



Friday, May 29, 2015 to Sunday, May 31, 2015 Meeting and Orientation

*Seascape Beach Resort
One Seascape Resort Drive, Aptos, CA 95003*

Friday, May 29, 2015

- 12:00 p.m. to 1:00 p.m. Lunch in South Balcony
- 1:00 p.m. to 1:15 p.m. Meeting in Peninsula Room
- 1:15 p.m. to 1:45 p.m. Closed Session to Evaluate the Executive Director, Peninsula Room
- 1:45 p.m. to 6:00 p.m. Meeting in Peninsula Room
- 6:30 p.m. to 9:00 p.m. Dinner on site, by the pool

Saturday, May 30, 2015

- 7:30 a.m. to 9:00 a.m. Breakfast in South Balcony
- 9:00 a.m. to 12:30 p.m. Meeting in Peninsula Room
- 12:30 p.m. to 1:00 p.m. Lunch in South Balcony
- 1:00 p.m. to 3:00 p.m. Meeting in Peninsula Room
- 3:00 p.m. to 5:30 p.m. Break
- 6:00 p.m. to 8:00 p.m. Dinner at Palapas Mexican Restaurant (across from hotel)
- 8:00 p.m. to 10:00 p.m. Bonfire and S'mores on the beach

Sunday, May 31, 2015

- 8:00 a.m. to 9:00 a.m. Breakfast in South Balcony
- 9:00 a.m. to 12:00 p.m. Meeting in Peninsula Room

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Jennifer Blankenship at (916) 445-4753 x104 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 Agenda**
- C. Public Comment**

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

- D. Calendar**
- E. Action Tracking**
- F. Dinner Arrangements**

II. CONSENT CALENDAR

- A. April 8, 2015 Meeting Minutes, Stankas**
- B. Foundation Board Nominations, Morse**
- C. Caucus Recognition, Adams**
- D. Resolution Assignment Reports, Morse**
- E. Norbert Bischof Faculty Freedom Fighter Award (NBFFF), Rutan**
- F. Area Meetings, Freitas**
- G. Associate Degree for Transfer Paper, Bruno**

III. REPORTS

A. President's/Executive Director's Report, – 30 mins., Morse/Adams

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

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

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

IV. ACTION ITEMS

A. Executive Director Evaluation – 30 mins., Morse

The Executive Committee will evaluate the Executive Director in closed session.

B. Executive Committee Evaluation – 30 mins., Morse/Adams

The Executive Committee will be informed about the recent evaluation completed by the Executive Committee members.

C. Legislative Update – 15 mins., Bruno

The Executive Committee will be updated on recent state and federal legislation and take action as necessary.

D. Strategic Planning Process and Budget – 45 mins., North/Adams

The Executive Committee will consider priorities for 2015 -16 using the newly adopted Strategic Plan and approve the annual budget based on recommendations from the Budget Committee.

E. 2016 Academic Academy – 15 mins., Beach, Davison, Freitas, Todd

The Executive Committee will consider for approval the theme for the 2016 Academic Academy.

F. Effective Practices in Accreditation Paper – 15 mins., - Stankas/Beach

The Executive Committee will consider for approval the adoption of the Effective Practices in Accreditation Paper to send to the fall plenary.

G. Curriculum Institute Program – 15 mins., - Grimes-Hillman

Members will consider the Curriculum Committee final program and an recommendation to add another pre-session breakout.

H. Online Education Initiative (OEI) Steering Committee Charter Revisions – 10 mins., Freitas

The Executive Committee will provide input and direction on proposed revisions to the OEI Steering Committee charter.

I. C-ID and TMC Update and Request for Addition to CORE Status – 10 mins., - Bruno

The Executive Committee will be updated on the activities of C-ID and consider for approval the inclusion of part-time faculty as Course Outline of Record Evaluators (COREs).

J. WICHE– 10 mins., Davison

The Executive Committee will consider the ASCCC continued involvement in participating on the Passport Initiative.

K. Committee Reports – 45 mins., Committee Chairs

The Executive Committee will consider for approval the final committee status reports and discuss the committee priorities for next year.

L. Faculty Leadership Institute – 20 mins., Morse

The Executive Committee will discuss and consider for approval the Faculty Leadership Institute Program.

V. DISCUSSION

A. Professional Development College – 15 mins., Davison/Adams

The Executive Committee will receive feedback from the current faculty participants of the PDC Leadership Pilot Module and consider for approval improvements to the current content and oversight.

B. ASCCC Cultural Competency and Diversity Action Plan – 30 mins., Todd

The Executive Committee will review and provide input for the action plan.

C. Chancellor's Office Liaison Report – 30 mins., (Time certain 1:30 pm)

A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.

D. Board of Governors and Consultation Council Update – 10 mins., Morse/Bruno

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

E. General Education Advisory Council Update – 10 mins., Stankas

The Executive Committee will be updated on GEAC issues that may be of interest.

F. Workforce Taskforce Update and Direction – 10 mins., Bruno

The Executive Committee will review the draft recommendations and provide guidance.

VI. REPORTS *(if time permits, additionally Executive Committee announcements and report may be provided)*

A. Committee Minutes

1. Curriculum, April 2015, Grimes-Hillman
2. Educational Policies, April 2015, Freitas
3. Noncredit, March 17, March 31, April 2015, Klein
4. Online Educational, April 2015, Freitas
5. Professional Development, March 2015, Dolores

B. Liaison Reports

1. Committee Report: System Advisory Committee on Curriculum, April 2015, Grimes-Hillman
2. Committee Report: IEPI, April 2015, Rico
3. Committee Minutes: IEPI, April 2015, Rico
4. Committee Minutes: OEI Steering Committee, March 2015, Freitas
5. SSSPAC SSP Student Equity Plans, May 2015, Rico

C. Senate Grant and Project Reports

1. Committee Minutes: C-ID, February 2015, Bruno
2. Committee Minutes: Intersegmental Curriculum Workgroup, February 2015, Bruno

VII. ADJOURNMENT

Executive Committee Agenda Item

SUBJECT: Calendar • Upcoming 2014-2015 Events • Reminders/Due Dates • 2015-2016 Executive Committee Meeting Calendar		Month: May	Year: 2015
		Item No: I. D.	
		Attachment: YES	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Jennifer Blankenship	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Faculty Leadership Institute** – San Jose - June 11 to 13, 2015
- **Curriculum Institute** – Orange - July 9 to 11, 2015
- **Board of Governors Meeting** – Sacramento - July 20 to 21, 2015

Please see the 2015-2016 Executive Committee Meeting Calendar on the next page for August 2015 – June 2016 ASCCC executive committee meetings, academies and institutes.

Reminders/Due Dates

- June 22, 2015: Curriculum Academy: Digital Materials Due to Tonya
- June 29, 2015: Curriculum Academy: Registration Ends
- August 04, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Aug. Executive meeting
- August 27, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Sep. Executive meeting
- September 17, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Oct. Executive meeting
- October 20, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Nov. Executive meeting

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

**2015-2016 EXECUTIVE COMMITTEE
MEETING DATES**

*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.¹

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 21 – 22, 2015	Los Angeles City College 855 N. Vermont Street Los Angeles, CA 90029	Embassy Suites 800 N. Central Avenue Glendale, CA 91203
Executive Meeting	September 11– 12, 2015	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822	Citizen Hotel 926 J Street Sacramento, CA 95814
Executive Meeting	October 2 – 3, 2015	MiraCosta College One Barnard Drive Oceanside, CA 92056	Hilton Resort & Spa 1775 East Mission Bay Drive, San Diego, CA 92109
Area Meetings	October 23 – 24, 2015	Various	Various
Session Executive	November 4, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Fall Plenary Session	November 5 – 7, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Executive Meeting	January 8 – 9, 2016	Cerritos College 11110 Alondra Boulevard Norwalk, CA 90650	South, TBD
Executive Meeting	February 5 –6, 2016	College of Alameda 555 Ralph Appezzato Memorial Alameda, CA 94501	Bay Area
Executive Meetings	March 4 – 5, 2016	Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789	South, TBD
Area meetings	March 25 – 26, 2016	Various	Various
Session Executive	April 19, 2016	n/a	Sacramento Convention Center
Spring Plenary Session	April 20-23, 2016	n/a	Sacramento Convention Center
Executive/Orientation	May 27 – 29, 2016	n/a	Catalina Island
Faculty Leadership	June 9 – 11, 2016	n/a	The Mission Inn
EVENTS²			
Accreditation Institute	February 19 – 20, 2016	n/a	
Academic Academy	March 11 – 12, 2016	n/a	
Career Technical Edu. Institute	May 6 – 7, 2016	n/a	
Curriculum Institute	July 7 – 9, 2016	n/a	

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.



Executive Committee Agenda Item

SUBJECT: Action Tracking		Month: May	Year: 2015
		Item No: I. E.	
		Attachment: YES	
DESIRED OUTCOME:	Informational Update	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Jennifer Blankenship	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Executive Committee actions are now being tracked through an online, interactive form found here: <https://goo.gl/PylzEw>. Executive Committee members should regularly access this page and provide updates on the form, using the following directions:

Directions for Updating the Action Tracker

1. Visit <https://goo.gl/PylzEw>

Save this link for future reference. Add it to your favorites tab. Write it down in your notebook. Consider getting a temporary tattoo. Basically, keep it handy...you will reference it regularly. You do not need a Google account to access this file; however, only individuals with this particular link will be able to access the file.

