same as Task Definition)

Progress

IP Trainings and Workshops during reporting period:

- Regional IP Training: Golden West College, March 29th
- Preconference IP Convening: RP Conference, April 19th
- IP Customized Training for Allan Hancock College, April 12th
- IP Customized Training for Diablo Valley College, April 21st
- Fresno College and Kern College could not find the time for a training. Imperial Valley College sent a team to the Golden West event instead.

Conference Presentations during reporting period:

- CCCCSSAA Conference, 3/23
- ASCCC Plenary Presentation, 4/20-4/22
- RP Conference, 4/20

IP Event scheduling Google Doc: https://docs.google.com/spreadsheets/d/1-ja_36d-2lfAL0qKwMCIOE0xP7gtdwmIVyPA2NFWlms/edit?usp=sharing

Challenges and Success

Challenges

The delay we experienced with finalizing the Phase II SOW created challenges with invoicing and budgeting as we could not process consultant contracts without a signed client SOW.

The number of presentations, weekly and ad hoc meetings, as well as partner gatherings while very useful does cut into time doing the work. Having most consultants from the field meant that Wednesday nights from 7pm onward was the only time for all to connect.

Successes

The IP ASK is up! It is great to see it up and ever better to have new perspectives as to what can be made better as we go forward.

The Team is completing many of the deliverables in the scope of work and convenings have gone well. Several Colleges at the regional convenings have had breakthroughs in their work

including Monterey Peninsula College and Coastline College. Allan Hancock College and Diablo Valley College had Al Solano come to their campus to address their specific IP needs. Points of contact for both colleges confirmed that they would be willing to volunteer for videos on the ASK to demonstrate the value of what they received and how they used it.

The evaluations of the tools at the regional convenings are showing, at least at the session, attendees' positive perspective about the IP Tools. The Team is working with EdInsights and we have aligned our evaluation tools. Through this process there is a shared understanding of the convenings outcomes and how it could be used to evaluate the professional development. There is, however, a low response rate post-convening to the EdInsights survey. At the 4/29/17 IP Team and Partners' Retreat, we discussed the possibility of gaining feedback from the attendees while they are at the convening. The EdInsights representative will bring those suggestions back to his team.

APPENDIX

March 22nd, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Geoffrey Dyer, Barbara McNeice-Stallard, Steve Gomez, Maria Narvaez, Gabe Orona, Al Solano, Hayley Solano

Primary Meeting Goal: Consultants provide a status update of their work.

-AI started the meeting by sharing that the CCCCO is now allowing the IP team to do work related to leadership. The team can start putting together the lit review on leadership as well as conduct interviews with leaders about IP as necessary.

Consultants provide updates of their work

Gabe's Appreciative Inquiry Document:

- Geoffrey shared that he thinks Gabe's AI document reads well and looks great. He said there are some capital letters that maybe should not be capitalized. He also suggested providing further information under "destiny."
- Maria said Gabe's example was great. She suggested to possibly include a timeframe including when it started and how long it took for them to go through the process.
- Micheline shared that Gabe's document is easy to read and understand.
- Steve described Gabe's document as a good summary of what AI is and how it's related to IP.
- Barbara said the team does not need to review a second draft of the document. Gabe will make his changes and to create the final document.

Maria's SWOT Analysis:

- Maria explained that this tool is not meant to be too comprehensive, rather it is meant to be used as a snapshot so that users can quickly reflect on their planning process. She described the challenges often presented with attempting to evaluate the planning process such as forgetting earlier steps. Maria's SWOT Analysis is a simple template users can fill out to recount steps of the planning process as well as provide evidence for accreditation.
- Maria made a few changes to the previous version of the document including additional questions and breaking it down by the IP model components with examples.
- AI said he loved the examples Maria provided and that the document would be excellent to utilize at a training.
- Geoffrey was wondering if the IP model could be hyperlinked. Maria said we can see about this feature when it is uploaded to the ASK.
- AI asked Wheeler when Maria's Crosswalk will be reviewed by the committee. He said he doesn't know if they'll get to it at the April meeting because it is a short meeting for them.
- AI reminded the team that the next training is at Golden West on 3/29. The training will focus on creating a logic model. At the end, Barbara will introduce the Accreditation Crosswalk in which we can receive feedback.

Micheline's IP Scheduler & Calendar Documents:

- Steve created the IP Scheduler document based on calendars Micheline pulled from program handbooks that she considered to be valuable planning tools.
- Micheline and Steve considered creating an interactive calendar and came across Gantt charts which break down activities by timeline or start and end dates as well as provide a visual representation of a long-term planning schedule.

- Micheline described the IP Scheduler as a bare bone skeleton of what the document could look like. She tried to integrate the 5 phases of the IP model depending on the activity being planned and assigned a phase of the planning model to the activity.
- Micheline designed the other document, a Gantt chart which she programmed and time activated by start and end date. She explained that the first four columns can be filled in as necessary by the user.
- Maria commented that the tab with the months is more useful in terms of planning and that although start and end dates are used, we don't need to go by each day of the month.
- Micheline asked if anyone had suggestions about which dates to start on. For example, instead of January, there could be other tabs that have different months. The team agreed that the fiscal year would be the best choice.
- Al suggested to have an example possibly using the IP model.
- Wheeler provided input on Micheline's document as well. He stated that if the calendar was to use an annual budget, there are different elements of that process that need to occur cyclically. He doesn't know if this can be programmed because it would be more complicated than a start and end date.
- Wheeler stated Micheline's tool could be an ongoing living document that functions as a calendar and allows users to organize their time efficiently. He suggested that each item could contain a period of activity and periods of non-activity (e.g. planning the college schedule) which would require more than one start date and more than one end date. He also suggested that different items be categorized by color.
- More specifically, Wheeler described that when you consider the process of integration at a college, there are multiple items that have different entrance and exit points throughout the year or certain items that can be categorized under bigger items.
- Steve suggested to include sub-items or if the project is expansive, to have one big sheet for one item. He stated that excel has limitations but there are other tools that can be used such as a Smartsheet that may have more programming ability. There is also software dedicated to this type of work. If this tool has the potential to be a very powerful, we can consider using other software.
- Micheline asked if it would be helpful if she changed the colors in the document. Wheeler said she could use a main color and one line underneath it, providing dates and deadline points.
- Micheline also asked how many start and end dates there should be. Wheeler suggested to create a separate worksheet for each item that goes back to main month page, creating plenty of room to plug in start and end dates.
- Steve and Wheeler said it would be great if this worked but it would probably complicate the programming quite a bit. Steve suggested that zooming out to the big picture and zooming into details would be helpful.
- Wheeler said as we run into the limitations of excel, it may be that IEPI should invest in software tools which wouldn't only provide tools to colleges, but would allow us to see what would be beneficial to them as well as possibly onboard intense programming for a web-based tool. Steve said he would send the group some of the materials available in terms of programming.
- Geoffrey asked if it is possible that the team is overthinking the tool. Steve said that he and Micheline were asking themselves the same question. Steve stated there is value in different

versions of the calendar. For example, Wheeler's suggestion for a more complicated version might be more appealing for some users while others may prefer a simple version.

-Al suggested to keep it simple. He said users can invest in software if they would like. He suggested to create a narrative to accompany the tool on the PLN with links for users to explore if they want to see a more detailed version.

-Geoffrey thinks Micheline and Steve's tool is great because it is interactive and easy to use. He likes Al's idea about pointing users to other resources for them to check out but he's not sure if it's worth the money and time.

-Al said we might run into the issue of different colleges having different opinions on the easiness level of more complicated software. He suggested to keep it simple and add a few revisions.

-Steve said he and Micheline will discuss and create a new version for next week.

Other Items:

-Al reminded the team to look back at their SOW's and see if there is anything they can invoice for.

-Al said next Wednesday 3/29, he and Barbara will be at Golden West which they'll report on next week. We can also consider the agenda for the retreat on 4/29 next week.

March 29th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Barbara McNeice-Stallard, Maria Narvaez, Gabe Orona, Hayley Solano

Primary Meeting Goal: Barbara reports on IP Training at Golden West College, consultants provide updates on their work, begin planning agenda for team retreat on 4/29.

Meeting Item 1: Barbara Reports on IP Training at Golden West College

-Barbara shared that the Golden West training went well. Barbara, Al, and Jessica presented the IP Model and gave participants the opportunity to dive into the logic model for integrated planning. Barbara said her and the presenters are conflicted as to whether they should give out the presentation to attendees. Many attendees ask for the presentation but she wants to avoid enabling them to go through it too quickly.

-Barbara also mentioned that she received feedback on Maria's Accreditation Crosswalk. The general consensus was that the document looked great and would be helpful. A couple attendees said it was overwhelming and they would prefer if the x's were not already put in the document for them. Barbara suggested that the first line of the document contain x's as an example and the rest are left blank so that users may fill them in as needed.

-Maria agreed to revise the crosswalk document based on feedback from the training. Barbara also mentioned that a few groups kept tripping over one of the plans in the crosswalk because there was a term in the document that is not used universally. Barbara suggested adding a small notation explaining what each term is as different colleges use different terms.

-Barbara said the training concluded a little early but that there was one team that was still working after she left. They were struggling as online college to integrate with the rest of their college. The training created an opportunity for them to discuss solutions.

Meeting Item 2: Consultants Provide Updates On Their Work

Micheline Shares Newest Version of Gantt Chart:

-Micheline explained that she incorporated the team's suggestions from the previous meeting into the latest version of her Gantt chart. She changed the calendar to start with July, provided an example, and included periods of activity and periods of non-activity.

-Micheline also put in option to have a start and end date and second start and end date. She changed the look of the tool a little bit and included an example taken directly from Mount Sac's accreditation timeline.

-Micheline discovered a few issues by changing the calendar to start in July because now there is more than one year. In terms of making the tool user-friendly, she stated she can either create different tabs with numerous years or provide directions explaining how to change it so that the user can update it.

-Wheeler asked Micheline if it would be possible to set it up so that all the user has to do is copy a worksheet and paste it to extend/add a year.

-Micheline said she doesn't think this is possible because for each month the year is entered, the date is entered once.

-Wheeler asked if the user has to make second copy of file for the second year or if the user has to add months and months on. His concern was the file becoming so big that data must be deleted.

-Micheline explained that the user can copy all the lines and put it below. She suggested putting in a control section for all the years. Micheline said she will think about how to improve the tool further and explained that it was easier to create when the calendar was from January to December.

-Barbara stated that Micheline and Steve are doing a great job with the Gantt chart and recommended utilizing a tech expert. She suggested that IEPI might have someone that can help us with the backend.

-Wheeler stated that one of the benefits of Micheline's tool was expressed in the link that he emailed the team. He explained that those that are doing the work in the plans have a good idea of what the timeline is but providing the technicalities of the timeline as they unfold is a powerful element of Micheline's tool. He asked how we can take this visual demonstration and let a college turn it into a website.

-Barbara responded that it is great to be thinking about what this tool will turn into and how it could be used. She suggested thinking about how this could be pulled into an accreditation document.

-Micheline added that it could be incorporated in document or external evidence for accreditation timeline.

Gabe Shares His Lit Review:

-Gabe explained that his lit review focuses on a particular type of evaluation known as called "theory-driven" which is the type of evaluation the team is most familiar with as it essentially develops a logic model. The document is a literature review of two books by individuals leading in the field and an additional four academic articles to complement them. Gabe explained that his document covers all aspects of evaluation and he plans on using it to derive an evaluation product that is informed academically.

-Barbara prompted the team to provide initial feedback on Gabe's work and consider the practical use of his document.

-Micheline said she appreciated the document. She suggested that a lot of its content could be turned into handouts.

-In terms of developing a document in relation to the lit review, Gabe said he wants evaluation to be under purview of integrated planning. He envisions having a theory-driven perspective for each part of the IP model in terms of evaluation as well as clearly differentiate between the several types of evaluation so that users can understand the process more clearly.

-Barbara suggested that Micheline and Gabe discuss this document because their skill sets align on this topic.

-On the topic of practical use, Wheeler asked Gabe how he sees the document being used by the different levels at a college. He stated it might be helpful for researchers but wants to know how it can help others.

-Gabe stated he does see that his lit view would have more of an appeal to a researcher. He explained he wasn't envisioning his document to be an initial place for users, rather it will provide framework for new tools. More specifically, when he creates new tools, he can reference

content from the lit review. Gabe stated that while his document will appeal to researchers, it will allow non-researchers or non-evaluators to be aware of what they could gain from evaluation.

-Barbara stated that as far as language is concerned, even though approvers have their own language of evaluation, we should consider the community college and how can we use the language so it supports the IP model.

-Barbara also explained that the team agrees that Gabe's lit review is great as it is a great foundational piece that we can all derive things from. She suggested that there are likely 20-30 tools that could be created from his document and stated that the team could benefit from reading it to consider what kinds of tools could be created and provide Gabe with feedback.

Discussion On Academic Senate Review

-Barbara asked if Wheeler had any updates on academic senate. Wheeler said he will check in to see if they will be reviewing Maria's Accreditation Crosswalk at their next meeting. He is not confident that they will have time to review it as they have a shorter meeting this month.

-Barbara suggested trying to get on their next agenda for a general update on where we're at and the ASK and said it would be great to be reviewed once in the fall and once in the spring. Wheeler said he will mention this idea to the academic senate and copy Barbara and Al on his email to them.

Meeting Item 3: Plan Agenda For Team Retreat 4/29

-Barbara shared that she put out a call to others who may be interested in attending the retreat. She invited IEPI and asked them to consider sending someone from the evaluation group. She also asked Theresa to consider attending as well as Ed Insights and 3CSN.

-Team members contributed the following agenda item ideas:

1. Review Gabe's literature review and discuss potential tools to be created based on it.
2. Discuss the format and overall purpose of convenings and presentations.
3. Take a look at survey needs assessment feedback.
4. Discuss Vetting. Barbara shared that while Geoffrey's vetting tool is a great resource, we don't want to have to complete that process with every tool we create.
5. Explore how to integrate across the ASK and our partnership with CCCCO. Discuss how we can provide resources to the PRTs (e.g. what they need and what we've done that can be useful to them)
6. New ASKs: There are two coming out focused on pathways and leadership. Discuss thoughts.
7. Look at update on the technology behind the ASK. A new version is supposed to be rolling out.
8. Discuss how to work more closely with 3CSN, TTip South, and CLP.
9. Icebreaker activity. Team, let Hayley know if you have any ideas. This should be an opportunity to move around the room. Barbara would like us to be able to move around every 10 minutes.

Other Items:

-Barbara shared that she believes we will have the ability to continue this project after June and reminded the team that we can invoice for our work.

April 5th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Geoffrey Dyer, Barbara McNeice-Stallard, Gabe Orona, Steve Gomez, Juan Urbano, Al Solano, Hayley Solano

Primary Meeting Goal: Review consultant tool updates, discuss 4/19 convening at RP Conference, share IP ASK Needs Assessment Survey update, review agenda/logistics/attendees for April 29th Retreat, discuss upcoming convenings and college-specific trainings, share ASK personnel changes and training for PRTs on 9/1 and 9/22.

Al started the meeting by sharing about his experience at ACCJC conference ASK table on 4/5. He said he answered a few questions about the ASK. People who passed by were mostly associated with the RP Group. He also mentioned that he sent the SWOT Analysis and Appreciative Inquiry documents to go up on the ASK and asked when the Scenario Planning Literature Review will be uploaded.

Meeting Item 1: Tool Updates

Updates on Micheline's Tools

-Al asked Micheline about her theme document based on the community college handbooks she reviewed. Micheline said it is almost done, but she has been focusing on her Gantt chart document. Micheline said she has to make one more edit to the Gantt chart before it is ready to be submitted to the ASK.

-Al suggested potentially putting together a video to go with Micheline's Gantt chart to help users learn how to use the tool.

-Barbara says we have tools to make the video possible by working with folks at the ASK. We will be in touch with them to learn more about this possibility.

Updates on Gabe's Tools

-Al said Gabe's lit review is great and will help inform the evaluation tools and resources for the evaluation component of the IP Model. He also asked Gabe if he had any other updates. Gabe said he's been brainstorming an idea for the evaluation piece partly derived from literature and partly for program cycles. Al suggested to look at grant cycles since grants typically take the form of a program.

-Al asked if there were any collaboration updates with Steve. Steve said he and Gabe had a good talk the previous week. Updated tools will be sent out to the team next week.

Meeting Item 2: 4/19 Convening at RP Conference

-Micheline, Gabe and Barbara will attend the 4/19 convening. Barbara suggested that Gabe and Micheline connect to discuss logistics. She will send them the PowerPoint used at the last convening and discuss their thoughts. Barbara stated she would like to use Gabe and Micheline's tools at the 4/19 convening as it would be a great opportunity to showcase and receive feedback.

-Regarding possible tools to roll out at the convening, Gabe said he doesn't think the Appreciative Inquiry document would lend itself well to the event format because it's not

interactive. Other choices include his Scenario Planning and IP themes documents, however he would like to have an evaluation document and pilot that by then.

-Barbara stated that in theory, the Appreciative Inquiry document could be interactive but it is more important to consider how it could be a valuable tool for attendees. She suggested that in terms of the AI document, attendees could go through it as well as the IP model along with it. She told Gabe she likes his evaluation idea and that it would be great if he could work on it with Steve.

-AI reminded the presenters that there needs to be enough time to allow for the IP model and logic model exercises. If more than 2 or 3 tools are presented, the IP model and logic model exercises will need to be shortened. He suggested presenting Maria's Accreditation Crosswalk so there can be a second set of participants that would have provided feedback, and possibly one more tool depending on how the convening is structured.

-Barbara asked Micheline if she had any ideas about the IP convening on 4/19. Micheline said she doesn't think she has created a tool that would be interactive enough for this event. However, she has an idea for a tool she wants to talk about with Gabe. She suggested that if the presenters can only present one tool, her or Gabe's tools may be ready by then.

Meeting Item 3: IP ASK Needs Assessment Survey Update

-Barbara said she received great feedback from team. She had a chance to review it one more time and had a few more suggested edits. She thanked Gabe and Micheline who provided further feedback.

Meeting Item 4: Review agenda/logistics/attendees for April 29th Retreat

-Juan Urbano from Ed Insights asked what his role would be at the retreat. Barbara explained that there is a fine line between being a part of our team and being an evaluator. She told Juan she would like him to explain what his role is and how he thinks he can help the IP team ensure we're helping with other parts of the ASK as an evaluator.

-More specifically, Barbara explained that if the team is doing anything counterintuitive, she would love for Juan to let us know. Barbara reiterated that as an evaluator, she doesn't know where the fine line lies, but it would be wonderful to receive feedback on evaluation tools the team is about to create.

-Barbara led the conversation about fine tuning the agenda for the 4/29 retreat which resulted in the following:

Integrated Planning Team Retreat Agenda
Saturday, April 29th
9:30 AM – 3:00 PM
The Padre Hotel
1702 18th St, Bakersfield, CA 93301

1. Icebreaker Activity
2. Introduction to Ed Insights, Juan Urbano
3. Discussion on Pathways by Janet Fulks, Interim Dean, Institutional Effectiveness, Bakersfield College. (A member of the team will follow through a handout of IP Model)
4. Review Gabe Orona's evaluation literature review and discuss potential tools to be created based on it. (Gabe)
5. Discuss the format and overall purpose of convenings and presentations. (Micheline)
6. Discuss vetting.
7. Explore how to integrate across the ASKs and our partnership with CCCCO, and how to provide resources to the PRTs.
8. Discuss thoughts on new ASKs (Pathways and Change Management)
9. Update on the technology behind the ASK.
10. How to work more closely with 3CSN, TTip South, and CLP

-Barbara told Hayley to remind her to make sure that she invites partners from TTip south and CLP as well as the RP group to these types of events.

-Geoffrey reminded to add Janet Fulks to the agenda. Al said that he and Janet discussed how this retreat will be a nice, informal setting for her to explain her integration story re: Pathways.

-Barbara added that she thinks it would be interesting for the team to review the IP model while she's telling her story we can see how many times she discusses each step.

-Barbara asked if there was anything else the team should consider in terms of the agenda. Al said the agenda is fairly packed, thus it's important to be aware of how much time the team is spending on each item.

-Barbara mentioned another idea would be to have team members attached to each item. For example, Gabe will cover his literature review and possibly bring a tool the team can dissect. She suggested that the tool he creates could possibly be used to evaluate the retreat.

Agenda Item 5: Upcoming Convenings and College-specific Trainings

-Al said he has a training at Allan Hancock college which was set up after he sent an email out to previous convening participants and got in touch with Allan Hancock. He shared that a training at Diablo college will most likely be sometime at the end of April.

-Barbara asked what each college is looking to learn from us. Al said that in terms of convenings, they're looking for more information on the IP model and how to leverage a logic model for integrated planning. He said time allowing, he might add the Accreditation Crosswalk to the training agenda. Barbara suggested to learn at what point the college is in their accreditation because if they've just finished, they may not be interested in the crosswalk.

-Wheeler shared that he will be participating in the ASCCC Plenary Presentation at the end of April.

Agenda Item 6: ASK Update: Personnel changes and training for PRTs on 9/1 and 9/22

-Al shared that Michelle Pilati is no longer with PLN and now we're working with Michelle DuBreuil who will help roll out version two of the IP ASK. IEPI will conduct trainings for PRTs on the IP ASK on 9/1 and 9/22.

Additional Items:

-Barbara asked Wheeler for an update about getting on the academic senate review agenda. Wheeler said Maria's accreditation crosswalk and Geoffrey's vetting document are supposed to be getting on the next agenda.

-Geoffrey stated that the date on his vetting document is important for reviewers to consider because it was completed in early February and we've developed new tools since then. Barbara agreed and explained that she liked Geoffrey's document but was worried because the team is developing new tools quickly, thus the date is helpful for people to consider context.

April 12th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Micheline Pontious, Gabe Orona, Maria Narvaez, Steve Gomez, Juan Urbano, Al Solano, Hayley Solano

Primary Meeting Goal: Consultants provide a status update of their work.

Al started the meeting by reporting on his training at Allan Hancock College. He explained that in convenings, attendees are provided with legislation of the three plans and they are asked to find overlapping areas/goals. At the Allan Hancock College training, the college had already prepared a document that listed their 3-plan goals. Participants were able to find overlapping goals from their own plans.

Micheline Provides Tool Updates

-Micheline said she thinks her Gantt chart is complete. She updated the format so that the tool does not expire. Users can enter in the year for a fiscal year and the chart will automatically be updated.

-Micheline then presented her process evaluation worksheet tool. Micheline described how the beginning of the worksheet covers process evaluation (e.g. what it is, why users might want to do it). The tool also contains an example of a mentor program and a blank sheet for users to fill in. Micheline stated her favorite part of the tool is the “impact/communication” section as the team is often asked what we are using the information provided to us for.

-Maria stated she likes the elements of Micheline’s tool. She suggested to separate the “analysis” and “impact/communication” sections. She also asked if the tool was created as a template to help users create an evaluation plan. Micheline clarified that she aimed to create a tool focused on the program itself rather than outcomes.

- Al asked if the process evaluation worksheet could be used to evaluate the process by which the IP model is implemented at campuses.

- Steve said he thinks Micheline’s tool can be applied to the IP process. For example, in the “objective” section, the user could define what their program is. What aspect of the IP model do you want to evaluate? In the “aspects of the program” section, the user could list data sources and collection methods.