2a. Review the document to see if you have any outstanding items.

You should be able to quickly discern if you have outstanding items, as the document is pre-sorted to list any incomplete items (column g) at the top of the page, and is sub-sorted in alphabetical order by last name (column e). If you'd like, feel free to click into any of the document's headers (row 1) to sort by that particular field. Your permissions are set to view/comment only, so you needn't worry about wrecking the document layout - only you will see the way in which you have chosen to sort the fields. Not a fan of sorting excel based documents? Not to worry. You can use CTRL + F to find your name (it will cull all results with your name in the document).

2b. If you have an outstanding item, add a comment to update its status.

Please add your comment to the appropriate cells by right-clicking in the cell, selecting *insert comment* with your mouse, then typing in your note. The comments will be incorporated into the full document by staff, whom will automatically receive notification that you have added a comment for inclusion. This two-step process is done as safety measure to ensure that data is not accidentally overwritten by other collaborators.

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

Action Tracking

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	Incomplete	The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. As of April 2015: Bruno will craft language to address concerns raised by the Exec Cmte and bring back recommendations at a future meeting. Update from Bruno on 5/11/15: The May agenda will contain an item with a recommendation to draft a series of white papers based on the content of the ADT paper.
Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete	Sept. 2014: The chair of the Educational Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
Local Senate Survey	3. October	2014	IV. G.	Braden	Future	Incomplete	Develop two questions with the Area Reps. and the executive director to inform how best to respond to this resolution.
C-ID Future	3. October	2014	IV. A.	Morse/Adams	Future	Incomplete	Senate leadership to work with the CO to provide for short-and long-term fiscal stability of C-ID. Adams to develop a grant packet to send to all colleges who submitted a Request for Interest providing what the Senate is willing to provide in support of the C-ID System. Completed and sent to 5 colleges. The deadline for grants is March 13th to the Chancellor's Office.
Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete	Unable to obtain legal opinion from the CO until a new legal counsel is chose. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015)

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Staff/Adams	Future	Incomplete	Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
Accreditation Paper Outline	3. October	2014	IV. I.	Stanskas	Future	Incomplete	The exec cmte approved the outline at Oct. 2014 meeting first draft read at April 2015 exec meeting to solicit feedback. Stanskas and Accreditation Committee will continue to work on writing an effective practices paper.
President and Executive Director's Job Descriptions	4. November	2014	IV. E.	Staff/Adams	Future	Incomplete	The revised job descriptions will be inserted into the policies.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Todd	Future	Incomplete	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates. Todd update on 5/14/15: had discussion, gave break out session at spring plenary, and included article in Rostrum.
De-prioritizing Work on the DE Paper	5. January	2015	II. G	Freitas	Future	Incomplete	The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three Rostrum articles as noted in the agenda item. Update from Freitas on 3/31/15: The faculty preparation part of the paper was published as a Rostrum article in the February 2015 issue. Update from Freitas on 5/10/15: The student readiness and roles of local senates articles will be published in Fall 2015.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Freitas	Future	Incomplete	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting. Update from Freitas on 5/10/15: No progress has been made.
Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Grimes-Hillman	Future	Incomplete	Grimes-Hillman will communicate with Vice Chancellor Walker to determine if this needs to go to SACC and work with Morse to take the proposed language to the CCCCIO board.
Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings	5. January	2015	IV. E.	Grimes-Hillman	Future	Incomplete	The survey will return to a future meeting for discussion and possible approval. Pushed to May 2015 agenda.
The Best of the Rostrum	5. January	2015	II. F.	Staff/Adams	Future	Incomplete	Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant Rostrum articles including funding for its publication.
Norbert Bischof Award	6. February	2015	III. B.	Rutan	Future	Incomplete	Feb 2015: Procedures for the nomination and selection for the Norbert Bischof Award have been drafted by S&P and will be reviewed at the April Executive Committee meeting. April 2015: Pulled from consent by request of outside source. Table until further notice. Update from CR on 5/7/15: Criteria and procedures have been submitted for adoption at the May Executive Committee meeting.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/ Incomplete	Status/Notes
ASCCC Certification	6. February	2015	III. D.	Staff/Adams	Future	Incomplete	Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
Technical Assistance Curriculum Visits	7. March	2015	II. C.	Grimes-Hillman/Morse	Future	Incomplete	Approved in concept -- revisit the cost component. Update from Grimes-Hillman on 5/14/2015: Introduced concept to CIOs. Next, the ASCCC president and the CIO president needs to work out the details. Item needs to be reassigned to ASCCC president.
ASFCCC Foundation – Research Development	7. March	2015	II. D.	Grimes-Hillman	Future	Incomplete	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
Professional Development College Technology	7. March	2015	II. J.	Staff/Adams	Future	Incomplete	Adams will move forward with working with Bizvision to host the ASCCC curriculum modules.
Curriculum Survey	8. April	2015	IV. E.	Grimes-Hillman	Future	Incomplete	Curriculum survey was approved at April 2015 exec mtg. Needs to be distributed.
Faculty Leadership Program	8. April	2015	IV. C.	Morse	May 2015	Incomplete	Tentative outline for June 2015 faculty leadership institute program approved at April 2015 exec cmte mtg, with the understanding that modifications will be needed.
Executive Director Evaluation Team and Tool	8. April	2015	IV. J.	Morse	Future	Incomplete	Exec Cmte appointed Michelle Grimes-Hillman at April 2015 meeting to serve as non-officer Exec Cmte member to participate on the Executive Director's evaluation team. Evaluation in progress.
Survey to Update Equivalence to the Minimum Qualifications Paper	8. April	2015	IV. D.	Rutan	Future	Incomplete	Standards & Practices committee created survey. Exec Cmte voted to approve the survey at April 2015 exec mtg. Survey needs to be distributed (intended recipients - presidents, hr administrators, and any other individuals that participate in determinations of equivalence.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Standards and Guidelines for Regional Meeting Planning	8. April	2015	II. B.	Freitas/Adams	August 2015	Incomplete	Adams will bring back draft guidelines and standards to the August meeting for discussion and direction.
CIO Curriculum Event	6. February	2015	II. D.	Grimes-Hillman	Future	Complete	The chair of the Curriculum Committee will work with the CIOs to plan the event prior to the CIO conference, which was held on April 14, 2015. Complete.
CC9:D12onsent Calendar - Committee membership	1. August	2014	II. A.	Staff/Adams	n/a - completed	Complete	staff will post the revised committee membership to ASCCC website.
Exemplary Award Theme	2. September	2014	IV. D.	Staff/Adams	n/a - completed	Complete	Adams will review last year's to ensure that the announcement is distinguished between this year's and last year's award description.
Resolution Handbook	2. September	2014	IV. F.	Freitas	Oct. 2014	Complete	The handbook will come back to the October meeting for possible approval. Freitas will update the Resolution Handbook with the changes discussed and include it in the Area packet for possible adoption at the Fall Plenary Session. Per Freitas on 5/10/15: Completed in November 2014.
Noncredit Survey	2. September	2014	IV. J.	Klein/Adams	n/a - completed	Complete	Klein will work with Adams to send the survey out to the field.
Exemplary Award Theme	2. September	2014	IV. D.	Rutan/Bruno	n/a - completed	Complete	Will provide the final lanugarge to be included in the announcement for the award.
EC Meeting Minutes August	2. September	2014	II. B.	Staff	Oct. 2014	Complete	Staff will ensure that there is a public sign-in sheet available for each meeting. An item will be included on a future agenda when the list of public guests grows.
Fall Plenary Session	2. September	2014	IV. B.	Staff	Oct. 2014	Complete	Staff will post the preliminary program on the ASCCC website.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Accreditation Institute	2. September	2014	IV. E.	Stanskas	Oct. 2014	Complete	The final draft program will return to the January meeting for possible approval.
Regional and Town Hall Meetings	2. September	2014	IV. A.	unknown	n/a - completed	Complete	The Curriculum and EDAC chairs will finalize the agendas for posting on the website.
Committee Resolution Assignments & Priorities	2. September	2014	II. C.	unknown	Oct. 2014	Complete	Committee chairs will send in a completed committee resolution assignment and priorities spreadsheet for consideration for approval at the October meeting. The chairs will ensure that any completed assignments include an explanation of how each assignment was completed. Website needs to be update
C-ID Future	3. October	2014	IV. A.	Staff/Adams	n/a - completed	Complete	Adams to develop a grant packet to send to all colleges who submitted a request for interest providing what the Senate is willing to provide in support of the C-ID System. Completed and sent to 5 colleges. The deadline for grants is March 13th to the Chancellor's Office.
ASCCC Certification	3. October	2014	IV. K.	Staff/Adams	Future	Complete	Adams in collaboration with Professional Development Committee Chair Davison, to explore developing a credentialing program for consideration by the EC. February Meeting. In place; completed
Proposed Outline for the revision of the document: Empowering Local Senates-- Local Senates Handbook	3. October	2014	IV. M.	Adams/Freitas	n/a - completed	Complete	Adams and Freitas will finalize the resolutions to send to the Area meetings for discussion.
	3. October	2014	IV. E.	Braden	Future	Complete	This item will return to a future agenda for consideration for approval of the publication.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
C-ID Report	3. October	2014		Bruno	n/a - completed	Complete	The CB21 rubrics will be modified, posted to the website and circulated to interested individuals. Follow up with Janet Fulks to receive the final documents for posting on the website and sending to the CO.
Accreditation Institute	3. October	2014	IV. C.	Freitas	Jan. 2015	Complete	The Accreditation Program will return to the January EC Meeting for final approval
Legislative & Governmental Relations Committee Name Change	3. October	2014	II. C.	Staff	n/a - completed	Complete	Name change approved to change from Legislative and Governmental Relations committee to Legislative and Advocacy Committee. Staff will update the website and other written material with this change.
Revision of Online Education Committee Charge	3. October	2014	II. D.	Staff	n/a - completed	Complete	Rename the Distance Education Task Force to the Online Education Committee. Staff will update the website and other written materials with this change.
Academic Academy Draft Program Outline	3. October	2014	IV. D.	Todd	Jan. 2015	Complete	The program will return to the January meeting for discussion and possible approval.
Status of Referred resolution from Spring 2014 Plenary	3. October	2014	II. G.	unknown	n/a - completed	Complete	This item was pulled to discuss the appropriateness of declaring a referred resolution moot. The facilitators for the breakouts on the Bylaws and Strategic Planning will include this resolution in the discussions with attendees and report back to the EC.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/ Incomplete	Status/Notes
Revision to Rule for Referring Resolutions	4. November	2014	IV. D.	Freitas	Jan. 2015	Complete	<p>By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion. Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee. To be put on January 2015 agenda for further discussion and possible action. (Note from Jennifer: See February 2015 Agenda/Minutes Item V.C. Resolution Writing Deadline – is this the same thing? The minutes read, “Freitas reminded members of the resolution process.”) Update from Freitas on 3/31/15: Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee. The current status is that the Resolutions Handbook adopted by the body in fall 2014 specifies that resolutions are referred to the Executive Committee. No further action is needed at this time. Update from Freitas on 5/10/15: The president’s script states that resolutions can be referred to “research and take action.” This would mean that the referred resolution can be assigned to the appropriate committee to do the research and take the action requested in the referral instructions. This item is completed.</p>

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Supplemental Instruction Survey and Glossary	4. November	2014	IV. C.	Freitas	Jan. 2015	Complete	Exec endorsed participation, provided that the invitation letter to participants is clarified and request it be sent under Ray Sanchez and Crystal Kiekel and not include the ASCCC. Freitas brought the draft survey with a proposed cover letter. Exec approved moving forward with the joint effort with 3CSN and ACTLA on the survey, with the condition that the cover letter be revised so as not to suggest that a formal partnership with those organizations exist. Freitas drafted a revision, President Morse agreed with the revision, as did Crystal Kiekel from 3CSN. 3CSN and ACTLA will distribute the survey to the field in May 2015.
Dates for Online Education Spring Regional Meetings	4. November	2014	IV. B.	Freitas	Jan. 2015	Complete	Bring back in January for further discussion. Approved on consent.
OER Update	4. November	2014	V. F.	Morse	ASAP	Complete	A call with the three COERC representatives, Morse and Adams will be scheduled to ensure they understand what it means to be an ASCCC representative. Morse and Adams participated on a call with two of the three representatives to share with them concerns, as well as provide them with information about their role as well as the role of ICAS.
Resolution Assignments	5. January	2015	II. C.	Staff/Adams	ASAP	Complete	The Fall Plenary Session resolution assignments will be updated on the Senate website. Resolution assignments have been posted and should show up on the committee pages.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Small or Rural College Caucus	5. January	2015	II. D	Staff/Adams	ASAP	Complete	Office staff contacted the proposer of the Rural College Caucus to inform him that the Executive Committee has accepted the proposal to form the caucus. The Senate website has been updated with the caucus information.
Board of Governors Faculty Nomination Interview	5. January	2015	II. E.	Staff/Adams	ASAP	Complete	Office staff sent out another call for Board of Governors nominations to the field for interviews in March. Manual Baca was notified that he will be forwarded to the Governor without an interview. The Governor's Office was also notified that the process has been continued. Interviews on March Agenda.
Fall Session Debrief and Spring Session Planning	5. January	2015	IV. A.	Area Reps.	Prior to Area meetings	Complete	Based on feedback from the fall plenary session feedback, Area Representatives will discuss methods to ensure the most efficient use of limited time during discussion at the meeting.
Part-time Paper	5. January	2015	IV. C.	Davison	Future	Complete	Article on part time faculty and professional development in January Rostrum. Part time listserv created. Breakout on inclusion of part time faculty to be held at Spring Plenary. Deem completed.
Draft Outline for Spring Online Education Regional Meetings	5. January	2015	II. B.	Freitas	ASAP	Complete	The Spring Online Regional Meetings will be held March 20 (College of San Mateo) and March 21 (San Antonio College). Freitas worked with office staff to coordinate the spring regional meetings.
Reports	5. January	2015	III. A. & B.	Morse/Adams	Feb. 2015	Complete	Morse and Adams will consider a joint report as appropriate. A joint report has been submitted on the February agenda. Morse and Adams will see how this works to inform future items. A joint report was made on the February report. This is complete.
Accreditation Institute Final Program	5. January	2015	IV. B.	Stanskas	ASAP	Complete	Stanskas will provide the Office staff with the final program for formatting and posting on the Senate website.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
EDAC Cultural Competency Survey	5. January	2015	IV. D.	Todd	Future	Complete	Executive Committee members will provide feedback to the EDAC chair. On the March Meeting agenda. Per Todd on April 6, 2015: Survey has been conducted, and preliminary results will be presented at Spring 2015 Plenary during breakout concerning the ASCCC Cultural Competency Plan.
Legislative Webpage	6. February	2015	II. E.	Staff/Adams	Future	Complete	A Legislative Page has been developed on the ASCCC Website and is listed under the Communities tab. Legislative positions, letters to the legislature, and Legislative reports are posted on this page.
Technical Assistance Provider	6. February	2015	II. I.	Staff/Adams	Mar. 2015	Complete	Grant developed and submitted by Mission College.
Annual Report	6. February	2015	II. F.	Committee Chairs	Feb. 2015	Complete	Committee chairs and other members will send Adams a paragraph for the Annual report by 2/27/2015.
Survey on Grant Process	6. February	2015	II. G.	Freitas	Future	Complete	The chair of the Educational Policies Committee will send Adams the final survey for formatting and publishing.
Noncredit/curriculum Regionals	6. February	2015	III. C.	Klein	Feb. 2015	Complete	The Noncredit and Curriculum Committees repackaged the program. No stipends were provided for PT to attend. Around 225 faculty and administrators attended. Morse will contact the Senate's attorney for a written opinion to clarify the status of the Brown Act and Bagley Keene Act. If the attorney does not have experience with open meeting acts, then a recommendation for other attorneys will be requested. A request has been sent to the ASCCC attorney. Approved at the March 2015 meeting; the Open Policy Meeting will be posted on the website.
Open Meeting Policy	6. February	2015	II. H.	Morse	Future	Complete	Staff will include the emeritus language in policy documents.
Honoring Faculty - Emeritus	6. February	2015	II. C.	Rutan	Future	Complete	

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Academic Academy	6. February	2015	III. A.	Todd	Feb. 2015	Complete	The final program will be sent to staff for posting on the website. Per Todd on April 6, 2015: Completed--Academic Academy held on March 13-14, 2015.
Executive Committee Meeting Schedule,	7. March	2015	II. G.	Staff/Adams	Mar. 2015	Complete	Meeting dates posted on the website
Local Senates Handbook	7. March	2015	II. H.	Braden	Mar. 2015	Complete	Forward to the 2015 Plenary Session for debate and possible approval.
ASCCC Strategic Planning	7. March	2015	II. I.	Morse/Adams	Mar. 2015	Complete	Forward to the 2015 Plenary Session for debate and possible approval. Adopted by the delegates.
Vocational Education Institute	7. March	2015	IV. I.	North/Adams	Apr. 2015	Complete	Approved by consent.
ASCCC Open Meeting Policy	7. March	2015	II. B.	Rutan	Apr. 2015	Complete	Approved. The Open Meeting Policy will be posted on the website.
Executive Committee Evaluation for Periodic Evaluation of ASCCC	7. March	2015	IV. E.	Rutan	Future	Complete	March: The Standards and Practices Committee will incorporate the feedback from the Executive Committee and bring back to the April Executive Committee meeting for discussion and possible approval. Approved at April 2015 mtg.
Policy for Removal of a Member of the Executive Committee	7. March	2015	IV. F.	Rutan	Future	Complete	Approved by consent. Policy will be included in the ASCCC policies.
Bylaw Changes	7. March	2015	II. E.	Rutan	Mar. 2015	Complete	MSC (Stanskas/Crawford) to move the bylaws forward to the body for debate and possible adoption.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Status/Notes
Rules Changes February Executive Committee Meeting Minutes, Stanskas	7. March	2015	II. F.	Rutan	Mar. 2015	Complete	MSC (North/Davison) to move the rules forward to the body
Common Assessment Initiative Competency Maps	7. March	2015	II. A.	Stanskas	Mar. 2015	Complete	Approved. Minutes are posted on the website
March 2015 Meeting Minutes	8. April	2015	IV. I.	Rutan	Future	Complete	Exec Cmte voted at April 2015 mtg to approve the ASCCC holding regional CAI competency map regionals in fall with funding from CAI. Update from CR on 5/7/15: Regional meetings in the north and south held on May 15, 2015.
CTE Leadership Institute	8. April	2015	II. A.	Stanskas/Blankenship	April 2015	Complete	March 2015 meeting minutes were approved by consent and posted to the ASCCC website.
	8. April	2015	II. E.	North/Adams	May 2015	Complete	Program was finalized and published.