-Steve also stated the tool does a good job of breaking up a process evaluation into concrete steps that are easy to follow. He agreed with Maria that the format should be slightly changed but thought that the tool overall could be used to assess the IP model. He also shared that the tool can be applied in many respects and that it complements some of the items he sent to the team.

-Gabe really liked Micheline’s process evaluation worksheet. He said he thinks it can be used as a simple clarification tool. He asked Micheline about the “impact/communication” aspect. Micheline said the idea is asking the user why they are doing a process evaluation, more specifically, how it is going to impact their program and/or how they are going to communicate findings.

-Gabe suggested it would be helpful to provide an example of how the results were used instead of possible barriers to the programs (e.g. there was low attendance so we needed to better advertise).

-Al asked Micheline if she had any updates on other tools. She said she focused on working on this tool in case it was needed for the convening next week.

Gabe provides tool updates:

-Gabe explained that his Evaluation Monitoring Systems document is essentially intended to clarify what evaluation is supposed to look like in the initial step of the IP model. He wanted to tie this tool into IP model because it has defined the team's work. It is first introduction to evaluation as monitoring. He explained the tool provides a way of monitoring progress and adjusting factors that affect progress.

-Steve stated that Gabe's tool does an excellent job of explaining how to integrate evaluation into the IP model. He appreciated that it can be applied to each of the stages of the IP model. He also liked the boxes explaining process monitoring and outcome monitoring as the questions asked in each of those boxes are important to highlight.

-Gabe said he shared some ideas with Micheline and Steve. One of the ideas building on this tool and making evaluation and integrated planning documents part 1 and 2. Gabe also mentioned that they discussed Barbara's concern about duplicating work.

-Gabe said he would like suggestions for his second document.

-Al asked Gabe if he is will still be creating a lit review for integrated planning. Gabe explained that he didn't know if that deliverable was paused for a little bit per the CCCCCO's request but that he can resume. Al let him know that the CCCCCO wants the team to collaborate with change management/leadership ASK so he doesn't have to start the lit review yet.

-Maria commented that she likes Gabe's tool. She suggested to combine the last two pages because she had to go back and forth between them to understand it.

Steve provides tool updates:

-**Implantation Timetable:** Steve explained that the implantation timetable includes basic items that he has found helpful to organize different aspects of a program/what is being measured/long term goals and objectives. It is organized by year and includes different tasks used to develop and organize program activities.

-Steve shared that he has also seen implantation timetables used in proposals to communicate what is being proposed/what programs are claiming to do. This tool organizes and condenses a lot of information into an approachable chart. He explained that the tool is approachable to him because he's used them before so it might not be for everyone. However, he has found them helpful and wants to see if the team thinks we can change it to a more effective tool.

-Gabe said he thinks this tool this could work in tandem with Micheline's document. He explained he doesn't have a clear vision but that the chart includes "methods" and "evaluate" sections which is sets the user up for the items covered in Micheline's document. Gabe said it could inform a process tool but not be a process tool. For instance, take the information provided in the timetable could inform the data collections section of Micheline's tool.

-Steve asked Micheline if she would be interested in merging the documents as it could be used as aa process or implementation guide/resource. Steve and Micheline are going to work on this.

-In regard to the "results" column, Maria asked if it is supposed to be filled out when the user is making the timetable or if it is the desired outcome of it. Steve clarified that this the timetable is filled out far in advance, that it is essentially an implementation plan.

-Maria suggested that when the timetable is merged with Micheline's document there could potentially be a redundancy as the "results" and "methods" columns of the two documents address the same topic.

-Evaluation Matrix Document: Steve explained that this document is like the timetable but is more related to objective and goals whereas the timetable focused on specific actions or tasks. The document begins with a goal and breaks it down into more measurable objectives, evaluation questions that are related and data elements, etc. The idea is to break down the goals of a project or activity, in this case it could be IP planning process, into more digestible items.

-Steve said he wasn't sure how this document would fit it into the context of IP model but knows that integrating basics skills and student equity at community colleges could be something that helps identify where there is overlap in the different programs and how they could possibly be merged together.

-Steve stated Geoffrey had talked about wanting something to help with that directive from the CCCCO because by the end of year they are aiming to integrate basic skills initiative, student equity and SSSP programs. This document could possibly help with this.

-Evaluation Planning Overview Worksheet: This document includes a sample worksheet and blank worksheet. Steve described that this document is once again, focusing on an overall evaluation plan for a program and looking at different areas of evaluation.

-Micheline said she likes this document because it shows what to do and when to do it. Steve agreed that it is straightforward and reminded the team that his goal is to shape this document is shaping to fit the IP context. He is relying on the team's expertise on the IP model to see if it is a good fit for the model as a tool to help push the IP process forward.

-Steve thought this document could potentially be categorized under the evaluation component but wasn't sure as he stated he isn't clear about what types of resources are needed within that category.

-Al explained that there is flexibility in terms of which tools are categorized under which components of the IP mode. The key is including context with each tool so that users understand how they can use it.

-Evaluations Basic Steps PDF: Steve said he and Gabe looked at this worksheet and thought it could be helpful. He explained that he knows that there are a lot of resources already so it may not be necessary.

-Al suggested that we could provide a PDF of this on the ASK along with a description to explain why it is helpful so long as it is an open resource document. Steve said this document is an open source and can be added as well as a description. Steve suggested that instead of uploading a PDF, maybe the team can take information from it and add description of how it can be used in the IP context.

-Al thanked Steve for sharing high-quality documents. Al explained he understands the need for these kinds of resources as he has been out in the field lately and training attendees have been eager for these tools and are excited to know that more are coming.

Additional Items:

-Al reminded the team that one of the agenda items for the retreat will be discussing Phase III.

-The team decided **the next meeting will be at the retreat on 4/29**. Weekly calls will resume after the retreat.

April 29th Retreat, Bakersfield

Participants: Barbara McNeice-Stallard, Micheline Pontious, Gabe Orona, Maria Narvaez, Juan Urbano, Al Solano, Hayley Solano, Wheeler North, Geoffrey Dyer, Maria Narvaez, Janet Fulks, Deborah Harrington, Jessica Cristo, Laura Hope, Mike Howe

Introduction

-Barbara opened the retreat by discussing what the IP team has already accomplished in terms of the components of the IP Model. Each explained the team's Phase II journey using Discover, Develop, Implement, Evaluate, and Report.

-The team has used convenings as an opportunity to Implement as well as Evaluate. Convening participants provided feedback on the IP Model and tools/resources. Barbara also mentioned that her and Al send a progress report of the IP work to the Chancellor's Office every few months.

-Barbara stated that the IP model includes sudden opportunities and sudden challenges and prompted retreat attendees to consider what has already been done for the ASK and what we should be doing in the next year.

Ed Insights Introduction, Juan Urbano

-Juan Urbano introduced Ed Insights as an independent contracted evaluation team for IEPI. Ed Insights sends a representative to regional workshops then distributes online surveys to attendees the following Monday after workshops.

-Juan explained that Ed Insights waits a few days after workshops to send surveys as they want to allow attendees time to digest the information they learned. The surveys are available for one week.

-Ed Insights is currently working with PLN leadership to discover effective ways to evaluate the PLN. Ideas include:

- Focus groups
- Attend events with the goal of understanding what people would like to take away from the PLN.
- Analyze how users are utilizing PLN (e.g. where are they using it, how long are they using it, which pages, etc.)

-Juan also mentioned that the PLN should be a great resource for colleges who can't go to these workshops (e.g. rural colleges). Ed Insights is aiming to discover analytics such as whether regional colleges are using the PLN more than rural.

-Juan shared the IP workshops feedback gathered by Ed Insights surveys. The convening at Golden West College included 41 attendees and 11 responded to the survey. There were 19 attendees at the RP pre-conference convening and 4 survey responses.

-Barbara suggested looking at the difference in responses between the two workshops but pointed out that there are not accurate conclusions to be drawn from 4 responses.

-Deborah suggested having attendees fill out the survey in person because people often don't take the time to fill it out later. Maria explained that when the IP Team did the surveys, there was time built in for the participants to take the survey immediately after the event.

-Juan shared that for most workshops, the sample feedback collected is usually representative of attendees.

-Barbara suggested providing the survey URL at the event. She asked Juan to present idea of utilizing different evaluation format because their response rate is too low.

-Janet shared that people often receive multiple surveys in their inboxes weekly, thus it is difficult to expect a high number of respondents.

Discussion on Guided Pathways (GP) by Janet Fulks, Interim Dean, Institutional Effectiveness, Bakersfield College

-Janet introduced the 4-Pillar image used by Guided Pathways (GP) to demonstrate its distinction from other initiatives. The four pillars are:

1. Clarify
2. Intake
3. Support
4. Learning

-Janet shared GP metrics demonstrating the success of the initiative. She shared that her college grew 26% as a result of GP. This growth was not associated with any other initiatives.

-She also shared Bakersfield College's report for that week showed enrollment was down 10% and that having open seats is a great opportunity for GP to get the right students in the right classes as 27.1% of their students failed every class last semester.

-Compared to the state average, Bakersfield College is increasing in the number of students that are getting through gateway (transferable) math and English.

-When comparing AA and AS to ADT's time to completion, in most cases, Guided Pathways is saving students a reasonable amount of time.

-Bakersfield College's local CSU only has 13 out of 29 degrees and does not accept 2 of the CID classes, plus require an additional course. A Degree With A Guarantee says these courses are transferrable but in reality they are not. Janet suggested the need to develop a tool to accurately share transferrable courses to the local CSU. Transferable courses are stated on paper/website but in reality, they are not transferable.

-Barbara discussed a program at Mt. SAC known as "clusters," which is similar to Guided Pathways. She described how aspiring nurses can join a health cluster even if they test into low classes. As these students take their basic skills course work, they may decide they don't want to be nurses anymore but still enjoy the field, thus they can pursue a related major such as radiology, instead.

-Janet discussed CSU Bakersfield's mandatory CSU Mentor program for transfer students. However, most students were unaware of CSU mentor and unable to transfer. She aimed to resolve the issue by telling all professors to make their students aware of the proper CSU mentor program procedure.

-Janet took a look at the academic history of these transfer students and found that the majority of them attended Bakersfield College for over 4 years, some even started in the 1990s.

- To build coherence at the college, Janet showed how all programs and services fit into each of the four pillars. She also shared that each pathway has completion coaches to support students.

Wheeler: as you develop pathways, are they being lined up with K-12 career pathways? Janet: yes – there are high schools that are very geared into their pathways.

-Micheline asks about concerns from colleges about GP regarding losing FTE's. Janet said it hasn't been a problem because the majority of students say they want a certificate or transfer or both. Concern isn't on FTE's right now or in other words, "butts in the seats." GP focuses on getting students through a pathway that fits them best and in the least amount of time possible.

-Laura Hope suggested a tool to evaluate the long-term revenue associated with completion could be utilized in terms of GP – completion grows capacity for assets. FTE may shift but it is not lost in the long-term. Any way to show that there's other ways to evaluate Pathways in regards to FTE would be helpful.

-Al asked Janet if she could describe the process that resulted in Guided Pathways. Using the IP model that was on the screen, Janet explained how they did go through components of the process starting with "discover." She described that the Discovery Phase involved looking at literature and data on success and goals we need as nation and state, which allowed them to develop what their greatest needs were. The Implement Phase– we don't have a funding source for GP – used budget for college and looked at how they were using their money. Evaluated how we could use those funding sources in a way that made sense for us (GP).

-Laura stated that alignment needs to result in coherence. College can still have silos within pillars. She suggested to think about theory of change for tools to ensure there's a moral purpose with students at the center.

-Mike Howe asked how we get students to communicate what they need. Janet explained that they asked students in focus groups what they need and engage with them accordingly.

-Mike then asked about engagement with the community. Janet said on Wednesday morning they had breakfast with the community. This included all high school principals and counselors so as to ensure that they're always on the same path. This was an opportunity for high school counselors to learn how to help students from faculty.

-Barbara suggested that we need to put ourselves in the shoes of the student. "Think about if you were one of these students and you didn't have much money or prospects what would you want us to do when you walk on campus? How can the tools be used for a higher purpose?"

Gabe's Evaluation Literature Review

-Gabe explained that the team needed to create evaluation tools that are coherent with what has already been done. His 55-page literature review focuses on theory driven evaluation which uses the logic model.

-Gabe stated this lit review is intended for internal purposes as to cross-validate work for those who aren't as familiar with evaluation and to ensure the team is creating quality tools for the ASK.

-He also wanted this document to help inform, where applicable, tools the team creates.

-Mike said he's still working with the CCCCCO to take complex ideas and put them in a simple way. It's important that users feel the ASK is a meaningful experience. The PLN is too word heavy. We need to get folks interested in what is in there. If you have to click 3 times to get where you want to go, the user isn't going to want to be engaged.

- Wheeler stated that in terms of using the word “program” on the tool, we should be clear about it. Gabe said he purposely made it vague. Wheeler said to be clear about it upfront because most will think “program” is referring to an academic program.

-Laura thinks Gabe’s tool is an idealized lifecycle but it’s for evaluation, not necessarily how implementation occurs. She also stated these processes are more recursive than linear because there’s false starts or period evaluation. She thinks that Gabe’s tool might be too linear.

-Barbara said we need the practitioners to give reality of how our tool works and that non-linearity needs to be evident in it at least to the practitioners.

-Al stated that an online platform has its limitations. At the end of the day, it’s about the leadership that brings these tools to life at their campus. We must ensure the tools are easy to use and at some point, have the data that tells us if the tool was effective or not at the individual campuses.

-Mike said the tools shouldn’t be so fixed that people feel they can’t adjust them to meet their needs. The idea is not to say one is not more important than the other, but the users enter into the one that feel most important to them.

-Wheeler returned to the linear comment and said that he’s not sure defining the situation as linear or nonlinear is necessary. It’s a process - if it’s done well, it’s about what we learn about ourselves. If the process has coherence, it will be a productive journey. We can’t know the future of the journey but if we do it well we’ll be in another place.

-Laura Hope said you can plan, learn, and do all at the same time. People may have a great idea and a framework but not the details worked out, then launch it before the ink is dry and say, “let’s figure this out as we go,” which presumes the evaluation is different than the way we’ve been talking about. You may get to an outcome you didn’t expect because the evaluation took you in a different direction. Do not focus on linear Plan, Do, Act. Rather, focus on formative evaluation throughout implementation to create a productive, and valued part of the learning. Pilot versus Prototype (Chaffey College Success Center or Acceleration at any College).

-Deborah: when you integrate it to what already exists, it’s helpful. We should build in the messiness. Have to understand that things are going to change in a few months or years. Planning is not key. Coherence is.

-Al said he thinks having a common language of what defines planning is important. For example, being intentional about how to build coherence during the planning stage. He stated he has helped colleges think about grant initiatives differently by having them chase strategy and not chase money. Also, built-in terminology for context is important (e.g. “best practice” – practice may be best at one college but not another).

Barbara: Phase III will build in opportunities for people to use ASK so that they naturally want to use it. They will bring their expertise to things that we’re already helping them with. Barbara’s vision of ASK: on-demand for anyone with any expertise to get what they need. Can possibly search by skill level and what they’re looking for. It may also include suggestions of what else the user might be looking for. There should be a drag and drop opportunity for professional development.

-Laura: it would be great if ASK directed users to other ASKs.

-Mike: it will be pretty transparent, user will be taken there naturally.

-Juan: Al mentioned people have different skill sets on the ASK which is true based on results Ed Insights has seen so far. The lower-rated item of the workshops regarded participants feeling

like they did not get enough info about using online tools. Sometimes people didn't even know where the ASK was. There's a belief out there that best practices are being promoted.

-Barbara said she doesn't understand why people still think the IP team is producing "best practices." The team has been intentional about articulating otherwise.

-Al: as CC professionals, "best practices" is a term embedded in education. Our deliverables haven't been vetted by colleges in terms of their implementation and effectiveness. As a team, we settled on "promising practices" instead for our deliverables.

-Laura asked why there is reluctance to use the terms, "best practice" and/or "effective practice." Wheeler explained that many people would perceive these terms as conveying a CCCCCO strict guaranteed outcome.

-Al discussed how negative outcome can actually be a good thing. For example, consider students in a teacher education program with an outcome to increase the number of future teachers. Some students may realize they don't want to be teachers through field work experience at local schools.

-Deborah: Don't use promising practice. Use best practice or effective practice. We have to make clear where we're coming from.

-Laura stated she doesn't want attendees to kid themselves about the quality of tools. "Agnostic" seems to indicate there is no promise.

-Deborah suggested to accompany tools with descriptions of success stories. She did not recommend using the term, "promising practices" because she does not feel it is convincing.

-Gabe said that even a randomized control trial is inaccurate, thus we can't describe tools as a "best practice." We don't want to propagate.

-Deborah and Laura recommended using the term "effective/high impact practice."

-Micheline" being out in the field, people might pull back when you use words like "experts" so we're trying to find comfortable language.

-Laura: "tool" has a transactional/conational feel.

-Deborah: what is the language that has common currency in the work of practitioners? I don't care what you call it but I am only going to use tools that are going to create change. Call it best practice or HIP, high impact practice.

-Mike: Keep in mind that the term "best practices" came from those who created us, not us. The P3 created us and is made up of academic senate, CIOs, etc. We feel successful at moving them from "best practices" to "promising practice."

-Deborah shared she is more comfortable with "best" over "promising" because there is a history behind "best" and they're tired of "promising practices."

Micheline Discusses Convenings

- Micheline explained that the RP pre-conference convening went well, but participants struggled building the logic model.

-Wheeler suggested to give participants a scenario.

-Al said teaching the crosswalk step to build a logic model for integrated planning is not easy. He recommended presenters to model it for them a bit, walk around and make sure they come up with at least one overlapping goal.

- Juan said the IP model and Logic Model are the 2 highest rated in terms of feedback

- Barbara: how we present and use pedagogy is important. For Phase III, we need to understand how to be better teachers and facilitators.
- Gabe suggested having a gathering like a retreat as a training approaches. He said that maybe some members should be presenters while others should help behind-the-scenes.
- Juan said a participant mentioned they wished the teams had more time to begin the planning process. He suggested to consider sending out PowerPoints ahead of time so that participants can do their homework.
- Al doesn't recommend sending the slides ahead of time. People need rich context to introduce them to the content. He has set expectations that what they're learning is like a "taste test" at the training. It takes many days for people to accomplish the task back at their campus.
- Laura Hope: maybe we're not giving enough context about how it could be used. Notion of the "home team" and "away team." Be more explicit about getting information to the home team.
- Juan said an interesting point that has come up is that there's not professional development on how to teach integrated planning at your own campus.
- Deborah disagrees because her group supports the people who are going back on how to facilitate with home team. We can come in and find a team that is on their campus and do a one-on-one.
- Al said as a result of the convenings, we had participants invite us to their campus to provide IP trainings.
- Wheeler asked if there was a way to formalize asking if they want training at their campus. Deborah suggested having a form at the convening.
- Barbara said for Phase III, think about switching from a one-shot convening to a process where we help colleges get to a higher level through more trainings, 3CSN, etc.
- Barbara said that at the RP pre-conference convening, Monterey Peninsula College was at 2 different tables because they wanted to see if anything different came out of their discussions. They had just developed an IP committee and had already been dabbling with logic models. They each developed different logic models. By the end of the workshop they knew what they wanted and had momentum.
- Al said as his recent training at Diablo Valley College, he had participants in workgroups take turns thinking about how each component of the IP Model would look at their campus. They wrote their ideas on chart paper with prompts for different work groups. At the end of the exercise, chart papers were put on the wall for everyone to review and analyze how they would implement the IP Model at their campus.
- Micheline said she, Barbara and Gabe discussed having each table choose an issue to focus on for each component of the IP Model.
- Feedback for Maria's accreditation crosswalk was gathered from participants at the Pre-Conference workshop. Barbara said that the feedback has been great.
- Micheline said many of the tables went onto the ASK to find the accreditation crosswalk right away.
- Barbara told Juan to think about a way we can send out the tools after events to the email addresses he uses to send surveys to. Barbara described Maria's accreditation crosswalk. She said the initial feedback was to remove the x's so that the user can fill them in on their own.

- Al stated that this is an example of how colleges make the tools their own. If “agnostic” is not the right word, then perhaps “adaptable” or “customizable” tool would be a good term to describe tools such as the accreditation crosswalk.
- Wheeler thinks we can build in how important evaluation is to us. “This project cannot go on if we don’t have evaluation.”
- Maria suggested a 6-month follow up with convening participants and have them describe what they may have implemented at their campus.
- Gabe said that going through the logic model took so much time - that they’re not hitting everything on the IP model. He wanted to determine what the product of our workshops are. The workshops do not just focus on how to build a logic model, thus how can we see a better consistency between what people can find on the ASK and what is being presented at the workshop?
- Gabe was also concerned about how people interpret the definition of integrated planning in different ways as some just see it as plans that are integrated. It is important to clarify this terminology. Based on his experience at the last conference, he did not feel that it represented the team’s project as a whole, rather it represents a logic model in a class.
- Deborah: in the community college context, logic model is to help people see where their priorities are and their planning assumptions they don’t even know they have. Went back to earlier conversation of having a mission/goal. Thinks practitioners are not as interested in a contextual model - the process is more important.
- Jessica said 3CSN has a lot of tools and it seems like the logical starting point was doing the logic model.
- Barbara said when her and the presenters were thinking about delivery of content, they were trying to figure out how to give attendees something they could bring back to their school.
- Al said there’s room to add other tools in the trainings for Phase III. At some point, the logic model may reach a saturation point. He said he has seen participants appreciate and hunger for nuts and bolts; easy to use resources.
- Laura Hope said people aren’t hungry for nuts and bolts, rather, they’re hungry for change.
- Mike said “nuts and bolts” are a place for people/colleges to start their discovery process. Barbara said that for example, the accreditation crosswalk is a good start but users do not realize they will still need a bunch of other tools.
- Barbara said the IP group cannot operate in a silo. It has to be integrated for us to work. How do we work with everyone to make sure that what we’re doing is helpful?
- Deborah: IP is something we’re being told we have to do which is different from the why or purpose connected to what we want to do for students. What is the story that this group and tool kit is trying to tell? Why should I follow that model as opposed to another model?
- Maria recalled the example of how the IP model could work per Janet Fulks’s presentation on GP. Maria said Al asked Janet an important question about the process that resulted in Pathways.
- Barbara mentioned that when Janet explained the process, we didn’t ask her what she didn’t use from the IP Model
- Deborah said process doesn’t matter, that Janet’s description of the Discovery stage for Guided Pathways doesn’t matter. Rather, the four pillars resulted in Pathways.
- Barbara asked how the pillars came to be.

The team then discussed the notecards Barbara distributed whereby everyone noted one accomplishment from the past and one thing we should do in the future. Two things we learned from the discussions:

1. Overlap is needed in Phase III. Furthermore, evolving the workshops and what's happening beyond those workshops. - Gabe
2. Conversation on lingo is about something deeper – the legitimacy of our work, how and what we endorse. Naming our values will provide the opportunity to frame our presentation based on our purpose. – Geoffrey

Barbara On Vetting

-We've been working with the RP Group and IEPI. Some people have asked us about the tools – how did you figure out they were good tools?

-We scanned the field for literature, resources are evaluated by IP team, team members review and comment on resources, compare resources across multiple sites and colleges, showcase and receive feedback from others outside of our realm.