Executive Committee Agenda Item

SUBJECT: Approval of Executive Committee Minutes – April 2015		Month: May	Year: 2015
		Item No: II. A.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the minutes from the April 2015 Executive Meeting.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

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

**ACADEMIC SENATE for CALIFORNIA COMMUNITY COLLEGES
EXECUTIVE COMMITTEE MEETING
April 8, 2015**

Berkeley City College, 2050 Center Street, Berkeley, CA 94704

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:30 p.m. and welcomed members and guests.

Members present: J. Adams, J. Bruno, D. Crump, P. Crawford, D. Davison, J. Freitas, M. Grimes-Hillman, D. Klein, W. North, C. Rico, C. Rutan, J. Stankas, and J. Todd. C. Braden was absent due to jury duty.

Liaisons: Cris McCullough, Chancellor's Office; Asia Reed, Student Senate CCC; and Shaaron Vogel, FACCC.

Guests: Joseph Bielanski, Berkeley City College; Mary Clarke-Miller, Berkeley City College; Walt Dimantora, CCCCCO; Tram Vo-Kumamoto, VPI, Berkeley City College; Shawn McDougal, Berkeley City College; Kelly Pernell, Berkeley City College; and Cleavon Smith, Senate President, Berkeley City College.

B. Approval of Agenda

The Agenda was approved by consent.

C. Public Comment

No comments were received.

D. Calendar

The next *Rostrum* articles are due on April 19, 2015.

E. ASCCC Action Tracking

Members discussed the Action Tracking spreadsheet. Members were asked to provide staff with any updates to the spreadsheet prior to the Executive Committee Agenda deadline.

F. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. March 2015 Executive Committee Meeting Minutes, Stankas

B. Standards and Guidelines for Regional Meeting Planning, Freitas

C. Process and Criteria for Norbert Bischof Faculty Freedom Fighter Award, Rutan

D. Policy for Removal of a Member of the Executive Committee, Rutan

E. CTE Leadership Institute, Adams/North

Item II. C was removed from the consent calendar and will return to the May meeting for discussion and possible approval.

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

Action items:

Item A: Minutes will be posted on the website.

Item B: Adams will bring back draft guidelines and standards to the August meeting for discussion and direction.

Item D: Policy will be included in the ASCCC Policies.

Item E: Program will be finalized and published.

III. REPORTS

A. Presidents/Executive Director's Report

President Morse activities since the last meeting were as follows:

- Morse acknowledged the great job everyone did in conducting the area and regional meetings, and the academic academy;
- The Association of California Community College Administrators (ACCCA) invited the ASCCC president to participate in the next ACCCA Great Dean's Training;
- Morse, along with Braden and Bruno, met with Assemblymember Bonilla regarding AB 798 (Textbook Affordability Act).
- Morse met with Vice Chancellors Walker and Noldon in regards to the C-ID Grant.
- Morse and Adams met with Deputy Chancellor Erik Skinner and Tim Calhoun to agree on a process for providing stipends to faculty for their expertise on the three online initiatives;
- The Consultation Council Accreditation Task Force, which had not met for two years, is meeting again to address system-wide accreditation concerns.
- The Community College League of California has invited the ASCCC to present at their upcoming Equity Summit conference in Los Angeles. Todd, Grimes-Hillman, and Morse will make the presentation.

Morse concluded his report by informing members that he has received a written report from the attorney regarding the ASCCC and the Brown Act. It will be provided next meeting. He also noted that Vice-Chancellor Walker and Chancellor Harris raised concern over the lack of diversity of faculty and expressed willingness to work with the ASCCC this year to address faculty diversity.

Adams shared that she is working with organizations representing the Chief Instructional Officers, Occupational Deans, and possibility Chief Student Services Officers to hold a joint conference as part of the Spring 2016 plenary session at the Sacramento Convention Center. She is currently in negotiations with the organizations, hotels, and the convention center.

Adams attended the Sacramento Doing What Matters Town Hall meeting for industry. There was a panel of presenters and about 40 – 50 people from industry, Chancellor's Office, faculty, and others in attendance. The panel presented much of the information heard at the Faculty Listening Events such as slow curriculum approval processes,

industry needs programs to be more responsive, programs need more funding, etc. At first the presentation appeared to be another “dog and pony show.” However, after discussion with others it appears that the purpose of the event was getting buy-in from industry for the CTE Work Force goals and subsequently recommendations.

Adams provided additional information:

- She continues to seek faculty appointments to the initiatives and Institutional Effectiveness Partnership Resource Teams.
- The Statewide Career Pathways Advisory Group is discussing next steps for continuing the work on pathways if the ASCCC is not successful in getting the TAP grant. There are about four applications. The determination was to be released by April 1st but as of this meeting no results have been released.
- She negotiated using left over funds from the CTE Academy to fund CTE faculty to attend the CTE Institute for free. Attendees went from 23 to 206 in less than 48 hours. The event now has a waiting list. The agenda for the event is on the consent calendar and looks very promising.
- She shared with members a new requirement from the Chancellor’s Office to request purchase orders for all jobs using the ASCCC funds currently held by the Chancellor’s Office. She will contact Vice Chancellor of Fiscal Dan Troy to use the funds to pay for other expenses such as flight or travel.

She concluded her report by announcing that the office is, finally, fully staffed with the addition of Edie Martinelli, our new events planner.

B. Foundation President’s Report

Bruno informed members on the logistics of the upcoming Spring Fling being held on April 10th from 7:00 p.m. to 11:00 p.m., as well as the Silent Auction, Raffle, and ASF T-shirt day.

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

FACCC: Shaaron Vogel informed members that FACCC is sponsoring two bills: AB 404 (Accreditation) and AB 626 (Full-time faculty and percentage of hours taught). Vogel will be moving to the role of president for FACCC beginning July 2015.

Student Senate CCC: Asia Reed provided a brief update on activities at Student Senate CCC, noting that they are currently preparing for their General Assembly (similar to the ASCCC plenary session). They are also creating a new strategic plan and working to get the CCC to adopt the Student Representation Fee, in addition to becoming incorporated.

IV. ACTION ITEMS

A. Legislative Activities, (Action, as necessary)

Bruno informed members that the 2015 Legislative Session is in full swing with a number of bills being introduced. On March 18, 2015 an ASCCC letter was submitted to the Senate Education Committee on SB 42 (Liu, April 7, 2015) *Postsecondary Education: California Commission on Higher Education Performance and Accountability* to express ASCCC’s concerns, as well as interest in collaborating. The

ASCCC Legislation Report, along with state and federal updates from the Chancellor's Office and a Legislation Matrix, were provided in advance of the meeting for review and posted to the ASCCC website. ASCCC has supported AB 288 (Holden, February 11, 2015) *College and Career Access Pathways partnerships*. She noted that California Federation of Teachers still has concerns with basic skills legislation -- AB 770 (Irwin) Basic Skills and Professional Development

B. Curriculum Institute Program

Grimes-Hillman presented the Curriculum Institute Program for a second reading. She highlighted a number of areas in the program that had been modified and noted that novice presenters will be matched with experienced presenters.

MSC (Rutan/North) to approve the draft Curriculum Institute program. This item will return to the next meeting for final approval.

C. Faculty Leadership

Members discussed the survey results. Adams noted that several comments on the survey were related to the access of the materials prior to the event including presentations and presentations. Members thought that presentation outlines could be posted but hesitated posting the final presentations. Members discussed last year's program and determined which topics should be continued, removed, or added.

MSC (Stankas/Freitas) to approve the tentative outline of the Faculty Leadership Institute, with the understanding that modifications will be made. The draft program will be included on the May agenda for final approval.

D. Survey to Update Equivalence to the Minimum Qualifications Paper

Rutan presented a survey developed by the Standards and Practices Committee to gather information about the local equivalency processes which will be used to update the paper on Equivalency to the Minimum Qualifications. The committee requested that the survey be sent to senate presidents, human resources administrators, and any other individuals that participate in local determinations of equivalence.

MSC (Rutan/Freitas) to gather information about the local equivalency processes to be used to update Equivalence to the Minimum Qualifications paper.

E. Curriculum Survey

Grimes-Hillman informed members about a conversation with the CTE Leadership Committee. In response to comments made at the recent CTE faculty listening tours, CTE Leadership Committee were surprised at the range of differences shared with others about local curriculum approval processes. In addition, during the Regional Listening Tours hosted by the Chancellor's Office, administrators, faculty, staff, and industry shared their concern about the perceived slow curriculum processes on our local colleges. The CTE Committee determined that a survey of current practices would inform future conversations. As the chair of the Curriculum Committee, Grimes-Hillman asked her committee to assist with writing a resolution requesting a survey and drafted a possible survey. Members were asked to provide feedback and suggested minor modifications, as

well as the inclusion of the estimated time the survey is expected to take.

MSC (Rico/Davison) to approve the Curriculum Survey with minor modifications.

Action:

The survey will be finalized, formatted, and sent to senate presidents and curriculum chairs immediately following the Spring Plenary Session.

F. Executive Committee Evaluation for Periodic Evaluation of ASCCC

Rutan reminded members that the attached survey was initially reviewed at the March 2015 Executive Committee meeting. Members requested that ranking scale be modified and that some of the question be eliminated or revised. The Standards and Practices Committee revised the survey to make the questions clearer and to modify the scale used to answer each question. The survey needs to be finalized at this meeting so that Executive Committee members can complete the survey prior to the May Executive Committee deadline.

MSC (Freitas/Davison) to approve the Executive Committee Evaluation for the Periodic Evaluation of the ASCCC and completion by the Executive Committee members prior to the May Orientation.

G. System Advisory Committee on Curriculum Update

Grimes-Hillman presented an update of the System Advisory Committee on Curriculum (SACC). The Chancellor's Office has experienced turnover and the Academic Affairs Division is currently understaffed. Several items presented to or recommended by SACC have yet to be implemented and faculty are anxious in the outcome of many items on the SACC agenda. Members were asked to review the current SACC items and assist the SACC co-chair with prioritizing items. Members discussed the items and suggested the following priorities: PCAH, ADTS, Low Unit Certificates, Community Service Document, and ESL Coding. The SACC co-chair will share this conversation and the suggested priorities with the other co-chair of SACCC. No action was required.

H. Accreditation Draft Paper

Stankas reminded members that the Accreditation Committee was charged with writing an effective practices paper. The Executive Committee approved the outline at its October 2014 meeting. Members were sent a draft paper via email prior to this meeting and asked to provide feedback in advance of the meeting. Members briefly discussed the paper. This item will return to another meeting for discussion and possible adoption.

I. Common Assessment Initiative Competency Maps

Rutan updated members about the Common Assessment Initiative (CAI) competency maps created in English, ESL, and mathematics, which will form the basis of the common assessment test that is currently under developed. The initiative staff conducted a survey via listservs and during multiple presentations at the 2014 Fall Plenary Session and other events. A summary of the survey results were presented to the CAI Steering Committee in November 2014 with a majority of faculty approved the competency maps as presented. However, less than 100 faculty completed the surveys for each competency map and the Steering Committee felt that the number of respondents were low. Rutan

asked the Executive Committee about whether or not the faculty response rate was sufficient enough feedback or should additional vetting be sought prior to the creation of the test specifications.

MSC (Rico/Bruno) to approve the ASCCC holding CAI competency map regionals in fall with funding from CAI.

J. Executive Director Evaluation Team and Tool

Morse reminded members that the newly approved contract language for evaluating the executive director called for the four elected officers and a non-officer Executive Committee member to participate on the Executive Director's evaluation team. He asked members for volunteers or nominations. One member volunteered to participate on the evaluation team. Members then reviewed the evaluation tool.

MSC (Davison/Freitas) to appoint Michelle Grimes-Hillman as the non-officer Executive Committee member to participate on the Executive Director's evaluation team and to approve the evaluation tool as submitted.

V. DISCUSSION

A. Chancellor's Office Liaison

Cris McCullough, Dean of Curriculum and Instruction, updated members on Chancellor's Office activities.

B. Board of Governors/Consultation Council Meetings

Morse updated members about the Bachelor's Degree approvals. Twelve pilot projects were approved and three other pilots are expected to be approved, likely including Rio Hondo and Santa Monica. Morse shared that Compton College is reapplying for accreditation but that it might take another 10 years to qualify. The Board of Governors also approved a transfer agreement with the Historically Black Colleges, which is historic and great news for our students.

Morse informed members of discussions at the Consultation Council including topics related to the Bachelor's Degrees, budget, Student Success and Support Program formula, and adult education. He noted that more information can be found on the Consultation Council webpage.

VI. REPORTS *(if time permits, additionally Executive Committee announcements and report may be provided)*

A. Committee Reports

1. Curriculum Committee, Grimes-Hillman
2. Future, Grimes-Hillman
3. Noncredit Committee, Klein
4. Professional Development Committee, Davison
5. Standards and Practice, Rutan

B. Task Force Reports

1. **Program and Course Approval Handbook (PCAH), Grimes-Hillman**
Grimes-Hillman updated the Executive Committee on the PCAH revision.

C. Liaison Reports

1. Educational Planning Initiative Steering Committee, Rico
2. Institutional Effectiveness Partnership Initiatives, Bruno
3. Student Services Portal Steering Committee, Rico
4. Systems Advisory Committee on Curriculum, Grimes-Hillman

D. Senate Grant and Project Reports

1. Career Technical Education Leadership Committee (CTELC), Goold
2. C-ID Report, Bruno
3. Intersegmental Curriculum Workgroup, Bruno
4. Statewide Career Pathways Grant Narrative, Adams

E. Local Senate Reports

1. Curriculum Presentation at Merced College, Grimes-Hillman/Braden

VII. ADJOURNMENT

The meeting adjourned at 5:15 p.m. on Wednesday, April 8, 2015.

Respectfully submitted by

Jennifer Blankenship, Executive Assistant

John Stankas, Secretary



Executive Committee Agenda Item

SUBJECT: Approval of Executive Committee Members to the Foundation Board		Month: May	Year: 2015
		Item No: II. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the officers for the Foundation Board for 2015-16.	Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

- President: Michelle Grimes-Hillman (prior two year service as treasurer and would serve her first year as president)
- Secretary: Ginni May (prior one year as director and would serve her first year as secretary)
- Treasurer: James Todd (prior year as secretary and would serve his first year as treasurer)

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

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

Executive Committee Agenda Item

SUBJECT: Caucus Recognition		Month: May	Year: 2015
		Item No: II. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval continued recognition of the PT Faculty ASCCC Caucuses	Urgent: No	
		Time Requested: 5 Mins	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Caucus process requires current caucuses to submit each May their intent to continue as a recognized caucus (see <http://www.asccc.org/caucuses>). The Part-time Faculty Caucus has submitted its intent to continue as an ASCCC Caucus and provided current membership (attached).

The Executive Committee will consider whether or not this caucus meets the requirements to continue to be an ASCCC Caucus.

NOTE:

- The Small and Rural Caucus is newly formed and does not require approval this May to continue as an ASCCC Caucus.
- The Senate Office has received a note from the current chair that the LGBT Caucus will not continue as an ASCCC caucus. Adams will send out an email to the caucus list to see if the decision was shared with all caucus members.

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



March 31, 2015

Dear Ms. Adams,

I am writing to inform you that the ASPT Faculty Caucus intends to stay active and looks forward to having our next meeting during the 2015 Spring Plenary. Please find the attachment that lists our members enclosed in this email.

Sincerely,

Stacey Burks
Chair, ASPT Caucus
Butte College

Cc: David Milroy

Additionally, the Academic Senate Part-Time Faculty Caucus (ASPFC) recently held their elections and the following positions were filled:

Chair, Stacey Burks
Vice Chair, David Milroy
Treasurer, John Martin
Area B rep, Deborah Dahl Shanks
Area C rep, Cindy Pollack
Communication Director, Douglas Dildine

Part-Time Caucus Members

Name, School

Amy Wilson, Diablo Valley College
Dr. Jonathan Knight, Los Medanos College
Julia Ashmore, Los Medanos College
Victoria Sansome--Chabot College
Dave Welton--Butte
Tara Grover Smith--Butte
Wendy Brown--Butte
Teresa Richards--Butte
Ann Larson--Butte
John Martin--Butte
Shanna Mariev--Butte
Maryanne Galindo La Trade Tech College
Steve Hall--Butte
Cliff Liehe--CCSF
Kathryn Pinna College, SF
Jennifer Paris--Rio Hondo College and Mira Costa College
Jodi Baker -- Grossmont
Candace Khanna--Laney College
Jennifer Yeh--Chabot-Las Positas District--
Margie Allen--Butte College
Andy Vranich--Butte College
Ola Teslenko-- Laney College
Sandra Niemann--Berkeley City College
Robert Melsh--College of the Sequoias
W. Rudd--Santa Rosa College
Don Nikkel--COS
Jo Anne Cripe--Butte College
Shawn Smith--Butte College
Shanna Vela--Butte
Dana Davis--San Diego--Berkely City College/Contra Costa College
Bruce D. Olsen-- L.A. Trade Tech College and L.A. Southwest College

Name, School

Mary Ellen Goodwin, De Anza College
Valerie Colber, Diablo Valley College
Lynn Knight, Contra Costa College
Teya Schaffer--College of Alameda (Peralta District)
Stewart Winchester--Diablo Valley College
Daniel Najjar--Berkeley City College--Peralta
Jodi Rives--Butte
Lisa Westwood--Butte
Perry Snyder, Ph.D. Palomar College
Teresa Ensslin--Butte
Monique Vallance Modesto Jr. College
Pablo Rodriguez City College of San Francisco
Bob Eddy--Diablo Valley College
Sally Saenger--SBCC
Paulette Bell-- Santa Rosa Jr. College, Sonoma County College
Martin Tuller--Grossmont College
Rob Leadbeater--West Valley Mission College District
Dave Bush--Shasta
Elsa Ramirez-Brisson--Hartnell College
Cynthia Mahabir--Peralta
Cheryl Battles--Butte College--
Judith Rathbone--Laney College
Jay Citron--Peralta Community College
Nancy Wendt--Diablo Valley College
Martin Goldstein--Santa Monica
Celeste Roberts--COS
Kenneth Bearden--Butte College
Laurel Hartley--Butte
Maximus Pepperkamp--Butte

LGBT Caucus Members

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Ubowski, Karen	kubowski@napavalley.edu



Executive Committee Agenda Item

SUBJECT: Resolution Assignment Report		Month: May	Year: 2015
		Item No: II. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments for the 201-16 Resolutions	Urgent: YES	
		Time Requested: 10 Mins	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will review the 2015 Spring Session resolution assignments for next year’s committees, advisory groups, and individuals.