-In terms of Phase III, the vetting process will become a non-issue at that point because there will be so many people giving feedback.

-Barbara said that once a tool is up on the PLN, it's not static, we need some feedback on it. That's the opportunity for the field to let us know how it worked at their respective campuses.

-Mike said CCCCCO says the ASKs are never finished, they always need to be updated. They're always there to be refined and improved.

-Juan stated that goals for PLN leaders are very broad.

-Wheeler said we need clear messaging within all of IEPI in terms of partnering/what the benefits are.

-Mike shared that change management in leadership is in the process of being developed. He said it's still on the drawing table and Pathways ASK is the next one.

-Deborah said she doesn't understand where or how the new conversations on new ASKs are happening. Mike said they are starting from P3.

Update on Technology on ASK

-Barbara said there's a change of leadership on the ASK team and change of process as well as a new look.

-Al has reached out to onsite training attendees who have been using the IP Model and tools. These individuals may participate in future ASK videos that will demonstrate how they've been applying what they learned.

-Barbara asked Juan to let us know who the people at the PLN/ASK are.

Laura Hope, Leading From The Middle:

-Laura explained: Leading From The Middle (LFM) has roots in the RP Group. It was developed in 2009 when Hewlett leaders were announced and the absence of support for leaders in the middle became evident. There was a big movement at the top and pressure for reform and innovation. LFM was born from the idea that people in the middle who are responsible for change needed more support. They convinced RP and to give \$15,000 to

start. Over the past 5 years there have been 400 participants and 70 college teams. LFM participants attend three 2 1/2 day convenings and do 2 asynchronous activities. Each team gets a coach for a year. Teams are cross-functional: faculty, staff, etc. and there are no more than 6 people per team. Change cannot be shouldered individually, it has to be done as a part of a team. Trainings are problem-based – participants are asked to bring in an initiative and treat the convenings as a way to present tools surrounding: planning, resistance, failing successfully, building a coalition, etc. LFM is grown from a small organization and received a grant from CCCCO last year for more convenings to do in conjunction with 3CSN. They had their first joint regional convening last week and are planning at least two more.

-Laura and Deborah are very close to people in the field and have a very pragmatic lens to tools. They are strongly dedicated to the fact that transformation takes a long time and are looking to advance conversation – how to contextualize tools in a meaningful way so colleges can use them to help students.

-Juan asked Laura to add Ed Insights to planning calls.

-Maria said she loved her LFM experience. Her focus was on Guide Pathways which is coming to life now.

-Barbara closed the retreat by thanking all participants.

IEPI Applied Solution Kit for Integrated Planning, Phase II – Progress Report as of May 5, 2017

Overview

The IP Team focused its attention March 5th-May 5th (see meeting notes, appendix, pp. 8-29) to continually develop IP tools and resources that are aligned with the Phase II Scope of Work.

The six tasks in this report are the deliverables described in the Phase II Scope of Work.

Time of Contract

Phase II: November 1, 2016 – June 30, 2017

Report Period: March 5, 2017 – May 5, 2017

Progress on Tasks

Task 1: Refine the identification of key characteristics of effective IP to include a review, synthesis, and summary report of IP practices from extensive available documents/white papers created by community colleges. Research the role of leadership in IP and how these findings can be leveraged and/or “packaged” for training and PLN.

Deliverables*

- Rich text documents including details of evidence and who were consulted to formulate the document. Compile information into useable format for consultants to use for Tool development.
- A user-friendly document designed for ease of understanding for the CCC field including graphics, narrative, and reference as to what and who were consulted to create it.
- Specifications for the ASK team to take the product and make it come alive in the ASK PLN.
- Review and synthesize 20 community college planning and governance documents currently on the Smartsheet for themes.
- Find and include additional 15 community college documents & review and synthesize for themes and place on the Smartsheet.
- Identify leaders in the IP community or leaders at community colleges successfully modeling IP.

**Per consultants' SOWs*

Progress

Fifteen additional community college planning and governance documents were identified and assessed using a rubric. The documents were uploaded to the SmartSheet “PLN completed tools/resources” tab for Michelle Pilati to upload to the PLN/ASK. Michelle DuBreuil has taken over this task. The documents are not uploaded on the ASK yet as they need to be formatted for ADA access. The synthesis of community college handbooks with emerging themes was originally slated to be completed by April but more emphasis was placed to complete items for Task 3 (see below). The emerging themes document is still being drafted and expected to be completed by June.

Task 2: Expand on IP practices and frameworks by focusing on subject matter experts from the diversity of stakeholders engaged in successful integrated planning. Strengthen and enhance the literature review products so that they are digestible and useable for the colleges and the PLN. Engage the Subject Matter experts in deeper discussions and evaluation of the IP tools created in order to determine how to improve upon them.

Deliverables*

- Interview or review the work of leaders in IP Practices to learn what works and what doesn't. Create resources for the PLN based on leadership findings.
- Develop a document related to community college program development processes, specifically when these programs are developed under grants. Identify role of all stakeholders and how program development is incorporated into long-term planning and funding. A synthesis of readings and collaborations with faculty team should be reflected in the document.
- Develop a product in the form of a digestible literature document that enables colleges to readily consume integrated planning leadership themes and characteristics. Subject matter experts will critique it.
- Strengthen, enhance, and revise the Scenario Planning activity document for practical use at colleges as well as demonstration for training purposes.

**Per consultants' SOWs*

Progress

- The Scenario Planning document is complete and available on the ASK.
- The Community College program development processes document has been drafted and slated to be completed by late May.
- The leadership deliverable was put on hold to ensure there wasn't duplication of efforts with CCCCCO leadership development efforts. Once it was clarified at the ASK Leads meeting in Ontario (2/26) that this work can resume with a focus on integrated planning, the IP Team revisited this work, but it was decided it was best to coordinate efforts with the new Change Management/Leadership ASK. Instead, more time and effort was devoted to Task 3. Then at the 4/29/2017 IP ASK Retreat, it was decided that the Evaluation and IP Literature Reviews

could be re-read to pull out leadership components that would help the IP Team as they work with the other ASKs in Phase III.

Task 3: Refine and create additional IP tools and processes for implementation, evaluation, and reporting of the IP Model, including refinement of the college's self-assessment tool. Tools/resources will fall under the following phases of the IP Model: Discover, Develop, Implement, Evaluate, Report.

*Deliverables**

- Integrated Planning Readiness (Discover)
- SWOT Analysis, Examples of completed IP plans, 3CSN LCAP example (Develop)
- Drag and drop flowchart for planning, Planning Calendar (Implement)
- Identify, incorporate, and develop 3-5 sound evaluation tools/resources (Evaluate)
- Dashboards for KPI, Goals, Report for the masses, internal report, email/newsletter and mega report templates (Report)

Develop an Accreditation Standards Crosswalk as a tool for integrating / linking various plans based on the standards that can align with other tools in ASK.

**Per consultants' SOWs*

Progress

Task 3 is at the core of the IP Team's deliverables in order to continually populate the ASK. Numerous tools have been created as noted in the following page.

IP Model	IP Tool
<ul style="list-style-type: none"> ✓ Integrated Planning Readiness (Discover): 	<ul style="list-style-type: none"> ✓ An IP Literature Review Themes resource is up on the ASK. ✓ Appreciative Inquiry tool for integrated planning is up on the ASK.
<ul style="list-style-type: none"> ✓ SWOT Analysis, Examples of completed IP plans, 3CSN LCAP example (Develop): 	<ul style="list-style-type: none"> ✓ SWOT Analysis tool is published on the ASK.
<ul style="list-style-type: none"> ✓ Drag and drop flowchart for planning, Planning Calendar (Implement): 	<ul style="list-style-type: none"> ✓ A Gantt chart (flow chart) for integrated planning (due on ASK soon) ✓ Implementation timetable worksheet tool
<ul style="list-style-type: none"> ✓ Identify, incorporate, and develop 3-5 sound evaluation tools/resources (Evaluate) 	<ul style="list-style-type: none"> ✓ An extensive literature review of evaluation (55 pages) is completed. It has served as an internal tool to inform tools/resources related to the Evaluation component of the ASK. ✓ Evaluation monitoring systems resource (due on ASK soon) ✓ Evaluation matrix worksheet tool ✓ Evaluation planning worksheet tool
<ul style="list-style-type: none"> ✓ Dashboards for KPI, Goals, Report for the masses, internal report, email/newsletter and mega report templates (Report) 	<p style="text-align: center;"><u>Ongoing</u></p>
<ul style="list-style-type: none"> ✓ Accreditation Standards Crosswalk: Feedback has not been received as of this progress report. The tool was shared at the Golden West College IP convening and at the RP Group pre-conference IP convening. The tools received positive feedback from participants. It will be ready for ASK upload by end of May. 	<ul style="list-style-type: none"> ✓ Accreditation Standards Crosswalk document was sent to the Academic Senate Executive Committee (via Wheeler North). It was also evaluated by attendees at the Golden West and RP Conference workshops.

Task 4: Refine IP resources and tools via user feedback from the Professional Learning Network. Update IP resources based on further presentation, convening, training feedback.

Deliverables*

- Develop methods and systems to evaluate impacts of IP Trainings through follow-up surveys, analysis, and feedback.
- Evaluation of trainings by developing a conceptual model of intended outcomes, measurement instruments for either pre-test/post-test measurements or follow-up assessments, as well as perform analyses where appropriate. Critically assess the feedback in attempt to synthesize results for informed direction.
- Use feedback from PLN site/convenings to update/improve/refine, etc. resources and tools.

**Per consultants' SOWs*

Progress

- There has not been PLN/ASK user feedback
 - Feedback received from attendees at IP workshops held at Golden West College and the RP Group pre-conference was positive overall – especially as it focused on the usability of the IP Tools presented. EdInsights is responsible for gathering survey data and analysis about the learning outcomes of the events and general satisfaction. To date, the response rates have been low on this post-event survey.
-

Task 5. Continue to populate the PLN's Applied Solutions Kit with IP resources and tools. Design how to present IP materials on the PLN (e.g., video, interactive media, animation, prezzi, uploads, etc.).

Deliverables

- Collaborate with the PLN team to design presentation of and navigation to/around the IP ASK.

Progress

A video conference took place with Michelle DuBreuil on 4/26 to discuss a plan of action for working together and to enhance the current and future IP ASK tools/resources. Michelle shared the new upcoming interface for the ASKs. The next step is for her to review current tools/resources so we can regroup on how to best enhance them (e.g., video, interactive media, etc.). During the meeting, Michelle reviewed notes from her meeting last year with Barbara McNeice-Stallard and indicated that much of their conversation was still relevant to where she wanted to take the IP ASK. The IP Team is excited about the new possibilities.

Task 6: Plan, design, execute, and evaluate IP-related trainings and presentations: Potentially 20-30 trainings across California that vary in length (1-2 days), audience, location, and purpose.

Deliverables (Same as Task Definition)

Progress

IP Trainings and Workshops during reporting period:

- Regional IP Training: Golden West College, March 29th
- Preconference IP Convening: RP Conference, April 19th
- IP Customized Training for Allan Hancock College, April 12th
- IP Customized Training for Diablo Valley College, April 21st
- Fresno College and Kern College could not find the time for a training. Imperial Valley College sent a team to the Golden West event instead.

Conference Presentations during reporting period:

- CCCCSSAA Conference, 3/23
- ASCCC Plenary Presentation, 4/20-4/22
- RP Conference, 4/20

IP Event scheduling Google Doc: https://docs.google.com/spreadsheets/d/1-ja_36d-2lfAL0qKwMCIOE0xP7gtdwmIVyPA2NFwIms/edit?usp=sharing

Challenges and Success

Challenges

The delay we experienced with finalizing the Phase II SOW created challenges with invoicing and budgeting as we could not process consultant contracts without a signed client SOW.

The number of presentations, weekly and ad hoc meetings, as well as partner gatherings while very useful does cut into time doing the work. Having most consultants from the field meant that Wednesday nights from 7pm onward was the only time for all to connect.

Successes

The IP ASK is up! It is great to see it up and ever better to have new perspectives as to what can be made better as we go forward.

The Team is completing many of the deliverables in the scope of work and convenings have gone well. Several Colleges at the regional convenings have had breakthroughs in their work

including Monterey Peninsula College and Coastline College. Allan Hancock College and Diablo Valley College had Al Solano come to their campus to address their specific IP needs. Points of contact for both colleges confirmed that they would be willing to volunteer for videos on the ASK to demonstrate the value of what they received and how they used it.

The evaluations of the tools at the regional convenings are showing, at least at the session, attendees' positive perspective about the IP Tools. The Team is working with EdInsights and we have aligned our evaluation tools. Through this process there is a shared understanding of the convenings outcomes and how it could be used to evaluate the professional development. There is, however, a low response rate post-convening to the EdInsights survey. At the 4/29/17 IP Team and Partners' Retreat, we discussed the possibility of gaining feedback from the attendees while they are at the convening. The EdInsights representative will bring those suggestions back to his team.

APPENDIX

March 22nd, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Geoffrey Dyer, Barbara McNeice-Stallard, Steve Gomez, Maria Narvaez, Gabe Orona, Al Solano, Hayley Solano

Primary Meeting Goal: Consultants provide a status update of their work.

-AI started the meeting by sharing that the CCCCCO is now allowing the IP team to do work related to leadership. The team can start putting together the lit review on leadership as well as conduct interviews with leaders about IP as necessary.

Consultants provide updates of their work

Gabe's Appreciative Inquiry Document:

- Geoffrey shared that he thinks Gabe's AI document reads well and looks great. He said there are some capital letters that maybe should not be capitalized. He also suggested providing further information under "destiny."
- Maria said Gabe's example was great. She suggested to possibly include a timeframe including when it started and how long it took for them to go through the process.
- Micheline shared that Gabe's document is easy to read and understand.
- Steve described Gabe's document as a good summary of what AI is and how it's related to IP.
- Barbara said the team does not need to review a second draft of the document. Gabe will make his changes and to create the final document.

Maria's SWOT Analysis:

- Maria explained that this tool is not meant to be too comprehensive, rather it is meant to be used as a snapshot so that users can quickly reflect on their planning process. She described the challenges often presented with attempting to evaluate the planning process such as forgetting earlier steps. Maria's SWOT Analysis is a simple template users can fill out to recount steps of the planning process as well as provide evidence for accreditation.
- Maria made a few changes to the previous version of the document including additional questions and breaking it down by the IP model components with examples.
- AI said he loved the examples Maria provided and that the document would be excellent to utilize at a training.
- Geoffrey was wondering if the IP model could be hyperlinked. Maria said we can see about this feature when it is uploaded to the ASK.
- AI asked Wheeler when Maria's Crosswalk will be reviewed by the committee. He said he doesn't know if they'll get to it at the April meeting because it is a short meeting for them.
- AI reminded the team that the next training is at Golden West on 3/29. The training will focus on creating a logic model. At the end, Barbara will introduce the Accreditation Crosswalk in which we can receive feedback.

Micheline's IP Scheduler & Calendar Documents:

- Steve created the IP Scheduler document based on calendars Micheline pulled from program handbooks that she considered to be valuable planning tools.
- Micheline and Steve considered creating an interactive calendar and came across Gantt charts which break down activities by timeline or start and end dates as well as provide a visual representation of a long-term planning schedule.

- Micheline described the IP Scheduler as a bare bone skeleton of what the document could look like. She tried to integrate the 5 phases of the IP model depending on the activity being planned and assigned a phase of the planning model to the activity.
- Micheline designed the other document, a Gantt chart which she programmed and time activated by start and end date. She explained that the first four columns can be filled in as necessary by the user.
- Maria commented that the tab with the months is more useful in terms of planning and that although start and end dates are used, we don't need to go by each day of the month.
- Micheline asked if anyone had suggestions about which dates to start on. For example, instead of January, there could be other tabs that have different months. The team agreed that the fiscal year would be the best choice.
- Al suggested to have an example possibly using the IP model.
- Wheeler provided input on Micheline's document as well. He stated that if the calendar was to use an annual budget, there are different elements of that process that need to occur cyclically. He doesn't know if this can be programmed because it would be more complicated than a start and end date.
- Wheeler stated Micheline's tool could be an ongoing living document that functions as a calendar and allows users to organize their time efficiently. He suggested that each item could contain a period of activity and periods of non-activity (e.g. planning the college schedule) which would require more than one start date and more than one end date. He also suggested that different items be categorized by color.
- More specifically, Wheeler described that when you consider the process of integration at a college, there are multiple items that have different entrance and exit points throughout the year or certain items that can be categorized under bigger items.
- Steve suggested to include sub-items or if the project is expansive, to have one big sheet for one item. He stated that excel has limitations but there are other tools that can be used such as a Smartsheet that may have more programming ability. There is also software dedicated to this type of work. If this tool has the potential to be a very powerful, we can consider using other software.
- Micheline asked if it would be helpful if she changed the colors in the document. Wheeler said she could use a main color and one line underneath it, providing dates and deadline points.
- Micheline also asked how many start and end dates there should be. Wheeler suggested to create a separate worksheet for each item that goes back to main month page, creating plenty of room to plug in start and end dates.
- Steve and Wheeler said it would be great if this worked but it would probably complicate the programming quite a bit. Steve suggested that zooming out to the big picture and zooming into details would be helpful.
- Wheeler said as we run into the limitations of excel, it may be that IEPI should invest in software tools which wouldn't only provide tools to colleges, but would allow us to see what would be beneficial to them as well as possibly onboard intense programming for a web-based tool. Steve said he would send the group some of the materials available in terms of programming.
- Geoffrey asked if it is possible that the team is overthinking the tool. Steve said that he and Micheline were asking themselves the same question. Steve stated there is value in different

versions of the calendar. For example, Wheeler's suggestion for a more complicated version might be more appealing for some users while others may prefer a simple version.

-Al suggested to keep it simple. He said users can invest in software if they would like. He suggested to create a narrative to accompany the tool on the PLN with links for users to explore if they want to see a more detailed version.

-Geoffrey thinks Micheline and Steve's tool is great because it is interactive and easy to use. He likes Al's idea about pointing users to other resources for them to check out but he's not sure if it's worth the money and time.

-Al said we might run into the issue of different colleges having different opinions on the easiness level of more complicated software. He suggested to keep it simple and add a few revisions.

-Steve said he and Micheline will discuss and create a new version for next week.

Other Items:

-Al reminded the team to look back at their SOW's and see if there is anything they can invoice for.

-Al said next Wednesday 3/29, he and Barbara will be at Golden West which they'll report on next week. We can also consider the agenda for the retreat on 4/29 next week.

March 29th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Barbara McNeice-Stallard, Maria Narvaez, Gabe Orona, Hayley Solano

Primary Meeting Goal: Barbara reports on IP Training at Golden West College, consultants provide updates on their work, begin planning agenda for team retreat on 4/29.

Meeting Item 1: Barbara Reports on IP Training at Golden West College

-Barbara shared that the Golden West training went well. Barbara, Al, and Jessica presented the IP Model and gave participants the opportunity to dive into the logic model for integrated planning. Barbara said her and the presenters are conflicted as to whether they should give out the presentation to attendees. Many attendees ask for the presentation but she wants to avoid enabling them to go through it too quickly.

-Barbara also mentioned that she received feedback on Maria's Accreditation Crosswalk. The general consensus was that the document looked great and would be helpful. A couple attendees said it was overwhelming and they would prefer if the x's were not already put in the document for them. Barbara suggested that the first line of the document contain x's as an example and the rest are left blank so that users may fill them in as needed.

-Maria agreed to revise the crosswalk document based on feedback from the training. Barbara also mentioned that a few groups kept tripping over one of the plans in the crosswalk because there was a term in the document that is not used universally. Barbara suggested adding a small notation explaining what each term is as different colleges use different terms.

-Barbara said the training concluded a little early but that there was one team that was still working after she left. They were struggling as online college to integrate with the rest of their college. The training created an opportunity for them to discuss solutions.

Meeting Item 2: Consultants Provide Updates On Their Work

Micheline Shares Newest Version of Gantt Chart:

-Micheline explained that she incorporated the team's suggestions from the previous meeting into the latest version of her Gantt chart. She changed the calendar to start with July, provided an example, and included periods of activity and periods of non-activity.

-Micheline also put in option to have a start and end date and second start and end date. She changed the look of the tool a little bit and included an example taken directly from Mount Sac's accreditation timeline.

-Micheline discovered a few issues by changing the calendar to start in July because now there is more than one year. In terms of making the tool user-friendly, she stated she can either create different tabs with numerous years or provide directions explaining how to change it so that the user can update it.

-Wheeler asked Micheline if it would be possible to set it up so that all the user has to do is copy a worksheet and paste it to extend/add a year.

-Micheline said she doesn't think this is possible because for each month the year is entered, the date is entered once.

-Wheeler asked if the user has to make second copy of file for the second year or if the user has to add months and months on. His concern was the file becoming so big that data must be deleted.

-Micheline explained that the user can copy all the lines and put it below. She suggested putting in a control section for all the years. Micheline said she will think about how to improve the tool further and explained that it was easier to create when the calendar was from January to December.

-Barbara stated that Micheline and Steve are doing a great job with the Gantt chart and recommended utilizing a tech expert. She suggested that IEPI might have someone that can help us with the backend.

-Wheeler stated that one of the benefits of Micheline's tool was expressed in the link that he emailed the team. He explained that those that are doing the work in the plans have a good idea of what the timeline is but providing the technicalities of the timeline as they unfold is a powerful element of Micheline's tool. He asked how we can take this visual demonstration and let a college turn it into a website.

-Barbara responded that it is great to be thinking about what this tool will turn into and how it could be used. She suggested thinking about how this could be pulled into an accreditation document.

-Micheline added that it could be incorporated in document or external evidence for accreditation timeline.

Gabe Shares His Lit Review:

-Gabe explained that his lit review focuses on a particular type of evaluation known as called "theory-driven" which is the type of evaluation the team is most familiar with as it essentially develops a logic model. The document is a literature review of two books by individuals leading in the field and an additional four academic articles to complement them. Gabe explained that his document covers all aspects of evaluation and he plans on using it to derive an evaluation product that is informed academically.

-Barbara prompted the team to provide initial feedback on Gabe's work and consider the practical use of his document.

-Micheline said she appreciated the document. She suggested that a lot of its content could be turned into handouts.

-In terms of developing a document in relation to the lit review, Gabe said he wants evaluation to be under purview of integrated planning. He envisions having a theory-driven perspective for each part of the IP model in terms of evaluation as well as clearly differentiate between the several types of evaluation so that users can understand the process more clearly.

-Barbara suggested that Micheline and Gabe discuss this document because their skill sets align on this topic.

-On the topic of practical use, Wheeler asked Gabe how he sees the document being used by the different levels at a college. He stated it might be helpful for researchers but wants to know how it can help others.

-Gabe stated he does see that his lit view would have more of an appeal to a researcher. He explained he wasn't envisioning his document to be an initial place for users, rather it will provide framework for new tools. More specifically, when he creates new tools, he can reference

content from the lit review. Gabe stated that while his document will appeal to researchers, it will allow non-researchers or non-evaluators to be aware of what they could gain from evaluation.

-Barbara stated that as far as language is concerned, even though approvers have their own language of evaluation, we should consider the community college and how can we use the language so it supports the IP model.

-Barbara also explained that the team agrees that Gabe's lit review is great as it is a great foundational piece that we can all derive things from. She suggested that there are likely 20-30 tools that could be created from his document and stated that the team could benefit from reading it to consider what kinds of tools could be created and provide Gabe with feedback.

Discussion On Academic Senate Review

-Barbara asked if Wheeler had any updates on academic senate. Wheeler said he will check in to see if they will be reviewing Maria's Accreditation Crosswalk at their next meeting. He is not confident that they will have time to review it as they have a shorter meeting this month.

-Barbara suggested trying to get on their next agenda for a general update on where we're at and the ASK and said it would be great to be reviewed once in the fall and once in the spring. Wheeler said he will mention this idea to the academic senate and copy Barbara and Al on his email to them.

Meeting Item 3: Plan Agenda For Team Retreat 4/29

-Barbara shared that she put out a call to others who may be interested in attending the retreat. She invited IEPI and asked them to consider sending someone from the evaluation group. She also asked Theresa to consider attending as well as Ed Insights and 3CSN.

-Team members contributed the following agenda item ideas:

1. Review Gabe's literature review and discuss potential tools to be created based on it.
2. Discuss the format and overall purpose of convenings and presentations.
3. Take a look at survey needs assessment feedback.
4. Discuss Vetting. Barbara shared that while Geoffrey's vetting tool is a great resource, we don't want to have to complete that process with every tool we create.
5. Explore how to integrate across the ASK and our partnership with CCCCO. Discuss how we can provide resources to the PRTs (e.g. what they need and what we've done that can be useful to them)
6. New ASKs: There are two coming out focused on pathways and leadership. Discuss thoughts.
7. Look at update on the technology behind the ASK. A new version is supposed to be rolling out.
8. Discuss how to work more closely with 3CSN, TTip South, and CLP.
9. Icebreaker activity. Team, let Hayley know if you have any ideas. This should be an opportunity to move around the room. Barbara would like us to be able to move around every 10 minutes.

Other Items:

-Barbara shared that she believes we will have the ability to continue this project after June and reminded the team that we can invoice for our work.

April 5th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Micheline Pontious, Geoffrey Dyer, Barbara McNeice-Stallard, Gabe Orona, Steve Gomez, Juan Urbano, Al Solano, Hayley Solano

Primary Meeting Goal: Review consultant tool updates, discuss 4/19 convening at RP Conference, share IP ASK Needs Assessment Survey update, review agenda/logistics/attendees for April 29th Retreat, discuss upcoming convenings and college-specific trainings, share ASK personnel changes and training for PRTs on 9/1 and 9/22.

Al started the meeting by sharing about his experience at ACCJC conference ASK table on 4/5. He said he answered a few questions about the ASK. People who passed by were mostly associated with the RP Group. He also mentioned that he sent the SWOT Analysis and Appreciative Inquiry documents to go up on the ASK and asked when the Scenario Planning Literature Review will be uploaded.

Meeting Item 1: Tool Updates

Updates on Micheline's Tools

-Al asked Micheline about her theme document based on the community college handbooks she reviewed. Micheline said it is almost done, but she has been focusing on her Gantt chart document. Micheline said she has to make one more edit to the Gantt chart before it is ready to be submitted to the ASK.

-Al suggested potentially putting together a video to go with Micheline's Gantt chart to help users learn how to use the tool.

-Barbara says we have tools to make the video possible by working with folks at the ASK. We will be in touch with them to learn more about this possibility.

Updates on Gabe's Tools

-Al said Gabe's lit review is great and will help inform the evaluation tools and resources for the evaluation component of the IP Model. He also asked Gabe if he had any other updates. Gabe said he's been brainstorming an idea for the evaluation piece partly derived from literature and partly for program cycles. Al suggested to look at grant cycles since grants typically take the form of a program.

-Al asked if there were any collaboration updates with Steve. Steve said he and Gabe had a good talk the previous week. Updated tools will be sent out to the team next week.

Meeting Item 2: 4/19 Convening at RP Conference

-Micheline, Gabe and Barbara will attend the 4/19 convening. Barbara suggested that Gabe and Micheline connect to discuss logistics. She will send them the PowerPoint used at the last convening and discuss their thoughts. Barbara stated she would like to use Gabe and Micheline's tools at the 4/19 convening as it would be a great opportunity to showcase and receive feedback.

-Regarding possible tools to roll out at the convening, Gabe said he doesn't think the Appreciative Inquiry document would lend itself well to the event format because it's not

interactive. Other choices include his Scenario Planning and IP themes documents, however he would like to have an evaluation document and pilot that by then.

-Barbara stated that in theory, the Appreciative Inquiry document could be interactive but it is more important to consider how it could be a valuable tool for attendees. She suggested that in terms of the AI document, attendees could go through it as well as the IP model along with it. She told Gabe she likes his evaluation idea and that it would be great if he could work on it with Steve.

-AI reminded the presenters that there needs to be enough time to allow for the IP model and logic model exercises. If more than 2 or 3 tools are presented, the IP model and logic model exercises will need to be shortened. He suggested presenting Maria's Accreditation Crosswalk so there can be a second set of participants that would have provided feedback, and possibly one more tool depending on how the convening is structured.

-Barbara asked Micheline if she had any ideas about the IP convening on 4/19. Micheline said she doesn't think she has created a tool that would be interactive enough for this event. However, she has an idea for a tool she wants to talk about with Gabe. She suggested that if the presenters can only present one tool, her or Gabe's tools may be ready by then.

Meeting Item 3: IP ASK Needs Assessment Survey Update

-Barbara said she received great feedback from team. She had a chance to review it one more time and had a few more suggested edits. She thanked Gabe and Micheline who provided further feedback.

Meeting Item 4: Review agenda/logistics/attendees for April 29th Retreat

-Juan Urbano from Ed Insights asked what his role would be at the retreat. Barbara explained that there is a fine line between being a part of our team and being an evaluator. She told Juan she would like him to explain what his role is and how he thinks he can help the IP team ensure we're helping with other parts of the ASK as an evaluator.

-More specifically, Barbara explained that if the team is doing anything counterintuitive, she would love for Juan to let us know. Barbara reiterated that as an evaluator, she doesn't know where the fine line lies, but it would be wonderful to receive feedback on evaluation tools the team is about to create.

-Barbara led the conversation about fine tuning the agenda for the 4/29 retreat which resulted in the following:

Integrated Planning Team Retreat Agenda
Saturday, April 29th
9:30 AM – 3:00 PM
The Padre Hotel
1702 18th St, Bakersfield, CA 93301

1. Icebreaker Activity
2. Introduction to Ed Insights, Juan Urbano
3. Discussion on Pathways by Janet Fulks, Interim Dean, Institutional Effectiveness, Bakersfield College. (A member of the team will follow through a handout of IP Model)
4. Review Gabe Orona's evaluation literature review and discuss potential tools to be created based on it. (Gabe)
5. Discuss the format and overall purpose of convenings and presentations. (Micheline)
6. Discuss vetting.
7. Explore how to integrate across the ASKs and our partnership with CCCCCO, and how to provide resources to the PRTs.
8. Discuss thoughts on new ASKs (Pathways and Change Management)
9. Update on the technology behind the ASK.
10. How to work more closely with 3CSN, TTip South, and CLP

-Barbara told Hayley to remind her to make sure that she invites partners from TTip south and CLP as well as the RP group to these types of events.

-Geoffrey reminded to add Janet Fulks to the agenda. Al said that he and Janet discussed how this retreat will be a nice, informal setting for her to explain her integration story re: Pathways.

-Barbara added that she thinks it would be interesting for the team to review the IP model while she's telling her story we can see how many times she discusses each step.

-Barbara asked if there was anything else the team should consider in terms of the agenda. Al said the agenda is fairly packed, thus it's important to be aware of how much time the team is spending on each item.

-Barbara mentioned another idea would be to have team members attached to each item. For example, Gabe will cover his literature review and possibly bring a tool the team can dissect. She suggested that the tool he creates could possibly be used to evaluate the retreat.

Agenda Item 5: Upcoming Convenings and College-specific Trainings

-Al said he has a training at Allan Hancock college which was set up after he sent an email out to previous convening participants and got in touch with Allan Hancock. He shared that a training at Diablo college will most likely be sometime at the end of April.

-Barbara asked what each college is looking to learn from us. Al said that in terms of convenings, they're looking for more information on the IP model and how to leverage a logic model for integrated planning. He said time allowing, he might add the Accreditation Crosswalk to the training agenda. Barbara suggested to learn at what point the college is in their accreditation because if they've just finished, they may not be interested in the crosswalk.

-Wheeler shared that he will be participating in the ASCCC Plenary Presentation at the end of April.

Agenda Item 6: ASK Update: Personnel changes and training for PRTs on 9/1 and 9/22

-Al shared that Michelle Pilati is no longer with PLN and now we're working with Michelle DuBreuil who will help roll out version two of the IP ASK. IEPI will conduct trainings for PRTs on the IP ASK on 9/1 and 9/22.

Additional Items:

-Barbara asked Wheeler for an update about getting on the academic senate review agenda. Wheeler said Maria's accreditation crosswalk and Geoffrey's vetting document are supposed to be getting on the next agenda.

-Geoffrey stated that the date on his vetting document is important for reviewers to consider because it was completed in early February and we've developed new tools since then. Barbara agreed and explained that she liked Geoffrey's document but was worried because the team is developing new tools quickly, thus the date is helpful for people to consider context.

April 12th, 2017 IP Team Conference Call Recap & Follow-Up Items

Participants: Micheline Pontious, Gabe Orona, Maria Narvaez, Steve Gomez, Juan Urbano, Al Solano, Hayley Solano

Primary Meeting Goal: Consultants provide a status update of their work.

Al started the meeting by reporting on his training at Allan Hancock College. He explained that in convenings, attendees are provided with legislation of the three plans and they are asked to find overlapping areas/goals. At the Allan Hancock College training, the college had already prepared a document that listed their 3-plan goals. Participants were able to find overlapping goals from their own plans.

Micheline Provides Tool Updates

-Micheline said she thinks her Gantt chart is complete. She updated the format so that the tool does not expire. Users can enter in the year for a fiscal year and the chart will automatically be updated.

-Micheline then presented her process evaluation worksheet tool. Micheline described how the beginning of the worksheet covers process evaluation (e.g. what it is, why users might want to do it). The tool also contains an example of a mentor program and a blank sheet for users to fill in. Micheline stated her favorite part of the tool is the “impact/communication” section as the team is often asked what we are using the information provided to us for.

-Maria stated she likes the elements of Micheline’s tool. She suggested to separate the “analysis” and “impact/communication” sections. She also asked if the tool was created as a template to help users create an evaluation plan. Micheline clarified that she aimed to create a tool focused on the program itself rather than outcomes.

- Al asked if the process evaluation worksheet could be used to evaluate the process by which the IP model is implemented at campuses.

- Steve said he thinks Micheline’s tool can be applied to the IP process. For example, in the “objective” section, the user could define what their program is. What aspect of the IP model do you want to evaluate? In the “aspects of the program” section, the user could list data sources and collection methods.

-Steve also stated the tool does a good job of breaking up a process evaluation into concrete steps that are easy to follow. He agreed with Maria that the format should be slightly changed but thought that the tool overall could be used to assess the IP model. He also shared that the tool can be applied in many respects and that it complements some of the items he sent to the team.

-Gabe really liked Micheline’s process evaluation worksheet. He said he thinks it can be used as a simple clarification tool. He asked Micheline about the “impact/communication” aspect. Micheline said the idea is asking the user why they are doing a process evaluation, more specifically, how it is going to impact their program and/or how they are going to communicate findings.

-Gabe suggested it would be helpful to provide an example of how the results were used instead of possible barriers to the programs (e.g. there was low attendance so we needed to better advertise).

-Al asked Micheline if she had any updates on other tools. She said she focused on working on this tool in case it was needed for the convening next week.

Gabe provides tool updates:

- Gabe explained that his Evaluation Monitoring Systems document is essentially intended to clarify what evaluation is supposed to look like in the initial step of the IP model. He wanted to tie this tool into IP model because it has defined the team's work. It is first introduction to evaluation as monitoring. He explained the tool provides a way of monitoring progress and adjusting factors that affect progress.
- Steve stated that Gabe's tool does an excellent job of explaining how to integrate evaluation into the IP model. He appreciated that it can be applied to each of the stages of the IP model. He also liked the boxes explaining process monitoring and outcome monitoring as the questions asked in each of those boxes are important to highlight.
- Gabe said he shared some ideas with Micheline and Steve. One of the ideas building on this tool and making evaluation and integrated planning documents part 1 and 2. Gabe also mentioned that they discussed Barbara's concern about duplicating work.
- Gabe said he would like suggestions for his second document.
- Al asked Gabe if he is will still be creating a lit review for integrated planning. Gabe explained that he didn't know if that deliverable was paused for a little bit per the CCCCCO's request but that he can resume. Al let him know that the CCCCCO wants the team to collaborate with change management/leadership ASK so he doesn't have to start the lit review yet.
- Maria commented that she likes Gabe's tool. She suggested to combine the last two pages because she had to go back and forth between them to understand it.

Steve provides tool updates:

- Implantation Timetable:** Steve explained that the implantation timetable includes basic items that he has found helpful to organize different aspects of a program/what is being measured/long term goals and objectives. It is organized by year and includes different tasks used to develop and organize program activities.
- Steve shared that he has also seen implantation timetables used in proposals to communicate what is being proposed/what programs are claiming to do. This tool organizes and condenses a lot of information into an approachable chart. He explained that the tool is approachable to him because he's used them before so it might not be for everyone. However, he has found them helpful and wants to see if the team thinks we can change it to a more effective tool.
- Gabe said he thinks this tool this could work in tandem with Micheline's document. He explained he doesn't have a clear vision but that the chart includes "methods" and "evaluate" sections which is sets the user up for the items covered in Micheline's document. Gabe said it could inform a process tool but not be a process tool. For instance, take the information provided in the timetable could inform the data collections section of Micheline's tool.
- Steve asked Micheline if she would be interested in merging the documents as it could be used as aa process or implementation guide/resource. Steve and Micheline are going to work on this.
- In regard to the "results" column, Maria asked if it is supposed to be filled out when the user is making the timetable or if it is the desired outcome of it. Steve clarified that this the timetable is filled out far in advance, that it is essentially an implementation plan.

-Maria suggested that when the timetable is merged with Micheline's document there could potentially be a redundancy as the "results" and "methods" columns of the two documents address the same topic.

-Evaluation Matrix Document: Steve explained that this document is like the timetable but is more related to objective and goals whereas the timetable focused on specific actions or tasks. The document begins with a goal and breaks it down into more measurable objectives, evaluation questions that are related and data elements, etc. The idea is to break down the goals of a project or activity, in this case it could be IP planning process, into more digestible items.

-Steve said he wasn't sure how this document would fit it into the context of IP model but knows that integrating basics skills and student equity at community colleges could be something that helps identify where there is overlap in the different programs and how they could possibly be merged together.

-Steve stated Geoffrey had talked about wanting something to help with that directive from the CCCCO because by the end of year they are aiming to integrate basic skills initiative, student equity and SSSP programs. This document could possibly help with this.

-Evaluation Planning Overview Worksheet: This document includes a sample worksheet and blank worksheet. Steve described that this document is once again, focusing on an overall evaluation plan for a program and looking at different areas of evaluation.

-Micheline said she likes this document because it shows what to do and when to do it. Steve agreed that it is straightforward and reminded the team that his goal is to shape this document is shaping to fit the IP context. He is relying on the team's expertise on the IP model to see if it is a good fit for the model as a tool to help push the IP process forward.

-Steve thought this document could potentially be categorized under the evaluation component but wasn't sure as he stated he isn't clear about what types of resources are needed within that category.

-Al explained that there is flexibility in terms of which tools are categorized under which components of the IP mode. The key is including context with each tool so that users understand how they can use it.

-Evaluations Basic Steps PDF: Steve said he and Gabe looked at this worksheet and thought it could be helpful. He explained that he knows that there are a lot of resources already so it may not be necessary.

-Al suggested that we could provide a PDF of this on the ASK along with a description to explain why it is helpful so long as it is an open resource document. Steve said this document is an open source and can be added as well as a description. Steve suggested that instead of uploading a PDF, maybe the team can take information from it and add description of how it can be used in the IP context.

-Al thanked Steve for sharing high-quality documents. Al explained he understands the need for these kinds of resources as he has been out in the field lately and training attendees have been eager for these tools and are excited to know that more are coming.

Additional Items:

-Al reminded the team that one of the agenda items for the retreat will be discussing Phase III.

-The team decided **the next meeting will be at the retreat on 4/29**. Weekly calls will resume after the retreat.

April 29th Retreat, Bakersfield

Participants: Barbara McNeice-Stallard, Micheline Pontious, Gabe Orona, Maria Narvaez, Juan Urbano, Al Solano, Hayley Solano, Wheeler North, Geoffrey Dyer, Maria Narvaez, Janet Fulks, Deborah Harrington, Jessica Cristo, Laura Hope, Mike Howe

Introduction

-Barbara opened the retreat by discussing what the IP team has already accomplished in terms of the components of the IP Model. Each explained the team's Phase II journey using Discover, Develop, Implement, Evaluate, and Report.

-The team has used convenings as an opportunity to Implement as well as Evaluate. Convening participants provided feedback on the IP Model and tools/resources. Barbara also mentioned that her and Al send a progress report of the IP work to the Chancellor's Office every few months.

-Barbara stated that the IP model includes sudden opportunities and sudden challenges and prompted retreat attendees to consider what has already been done for the ASK and what we should be doing in the next year.

Ed Insights Introduction, Juan Urbano

-Juan Urbano introduced Ed Insights as an independent contracted evaluation team for IEPI. Ed Insights sends a representative to regional workshops then distributes online surveys to attendees the following Monday after workshops.

-Juan explained that Ed Insights waits a few days after workshops to send surveys as they want to allow attendees time to digest the information they learned. The surveys are available for one week.

-Ed Insights is currently working with PLN leadership to discover effective ways to evaluate the PLN. Ideas include:

- Focus groups
- Attend events with the goal of understanding what people would like to take away from the PLN.
- Analyze how users are utilizing PLN (e.g. where are they using it, how long are they using it, which pages, etc.)

-Juan also mentioned that the PLN should be a great resource for colleges who can't go to these workshops (e.g. rural colleges). Ed Insights is aiming to discover analytics such as whether regional colleges are using the PLN more than rural.

-Juan shared the IP workshops feedback gathered by Ed Insights surveys. The convening at Golden West College included 41 attendees and 11 responded to the survey. There were 19 attendees at the RP pre-conference convening and 4 survey responses.

-Barbara suggested looking at the difference in responses between the two workshops but pointed out that there are not accurate conclusions to be drawn from 4 responses.

-Deborah suggested having attendees fill out the survey in person because people often don't take the time to fill it out later. Maria explained that when the IP Team did the surveys, there was time built in for the participants to take the survey immediately after the event.

-Juan shared that for most workshops, the sample feedback collected is usually representative of attendees.

-Barbara suggested providing the survey URL at the event. She asked Juan to present idea of utilizing different evaluation format because their response rate is too low.

-Janet shared that people often receive multiple surveys in their inboxes weekly, thus it is difficult to expect a high number of respondents.

Discussion on Guided Pathways (GP) by Janet Fulks, Interim Dean, Institutional Effectiveness, Bakersfield College

-Janet introduced the 4-Pillar image used by Guided Pathways (GP) to demonstrate its distinction from other initiatives. The four pillars are:

1. Clarify
2. Intake
3. Support
4. Learning

-Janet shared GP metrics demonstrating the success of the initiative. She shared that her college grew 26% as a result of GP. This growth was not associated with any other initiatives.

-She also shared Bakersfield College's report for that week showed enrollment was down 10% and that having open seats is a great opportunity for GP to get the right students in the right classes as 27.1% of their students failed every class last semester.

-Compared to the state average, Bakersfield College is increasing in the number of students that are getting through gateway (transferable) math and English.

-When comparing AA and AS to ADT's time to completion, in most cases, Guided Pathways is saving students a reasonable amount of time.

-Bakersfield College's local CSU only has 13 out of 29 degrees and does not accept 2 of the CID classes, plus require an additional course. A Degree With A Guarantee says these courses are transferrable but in reality they are not. Janet suggested the need to develop a tool to accurately share transferrable courses to the local CSU. Transferable courses are stated on paper/website but in reality, they are not transferable.

-Barbara discussed a program at Mt. SAC known as "clusters," which is similar to Guided Pathways. She described how aspiring nurses can join a health cluster even if they test into low classes. As these students take their basic skills course work, they may decide they don't want to be nurses anymore but still enjoy the field, thus they can pursue a related major such as radiology, instead.

-Janet discussed CSU Bakersfield's mandatory CSU Mentor program for transfer students. However, most students were unaware of CSU mentor and unable to transfer. She aimed to resolve the issue by telling all professors to make their students aware of the proper CSU mentor program procedure.

-Janet took a look at the academic history of these transfer students and found that the majority of them attended Bakersfield College for over 4 years, some even started in the 1990s.

- To build coherence at the college, Janet showed how all programs and services fit into each of the four pillars. She also shared that each pathway has completion coaches to support students.

Wheeler: as you develop pathways, are they being lined up with K-12 career pathways? Janet: yes – there are high schools that are very geared into their pathways.

-Micheline asks about concerns from colleges about GP regarding losing FTE's. Janet said it hasn't been a problem because the majority of students say they want a certificate or transfer or both. Concern isn't on FTE's right now or in other words, "butts in the seats." GP focuses on getting students through a pathway that fits them best and in the least amount of time possible.

-Laura Hope suggested a tool to evaluate the long-term revenue associated with completion could be utilized in terms of GP – completion grows capacity for assets. FTE may shift but it is not lost in the long-term. Any way to show that there's other ways to evaluate Pathways in regards to FTE would be helpful.

-Al asked Janet if she could describe the process that resulted in Guided Pathways. Using the IP model that was on the screen, Janet explained how they did go through components of the process starting with "discover." She described that the Discovery Phase involved looking at literature and data on success and goals we need as nation and state, which allowed them to develop what their greatest needs were. The Implement Phase– we don't have a funding source for GP – used budget for college and looked at how they were using their money. Evaluated how we could use those funding sources in a way that made sense for us (GP).

-Laura stated that alignment needs to result in coherence. College can still have silos within pillars. She suggested to think about theory of change for tools to ensure there's a moral purpose with students at the center.

-Mike Howe asked how we get students to communicate what they need. Janet explained that they asked students in focus groups what they need and engage with them accordingly.

-Mike then asked about engagement with the community. Janet said on Wednesday morning they had breakfast with the community. This included all high school principals and counselors so as to ensure that they're always on the same path. This was an opportunity for high school counselors to learn how to help students from faculty.

-Barbara suggested that we need to put ourselves in the shoes of the student. "Think about if you were one of these students and you didn't have much money or prospects what would you want us to do when you walk on campus? How can the tools be used for a higher purpose?"

Gabe's Evaluation Literature Review

-Gabe explained that the team needed to create evaluation tools that are coherent with what has already been done. His 55-page literature review focuses on theory driven evaluation which uses the logic model.

-Gabe stated this lit review is intended for internal purposes as to cross-validate work for those who aren't as familiar with evaluation and to ensure the team is creating quality tools for the ASK.

-He also wanted this document to help inform, where applicable, tools the team creates.

-Mike said he's still working with the CCCCCO to take complex ideas and put them in a simple way. It's important that users feel the ASK is a meaningful experience. The PLN is too word heavy. We need to get folks interested in what is in there. If you have to click 3 times to get where you want to go, the user isn't going to want to be engaged.