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

Resolutions Adopted and Referred Resolutions

Resolution #	Year	Title and Link	Assigned
1.00	S15	ACADEMIC SENATE	
1.01	S15	Revise the Academic Senate Bylaws	Executive Director
1.02	S15	Revise the Academic Senate Rules	Executive Director
1.03	S15	Adopt the 2015-2018 ASCCC Strategic Plan	Executive Director
1.04	S15	Standing Committee Part-time Faculty	President
2.00		ACCREDITATION	
2.01	S15	Disaggregation of Learning Outcomes Data	Accreditation Committee
2.02	S15	ACCJC Written Reports to Colleges on Sanction	President
5.00		BUDGET AND FINANCE	
5.01	S15	Exploring the Funding Model	President
6.00		STATE AND LEGISLATIVE ISSUES	
6.01	S15	Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation	President/Legislative Advocacy Cmte
6.02	S15	Support Funding for Career Pathways and Coordination of Long Range Planning	President/Legislative Advocacy Cmte
6.03	S15	Support Expanding Dual Enrollment Opportunities for High School Students	President/Legislative Advocacy Cmte
6.04	S15	Support Legislation on Full-time Faculty Hiring, Full-Time Noncredit Hiring, and Part-Time Office Hours	President/Legislative Advocacy Cmte
6.05	S15	Support College Textbook Affordability Act	President/Legislative Advocacy Cmte
6.06	S15	Placing Limitations on Overload Assignments	President/Legislative Advocacy Cmte
7.00		CONSULTATION WITH THE CHANCELLORS OFFICE	
7.01	S15	System handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty	SACC Representatives
7.02	S15	Posting of Chancellor's Office Templates	SACC Representatives
7.03	S15	Application of the Federal Definition of Distance Education to Both Fully Online and Hybrid Courses by Regional Accreditors	SACC Representatives
9.00		CURRICULUM	
9.01	S15	Curriculum Processes and Effective Practices	Curriculum Committee
9.02	S15	Chancellor's Office Interpretation of Education Code and Title 5 Regulations	SACC Representatives
9.03	S15	The Carnegie Units Worksheet	SACC Representatives
10.00		DISCIPLINES LIST	
10.01	S15	Disciplines List - African American Studies	Executive Director
10.02	S15	Disciplines List - Counseling DSPS	Executive Director
10.03	S15	Disciplines List - Learning Disabilities Specialist: DSPS	Executive Director
10.04	S15	Disciplines List - Supply Chain Technology	Executive Director
12.00		FACULTY DEVELOPMENT	
12.01	S15	Faculty Recognition	Relations with Local Senates

Resolutions Adopted and Referred Resolutions

13.00		GENERAL CONCERNS	
13.01	S15	System-wide Collaboration on Violence Prevention Programs	President/EDAC
13.02	S15	Allowed Experiences in Courses Related Content	SACC Representatives
13.03	S15	Creating a Common Assessment Reporting Tool to Detail Student Skills	Representatives to CAI
14.00		GRADING	
14.01	S15	Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of....	SACC Representatives
16.00		LIBRARY AND LEARNING RESOURCES	
16.01	S15	Update the Paper Textbook Issues: Economic Pressures and Academic Values	President
17.00		LOCAL SENATES	
17.01	S15	Adopt the Paper <i>The Local Senates Handbook</i>	Executive Director
17.02	S15	Establishing Local CTE Liasion Position	Relations with Local Senates
17.03	S15	Establishing Local Legislative Liasion Position	Relations with Local Senates
17.04	S15	Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures	President
17.05	S15	Establish Local Noncredit Liaison Position	Relations with Local Senates
REFERRED RESOLUTIONS			SECTION TWO
1.05	S15	Compliance with Open Meeting Act	Standards and Practices Cmte
9.04	S15	Alternative Courses for math Competency Requirements	C-ID Curriculum Director
		9.04.01 S15 Amend Resolution 9.04 S15	C-ID Curriculum Director
		9.04.02 S15 Amend Resolution 9.04 S15	

Executive Committee Agenda Item

SUBJECT: Process and Criteria for the Norbert Bischof Faculty Freedom Fighter Award (NBFFF)		Month: May	Year: 2015
		Item No: II. E.	
DESIRED OUTCOME: The Executive Committee will approve the process and criteria for awarding the NBFFF.		Attachment: YES	
		Urgent: YES	
CATEGORY:	Action	Time Requested: 10 minutes	
REQUESTED BY:	Craig Rutan	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: At the February meeting of the Executive Committee, the Standards and Practices Committee was tasked with developing a process for nominations and selection criteria for the Norbert Bischof Faculty Freedom Fighter Award (NBFFF). The following is listed in the ASCCC Awards Handbook:

*The **Norbert Bischof Faculty Freedom Fighter Award (NBFFF)** is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof. The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.*

Standards and Practices has proposed criteria for the award, but believes that the Executive Committee should discuss all nominees and determine if the award should be presented each year.

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

Norbert Bischof Faculty Freedom Fighter Award (NBFFF)

Background

The **Norbert Bischof Faculty Freedom Fighter Award** (NBFFF) is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof.

Nomination Process

Any member of the Executive Committee may submit a nomination to the chair of the Standards and Practices Committee for consideration. The chair of the Standards and Practices Committee will send out a reminder to all Executive Committee by January 15th that all nominations must be submitted no later than February 1st. There is no requirement that a faculty member be nominated each year.

Selection Criteria

Candidates for this award will have demonstrated skillful, effective and courageous leadership that has a lasting positive impact on the California Community College systems, — both locally and statewide, — in by supporting and strengthening the principles and values of the Academic Senate for California Community Colleges. Nominees will have demonstrated determination and poise in a variety of settings, while continuing to successfully advocate for faculty, and despite facing individuals and institutions attempting to undermine opposing their efforts.

Evaluation of Candidates

The Chair of the Standards and Practices Committee will submit an agenda item for this award no later than the March meeting of the Executive Committee. Nominees will be discussed in open session at a regularly scheduled meeting of the Executive Committee. The discussion will include a brief presentation by the nominating Executive Committee member highlighting the work of the nominee, the adversity that they nominee has faced, and the impact that their selfless advocacy has had on the California Community Colleges, —both locally and statewide. — that led to their nomination. Following the discussion, the Executive Committee may select a winner following a motion and a majority vote of the members present.

Award

The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.



Executive Committee Agenda Item

SUBJECT: Spring Area Meeting Dates		Month: May	Year: 2015
		Item No: II. F.	
		Attachment: NO	
DESIRED OUTCOME:	The spring Area meeting dates will be moved to April 1 st and 2 nd .	Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The current schedule sets the spring Area meeting dates at March 25 and 26, four weeks before spring session and during Easter weekend. Possible new dates are April 1st and 2nd and April 7th and 8th. It is proposed that the Area meetings be moved to April 1st and 2nd to give the field more time to review any new resolutions and amendments developed at the Area meetings.

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



Executive Committee Agenda Item

SUBJECT: Associate Degree for Transfer (ADT) White Papers		Month: May	Year: 2015
		Item No: II. G.	
		Attachment: No	
DESIRED OUTCOME:	Review and approve topics for white papers based on the content of the ADT paper.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

BACKGROUND: In fall 1013, the body adopted Resolution 9.01 calling for a paper establishing guidelines and effective practices for local development and implementation of Associate Degrees for Transfer. In response to the resolution, a task force was formed to write the paper for adoption by the body at the fall 2014 plenary session. The paper was drafted and went through a first reading by the Executive Committee. At the second reading in October, significant questions remained regarding legislative and policy issues that affected local implementation of TMCs. As a result of the outstanding issues, the authors requested additional time to resolve the issues with the Chancellor’s Office and predicted that the paper would be ready for adoption at the spring 2015 plenary session. The Executive Committee granted the request. To inform the body on the progress of the resolution, Bruno and Pilati wrote a *Rostrum* article (October 2014) and included a discussion on the paper in the fall 2014 breakout session on Transfer Model Curriculum and C-ID.

For the second reading of the paper at the March Executive meeting, Bruno and Pilati revised the paper, attempting to circumvent the unresolved issues that still remain regarding local implementation of ADTs and SB 440 mandates. In reviewing the paper, the Executive Committee was hesitant to publish an incomplete paper that would require revision once the outstanding issues were resolved. The Executive Committee decided that a series of white papers derived from the content of the draft paper would be the best way to provide the information to the field until all issues were resolved and a complete paper may be adopted by the body.