- Wheeler stated that in terms of using the word “program” on the tool, we should be clear about it. Gabe said he purposely made it vague. Wheeler said to be clear about it upfront because most will think “program” is referring to an academic program.

-Laura thinks Gabe’s tool is an idealized lifecycle but it’s for evaluation, not necessarily how implementation occurs. She also stated these processes are more recursive than linear because there’s false starts or period evaluation. She thinks that Gabe’s tool might be too linear.

-Barbara said we need the practitioners to give reality of how our tool works and that non-linearity needs to be evident in it at least to the practitioners.

-Al stated that an online platform has its limitations. At the end of the day, it’s about the leadership that brings these tools to life at their campus. We must ensure the tools are easy to use and at some point, have the data that tells us if the tool was effective or not at the individual campuses.

-Mike said the tools shouldn’t be so fixed that people feel they can’t adjust them to meet their needs. The idea is not to say one is not more important than the other, but the users enters into the one that feel most important to them.

-Wheeler returned to the linear comment and said that he’s not sure defining the situation as linear or nonlinear is necessary. It’s a process - if it’s done well, it’s about what we learn about ourselves. If the process has coherence, it will be a productive journey. We can’t know the future of the journey but if we do it well we’ll be in another place.

-Laura Hope said you can plan, learn, and do all at the same time. People may have a great idea and a framework but not the details worked out, then launch it before the ink is dry and say, “let’s figure this out as we go,” which presumes the evaluation is different than the way we’ve been talking about. You may get to an outcome you didn’t expect because the evaluation took you in a different direction. Do not focus on linear Plan, Do, Act. Rather, focus on formative evaluation throughout implementation to create a productive, and valued part of the learning. Pilot versus Prototype (Chaffey College Success Center or Acceleration at any College).

-Deborah: when you integrate it to what already exists, it’s helpful. We should build in the messiness. Have to understand that things are going to change in a few months or years. Planning is not key. Coherence is.

-Al said he thinks having a common language of what defines planning is important. For example, being intentional about how to build coherence during the planning stage. He stated he has helped colleges think about grant initiatives differently by having them chase strategy and not chase money. Also, built-in terminology for context is important (e.g. “best practice” – practice may be best at one college but not another).

Barbara: Phase III will build in opportunities for people to use ASK so that they naturally want to use it. They will bring their expertise to things that we’re already helping them with. Barbara’s vision of ASK: on-demand for anyone with any expertise to get what they need. Can possibly search by skill level and what they’re looking for. It may also include suggestions of what else the user might be looking for. There should be a drag and drop opportunity for professional development.

-Laura: it would be great if ASK directed users to other ASKs.

-Mike: it will be pretty transparent, user will be taken there naturally.

-Juan: Al mentioned people have different skill sets on the ASK which is true based on results Ed Insights has seen so far. The lower-rated item of the workshops regarded participants feeling

like they did not get enough info about using online tools. Sometimes people didn't even know where the ASK was. There's a belief out there that best practices are being promoted.

-Barbara said she doesn't understand why people still think the IP team is producing "best practices." The team has been intentional about articulating otherwise.

-Al: as CC professionals, "best practices" is a term embedded in education. Our deliverables haven't been vetted by colleges in terms of their implementation and effectiveness. As a team, we settled on "promising practices" instead for our deliverables.

-Laura asked why there is reluctance to use the terms, "best practice" and/or "effective practice." Wheeler explained that many people would perceive these terms as conveying a CCCC strict guaranteed outcome.

-Al discussed how negative outcome can actually be a good thing. For example, consider students in a teacher education program with an outcome to increase the number of future teachers. Some students may realize they don't want to be teachers through field work experience at local schools.

-Deborah: Don't use promising practice. Use best practice or effective practice. We have to make clear where we're coming from.

-Laura stated she doesn't want attendees to kid themselves about the quality of tools. "Agnostic" seems to indicate there is no promise.

-Deborah suggested to accompany tools with descriptions of success stories. She did not recommend using the term, "promising practices" because she does not feel it is convincing.

-Gabe said that even a randomized control trial is inaccurate, thus we can't describe tools as a "best practice." We don't want to propagate.

-Deborah and Laura recommended using the term "effective/high impact practice."

-Micheline" being out in the field, people might pull back when you use words like "experts" so we're trying to find comfortable language.

-Laura: "tool" has a transactional/conational feel.

-Deborah: what is the language that has common currency in the work of practitioners? I don't care what you call it but I am only going to use tools that are going to create change. Call it best practice or HIP, high impact practice.

-Mike: Keep in mind that the term "best practices" came from those who created us, not us. The P3 created us and is made up of academic senate, CIOs, etc. We feel successful at moving them from "best practices" to "promising practice."

-Deborah shared she is more comfortable with "best" over "promising" because there is a history behind "best" and they're tired of "promising practices."

Micheline Discusses Convenings

- Micheline explained that the RP pre-conference convening went well, but participants struggled building the logic model.

-Wheeler suggested to give participants a scenario.

-Al said teaching the crosswalk step to build a logic model for integrated planning is not easy. He recommended presenters to model it for them a bit, walk around and make sure they come up with at least one overlapping goal.

- Juan said the IP model and Logic Model are the 2 highest rated in terms of feedback

-Barbara: how we present and use pedagogy is important. For Phase III, we need to understand how to be better teachers and facilitators.

-Gabe suggested having a gathering like a retreat as a training approaches. He said that maybe some members should be presenters while others should help behind-the-scenes.

-Juan said a participant mentioned they wished the teams had more time to begin the planning process. He suggested to consider sending out PowerPoints ahead of time so that participants can do their homework.

-Al doesn't recommend sending the slides ahead of time. People need rich context to introduce them to the content. He has set expectations that what they're learning is like a "taste test" at the training. It takes many days for people to accomplish the task back at their campus.

-Laura Hope: maybe we're not giving enough context about how it could be used. Notion of the "home team" and "away team." Be more explicit about getting information to the home team.

-Juan said an interesting point that has come up is that there's not professional development on how to teach integrated planning at your own campus.

-Deborah disagrees because her group supports the people who are going back on how to facilitate with home team. We can come in and find a team that is on their campus and do a one-on-one.

-Al said as a result of the convenings, we had participants invite us to their campus to provide IP trainings.

-Wheeler asked if there was a way to formalize asking if they want training at their campus.

Deborah suggested having a form at the convening.

- Barbara said for Phase III, think about switching from a one-shot convening to a process where we help colleges get to a higher level through more trainings, 3CSN, etc.

-Barbara said that at the RP pre-conference convening, Monterey Peninsula College was at 2 different tables because they wanted to see if anything different came out of their discussions. They had just developed an IP committee and had already been dabbling with logic models. They each developed different logic models. By the end of the workshop they knew what they wanted and had momentum.

-Al said as his recent training at Diablo Valley College, he had participants in workgroups take turns thinking about how each component of the IP Model would look at their campus. They wrote their ideas on chart paper with prompts for different work groups. At the end of the exercise, chart papers were put on the wall for everyone to review and analyze how they would implement the IP Model at their campus.

-Micheline said she, Barbara and Gabe discussed having each table choose an issue to focus on for each component of the IP Model.

-Feedback for Maria's accreditation crosswalk was gathered from participants at the Pre-Conference workshop. Barbara said that the feedback has been great.

-Micheline said many of the tables went onto the ASK to find the accreditation crosswalk right away.

-Barbara told Juan to think about a way we can send out the tools after events to the email addresses he uses to send surveys to. Barbara described Maria's accreditation crosswalk. She said the initial feedback was to remove the x's so that the user can fill them in on their own.

- Al stated that this is an example of how colleges make the tools their own. If “agnostic” is not the right word, then perhaps “adaptable” or “customizable” tool would be a good term to describe tools such as the accreditation crosswalk.
- Wheeler thinks we can build in how important evaluation is to us. “This project cannot go on if we don’t have evaluation.”
- Maria suggested a 6-month follow up with convening participants and have them describe what they may have implemented at their campus.
- Gabe said that going through the logic model took so much time - that they’re not hitting everything on the IP model. He wanted to determine what the product of our workshops are. The workshops do not just focus on how to build a logic model, thus how can we see a better consistency between what people can find on the ASK and what is being presented at the workshop?
- Gabe was also concerned about how people interpret the definition of integrated planning in different ways as some just see it as plans that are integrated. It is important to clarify this terminology. Based on his experience at the last conference, he did not feel that it represented the team’s project as a whole, rather it represents a logic model in a class.
- Deborah: in the community college context, logic model is to help people see where their priorities are and their planning assumptions they don’t even know they have. Went back to earlier conversation of having a mission/goal. Thinks practitioners are not as interested in a contextual model - the process is more important.
- Jessica said 3CSN has a lot of tools and it seems like the logical starting point was doing the logic model.
- Barbara said when her and the presenters were thinking about delivery of content, they were trying to figure out how to give attendees something they could bring back to their school.
- Al said there’s room to add other tools in the trainings for Phase III. At some point, the logic model may reach a saturation point. He said he has seen participants appreciate and hunger for nuts and bolts; easy to use resources.
- Laura Hope said people aren’t hungry for nuts and bolts, rather, they’re hungry for change.
- Mike said “nuts and bolts” are a place for people/colleges to start their discovery process. Barbara said that for example, the accreditation crosswalk is a good start but users do not realize they will still need a bunch of other tools.
- Barbara said the IP group cannot operate in a silo. It has to be integrated for us to work. How do we work with everyone to make sure that what we’re doing is helpful?
- Deborah: IP is something we’re being told we have to do which is different from the why or purpose connected to what we want to do for students. What is the story that this group and tool kit is trying to tell? Why should I follow that model as opposed to another model?
- Maria recalled the example of how the IP model could work per Janet Fulks’s presentation on GP. Maria said Al asked Janet an important question about the process that resulted in Pathways.
- Barbara mentioned that when Janet explained the process, we didn’t ask her what she didn’t use from the IP Model
- Deborah said process doesn’t matter, that Janet’s description of the Discovery stage for Guided Pathways doesn’t matter. Rather, the four pillars resulted in Pathways.
- Barbara asked how the pillars came to be.

The team then discussed the notecards Barbara distributed whereby everyone noted one accomplishment from the past and one thing we should do in the future. Two things we learned from the discussions:

1. Overlap is needed in Phase III. Furthermore, evolving the workshops and what's happening beyond those workshops. - Gabe
2. Conversation on lingo is about something deeper – the legitimacy of our work, how and what we endorse. Naming our values will provide the opportunity to frame our presentation based on our purpose. – Geoffrey

Barbara On Vetting

-We've been working with the RP Group and IEPI. Some people have asked us about the tools – how did you figure out they were good tools?

-We scanned the field for literature, resources are evaluated by IP team, team members review and comment on resources, compare resources across multiple sites and colleges, showcase and receive feedback from others outside of our realm.

-In terms of Phase III, the vetting process will become a non-issue at that point because there will be so many people giving feedback.

-Barbara said that once a tool is up on the PLN, it's not static, we need some feedback on it. That's the opportunity for the field to let us know how it worked at their respective campuses.

-Mike said CCCCO says the ASKs are never finished, they always need to be updated. They're always there to be refined and improved.

-Juan stated that goals for PLN leaders are very broad.

-Wheeler said we need clear messaging within all of IEPI in terms of partnering/what the benefits are.

-Mike shared that change management in leadership is in the process of being developed. He said it's still on the drawing table and Pathways ASK is the next one.

-Deborah said she doesn't understand where or how the new conversations on new ASKs are happening. Mike said they are starting from P3.

Update on Technology on ASK

-Barbara said there's a change of leadership on the ASK team and change of process as well as a new look.

-Al has reached out to onsite training attendees who have been using the IP Model and tools. These individuals may participate in future ASK videos that will demonstrate how they've been applying what they learned.

-Barbara asked Juan to let us know who the people at the PLN/ASK are.

Laura Hope, Leading From The Middle:

-Laura explained: Leading From The Middle (LFM) has roots in the RP Group. It was developed in 2009 when Hewlett leaders were announced and the absence of support for leaders in the middle became evident. There was a big movement at the top and pressure for reform and innovation. LFM was born from the idea that people in the middle who are responsible for change needed more support. They convinced RP and to give \$15,000 to

start. Over the past 5 years there have been 400 participants and 70 college teams. LFM participants attend three 2 1/2 day convenings and do 2 asynchronous activities. Each team gets a coach for a year. Teams are cross-functional: faculty, staff, etc. and there are no more than 6 people per team. Change cannot be shouldered individually, it has to be done as a part of a team. Trainings are problem-based – participants are asked to bring in an initiative and treat the convenings as a way to present tools surrounding: planning, resistance, failing successfully, building a coalition, etc. LFM is grown from a small organization and received a grant from CCCCCO last year for more convenings to do in conjunction with 3CSN. They had their first joint regional convening last week and are planning at least two more.

-Laura and Deborah are very close to people in the field and have a very pragmatic lens to tools. They are strongly dedicated to the fact that transformation takes a long time and are looking to advance conversation – how to contextualize tools in a meaningful way so colleges can use them to help students.

-Juan asked Laura to add Ed Insights to planning calls.

-Maria said she loved her LFM experience. Her focus was on Guide Pathways which is coming to life now.

-Barbara closed the retreat by thanking all participants.

Telecommunications and Technology Advisory Committee Meeting
Friday March 24, 2017
Zoom Online Meeting

TTAC Members Present: Bill Scroggins, Gregg Atkins, Jannett Jackson, John Freitas, Kevin McElroy, Kevin Palkki (who will substitute for Robert Coutts at the retreat), Laurie Vasquez, Lorraine Slattery-Farrell, Patricia Smith (proxy for Dr. Jose Fierro), Paul Bishop, Robert Coutts, Tim Kyllingstad, and Wendy Bass.

Chancellor's Office and Staff: Theresa Tena, Gary Bird, Tim Calhoon, Daniel Kaufman, Joseph Quintana, Lou Delzompo, Russell Grant, Bryan Miller, Erin Larsen (representing LeBaron Woodyard), and Caryn Albrecht.

Welcome and Introductions:

Theresa called the meeting to order at 10:00 am, welcomed everyone, and had attendees introduce themselves.

Minutes:

A few edits to the minutes for the January 23, 2017 meeting minutes were made by Tim Kyllingstad and John Freitas. Paul Bishop moved to approve the minutes as amended and Jannett Jackson seconded the motion. The minutes were approved.

Document Review:

There was a preliminary read on the TTAC Charter and governance document to have a cleaned up version ready for final review at the annual TTAC retreat.

Gary reviewed edits and changes suggested for the TTAC Charter with the committee page by page. On the second page, (item iv.) the group agreed to add "project" to "intersegmental governance" making it "intersegmental project governance." The committee discussed the relationship between the System-wide Architecture Committee (SAC) and Distance Education and Educational Technology Advisory Committee (DEETAC) as committees of TTAC. SAC's Charter makes reference TTAC as a body it reports to. Erin Larsen explained that DEETAC was established by a Board of Governors standing order, as a committee of TTAC, meeting three to four times a year.

The Chancellor's Office wanted to mirror language between the DEETAC and TTAC Charters. It is also important to look at the representative composition of the committees. There has been a proliferation of committees in the Chancellor's Office and there is a desire to have more integration across them. It isn't completely clear yet how everything will unfold with the arrival of the new Chancellor and the strategic visioning activity being set in motion. For now it makes sense to just mirror the language and make further revisions as needed in the future.

The Board of Governor standing order 409 makes it clear that DEETAC works collaboratively with TTAC and what is now called 5C. TTAC members agreed to spell out that standing order in the Charter and to update the new committee name for the 5C group.

Paul noted the table being removed from the TTAC Charter is duplicated in the SAC Charter, and suggested it might be useful to strike it from both or otherwise make them both the same. The group also agreed that in the project review section on page three, it made sense not to list all of the projects specifically, in order to avoid the need to update the list every year.

Other minor changes to wording and formatting were made to clean up the document. On the final page (Item i.), the group discussed "Coordinate with the Vice Chancellor of Institutional Effectiveness an annual review of the Committee's effectiveness," and decided this would be a good way to make sure TTAC is staying on track. It would make sense to do so by an annual committee assessment at the retreat.

Changes to the SAC Charter were last made in 2003. That Charter states changes are approved by TTAC. A change made on the second page was that CCC TechConnect used to have another name; that was updated. Additionally, where the document used to just say "the backbone," it has been updated to specifically name CENIC. Those changes were approved by SAC. John Freitas requested that reference to the Academic Senate appointment be changed to say "The Academic Senate for California Community Colleges appoints one member (to SAC)." It is not necessary to call out "technically knowledgeable" since it is already listed above in the Charter as relating to all members. John is working on finding an Academic Senate appointment to SAC.

Bill moved to approve the changes as a penultimate reading of the TTAC Charter, with a final reading at the annual retreat. The motion passed unanimously.

Data Governance Update:

The committee reviewed an overview needs statement on Data Governance and suggested edits in representative composition. A more in depth draft document will be discussed at the retreat. Recommendations made at the last TTAC meeting were incorporated into the document including suggestions for addition of a CIO or preferably a CSSO, campus researchers, Institutional Effectiveness Deans, and information security, along with legal counsel and cyber security expertise for review or advice to the group.

John emphasized the importance of having constituency based representation he thought the list seemed to be mostly project and Chancellor's Office based at this point. He suggested mirroring TTAC with broad representation. Since data governance has to primarily serve the field, there needs to be input from the field of users and experts.

In making the list, Lou explained they were also trying to look for ownership of a significant amount of data as a repository, entity, or project as a focus for a way of working on standardization of data. He asked the committee to provide input if they saw areas of data that were missing as well. Lou explained there will be a data steward for each repository of data who fills the role of determining what the data means. There will also be two groups of participants, a Data Governance Office and a Data Governance Committee with different roles. Theresa explained input will be pulled together into one document to be discussed further at the retreat. It is important not to have a committee structure that is too unwieldy. It might make sense to have something similar to TTAC with active voting members and others that are resources.

The structure proposed includes two main groups involved in data governance: an overview organization, the Data Governance Office (DGO) that would propose standards and policies for the meaning and use of data across the system and a separate higher level group, the Data Governance Committee, which would review and approve the standards and policies. For example, the DGO, might notice there are two items called the "curriculum outline of record," and would work with data stewards across the system to propose what is meant by "curriculum outline of record." That proposed policy would then go to the higher level governance committee to be reviewed. The Data Governance Committee wouldn't deal with the technical minutiae, but with system and constituent concerns. Additionally, the Data Governance Committee would drive discussion of legal aspects, etc. For example, it is not the data steward's place to determine privacy, what is PII, what is shareable, etc. It would be the role of the Governance Committee to establish standard policies about how data is to be treated at any repository in the system and how much it impacts a local organization or not. RP Group participation would be important; in some cases the standard might only apply to data held at the system wide level, and not to anybody else.

Jason Ellwood was brought in to help build up the framework; he has done this in Ohio and a couple of other states. He would connect the Data Governance Committee and the Data Governance Office, acting as a member of both groups and be a constant presence for both. There would also be one other overarching role, that of Data Architect, who would lead the data stewards in coming up with standard data definitions, data dictionaries, and those kinds of things. No one has been selected for that position yet. In the proposal, those two individual positions would be staffed by the Technology Center.

The Data Governance Office would be considered a "heavy working committee," where there would be a lot of technical discussions like "What is this data standard? How long should this field be in a data dictionary?" On the other hand, the Data Governance Committee would be a guidance and governance

leadership model, where standards and policies would be brought to be discussed and directed. That is the current vision.

There are a number of software projects that critically need a data governance model at this point. The Technology Center has been asked to put together a data lake for the CAI, and right now that will be a black hole until data governance is determined.

Paul suggested it might be useful to have a more articulated relationship between data governance and groups like the Banner Group (3CBG) or Datatel User Group (3CDUG); those ERP user groups are important since everything being done centrally ties in locally. Lou thought some participation in both the DGO and the Governance Committee could help with that, not necessarily in a formal role, but as participants who would recognize those interests in the meeting. Jannett agreed generally with Paul but thought there might be a need to be a little more intrusive into what the colleges are using and the different user groups in order to pull everything along. Many on her campus didn't know about central technology elements when she reported back after the last meeting. Everyone is so busy often they only come forward to complain after forward movement happens. John thought this would be similar to how the Curriculum Inventory project is getting CurricUNET and eLumen users talking together to be able to feed into the new Curriculum Inventory system. This should also provide a way for users who know how their systems operate, to work on this project and talk to each other.

The model proposes representation from the CISOA organization. In the one page summary some elements are a little more in shorthand than in the fuller description. Lou wasn't around when the MIS system was created but there is also a relationship between the MIS data and the local colleges and he was hoping to get a better idea of how that was developed to learn from what was done and to either emulate it or change it.

As Project Glue, the integration platform, moves forward, Lou has tapped into some of the local systems, most recently from West Hills where he saw an awesome diagram of all the systems that connect to their SIS and how they connect. It was a real eye opener regarding the number of systems. Right now there isn't a charter to facilitate local college integration on campus. At this point, Lou is mostly talking about system wide things but he would love to get some input into whether there is something that can be done to help locally and if it is something that TTAC would pursue. He wants to be guided by priorities and what are considered best practices; that is what they are hoping for from the Governance Committee. It is a big undertaking.

John asked TTAC members to bring draft ideas about Data Governance back to constituents for input to see if there is anything the committee missed.

For the retreat there will be a multi-page substantial Charter document to review and discuss.

Accessibility Standard Update and Discussion:

Theresa asked Daniel Kaufman to share an update on work that is going on with setting an accessibility standard and noted more detail will be provided at the retreat in May.

Scott Valverde, in the IE Division, and Daniel Kaufman are organizing this work to get it off the ground. The first phase was building the working group. It is a stellar work group of stakeholders with expertise from across the system. That group is signed on and ready for a kickoff meeting sometime in early April. The project plan is set up in three phases. First will be a learning phase, with Daniel's team looking at key documentation to support a standard: existing law, case decisions, and work that colleges within the system have done. During this phase they will look for areas with clear distinctions and more complicated areas where decisions need to be made. They will also interview key stakeholders in the system. Once that is done, the second phase is to facilitate a process to develop and vet an accessibility standard, which will hopefully be done by the end of May. They would like to provide an update to TTAC at the retreat and engage the committee on some of the core substantive questions for decision making.

The third phase is preparing for implementation and roll out across the entire system by creating elements to support increased accessibility. The first item is an easy to use tool kit for a variety of use cases, including a faculty member knowing exactly how to make curricular materials accessible, or key questions related to that issue. They are also developing a self-assessment so each college knows areas it needs to focus on. Finally, they want to create a process to develop, continually maintain, and update a resource bank to support each of the colleges as they implement the Accessibility Standard. They will have more to share and feedback to be obtained in May. Laurie is a TTAC representative who is on that new accessibility group and there are also key initiatives statewide that have representation on the group.

John suggested the group look at tying in with OER resources as well. It is important that OER work and accessibility are not disconnected from each other. There is a great library of resources in OEI that are being created and expanded. Theresa agreed there could be some good areas of connection and collaboration. This would be particularly true with OEI and other projects intersecting with OER's work. She will go back and make sure there is a good connection there.

Lorraine provided a correction on the draft document; Anna Stirling is not at Palomar but at Mt San Jacinto.

Tim Kyllingstad cautioned that this work is on standards for accessibility only for instructional content. There still needs to be a larger college wide effort that

addresses: websites, HR departments, purchasing departments, and far more. It would be more appropriate to call what is being done, work on “Instructional Content Accessibility Standards.” Theresa agreed on the importance of that awareness, and explained that work often needs to be done in phases. She understands the concerns about accessibility beyond the instructional side of the college.

Tim Kyllingstad clarified that the maturity model he was talking about at the last TTAC meeting encompasses the entire institutional responsibility. There isn’t curriculum teaching students how to create accessible content for their careers. Students need to be able to create content for other students but also in the work field. There are many issues related to accessibility in other areas on college campuses. Jannett agreed it is a much larger issue beyond the instructional side.

Retreat Planning:

Daniel explained retreat organization and structure will be similar to what was done last year. His intent is to build on what the committee did to have continuity across the experience last year and conversations held this year to move the committee and the work forward.

Daniel had an internal conversation at the Chancellor’s Office about what has been happening in the last year, and he will likely also do that with a couple of members of the committee. He will also be sending out a survey in the next week or two to see what committee members see as pressing concerns and issues and what they think TTAC should tackle next. It shouldn’t take more than five to ten minutes to complete. Based on that feedback, Daniel will work with Theresa and the Chairs so the group can have a productive conversation that builds on what has been done. His hope is for it to be engaging, participatory, and generative. The goal is to use the opportunity to generate new ideas and move the needle on key issues, while not spending as much time on report outs. Initially he planned to get some ideas on this call, but decided to hold off so the discussion doesn’t color members views before the survey.

The retreat will have time set aside for the topics of Data Governance, the Accessibility Standard, and bringing back the Charters that are close to being finalized.

John reminded members to respond to the retreat RSVP sent out by Cindy McCartney; room arrangements will be made for members.

Jannett asked whether the retreat would include some kind of orientation for new members so they are familiar with items from last year. Daniel will resend the memo from last year summarizing what came out of that retreat and will also consider doing a recap and having a conversation about it. John reminded members the retreat minutes are posted on the TTAC website.

Closing Remarks and Next Meeting:

Gary will update the Charter with corrections and comments from this meeting.

Members should take the Charter and other draft documents back to review with constituencies to bring back feedback.

Members should send RSVPs to Cindy McCartney regarding the retreat.

The next meeting will be the retreat May 1-2, 2017.

Adjournment:

The meeting was adjourned at 11:29am.

Minutes
Institutional Effectiveness Partnership Initiative (IEPI):
Policies, Practices, and Procedure Workgroup

Date: Friday, March 10, 2017

Location: California Community Colleges Chancellor's Office; Sacramento, CA

Next Meeting: Friday, May 12, 2017 at [nearby hotel, to be determined]

Present: Craig Hayward, Tim Leong, Linda Wah, Ginni May, Theresa Tena, Jarek Janio, Adore Davidson, Saleem Moinuddin, Rachel Berliner, Amy Stevens, Andrew Lamanque, Oscar Cerna, Claudette Dain, Mike Howe, Rosa de Anda, Juan Urbano, Ronnie Slimp, Angelica Suarez, Maritza Urquiza, Julie Bruno (PM session only), and Sean Madden.

1. Morning Session

- a. Review minutes from January 20, 2017
 - i. No edits proposed.
- b. ASK Project Updates and Considerations
 - i. Flyers
 1. Discussion of "What Is IEPI?" one-pager. Consistency issues therein. Agreement that ASK is Applied *Solution* Kit, not Applied *Solutions* Kit. All IEPI and CCCCCO materials must be consistent in this way.
 2. Origin and purpose of ASKs discussed in order to bring new workgroup members up to speed. Distinction made that ASKs are designed to provide "a way" to help colleges but not "the way" to help. ASKs are not meant to tell colleges what to do.
 3. Opinion shared that the branding of IEPI and the ASKs has come a long way.
 4. Criticism offered that all of the ASK one-pagers look too much the same. The fact that one side of the one-pagers is the same across the board makes it hard to differentiate between them.
 5. Suggestion made that PRTs be armed with "What Is IEPI?" one-pager as well as the ASK one-pager that relates specifically to the reason for their college visit.
 6. Consensus reached that the ASK one-pagers will require further editing.
 - ii. Data Disaggregation (DD)
 1. Craig Hayward went over RP Group DD ASK monthly report. Craig is currently forming a DD advisory committee. He provided the names of DD development team members and mentioned that he is looking for one additional member. He

wants the advisory committee to represent key stakeholders. He has plans to film and livestream upcoming workshops.

2. Consensus that DD monthly report is well done and very useful.

iii. Strategic Enrollment Management (SEM)

1. Advisory committee meeting on 3/2 was well-received. The discussion was robust. Attendees offered many suggestions for additional resources to be developed. Craig Justice is currently developing a primer on how CCCs are funded. Justice's project aims to update old materials. There are other outdated materials agency-wide that are long overdue for an update.
2. Concern about how PLN organizes ASK materials, how user-friendly the PLN is. How will ASK materials appear in a Google search?

iv. Guided Pathways

1. The Pathways ASK will be called the "Guided Pathways" ASK so as to align with statute language.
2. This ASK is still in early development. Urgency surrounding getting up and running soon.
3. The GP ASK is a response to all of the interest pathways has generated within the CCCs and at the Chancellor's Office. The \$150 million reserved for pathways implementation has also sparked a need for this ASK.
4. Suggestion made that GP ASK should involve Academic Senate as a co-developer because the faculty are so critical to pathways implementation. Pathways involves curriculum redesign.
5. P3 workgroup to receive at next meeting an update on progress towards finding a lead or co-leads for GP ASK.
6. Term "educational pathways" discussed.

v. Change Management

1. CM ASK in early development stages.
2. P3 workgroup to receive at next meeting an update on progress towards finding a lead or co-leads for GP ASK.
3. The term "change management" can be confusing. Its definition varies depending on the context. The ASK needs to define the term precisely.

vi. Integrated Planning

1. Colleges are requesting more hands-on assistance with IP. The upcoming workshop at Golden West College is an example of this.
 2. Role of trustees should be considered. We need their buy-in with our priorities.
- vii. RP Group ASK Coordinator Position
1. The Coordinator will be charged with, among other things, making sure that all ASKs are cohesive, and that they can be used both separately and together. The Coordinator also must liaison between the ASK leads, the IEPI and Chancellor's Office co-leads, and the PLN.
- viii. Where are we now, and what is the role of P3?
1. It is time to fine tune the role of the P3 workgroup and determine how that role is communicated to those outside of the workgroup.
 2. It is agreed that the P3 workgroup must decide which ASKs to develop. We must decide how to vet all ASKs.
 3. Suggestion made that the P3 workgroup look at results of accreditation visits and PRT visits.
 4. Should IEPI partner on workshops with ACCJC?
 5. Concern that colleges may not understand all that IEPI is doing for them. Might an infographic be made to represent this?

2. Afternoon Session

- a. Vetting of ASK Materials
 - i. Review and discussion of Barbara McNeice-Stallard's vetting process graphic. Agreement that the graphic is a good start but not yet complete. We still need to know who is going to review the materials, and we still need to know the evaluative criteria. The difference between "promising" and "effective" still vague. The vetting process still needs to be decided upon and documented. We need to develop a **step-by-step** explanation of how the ASKs are going to be vetted.
 - ii. Suggestion made that the vetting process should take into consideration how the ASKs will help colleges based on their location (urban vs. rural). Can one ASK really help every single college?
 - iii. The PLN must not guarantee a one-size-fits-all solution to a particular problem. The PLN must make clear that the solution to College A's challenges may not be the solution to College B's challenges.
 - iv. Suggestion made that PRT volunteer sign-up process should include a question about whether the volunteer would like to help vet ASK materials.

- v. ASKs need to evolve as common practices evolve. Theoretically there is no such thing as a “finished” ASK.
- vi. **ASK co-leads and RP Group to make necessary edits to Barbara’s draft vetting process document [REQUIRES FOLLOW UP]**
- vii. Discussion of need for State funding for non-CTE classified staff and faculty to attend professional development events that are specific to their particular assignments. Strong Workforce has funding for CTE instructors, but this sort of funding does not currently exist for non-CTE personnel.
- viii. Suggestion made that faculty need either at least one semester of release time to revamp their curriculum or more targeted, discipline-specific PD training that goes beyond the current theme-based IEPI offerings. Question of whether the funding should be given to colleges and then disseminated to professional organizations from there.

Noncredit SSSP Committee March 16, 2017, 10-3 Meeting Agenda

Location:
1102 Q St., CCC Foundation, 4th fl.
Sacramento

Start Time
10:00 AM
End Time
03:00 PM

Link:
<https://www.cccconfer.org/GoToMeeting?SeriesID=64e76517-cc71-4055-85c1-fd095e76798c>

Phone:
888-886-3951
Participant Pin:
127089

Participant Conference Feature
*6 - Mute/unmute your line

FOR ASSISTANCE
CCC Confer Client Services -
Phone: 1-760-744-1150, ext 1537

	10:00	Welcome, Introductions, announcements
①	10:15	Integrated planning (R Mohr, Kristen Corbin) <i>Monica Mohr</i>
②	11:15	BSI update and Noncredit Summit (K Corbin, C Guiney) <i>John Beck, Kelly</i>
	12:00	Lunch, stakeholder updates
③	12:45	CAI update (V Hubbard)
④	1:15	ACCE update (L Becker)
⑤	1:45	AEBG/WIOA update (N Kelly, J Romero)
⑥	2:15	Noncredit Data Elements—How's it going so far? (D Ludford)
	2:45-3:00	Wrap up and next steps

*60% 828.78 Non CR
FTE'S out of 1,185,553.55
total FTE'S in 2015-16
5,890*



NSSSPAC Report (March 16, 2017)

1. ACCE Conference:

- Covered a broad spectrum of topics ranging from legislative and Chancellor's Office updates, to communicative strategies in dealing with micro aggression in the workplace, and sharing our model programs that can be adapted for our own colleges.
- Evaluation results were high across the board. Highlights include Keynote Dr. Pamela Cox-Otto's presentation regarding the role of Noncredit and Community Education as community and life-building services for our adult learners. Other popular sessions included updates by Chancellor's Office, AEBG, and legislative liaisons, Academic Senate, and LaunchBoard. Best practices included Strong Workforce Programs and Noncredit to Credit Transitions report as well as a comprehensive San Diego study on past/present/future of noncredit in California.
- Record attendance reflects high level of interest in noncredit program development and some new practitioners in the field of continuing education (noncredit) as well as community education.

2. Noncredit Summit: *May 4-5*

Working in collaboration with several organizations including CCCCCO/IEPI, ASCCC, 3CSN, CLP (Career Ladders Project). Theme is Building Bridges and Programs: *Developing and Sustaining a Culture of Noncredit*. Seeking presenters for the following topics:

- Noncredit student educational plans: Developing and guiding noncredit students through their educational and career paths (*SPA has presented in the past*) - *SLP process*
- Evidence-based practices in ESL program development
- Current placement measures and preparing for the rollout of Common Assessment initiative in noncredit *CASAS*

3. Advocacy:

- SB86 (Lara): Expands the residency option for Dreamers by including noncredit and adult school attendance to "full-time" attendance - 210 class hrs./term. Overall a good thing, but there are issues regarding the hours restriction per term (better fit would be 420 hrs./year for an open-entry system and for Short-term Voc programs who accelerate.) *FT @ Credit*
- Welcoming America (welcomingamerica.org): Valentina Purtell, ACCE Legislative Liaison, shared that she recently joined the City of Anaheim Mayoral Taskforce, *Welcoming America*. The goal of the taskforce is to make policy recommendations and develop strategies to create a welcoming environment for immigrants and refugees residing in Anaheim. Especially impressed with downloadable communication toolkits, *America Needs All of Us, Neighbors Together, and Seeds of Growth*.

4. ACCE Board Elections coming up in April. Posts include: *continuing* Community Education Council Leader (North) and Secretary/Historian.

SSSPAC Meeting Notes

March 17, 2017



Committee Membership - Attendance:

Name	College	Constituency	Absent (A), By Phone (P), In Person (IP)
Dr. Tim Johnston	Shasta College	Region 1	P
Kimberly McDaniel	Cosumnes River College	Region 2	IP
Li Collier	Santa Rosa Junior College	Region 3	IP
Carla Rosas	Los Medanos College	Region 3 (Alternate)	A
Laureen Balducci	Foothill College	Region 4	P
Delecia Robertson	San Joaquin Delta College	Region 5	IP
Damien Pena	Ventura College	Region 6	A
Regina Smith	LA City College	Region 7	A
Lucinda Over	Citrus College	Region 8	IP
Nohel Corral	Long Beach City College	Region 8 (Alternate)	A
Amy Nevarez	Chaffey College	Region 9	A
Arthur Lopez	Victor Valley College	Region 9 (Alternate)	A
Herb English	Victor Valley College	Region 9 for Amy and Arthur	P
Dr. Jonathon King	Southwestern College	Region 10	A
Vaniethia Hubbard	North Orange CCD	NSSSPAC Representative	A
Nilo Lipiz	Rancho Santiago CCD	Noncredit Representative	A
Christie Jamshidnejad	Diablo Valley College	Academic Senate Representative	IP
Sabrina Sencil	Cosumnes River College	RP Group Representative	IP
Denise Whisenhunt	San Diego City College	CSSO Representative	A
Victoria Hindes	West Valley College	CSSO Representative	P
Kelly Fowler	Clovis Community College	CIO Representative	A
Greg Nelson	College of Marin	CBO Representative	A
Maggie Baez	Canada College	Classified Senate Representative	IP
Chrissy Fincer	Canada College	Classified Senate Representative	IP
Chelley Maple (Co-Chair)	College of the Canyons	CCC Student Success & Matriculation Professionals Association	IP
Susan Bricker	Pasadena City College	CA Assoc. of Community College Registrars & Admissions Officers (CACCRAO)	A
Mark Samuels	Southwestern College	California Community College Assessment Association	A
Mandy Liang	City College of San Francisco	California Community College Assessment Association	P
Lea Alarcon	CSU Channel Islands	Dean of Student Success	P
Stacy Jones	Santa Monica College	Assessment Supervisor	P
Chantee Guiney	Chancellor's Office	Basic Skills Advisory Committee Liaison	IP
Alejandro Lomeli	Long Beach CCD	Student Senate	IP
Rhonda Mohr	Chancellor's Office	Dean, Student Services	IP
Michael R. Quiaoit	Chancellor's Office	Specialist (Co-Chair)	IP
David Lawrence	Chancellor's Office	Specialist	IP
Ajani Byrd	Chancellor's Office	Graduate Fellow	IP
Patty Falero	Chancellor's Office	Support	IP

Welcome, Introductions, Travel Forms, CCCCCO Update (Rhonda Mohr, Michael Quiaoit)
CCCCCO Update

- Patty Falero briefly discussed travel procedures and forms
- New Chancellor busy meeting with both state and federal legislators

Integrated Plan Update

- New Integrated Plan released on February 15, 2017
- New Expenditure Guidelines released on February 14, 2017
- Webinars on Expenditure Guidelines in March 2017
- In-Person Workshops in April and May 2017
- December 1, 2017 Integrated Plans due

- Chancellor's Office should coordinate "readers" for the new plans
- Be sure to let colleges know in training that it will not be a block grant
- Show examples of Ed. Code in training to impart knowledge about the other programs
- Inform colleges that changes will be made to Contracted District Audit Manual (CDAM)
- Explain why a student signature is not requested on the plan
- Be sure to try and get CBOs and CIOs trained as well

SSSPAC Representative to CAFYES (Cooperating Agencies Foster Youth Educational Support) Advisory Committee

- SSSPAC will need to provide the CAFYES Advisory Steering Committee with a representative.
- Anyone interested in serving on the CAFYES Advisory Committee can contact Michael R. Quiaoit

Discussion of SSSP Allocation for 2017-18

- Prior, Prior year allocation allows for stability in budgeting (college will know exactly what they will be receiving for the year, no readjustment after MIS submission)
- Prior, Prior year allocation may benefit colleges that reported accurately for 2015-16, but not for others
- Current formula inadvertently punishes colleges who are efficiently providing Orientation, Assessment and Education Plans – allocation may go down even though there was growth because it is dependent on other college's growth (proportional distribution)
- It is difficult for coordinators to plan with the current formula
- Need to check with MIS for predictive modeling opportunities
- Group suggested that the Chancellor's Office convene another workgroup to review the current SSSP funding model to shore up the inconsistencies
- Chancellor's Office will discuss the creation of a new workgroup on the SSSP formula
- If CO does not go to prior, prior year allocation, then a substantial guaranty percentage is needed (current guidance has it at 90% for 2017-18)

Discussion on the future of SSSPAC – combine with other programs or stay separate

- The attending members thought it was a natural course, since we are moving to an Integrated Plan
- Shared that the Noncredit SSSP were weary of combining due to possible loss of influence of noncredit on the SSSP, BSI, and SE programs
- No member was strongly opposed to combining advisory committees
- Members did share their integrated structures on their campus and how the CO can model it
- Members stated that workgroups were needed to ensure individual concerns were not missed (e.g. Noncredit SSSP workgroup) – it would ensure full participation for all stakeholders

Wrap Up, Action Items, Next Meeting

- Next Meeting: June 8th, 2017

Student Services Portal Steering Committee Meeting

Tuesday April 18, 2017

Wyndham Irvine Hotel, Irvine

SP SSC Attendees: Angela Baucom, Brook Oliver (ASCCC) (online), Dave Dillon (ASCCC), David Quintanilla (online), David Shippen, Don Webb, Ileri Valenzuela (RP Group), Jay Field (CISOA), Jewel Watterson, Jonathan Fanucchi, Kira Tippins, Lynell Wiggins (Workforce), Michael Quiaoit (CO Student Services), Mitch Leahy (online), Nancy Pryor (CO Communications), Norberto Quiroz (ASCCC), Paul Rentfrow (online), Pedro Avila (CSSO), Richard Loucks, Rick Snodgrass, Russell Grant (CO TRIS), Stephanie Dumont (ASCCC), Terry Kinney, and Warren Whitmore

Welcome/Roll Call:

Pedro Avila now fills the CSSO role in the SSP SC membership. There is still a need for a CIO representative. Project Manager asked the CO-CI project to help with recruiting a representative to cover that position and also link with CO-CI curriculum efforts.

Meeting Minutes Approval.

Review of Action Items:

1. MyPath Implementation Plans: Separate implementation plans for MyPath, Career Coach, and Online Orientation. The portfolio of plans will eventually be expanded to include Hobsons. Communications working with the project to match them to updated style sheets used throughout the Technology Center. □
2. Determining where to put the Windsong videos on the Financial Aid and Education Planning content pages: covered in agenda.
3. Concern about disclaimer language related specifically to transfer programs in Career Coach: Existing language has disclaimer that covers students interested in transfer.
4. Coordinate getting a CSSO representative: Done.

Tech Center Initiatives Report Out:

EPTDAS: □ Brief outline of the project and work of the EPTDAS committee. A lot of thanks and acknowledgement go to those colleges for their hard work. The Degree Planner pilot schools are now on the software and the target right now is to have everyone “live” at the end of May or beginning of June with at least a small cohort on campus. The target for campus wide rollout to the larger community is fall of 2017. All of the schools except Santa Barbara were doing both Degree Planner and Early Alert.

Santa Barbara chose to do only the Early Alert piece; they are live and getting a lot of good feedback. Santa Barbara is seeing a student response rate in the mid 80% range to

the Early Alert progress surveys faculty members are sending out during the semester. These surveys allow faculty members to flag students with resources needed and also tracks of whether those were followed through on. Informal faculty response has been very favorable. Early Alert is only as good for students as the faculty that use it, so it is important to know about faculty buy-in and whether they are using it. If it is not being used by faculty, it won't get to students. It is also important to make sure that follow-up services are tracked for SSSP funding. Early Alert closes the loop so contact and resources provided can be reported on for MIS or financial reporting needs.

Action Item:

Formalize a satisfaction survey for both counseling and instructional faculty. CAFocus can fold that into a marketing research survey within two weeks.

Two schools did their Early Alert implementations first and are live on Early Alert, they are now mid-way through their Degree Planner implementation. Almost all of the other colleges already have a cohort using the system and are moving forward generally working out data issues or configuration issues. Colleges are finding the need to deal with what the project is lovingly referring to as "family issues" which are the sometimes uncomfortable conversations about why the college does things the way they do and digging down to justify them beyond just saying, "This is the way we've always done it." Those conversations are forcing colleges to dig down into business practices and have resulted in starting to standardize some processes. In October, EPTDAS members met for two days in Sacramento to look at the best design for a One Page SEP. This resulted in the ability to communicate more clearly with the vendor about what the CCC wanted. The pilots are now working on individual campus implementation issues with data, catalogs, programs, or configuration issues on how elements will be presented in the software.

The Technology Center definition of "go live" is that at least one student can produce their own Education Plan on the system. That is a great proof of concept demonstrating the system is configured correctly, but ultimately what the project is aiming for is the campus wide roll-out targeted for fall 2017.

The EPTDAS team is gathering and documenting lessons learned and best practices from this very long process. Creating a document and reviewing and sharing with the pilots before being shared with the phase two pilots. Project is at an interesting point of transition from pilot group to a user community. There have been twelve colleges slogging through and building everything but are now phasing into sharing with the growing user community. This includes the interesting challenge of how to change the structure of the Steering Committee with thirty to forty people representing twelve pilot colleges, because that isn't scalable to twenty-six to fifty colleges using the tool. There is a big conference with the vendor called Hobsons U in July in Indianapolis where there will be dedicated space and a track for the CCC. All of the colleges implementing the Degree Planner/Early Alert or thinking about it are invited to attend. Free registrations are being provided for Tech Center and Chancellor's Office staff to attend as well.

Hobsons is a vendor that provides electronic education plans, but from a strategic plan with regard to the portal, at some point in the future the goal is to have Hobsons or any other education plan plug in on the back end with the portal. The concept is to have the ability to easily click through on MyPath to the education planning tool. Right now Hobsons is doing a good job and the EPTDAS team wants to make sure the work being done with education planning slots in well with MyPath portal work. For example, after the student selects a career in Career Coach, it will someday populate in the education planning tool. Within the education planning tool, the career could be used for a draft education plan; currently data is in silos. It will help students to enhance the relationship between tools; Project Glue will also help with those connections.

CAFocus suggested the project make sure any tools used in the system or in the portal have names owned by the state rather than by vendors. In the event that individual graphics are developed for tools, it is important for consistency to make sure names are owned. For example, since the portal is called MyPath, maybe the education plan be labeled MyPlan and Career Coach as MyCareer. Maybe that should be discussed with the EPI Steering Committee. It is important the portal have interoperability with education planning systems since some colleges have systems they are happy with.

CO-CI, C-ID, E-transcript: □ (CO-CI) has a go live date for release on April 22nd. The Curriculum Inventory system has broad implications because it is the common repository for curriculum. A funding request has been put made and is now at the Department of Finance, for rebuilding merging C-ID and CO-CI in with articulation. Local colleges use their own systems, but CO-CI is a statewide system for the Chancellor's Office which should be live by June. C-ID is dealing with the same kind of situation. A vendor walked away and C-ID is a Chancellor's Office core service which will tie into ASSIST, etc. It will also be live by June.