To that end, the authors are offering the following topics for a series of white papers on the implementation of TMCs:

1. The History of C-ID and TMC
2. Effective Practices for Local Implementation of TMCs (TMC>COT>ADT)
3. Effective Practices for Messaging and Marketing ADTs
4. Establishing Effective Local ADT Policies and Practices (Reciprocity, External Exams, Credit by Exam)

Approval for the topics is requested. If granted, the white papers will be submitted to the Executive Committee in fall 2015. Note: the current ADT paper is available on the March 2015 Agenda here:

<http://www.asccc.org/sites/default/files/IV.%20C.%202.%20ADT.docx>

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



Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation Report		Month: May	Year: 2015
		Item No: III. B.	
		Attachment: NO	
DESIRED OUTCOME:	Update the Executive Committee on the activities of the Academic Senate Foundation	Urgent: NO	
		Time Requested: 10 min	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate Foundation had another excellent fundraising event at the spring Plenary Session. A brief report will be provided after the AS Foundation meeting on May 27. Thank you for all your support.

The Academic Senate Foundation is currently recruiting to fill the vacant seat on the Board. The ASF Board of Directors for 2015-2016:

Michelle Grimes-Hillman, President
James Todd, Treasurer
Ginni May, Secretary
Richard Mahon, Good guy
Julie Adams, Executive Director

The AS Foundation looks forward to growing in scope and outreach in the 2015-2016 year.

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



Executive Committee Agenda Item

SUBJECT: Executive Director Evaluation		Month: May	Year: 2015
		Item No: IV. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will evaluate the Executive Director in closed session.	Urgent: No	
CATEGORY:		Time Requested: 30 minutes	
REQUESTED BY:	David Morse	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The employment contract of the Executive Director requires that she be evaluated every two years by the President of the ASCCC. In the past, the President would evaluate the Director with input via the Executive Committee. In August, the President and Executive Director recommended, and the Executive Committee approved, that the evaluation process be modified to create a team to perform the evaluation: the four elected officers and one executive committee member determined by the Executive Committee. Members were also required to answer a brief survey regarding their experience with the Executive Director’s performance. The evaluation team composition was David Morse, Julie Bruno, John Stankas, Wheeler North, and Michelle Grimes-Hillman. The team has completed the evaluation and will report to the Executive Committee their findings in closed session.

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

Executive Committee Agenda Item

SUBJECT: Executive Committee Evaluation		Month: May	Year: 2015
		Item No: IV. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be informed about the recent evaluation completed by the Executive Committee members	Urgent: NO	
		Time Requested: 30	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: At the spring 2014 plenary session, the body passed resolution 1.02 S14 creating the framework for the periodic review of the Academic Senate for California Community Colleges. In addition to providing the review team with the constitution, bylaws, rules, and policies of the Academic Senate, the team will be given an evaluation of the Academic Senate prepared by the Executive Committee members. In April, the Executive Committee approved an evaluation instrument to assess the Executive Committee members' knowledge of various aspects of the organization and its operations. Each elected member completed the evaluation by May 1st.

The Officers will use the evaluation tool to design the Executive Committee orientation as well as create practices that ensure that the Executive Committee members are continuously informed about their role and legal responsibilities as the Board of Directors of a nonprofit organization and corporation.

Information:

Average length of time on the Executive Committee is about 4 years determined as follows:

1 year: 5	2 years: 2	3 years: 1	4 years: 2	5 years: 1	6 years: 1	10 years: 1	13 years: 1
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Observations:

- Members who have been on the Executive Committee for a short period of time (1 – 2 years) had less of an understanding of many of the items noted on the evaluation, particularly those related to the programs, finances, staffing, and leadership development.
- Most members felt that we could do a better job in Leadership Development/Governing Body and Strategic Governance.

Evaluation Comments:

Some members listed comments for areas of improvement. Below is a summary list of themes:

- *Executive Committee Meetings:*
 - Use the Executive Committee to make decisions—at times it appears that decisions are made prior to the meeting by a select few individuals.
 - Share conversations with others who have not been a part of the discussion—during some meetings there appears to have been background conversations, which makes it difficult for some members (especially new ones) to follow along.

- *Budget and Financing:*
 - Provide the current budgeted amount and expenditures when members are discussing items that have budget implications. This will allow the Executive Committee to consider if the item is such a priority that additional funds should be allocated at the costs of something else.
- *Committee Work:*
 - Define the role of the committee chairs and how they interact with other assignments.
 - Clarify how to work with other Executive Committee member on committees and when to use resources from outside.
 - Define the role of the second Executive Committee member on a standing committee.
 - Communicate workload of each members and what it means in the leadership of the organization – i.e., perception of what it means to chair a committee or not and if you're not a chair how are your contributions perceived by all.
- *Workflow:*
 - Respond in a timely manner. The President and ED are to be copied on all messages. However, sometimes they are nonresponsive or do not respond in a timely manner, which is a barrier for the member to respond timely.
 - Provide clear instructions: Members are asked to prepare a report with little direction about what is really needed. Once the report is received, it is not the right information so it is not used. This is frustrating for members. It would be better to provide information about the context of the report and how it will be used so that time is not wasted.
 - Develop one line of submission: Currently, there are several emails to send specific items to. This is frustrating.
 - Clarify directing staff versus asking for assistance.
- *Orientation and Mentorship:*
 - Improve orientation for all members and not just the two-day event.
 - Improve mentorship – new members are assigned mentors but the mentors seem too busy. Find time to check in and often.
- *Personal:*
 - Set real boundaries – members are told to set boundaries but then the boundaries are not respected or unreasonable requests are made which do not respect the boundaries (e.g., answering emails or doing work on Sunday).
 - Help members find work/life balance.
 - Listen to those who feel they are not heard.
 - Provide more feedback to members (particularly new ones) about how they are doing their job.
 - Discussion leadership opportunities for all members.
- *Evaluation Form*
 - Need to add “don't know” on the evaluation.
 - Evaluation seems to be an evaluation of the member and not the Executive Committee.

ASCCC Executive Committee Evaluation - Combined Data

IV.B.

Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
<i>Mission, Values, and Goals</i>						
I am aware of the Academic Senate's mission statement and how it differs from the Senate's values statement.	10	4				
I am aware of the Senate's strategic plan including the long-range goals and my role in achieving the goals outlined in the strategic plan.	7	6	1			
I monitor external developments and pressures that could affect the direction of the Academic Senate.	5	6	2	1		
<i>Governing Documents</i>						
I am aware of the information contained in the ASCCC Bylaws, Rules, policies, and procedures.	9	4	1			
I adhere to the principles promoted by the mission and values statements.	14					
I recommend policies and practices that reflect organizational wisdom to benefit the future of the ASCCC, our Member Senates, the Executive Committee, and the staff.	12	2				
<i>Benefits, Programs (Events), and Services</i>						
I am familiar with all of the programs, services, and resources that are offered by the Academic Senate.	7	5	1	1		
I review all programs and services periodically, making suggestions for improvements and recommending new training opportunities and services as appropriate.	4	4	4	2		
<i>Budgeting, Finances and Fund Raising</i>						
I am aware of the Senate's annual budget and provide input that maximizes the ability of the Executive Committee to further the strategic plan of the organization and respond to the expressed will of the Members Senates.	3	6	3	1	1	

Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
I am aware of the Senate's budget reserves and help to assure that the recommended budget reserve remains intact.	3	6	4		1	
I receive understandable, accurate, and timely financial reports.	5	7	1			1
I am aware of the required annual audit and consider the recommendations made in the independent auditor's report and management letter, suggesting changes to policy as appropriate.	8	4	2			
Staffing and Professional Development						
The Executive Committee delegates enough policy and operating authority for the Executive Director to manage the organization.	10	3				1
The Executive Committee regularly assesses the performance of and compensation for the Executive Director in a fair and systematic way related to the goals in the current strategic plan.	6	5	2			1
I give direction to staff only through the Executive Director.	8	5	1			
I redirect staff members who express concerns to me to the Executive Director rather than the Executive Committee.	9 (and 1 n/a)	2	1		1	
The Executive Committee encourages and funds the professional development of its staff.	8	3	1		1	1
Leadership Development and Governing Body						
The size of the Executive Committee membership is ideal to advance the positions of the organization.	4	2	5	1	1	1
The Executive Committee effectively identifies and orients new Executive Committee members and provides training to new local leaders.	2	4	4	1	2	1

Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree
I avoid any possible conflicts of interest and disclose to the entire Executive Committee any possible conflicts in a timely manner.	12	2				
I promote respect for new ideas and people within the Executive Committee and Senate staff.	11	3				
I respect appropriate confidentiality of all Executive Committee meetings and materials.	12	2				
I act to facilitate the transition of committee chairs and help support the use of term limits on committee membership.	7	3	3	1		
I defer to the President in matters requiring a spokesperson for the Academic Senate.	12	1	1			
Communications and Public Relations						
I understand and follow the Academic Senate's policies about speaking on behalf of the organization.	11	3				
The Executive Committee has a strategy and hierarchy for communication with the news media and government officials.	9	4	1			
I maintain an awareness of other organizations from the perspectives of competition, coalition building, partnerships, etc.	6	5	2			1
Strategic Governance						
The Executive Committee meeting agendas focus on significant policy issues and the future, not short-term operating matters or committee reports.	3	7	1	2		1
The Executive Committee meetings provide adequate opportunity for discussion and questions.	2	4	4	1	2	1
Please indicate your awareness and understanding of these aspects of leadership and governance...	Completely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Completely Disagree