There was recently a conference which included E-transcript California and CCCApply. These are critical components and a lot of colleges are signed up but are not using e-transcript fully. One of the challenges is that colleges make money on paper transcripts. Tech Center working on the elements of curriculum, articulation, and transcripts (CAT) to build use and develop EdExchange to remove barriers to sharing information across the system.

EdExchange is a subset of e-transcript and EPI. OEI work is merging into this effort. Foothill students will be taking courses remotely from Ventura and when those are completed the transcripts will go back to Foothill. OEI now also has up to 103 of 113 colleges committed to adopting Canvas. OEI also includes a tutoring platform, plagiarism detection, online test proctoring, and online counseling. Counselors across the state are taking online courses in how to do counseling online. OEI is also providing professional development and support for faculty training on the tools as well as support for faculty for migrating to teach in Canvas. The Course Exchange continues to develop and there are now five pilot colleges: Butte, Coastline, Fresno, Lake Tahoe, and Ventura, with sixteen in the queue. There are 104 courses that have gone through a rigorous course review process. Twenty-five have been approved, the other seventy-nine being revamped

to meet the standards.

Marketing Update:

CA Focus provided an update on research and work being done to support various EPI and Technology Center projects. Shared several examples of updated collateral materials that are easy to print and share at conferences or on campus. There is also a half-page piece which shows the student journey which they will be updating to share at the next meeting. An EPI Prezi which can easily be updated was presented at a CCCApply workshop last week. CA Focus has been focused on a unified brand style guide and giving a professional look to all of the materials. The style guide includes primary (blue), secondary (deep gold), and accent colors that have been tested for usage and accessibility. Having a unified style guide will give a more unified experience as students move from one tool to another. The team will be working with each project to update collateral materials in the next iteration. They have also been working on standardizing headers and footers, and are looking at whether there can be standardized buttons used on web pages. This will add a level of polish along with a consistent look and feel. CA Focus will also look at feedback on the experience from the field and use it to mold tools going forward.

Career Coach Reporting Brainstorming Session:

EMSI has now made both the quick six question assessment and the longer assessment available to students in Career Coach. Additionally, when a student is logged in, as an authenticated student, Career Coach now has a profile allowing the student to self-identify their postal code and major, which will be used later for building the resume element. Finally, the project team is working with EMSI on sorting the programs of MyPath colleges for attached students to the top of the list of programs presented to the student; for example, Santa Rosa students would see Santa Rosa programs at the top of the list. Zip code radius is coming, so students will be able to identify how far they want to search around their zip code. The project is working with Hobsons and the Project Glue team to pull together different elements along with the rules engine.

Discussion about kinds of data on usage and other feedback colleges wanted in Career Coach reporting to help with decision making. The Career Explorer Work Group came up with some ideas, but wanted to gather another perspective. Ideas mentioned in the meeting included:

- Total Career Coach visits
- Top careers
- Programs students wanted the college doesn't offer
- Career views by student
- Time spent taking short and long assessments to update the progress bar to a more accurate estimate

- Top 5-10 programs viewed by the quarter or semester
- How long students are staying engaged with the site per visit
- Number of careers viewed on average/visit
- Students within a certain radius clicking on programs the college does not offer
- Whether the distribution of careers recommended is narrow or broad
- Number of students who take the short assessment and later take the longer assessment
- Careers chosen by salary data
- In the future: Gainful employment data regarding whether the student got into the career they chose
- Time spent on different elements of Career Coach
- Number of veterans that connect to a career or program
- Veterans from different branches that connect to a particular career or program
- Future item: How many EOPS, first generation, etc. students connect to a particular career or program
- Future item: After a student does research in a particular career area, did they follow through and take courses in that area in the subsequent semester?
- Compare CCCApply career selection to Career Coach recommendation
- Total usage
- Bounce rate (how many users came in and left)
- List of referrals to college sites, with volumes
- Percentage of students that selected a career within the 80-100% interest match (or 60-80%, etc.)
- Wages in the region, outlook in the region

Phase One Content Pages Presentation: □

Some pages still need further work. For example, EOPS needs further review and work with the statewide EOPS association to make sure items are addressed in an appropriate manner. □ All of the pages are going to the Marketing team for technical completion to make sure they have the right look and feel and to ensure accessibility, including transcripts for videos, etc. The Marketing team, CA Focus, includes the Foundation for CCC and Interact Communications. They are also working on the state level MyPath instance which they are planning to share with prospective students for extra feedback before promoting more extensively. □ The goal for the college specific instance of MyPath is to provide sample content to shorten implementation time for college adoption. Suggested sample content will provide a starting place and be customizable by each college for their □ particular students. Subject matter experts have identified three types of students within the college system: those with no idea of where to begin, those with some idea, and those who know exactly what they want to do. In order to meet the needs of all, CA Focus is looking at displaying content more flexibly: whether to continue with advisor card content, perhaps remove numbers from the cards, or add videos on the cards. The intent is to be able to tailor the user experience and add a level of polish.

Demo of current college instance in the portal with sample content pages. Showed steps on the Explore Careers advisor card with connections to Career Coach, existing content from Career Café, exploring salaries, connections for Veterans, connection to the student's college, and a placeholder for referral to local college campus resources. The committee also looked at the Pay for College content page which is still in the process of development and having financial aid content placed on it. CA Focus is looking at ways to provide information about detailed dense content in a more readable way. Videos are being placed within an accessible web player and captioning is being requested from TTIP South. Textbook affordability is being included with financial aid content. Anything college specific within pages, for example priority registration or orientation, is clearly highlighted in red so colleges can recognize content to be updated with college specific information. The group also briefly reviewed content pages for assessment and education planning. Over the next few weeks the team will make sure the format of images and fonts display consistently on both laptop and mobile devices.

Committee members asked whether consideration was given to “gamification” of content. CA Focus would like to get more feedback on that with student testing for consideration beyond the MVP. Variations in titling and bolding that might be more visually appealing might also provide issues for accessibility. Members stressed the importance of remaining aware of those concerns while making content readable, engaging, and visually appealing, especially for important content. There is a “call to action” of some kind on each page.

Selection of Phase Two Content Pages:

Committee reviewed the list of future content pages generated a year or so ago to decide upon possible next priorities. CA Focus will need two to three weeks to finish the first set of pages, so they should be ready to start work on new pages sometime after the next meeting.

Suggestion that information about OEI's Canvas "Orientation to Online Learning," be included on the MyPath "Online Orientation" content page since there is often confusion between the orientation for matriculation and priority registration purposes and recommended orientation for students prior to taking online courses. This is especially confusing because both OEI's and EPI's are offered as courses in Canvas. OEI's provides modules to help students be successful in online courses. The EPI Orientation can be used to meet matriculation/priority registration requirements. Suggested wording was, "Thinking about taking an online course?" with a button or link to the OEI course modules and not having a whole separate page.

Members discussed definitions for "Returning" and "Re-entry" students and whether to include them on the same content page or separate pages.

There was discussion of a calendar portlet and whether it would be intended to interface with the school calendar or be for student use. Members agreed it was important but might be more appropriate in phase three, or might fall under other applications the school or student might be using. It is important for students to be aware of deadlines, but if they get too many notifications they stop using an application which is not useful.

After a discussion about athletics and the desire to expose students to the opportunity to participate, but without bumping up against rules about "recruiting," suggestion made to contact the Commission on Athletics (COA) to determine what is appropriate.

Discussed grouping similar areas together perhaps with an opening high level page with sub-pages underneath it for example like textbook affordability and bus passes underneath Financial Aid.

Suggestions (not in priority order) were:

- Special populations (including Returning, Re-entry, CalWORKS, Incarcerated, CAFY, CAPYS, FSS, DSPS, and perhaps DREAMers)
- It's On Us - Title IX
- The Student Athlete
- Basic Skills/Adult Education- including block grant, ESL, and non-credit
- Gainful Employment and Workforce Innovation Opportunities Act (WIOA)
- Health Services

- Academic Support Services- including tutoring and other resources □

Rules Engine Presentation: □ Unicon development team provided a view into how questions in CCCApply combined with the rules engine could help provide students with resources that might be useful. For example, if the student expresses an interest in Veteran services, the rules engine could use that information to change the student's MyPath experience. The student could be sent a text message (and notification within MyPath) thanking them for their service. It could also add the Veteran content page to the pin board or embed a link in the text message. Another option is to set up an additional advisor card with the information the college wants the student to have. For example Santa Rosa might have four default advisor cards and the Veteran card also shows up if the student marks it on their application. The Veteran card or pin board app could also be prioritized to show up as the first, second, or third even when in a longer list. This allows MyPath to make use of information set up by the institution in a number of ways to lead the student to it. The information can be sent directly in a message, or if the college didn't want to spam the student with information, they could instead put it directly on the advisor card or just put an app launcher that takes the student to a Veteran page. It is up to the institution to customize it in the way that works best for them.

There is an API for the SIS to send messages into the MyPath portal that requires just setting up credentials to access API. The student CCCID and if they have elected to receive SMS text messages on their phone are needed. Can provide college with information on to set that up.

A large amount of preconceived content can be provided, but additionally, the rules engine will also allow for the ability to dynamically interact with the student with respect to their specific areas of interest. Another example would be if the student notes on their application that they attended another college; a message can be sent to them to send transcripts, along with a phone number or links if they need help. Additionally, once the student completes their application, it gets checked off on the advisor card. If the student is interested in financial aid, that advisor card can be added to their MyPath and messages about the school's Financial Aid office hours and phone number can be sent or added as links to the Advisor card.

Unicon would like to build a sequence of default content and rules for the engine that would be available for schools to use right out of the box. For college specific rules, Unicon is going to gather the rule requirements from the institution and build that specifically for the college. There are plans down the road for a user interface that will allow institutions to create those on their own, but for now that would be directed through the Technology Center with Unicon helping.

The hope was to gather some additional starting rules today that could be included. A lot of the original user stories were written during the RFP process and those were covered in the demo today. Suggestion made it would be better for project team write a bunch of rules and have a work group review them. The work group could even be just two or three people with some time to focus on the task and get the ball rolling. Review might even happen in a workshop on Zoom after they are written. CAFocus suggested going

after the most common use cases first by looking at the boxes checked most often on CCCApply and looking at any existing research on successful persistence with specific populations.

Action Items:

- Project team will find the top dozen or so student population boxes checked on CCCApply. That data and any existing research on persistence with specific populations should go to Portal Project Manager and the Unicon team.
- Project Manager and the Unicon team will develop user stories for the rules engine which will be reviewed by the EPI team and a small work group and then be brought back to the SSP Steering Committee for final review.

Calendar of Meetings through October 2017: There are challenges with deciding upon schedules when there will be turnover in faculty membership in the next couple of months. Stephanie will be working with the Academic Senate on new membership in the next month. The group agreed upon:

Zoom meeting on Monday May 15th from 3-5 pm

Zoom meeting on Monday June 19th from 3-5 pm

In person meeting in Sacramento on Thursday July 27th

No meeting in August

Tentative Zoom meeting Monday September 11th from 3-5pm

Tentative in person meeting Tuesday October 3rd in southern California

Elections for new Chairs could probably be done at a Zoom meeting after new faculty members are assigned by the Academic Senate.

Next Meetings:

The next meeting will be on Zoom on Monday May 15th, 2017 3-5pm.

Summary of Chancellor Oakley's Visit to the TTAC Retreat

May 1, 2017

The annual two-day TTAC retreat was held May 1-2 in San Diego. As part of the agenda, Chancellor Oakley attended for an hour on May 1, provided an overview of his agenda for the system, and took questions. Normally, the TTAC retreat would be used to develop and update the system Technology Plan. However, given the Chancellor's direction on a strategic vision, TTAC invited him to get a better sense of how it's work might fit in with his plans for developing a vision for the system. Here are the main points from Chancellor Oakley's visit:

Overarching theme – Implementation of new technologies without changes to system structures is problematic.

The three main principles he will follow are:

1. Local autonomy
2. Regional cooperation and regional service
3. Making sure that all actions can answer the question, "What are the needs of the state for our system?"

Other key points he made:

- System office and system must focus on scale and integration.
- There must be regional solutions and cooperation regarding technology infrastructure.
- It is odd that the Chancellor's Office is organized like a college. He wants to explore reorganizing it around system priorities so that its organization is geared toward improving student outcomes.



IEPI Applied Solutions Kit for Strategic Enrollment Management: Monthly Report as of May 1, 2017

Overview

The Research and Planning Group for California Community Colleges (RP Group) is working with the Institutional Effectiveness Division (IED) of the California Community College Chancellor's Office (CCCCO), as a subcontractor of the Chabot-Las Positas Community College District (CLPCCD) to create and produce a framework entitled, *Applied Solutions Kit for Strategic Enrollment Management*. Using a definition of strategic enrollment management established by a cross-disciplinary group of community college professionals, the framework will document exemplary practices, processes, and strategies used by colleges, districts, and the system to address student access and success while at the same time ensuring the fiscal viability of their institutions. Through these practices, a set of concepts, tools, and resources will be developed to help guide and support strategic enrollment management planning and implementation throughout the California community college system. As proposed, the project will be completed in two phases, a Discovery Phase and a Design and Implementation Phase. This progress report provides an update on activities planned and completed for Phase I: Discovery.

Time of Contract

Phase I: Discovery – October 2016 through June 2017

Overall Estimate of Completion: 90%

Progress on Tasks

Task 1: Implement Survey of SEM Practices in the Field

Deliverables:

- SEM Survey Instrument – *Completed*
- Presentation Summarizing Results of Survey – *Completed*
- Report Summarizing Results of Survey – *Completed*

Estimate of Task Completion: 100%



Summary of Progress

The SEM ASK Project Team (Project Team) developed and launched a SEM survey to gather information on SEM perceptions and practices from the field. The survey addresses the following general research questions:

- How do constituent groups and colleges view or define SEM?
- What SEM practices are currently employed within the CCC system?
- What internal and external challenges do colleges experience in regards to enrollment management?
- What research, tools, and data are used to support/drive enrollment management decisions?
- What successful SEM practices have colleges implemented and are willing to share?

The Project Team created a comprehensive database of survey respondents, and sent survey invitations and notifications to approximately 680 individuals from the lists of CIOs, CSSOs, CBOs, IR/IE leads, Academic Senate Presidents, and Marketing/PIOs throughout the California community college system. The survey launched on January 13, 2017 and closed on February 3, 2017. The team collected 156 usable survey responses, representing a 22% response rate. The team analyzed the survey data and prepared a presentation describing the preliminary results. The team presented the SEM Survey results to the SEM Advisory Committee on March 2nd 2017 and drafted the SEM Field Survey Report as one of the project's deliverables.

Task 2: Complete Review of SEM Literature

Deliverables:

- Presentation Summarizing Results of Literature Review and Use Case Analysis - *Completed*
- Report Summarizing Results of Literature Review- *In progress (will be included as part of the Phase I Final report)*

Estimate of Task Completion: 95%

Progress

The Project Team collected over 100 SEM research articles, documents, readers, and sample plans. The Team reviewed and synthesized this literature in search of SEM definitions, models, strategies, and practices. The Team summarized the results of the literature review presented the summary to the SEM Advisory Committee on March 2, 2017. Through the literature review (and SEM survey), the Project Team created an organizing framework for the SEM ASK. The SEM Advisory Committee reviewed the framework and provided feedback. The Project Team refined



the framework based on the Advisory Committee's review. A summary of the literature scan will be included in the SEM-ASK Phase I Comprehensive report.

Task 3: Engage a Representative Advisory Committee in a Discussion of SEM Practices, Challenges, and Successes in the Field

Deliverables:

- Composed Advisory Committee – *Complete*
- Common Definition of SEM – *Draft completed*
- SEM Organizing Framework (new) – *Draft completed*
- Summary of SEM Challenges in the field – *Completed*
- Identification of SEM Success in the field – *Part of SEM Survey Results*
- Identification/Validation of resources to be included in the ASK) – *In progress*

Estimate of Task Completion: 95%

Progress

Working with the California Community College's Chancellor's office, the Project Team has established the SEM Advisory Committee. The following areas of expertise/constituent groups are represented on the Advisory Committee.

- CEO
- CIO
- CSSO
- Faculty
- HR
- Institutional Research and Planning
- CISO
- Marketing / Outreach
- Enrollment Services / 3SP / Equity (still need representative)
- Classified
- Students
- Middle Leadership – CTE Dean; Instructional Dean; Student Services Dean
- Trustee

In addition to providing specific expertise related to their positions, the Advisory Committee is representative of colleges across such factors as size, rural/suburban/urban, location, and single/multi-college district.

The first meeting of the SEM Advisory Committee was held on Thursday, March 2nd at the California Community Colleges Chancellor's office in Sacramento. The Committee reviewed the



results of the survey and the literature review, discussed a common definition of SEM, reviewed and provided feedback on a proposed SEM Organizing Framework for the ASK, and began to identify needed SEM resources.

The SEM ASK Advisory Committee met again on April 28th, 2017 in San Diego. The Committee received a report on progress made to date on Phase I of the SEM-ASK. The Committee reviewed the revised SEM-ASK Framework and the draft SEM-ASK Purpose Statement. The Committee suggested refinements to the Purpose Statement. The Project Team will incorporate the suggestions and send the revised Purpose Statement to the Committee for review.

The Advisory Committee spent the majority of their meeting on April 28th reviewing and prioritizing a catalog of possible resources for inclusion in the SEM-ASK. Resources were prioritized across all elements of the SEM Organizing Framework with the most high need items identified for the Scheduling and Program Pathways, Leadership and Collaboration, Mission Driven, and Success and Retention elements. The Committee expressed significant interest in developing professional development materials and documenting promising practices. However, tools and exemplars were also noted as essential. In addition, a need to build foundational knowledge and understanding of FTES, funding, and its relationship to budgeting and scheduling was a common theme. A more detailed description of the possible types of resources included in the SEM-ASK is described in Task 4 below.

Task 4: Identify Case Studies and Resources for Inclusion in the SEM ASK

Deliverables:

- List of Case Studies for Vetting and Build Out on the SEM ASK – *In progress; initial list identified*
- Prioritized list of possible resources to include in SEM ASK – *Completed*
- Initial Budget/FTES primer (new) – *Drafted and Submitted for Review*

Estimate of Task Completion: 95%

Progress

The Project Team identified and is summarizing “Use” cases that illustrate SEM planning and practices in applied settings. These “Use” cases are summarized as part of the literature review. Additional follow up during Phase II will be conducted with California Community Colleges to select the promising practices to include the SEM ASK.

The Project Team identified a list of potential resources to include in the SEM-ASK. These resources are organized into five broad categories:



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- **Assessments and Evaluations:** This group of tools and resources includes self-assessments, inventories or checklists, surveys, and rubrics
- **Data Resources and Tools:** This group of tools and resources includes existing CCC data resources that can be referenced (e.g., CCCCO Datamart, CTE Launchboard), as well as research from other agencies (e.g., WestEd), or from the Data Disaggregation ASK, and compendiums of research for SEM, key performance indicators and measures
- **Models and Exemplars:** This group of tools and resources includes models, frameworks, and templates for such things as enrollment forecasting, and scheduling, as well as verified standards or criteria
- **Professional Development:** This group of tools and resources includes topical training workshops, webinars, and resource/inquiry guides designed as a stand-alone and train-the-trainer materials
- **Promising Practices:** This group of tools and resources includes use case summaries or white papers that describe effective (criteria TBD) college practices in various areas of SEM

The list of suggested resources and tools were mapped to the SEM Organizing Framework, the challenges they addressed, and the desired outcomes that implementation of each resource would achieve. The Project Team reviewed and prioritized the list of resources with the SEM Advisory Committee in April (See Task 3 above).

One identified need for the SEM ASK is a set of easy-to-understand resources addressing how FTES is calculated and how colleges are funded. Representatives from the Project Team met with the Chancellor's office to discuss existing materials that could be used or updated for this purpose. While the current SOW does not include a comprehensive update of these resources, the Project Team created a brief primer to be included as part of the SEM ASK. The draft was delivered to Chancellor's office staff and is currently under review.

Task 5: Project Management

Deliverables:

- **Statement of Work – Completed**
- **Regular Progress Reports – Ongoing**
- **Project Meetings – Core Project Team; RP ASK Leads; Chancellor's Office and ASK Lead meetings; Chancellor's Office, ASK Team Leads; PLN, TTIP South - Ongoing**
- **Presentations –**
 - **Chancellor's Office Staff - Completed**
 - **CIO Board - Completed**
 - **ACCCA - Completed**



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- CSSSO Conference – *Completed*
- RP Group – *Completed*
- Academic Senate – *Completed*
- CIO Conference – *Completed*
- CCCAOE Conference – *Proposal Accepted, presentation in May*
- Trustee Conference – *Scheduled for May*
- Student Success Conference – *Proposal Submitted*
- March 2nd SEM Advisory Committee meeting logistics, printing, and organization – *Completed*
- April 28th SEM Advisory Committee meeting logistics, printing, and organization – *Completed*
- Budget and Expenditures monitored and tracked – *In Progress*
- Final Project Report – *Drafted*

Progress

During the month of April, the following administrative tasks were completed.

- Co-Leads developed agenda for SEM Advisory Committee meeting and project team members met to discuss and prepare for the meeting.
- Co-Lead and Research Analyst created materials and survey for Advisory Committee meeting.
- Co-Lead and Administrative Manager carried out all necessary logistics and follow up for the SEM Advisory Committee Meeting.
- Project Team members updated and revised the standard presentation templates and worked to tailor them to meet specific audience interests and needs.
- Project Team members presented at the RP Group Conference, Academic Plenary, and the CIO conference.
- Project Co-Lead completed monthly progress report.
- Project Co-Lead combined reports across tasks and deliverables to draft the Phase I Comprehensive Report
- Project Co-Lead attended regular RP Group ASK check-in meetings; Chancellor's Office ASK check-in meetings; and meetings between RP Group ASK leadership, Chancellor's Office leadership, and PLN/TTIP South/@One leadership.

Challenges and Success

Challenges

- The current SOW does not include significant time to perform a comprehensive update of resources related to how FTES is calculated and how colleges are funded. Currently, the Project Team plans to build a brief primer to include in the SEM ASK. However, a need exists to fully assess and evaluate Chancellor's Office resources in this area.



To address this challenge, the Project Team met with members of the Chancellor's Office Fiscal unit and the SEM Advisory Committee's ACBO representative to discuss a joint effort to develop additional fiscal-related resources. Next steps include defining the specific resources, identifying a representative from ACBO to join the project team, and including these resources as part of the Phase II SOW.

- The Chancellor's Office has identified and submitted proposals for SEM ASK presentations. The Project Team is interested in better coordinating this effort to allow for team members to participate in the proposal process as well as schedule and plan for the presentations.

In response to this challenge the Chancellor's Office and Student Success Center have created a timeline for possible presentations and created a database of all presentations. A point person has been identified to help coordinate presentations for each of the current ASKs and a process established for ensuring that Project Team members review proposals prior to submission.

Successes

- SEM ASK Advisory Committee meeting successfully held on April 28, 2017
- SEM ASK Purpose Statement crafted and supported by the SEM Advisory Committee
- Presentations delivered at the RP Group Conference, Academic Senate Plenary, and the CIO Conference
- Set of possible resources identified and prioritized by the SEM Advisory Committee
- FTES and budget primer completed and delivered to Chancellor's office for review

C-ID Advisory Committee Minutes
October 3, 2016
Academic Senate Office – 2nd Floor Conference Room
One Capitol Mall, Sacramento, CA
11:00 am – 4:00 pm

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC
Kyle Burch, Articulation Officer, CSU East Bay
Robert Cabral, C-ID CTE Director, Oxnard College
John Carpenter, C-ID Data and Research Director
Grant Goold, Emergency Medical Services Faculty, American River College
Tom Krabacher, ASCSU Representative, Sacramento State University
Mary Legner, Mathematics Faculty, Riverside City College
Aurelia Long, Articulation Officer, UC Berkeley
Amanda Paskey, C-ID Advisory Chair, Cosumnes River College
Carolyn Reisner, CIAC Representative, Folsom Lake College
John Stankas, Vice President, ASCCC
Barbara Swerkes, Consultant, CSU System Office

Via Telephone:

Barry Pasternack, Business Faculty, CSU Fullerton
Michelle Pilati, Psychology Faculty, Rio Hondo College
Mark VanSelst, Psychology Faculty, San Jose State University

Staff:

Krystinne Mica, Associate Director, ASCCC
Miguel Rother, Administrative Assistant, ASCCC

- I. Introductions and Announcements**
Chair Paskey welcomed committee members, and introductions were made.
- II. Approval of the Agenda**
By consensus, the agenda was approved as presented.
- III. Approval of May 10, 2016 Meeting Minutes (a. I)**
Motion to approve May 10, 2016 meeting minutes as presented. (Swerkes, MSC)
- IV. Workforce Taskforce (WFTF) Implementation (a. II)**
Adams provided an overview of the WFTF recommendations that will involve the use of C-ID to implement. The ASCCC Executive Committee requested the document be

brought before this committee in order to discuss how C-ID can be utilized to accomplish the outcomes expected. The group discussed each recommendation, as well as whether the current structure of C-ID could be used to implement them or if policy changes would be required.

In order to improve CTE student progress and outcomes, it was suggested that C-ID increase industry involvement in the C-ID and Model Curriculum process by modifying CTE descriptors to include skills and competencies. Since many students have issues understanding and identifying whether a course will transfer to CSU, the group discussed the need for clarity with respect to the transferability of CTE courses, both intersegmentally and intrasegmentally. It was suggested that research be conducted to determine how to ensure students that CTE courses are transferrable.

C-ID has been working towards identifying and resolving barriers to career pathways by working with high school teachers, engineering technology faculty, and Project Lead the Way (PLTW) to create career pathways, while preparing students for jobs within regional labor markets. The committee discussed how to address the WFTFs recommendations regarding regional articulation. It was noted that articulation is already built in to C-ID descriptors. However, C-ID could potentially create certifications that are regional and articulate intrasegmentally. A concern was raised with respect to the role Regional Consortia would play, and noted that discussions surrounding curriculum should only occur with input from the committee.

ACTION:

- CTE descriptors will be modified to include skills and competencies.
- Research will be conducted to determine how to ensure transferability of CTE courses.
- Research on the necessity of regional articulation will be done.

V. Digital Badging for CTE C-ID – pilot for BIW

The Business Information Workgroup (BIW) requested that C-ID consider creating digital badges for C-ID descriptors. A digital badge is a validated indicator of accomplishment, which is displayed on a webpage or online venue. This concept would associate a digital badge with the completion of a C-ID approved course, which students could then display. The group discussed details of the badging process, agreeing that digital badging would be beneficial to students, and that C-ID should move forward with research to begin a pilot program.

ACTION:

The ASCCC and C-ID will work with Sector Navigator Steven Wright to conduct further research on the logistics involved in creating a pilot program. This item will be included on the next meeting agenda.

VI. Processes and Policies

A. Re-evaluating Course Review Process

C-ID continues to have ongoing difficulty recruiting and appointing a sufficient number of CSU Course Outline of Record Evaluators (COREs) in certain disciplines. This, in turn becomes problematic for colleges seeking approval of AD-Ts by the Chancellor's Office, due to the lack of C-ID designation for their submitted COR. In many cases faculty serving as COREs in these disciplines review for a very small percentage of the descriptors, due to the discipline subject matter varying so greatly. It was noted that since all CSU COREs are required to have curriculum experience, they should have the ability to review for all descriptors within their discipline.

Another possible solution was discussed which is to increase recruiting efforts to reach a broader audience of CSU faculty. A suggestion was made to bring COREs together for a group meeting where they could potentially work to alleviate some of the back log of submissions. A recommendation was made to have an article explaining the need for COREs released in the ASCSU monthly newsletter, as well as included in discussion at AO Subgroup meetings.

ACTION:

Swerkes will draft an article to be released in the upcoming ASCSU newsletter.

B. FDRG Term Limits

The group revisited the topic of Faculty Discipline Review Group (FDRG) member term limits. The group discussed instituting term limits, and the affects it might have on an FDRG. A concern was raised over instituting a set term limit, which in turn could potentially cause the FDRG to lose its effectiveness due to experienced FDRG members being replaced. A suggestion was made to have a term set, whereby a review would be conducted to determine whether a change in membership is necessary.

ACTION:

C-ID will update the FDRG Roles and Responsibilities document to state that FDRG member's appointment will be periodically reviewed by their respective academic senate.

C. Archiving List B Descriptors for Studio Arts

Paskey informed the group of the Studio Arts FDRGs decision to archive their discipline's list B descriptors, while allowing for Articulation Agreement by Major (AAM). Currently, the C-ID technology is not capable of archiving the descriptors without removing them completely from the system. Since there are colleges with AD-T degrees containing some of these descriptors, it is imperative that they remain in the system. The group discussed temporarily

including language on c-id.net indicating that the descriptor is no longer active for submission. The list B descriptors could later be archived when the C-ID 2.0 platform is operational.

ACTION

- Temporary Language will be inserted on the website for those descriptors that are no longer active.
- List B descriptors will be archived when C-ID 2.0 is operational.

VII. CTE C-ID Processes

A. Strategies to Increase Faculty Participation

Goold revisited the topic of creating strategies to increase CTE faculty participation in the C-ID process. CTE faculty are constantly asked to become more involved in local campus governance, leaving little time in participating on a statewide initiative such as C-ID. A suggestion was made to reach out to CTE deans through California Community College Association of Occupational Education (CCCAOE) and request help supporting and encouraging their local faculty in participating on statewide initiatives. The group discussed that communication through Articulation Officers (AOs) would be very helpful in reaching CTE deans as well.

ACTION:

C-ID will work toward creating messaging to be passed on to CTE deans through Articulation Officers (AOs).

1. Revisiting CTE FDRG Criteria

Mica provided background regarding the group's prior discussion as it relates to issues with recruitment for CTE FDRGs with a limited pool of faculty. In many cases, there are faculty interested in participating but they do not fulfill the curriculum experience requirement for an FDRG member. The group discussed adding curriculum training for the FDRG lead prior to convening the group. A proposal was made to allow a curriculum resource, such as curriculum chair or AO, to replace this requirement for CTE FDRG members.

ACTION

- Motion to remove requirement of mandatory curriculum experience for FDRG members. (Goold, MSC)
- Going forward, C-ID will have a curriculum resource or individual with extensive curriculum experience provide assistance to CTE FDRGs.
- C-ID policy documents will be updated with this change.

B. Use of CTE C-ID for Regional Portability

Adams informed the group of a request from the Chancellor's Office for C-ID to look at creating model curriculum (MC) and descriptors for smaller and emerging CTE disciplines. As these disciplines grow and expand throughout the state, C-ID MC and descriptors could be in place for colleges to use as a guide when creating local programs with the goal being to allow for students to experience greater portability. A concern was raised that C-ID should not use resources for smaller regional programs until the program has expanded to include more campuses. The group discussed possibly moving forward with such disciplines, taking into consideration the number of campuses and C-ID resources available at the time.

C. Use of CTE C-ID Descriptors (a. IV)

Mica discussed the creation of CTE C-ID descriptors in small and emerging disciplines. Since these programs are still emerging, and regional, there aren't many faculty teaching in these disciplines. Without faculty to participate in the review process, descriptors in these areas do not fit into the current system by which C-ID operates. The group discussed focusing on the most expansive CTE areas first and then consider how regional programs could benefit from C-ID.

Mica gave an overview of possible new CTE disciplines for C-ID to convene as early as spring 2017. A concern was raised that some of the disciplines listed are not yet widespread enough to move forward with creating descriptors. The group discussed each of the disciplines and agreed to move forward with research on two disciplines including: 21st Century Skills; and Entry Level EV/Hybrid. It was suggested that a sub-discipline could potentially be created in either Automotive Technology or Alternative Fuels and Advanced Transportation Technology for an Entry Level EV/Hybrid descriptor.

ACTION:

Research will be conducted on whether a DIG meeting for 21st Century Skills, or Entry Level EV/Hybrid, is a viable option.

D. CTE Disciplines Review Process Duration

Mica provided a brief background of the group's prior conversation surrounding the CTE review process. Due to the dynamic nature of CTE disciplines, and in order to ensure descriptors and MC remain current, the group discussed amending the CTE review cycle. Various time frames for beginning the CTE review process were discussed. A suggestion was made to allow the FDRG for each discipline to decide when a review is necessary, due to each discipline advancing at different rates. As faculty, FDRG members have the discipline expertise to determine when a review is needed for their discipline.

ACTION:

CTE disciplines will undergo review at least every 5 years based on the FDRGs discretion. (Goold, MSC). C-ID policy documents will be updated to include this review process timeline.

VIII. Ongoing Role of AOs in C-ID Process

Paskey informed the group that C-ID is actively engaging with Articulation Officers (AOs) to encourage them to become more involved in the process of descriptor creation. The AO perspective during DIG meetings, as well as the 5-year review, have proven to be a critical component to the process. The question of how to increase AO participation is raised. The group discussed increasing awareness among deans of the importance a AOs role is in the C-ID process. A suggestion was made to prioritize how AOs are utilized, in order to avoid overtasking.

IX. C-ID Appeals Process

Reisner reported that in some instances AOs submitting appeals are not receiving updates regarding the status of the appeal. Mica explained that a technical issue with the new C-ID ticketing system is partly at fault, due to the system not sending the appropriate notifications to users. CCCTC is working to correct the problem, and an appeal tracking system will be built into C-ID 2.0.

X. Textbook Policy and use of Online Publishers

Paskey informed the group that further research is required before discussion on this topic.

XI. Creation of Non-Credit Descriptors

Paskey informed the group that further research is required before discussion on this topic.

XII. General Updates**A. Discipline Input Group (DIG) – fall Meetings**

Paskey provided an update on the fall C-ID DIG meetings. This fall C-ID held four DIG meetings with one more scheduled for December, which brought together eight disciplines to discuss creating descriptors and model curriculum. The disciplines include: Engineering Technology, Digital Media, Marketing and Distribution, Dental Hygiene, Civic and Construction Management, Electrical, Electronics and Electric Technology, and Food Science.

B. General Disciplines Update

Paskey updated the group regarding 10 disciplines which began their 5-year review this fall. The disciplines include: Art History, Administration of Justice, Business Administration, English, Anthropology, Elementary Education, Geography, Music, Spanish, and Journalism. In addition, four disciplines recently completed the 5-year review, which they began in 2015. There were no proposed changes to the TMC or descriptors for Administration of Justice, Geology, or Early Childhood Education. Studio Arts completed the 5-year

review and has proposed changes to the Studio Arts TMC to include AAM for the List B descriptors. In addition, the FDRGs from 15 CTE disciplines will be convening this fall to continue and finalize work on descriptors and MC.

C. Update on Creation of AOE TMCs

Pilati provided an update of the development process of the Area of Emphasis (AOE) Law, Public Policy, and Society. During the development process, the TMC began to distinguish itself from the Pathway to Law School courses, by allowing for options. The FDRG is currently creating two descriptors that will be options within the TMCs Core. The first is an ethics course descriptor that will be consistent with many ethics courses within a particular context. The second is a College Success course and will be CSU transferrable, articulate to CSU GE area E, and will be UC transferrable. Final edits are being made to the two descriptors and the AOE TMC prior to statewide vetting.

Pilati reviewed the AOE TMC for Social Work and Human Services that is currently being developed. The purpose of this AOE is to provide course work that is appropriate preparation for transfer into social work or human services, while allowing colleges to tailor their degrees to prepare students for work in the field after earning an AS-T. The FDRG is creating two descriptors for the TMC: Introduction to Social Work and Human Services, and Field Work for Social Work and Human Services. The TMC will be ready for statewide vetting as soon as minor edits are made to the descriptors.

D. Math Stats Prerequisite Update

Legner provided an update regarding C-ID MATH 110. This item is being brought before the committee for input before the math FDRGs upcoming meeting to continue the discussion of allowing for alternative pathways as a prerequisite for C-ID MATH 110. The group discussed the decision by the General Education Advisory Committee (GEAC) to begin accepting alternative pathways such as the Carnegie Statway model. Since CSUs are accepting alternative pathways, the CCC can no longer validate the use of intermediate algebra as a pre-requisite for statistics. A concern was raised that TMCs in certain disciplines could be adversely affected by the removal of intermediate algebra as a prerequisite by causing the AD-T to become non-compliant with CSU GE-Breadth. Furthermore, students could find themselves at a disadvantage when transferring to the CSU without the necessary competencies to succeed in these disciplines. A suggestion was made that disciplines requiring additional quantitative reasoning skill sets could require both Intermediate Algebra and Statistics on their TMC. Intermediate Algebra is non-transferrable and students are able to take assessment testing for higher placement. Therefore, requiring both courses would not affect the AD-Ts 60/60 unit split of degree applicable and transferrable courses.

XIII. C-ID 2.0 Website

Mica stated that the California Community College Technology Center (CCCTC) is working diligently to complete work on C-ID 2.0. C-ID will be forming a user group in order to test the site prior to its final release. The user group will be comprised of COREs, Primary Reviewers, and AOs, in order to review and test the newly developed system. CCCTC recently updated the existing c-id.net website to include a model curriculum tab in order to alleviate confusion over the legislative implications between MC and TMC. In addition, the CCCTC was also able to implement the conditional approval re-submission date change on c-id.net.

XIV. Future Agenda Items

- Progress on CSU CORE recruitment
- Review of C-ID 2.0

XV. Adjournment

Respectfully submitted by,
Miguel Rother, Administrative Assistant, ASCCC

Intersegmental Curriculum Group (ICW)
October 27, 2016
One Capitol Mall, 2nd Floor Conference Room
Sacramento, CA 95814

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC
Raul Arambula, Academic Affairs Division, CCC Chancellor's Office
David Hood, History Faculty, CSU Long Beach
Mary Legner, Mathematics Faculty, Riverside City College
James LoCascio, Engineering Faculty, California Polytechnic State University
Krystinne Mica, Associate Director, ASCCC
Ken Nishita, Psychology Faculty, CSU Monterey Bay, ASCSU Representative
Amanda Paskey, C-ID Curriculum Director, Cosumnes River College
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC/Santiago Canyon College
John Stankas, ASCCC Vice President, San Bernardino Valley College
Barbara Swerkes, Consultant, CSU Chancellor's Office

Via Telephone:

Kyle Burch, Articulation Officer, CSU East Bay

Staff:

Miguel Rother, Administrative Assistant, ASCCC

- I. **Announcement and Approval of the Agenda**
The agenda was approved as presented.
- II. **Approval of the Minutes**
Motion to approve May meeting minutes as presented. (Legner, MSC)
- III. **General Updates**
 - A. **C-ID Advisory Committee Update**
Paskey provided an update on the October 3, 2016 C-ID Advisory Committee meeting. Topics discussed at the meeting included: Workforce Taskforce Recommendations, strategies to increase faculty participation, recruitment of qualified faculty to serve as Course Outline of Record Evaluators (COREs) and Faculty Discipline Review Group (FDRG) members, a targeted approach to increase CSU faculty participation in the review process, and the introduction of the newly formed C-ID Curriculum Development Team. In addition, the committee approved a resolution to update the FDRG & CORE Roles and Responsibilities document to state that FDRG member's

appointment will be periodically reviewed by their respective academic senate.

B. Update on AOE Disciplines

Pilati updated the group of the development process of the Law, Public Policy, and Society (LPPS) Area of Emphasis (AOE). During the development process the LPPS TMC distinguished itself from the Pathway to Law School courses, by allowing for course options. The FDRG is currently creating two descriptors that will be options within the TMCs Core. The first of which is an ethics course descriptor that will be consistent with many ethics courses within a particular context. The second is a College Success course which will be CSU and UC transferrable, and articulate to CSU GE area E. Final edits to the two descriptors are being made by the FDRG prior to vetting.

A second AOE TMC is being created for Social Work and Human Services. The purpose of this AOE is to provide course work that is appropriate preparation for transfer into social work or human services, while allowing colleges to tailor their degrees to better prepare students for work in the field after earning the AS-T. The FDRG is creating the following two descriptors for this TMC: Introduction to Social Work and Human Services, and Field Work for Social Work and Human Services. The FDRG will work to finalize the TMC after vetting concludes November 21, 2016.

C. Update on CTE Disciplines

C-ID has brought together over 30 disciplines during the past year through the Discipline Input Group (DIG) mechanism. The Workforce Taskforce (WFTF) recommendations have put a sense of urgency on bringing these disciplines to completion and C-ID has been working very quickly to do so.

1. Change to CTE FDRG

The C-ID Advisory Committee recently made changes to the CTE FDRG member requirements. C-ID found that many CTE disciplines do not have enough full time faculty to form a complete FDRG. As a result, the committee has decided to remove the full-time requirement and allow part-time faculty to serve on CTE FDRGs.

D. CSU Participation in C-ID

C-ID has been experiencing pressure with regard to the timely completion of Course Outline of Record (COR) reviews. Recruiting and appointing a sufficient number of CSU Course Outline of Record Evaluators (COREs) in some disciplines has proven difficult. This has in turn become problematic for colleges seeking approval of AD-Ts by the Chancellor's Office, due to the lack

of C-ID designation for CORs listed on the degree. In a recent presentation before the ASCCC Board of Directors, the Campaign for College Opportunity expressed concern over the duration of time involved in creating an AD-T. It is noted that this committee should remain aware of the Campaign for College Opportunity's concerns and the work that is being done to address them.

E. Update on C-ID Technology

The California Community College Technology Center (CCCTC) has been working very diligently to complete work on C-ID 2.0. C-ID will be forming a user group comprised of COREs, Primary Reviewers, and AOs, in order to test the site and provide input prior to its final release. CCCTC recently updated the existing c-id.net system to include a model curriculum tab, in order to alleviate confusion over the legislative implications between MC and TMC. In addition, CCCTC was also able to implement the conditional approval re-submission date change on c-id.net.

IV. Membership of CSU for C-ID Advisory Committee

Nishita provided background of the group's previous conversation regarding committee membership. As the 2015-2016 academic year came to a close, many of the CSU C-ID Advisory Committee members were being reappointed. With CSU membership remaining uncertain, the group discussed how best to move forward with CSU membership appointment. A suggestion was made for a CSU faculty member that is currently involved in C-ID to volunteer to become a member of the C-ID Advisory Committee.

V. Transfer Model Curriculum

A. Math 110 Update

Legner provided an overview of the updated math 110 descriptor. The math FDRG convened on October 19, 2016 to continue the discussion of allowing for alternative pathways as a prerequisite on C-ID MATH 110. The math FDRG has made the decision to change the prerequisite on MATH 110 from Intermediate Algebra to the following:

1) Intermediate Algebra

Or

2) Any CSU accepted* statistics pathway curriculum prerequisite.

*at present there are two mechanisms to become accepted:

- The proposed statistics course has been accepted to meet CSU General Education Breadth Area B4
- The pathway has been accepted by the CSU Chancellor's Office process per its October 20, 2015 memo (Statistics Pathways in CSU Quantitative Reasoning)

A concern was raised over language in the descriptor causing some disciplines to no longer have the ability to double count the course for students entering CSU having earned an AD-T. Some disciplines have been dependent on double counting courses in order to meet the 60/60 unit split. The group discussed the fact that intermediate algebra is non transferrable. Therefore, disciplines which require intermediate algebra as major preparation could add the course to their TMC without affecting the 60/60 unit split. It is noted that the FDRG has agreed on the revision and the descriptor will contain the new language going forward.

B. 5-Year Review Update

Mica updated the group on the 5-year TMC review schedule. 10 disciplines began their 5-year review fall of 2016. The 10 disciplines include: art history, business administration, English, anthropology, elementary education (teacher prep), geography, journalism, music, philosophy and Spanish. In addition, there are 10 disciplines which began the 5-year review in fall of 2015. These disciplines include: administration of justice, early childhood education, geology, history, kinesiology, physics, political science, studio arts, theater, mathematics, and computer science. Many of the FDRGs will be updating language in their TMC, in order ensure the intent is clear.

1. Computer Science and Business Administration

In order for the Computer Science TMC to meet the 60 unit threshold, the computer science FDRG is proposing updates to the TMC which will allow for additional science course options. The FDRG will be convening this fall to discuss the changes further.

In 2015 the business administration FDRG began considering the addition of calculus options to their discipline's TMC. At that time research was done to gauge the impact of such additions. Based on the feedback from this research, the FDRG has decided to move forward with the changes as their 5-year review cycle began in fall 2016. The FDRG has a meeting scheduled this month to discuss the changes before the business administration TMC undergoes statewide vetting.

VI. Model Curriculum

Model Curriculum FAQ Document

Rutan gave a brief overview of the document. This document was intended to provide clarity on the differences between MC and TMC. The group

discussed making minor edits to the language before posting the revised document under the new model curriculum tab on c-id.net.

ACTION:

The revised document will be put on c-id.net under the model curriculum tab. (Legner, MSC)

Development of Policies on Guarantees for ISMC Aligned Degrees

Rutan provided a background of the committee's prior discussion surrounding guarantees for Intersegmental Model Curriculum (ISMC) aligned degrees. At that time the engineering FDRG made the recommendation that the guarantees of admission students receive when earning an AD-T, should be granted to students completing degrees in an inter-segmentally approved model curriculum. It was noted at that time that any changes should remain discipline specific and grant students the highest possible admission priority. The group decided to move forward with the investigation and development of policies based around guarantees associated with degrees and certificates aligned with ISMC.

VII. Frequency of ICW Meetings

The group discussed what the most productive use of this committee's time should be going forward and the frequency of which the group needed to convene. It was agreed that this committee will meet once a semester, with the caveat that if something arises which requires the committee's immediate attention, either of the academic senates can call a meeting to address the issue.

VIII. Reports

A. Senate Updates

ASCCC:

Stanskas highlighted recent events taking place within the ASCCC. The ASCCC has their Fall Plenary Session scheduled for the first week of November. In addition, the ASCCC has been exerting a considerable amount of time and energy to address and implement the WFTF recommendations for CTE.

ASCSU:

Nishita discussed activities being undertaken by the ASCSU. The ASCSU has been working on the CSU Graduation Initiative, in order to set new goals and strategies for improving 4 and 6 year graduation rates. In addition, there have been concerns raised regarding GE requirements and a system wide survey of GE requirements was conducted.

B. CCC CO Report

Under Vice Chancellor Walker, the Academic Affairs Division is undergoing restructuring. Arambula is now the Specialist Lead for C-ID and AD-Ts and is currently working to streamline the approval process for AD-Ts.

C. CSU CO Report

The CSU CO has been undergoing restructuring. The main focus has been the Graduation Initiative.

IX. Future Agenda Items and next meeting time and place

- Update on high unit degrees

X. Adjournment

Respectfully submitted by Miguel Rother, Administrative Assistant