The work of standing committees contributes to the productivity of the Executive Committee and advances the mission and strategic goals of the Academic Senate.	9	3	2			
The standing committees, ad hoc groups, and task forces have charges and priorities that have been identified by the Executive Committee.	8	4		2		
The Executive Committee does not undertake the work of its standing committees during Executive Committee meetings.	4	6	3	1		
<i>Fiscal Responsibility</i>						
I understand my responsibility for protecting the fiscal viability of the organization.	8	6				
I understand the legal responsibilities of a nonprofit Board of Directors for Duty of Care, Duty of Obedience, and Duty of Loyalty.	6	7		1		
The Executive Committee ensures there is adequate insurance coverage for the organization and avoids risk.	6	3	4	1		
<i>Overall</i>						
I find serving on the Executive Committee to be a satisfying and rewarding experience.	11	1		1		1



Executive Committee Agenda Item

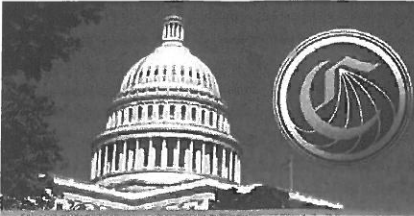
SUBJECT: Legislation Update		Month: May	Year: 2015
		Item No: IV. C.	
		Attachment: Yes (3)	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: A number of amendments have been introduced to bills during the 2015 Legislative Session. ASCCC position letters submitted on SB 42, AB 490, AB 626, AB 770, AB 288 and AB798 may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

The most recent Chancellor’s Office State and Federal updates and the CO Legislation Matrix are provided as attachments. The May ASCCC Legislation Report is forthcoming.

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



CALIFORNIA COMMUNITY COLLEGES STATE LEGISLATIVE UPDATE

May 4, 2015

OVERVIEW

With the deadline of May 1 for policy committees to hear bills with a fiscal effect, the fate of a number of bills is currently being determined. Because this is the first year of the two-year session, bills that do not meet the deadline are still “alive” because they can be heard next year. The measures that are not moving forward this year, but are still viable are called “two-year bills” and are often held back to resolve concerns raised by opposition parties or because more information is needed. As bills move forward they are often amended to comply with amendments recommended by policy committee staff and may be amended further if they move on to the Appropriations Committees to reduce the costs of the bill. Interested parties should continue to review the bill analyses and monitor changes in the measures after they pass in the committees. The next major deadline for bills will be on May 29, 2015, when measures must pass the Appropriations Committees in order to continue to move forward this year.

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

Assembly Introduces Bill to Address Corinthian Colleges Closure

On April 26, 2015, Corinthian Colleges, Inc. (CCI) announced that it had “ceased operations and discontinued instruction” at all Heald, Everest, and WyoTech campuses, just two weeks after the U.S. Department of Education announced it was fining the company \$30 million for misleading students and falsifying job-placement rates. In California, this action displaces more than 10,000 students. In response to the crisis facing thousands of CCI students, the California State Assembly is introducing bipartisan legislation to ensure that students have access to educational opportunity, economic relief, and legal aid. AB 573, currently a bill on financial aid, will be amended and authored by Assembly Members Jose Medina, Kevin McCarty and coauthored by Assembly Speaker Toni G. Atkins and Assembly Minority Leader Kristin Olsen. AB 573 passed in the Assembly Committee on Higher Education and will be heard in the Assembly Appropriations Committee in its amended form. The legislation will be an urgency measure requiring a two-thirds vote. It is intended to allow these students to achieve their educational goals, with the California Community Colleges providing a significant portion of assistance. Based on information currently available, the Assembly proposal would:

- Waive community college fees for all California students harmed by the closure of CCI;
- Provide funding for community college counselors to assist students in transferring to and enrolling in programs;
- Provide legal assistance to help students, including student veterans, with the loan forgiveness process;
- Make all students attending high-risk, for-profit colleges eligible for the California Student Tuition Recovery Fund (STRF), allowing Heald students and Californians enrolled in distance education courses to be eligible for tuition recovery under California's STRF;
- Restore the years of Cal Grant eligibility for Heald students to ensure that they are not harmed by the four-year award limitation in the Cal Grant program;
- Increase the statutory limit on STRF from \$25 million to \$50 million in order to ensure the STRF has sufficient funds to support all students when large for-profit institutions close abruptly. (Institutions would be required to begin paying into the STRF immediately); and,

- Establish the Closed Schools Task Force within the Bureau for Private Postsecondary Education to ensure that students are provided with accurate and consistent information from the agencies involved in the school closure process.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal developing seamless pathways from high school to community college for career technical education or preparation for transfer, or helping high school students achieve college and career readiness, or improving high school graduation rates.
 - Position: Sponsor/Support
 - Status: AB 288 passed in the Assembly Committee on Higher Education and Assembly Education Committee and was sent to the Appropriations Committee.
- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 exempts Early College High School (ECHS) and Middle College High School (MCHS) students from the lowest priority enrollment consideration. The bill allows a community college to claim state apportionments for MCHS and ECHS students enrolled in physical education courses beyond the 5 percent statutory cap and exempts these students from the 10 percent cap regarding enrollment in community college summer courses.
 - Status: AB 542 passed the Assembly Committee on Higher Education and was placed in the Suspense File in the Assembly Appropriations Committee.
- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** AB 770 creates the Community Colleges Basic Skills Innovation Program, which would establish a fund in the Chancellor's Office to provide grants to selected community college districts which seek to improve their basic skills programming.
 - Position: Support, if amended
 - Status: AB 770 passed in the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.
- **AB 889 (Chang) Concurrent Enrollment in Secondary School and Community College.** AB 889 authorizes a community college district to assign an enrollment priority to high school students participating in a STEM partnership who seek to enroll in college math and science courses. The bill would also exempt STEM partnership students from the 5 percent enrollment cap regarding high school students in community college courses during summer terms.
 - Status: AB 889 passed the Assembly Committee on Higher Education and the Assembly Education Committee and was sent to the Assembly Appropriations Committee.
- **AB 1112 (Lopez) Adult Education: Consortia: Parenting Education: Family Literacy Education.** AB 1112 specifies that, for the purposes of adult education courses, parenting education includes family literacy education, in order to support children from households with limited English proficiency.
 - Status: AB 1112 has been assigned to both the Assembly Committee on Higher Education and the Assembly Education Committee, but failed passage in the Assembly Committee on Higher Education.
- **SB 634 (Block): Postsecondary Education: Interstate Reciprocity.** SB 634 creates a process for California to join the Statewide Authorization Reciprocity Agreement consortium which provides oversight for online and distance education courses offered across state lines.

- Position: Support
- Status: SB 634 was scheduled to be heard in the Senate Education Committee, but was removed from the agenda and is now a two-year bill, eligible to be heard next year.

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 340 (Weber) Postsecondary Education: Campus Climate Report.** AB 340 declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate.
 - Status: AB 340 passed in the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.

- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and if the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto), signed into law last year, requires colleges to report serious crimes to local law enforcement if the crimes occur on campus or involve students or employees. That bill included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified. AB 636 allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.
 - Status: AB 636 passed in the Assembly Committee on Higher Education and was sent to Assembly Committee on Public Safety.

- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 767 requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017, and every 5 years thereafter, and to consider including an active shooter response plan.
 - Status: AB 767 passed in the Assembly Higher Education Committee and the Assembly Appropriations Committee and awaits a vote on the Assembly floor.

- **AB 967 (Williams) Sexual Assault Case Procedures.** AB 967 requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault. This uniform process would be required to include a two-year minimum suspension for specified violations. The bill would additionally require the governing board of each community college district to report data relating to cases of alleged sexual assault, including:
 - The number of sexual assault, domestic violence, dating violence, and stalking complaints received by the institution.
 - The number of complaints investigated by the institution and the number that were not investigated.
 - The number of investigations in which the respondents were found responsible at the disciplinary proceedings of the institution and the number of investigations in which the respondents were not found responsible.
 - The number of disciplinary sanctions imposed on respondents who were found responsible disaggregated by following categories: expulsion, suspension of at least two years, suspension of fewer than two years, probation.
 - Status: AB 967 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee.

- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.

- Status: AB 968 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee and was placed in the Suspense File.
- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** Similar to SB 186, AB 969 extends the authority of a district to discipline a student for an offense that happens off campus but threatens the safety of students and the public, whether that conduct occurs on or off campus. AB 969 expands a district's authority to deny enrollment to an individual who has been expelled in the last five years or is currently suspended for a sexual assault or sexual battery offense from another community college district. The bill would also authorize a community college district to require a student seeking admission to inform the community college district if he or she has been previously suspended from a community college in the state for rape, sexual assault, or sexual battery. A hearing to appeal the district's decision would be required if a district chose to deny enrollment.
 - Status: AB 969 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee.
- **AB 1365 (Baker) Sexual Assault Awareness and Prevention Program.** AB 1365 appropriates an unspecified amount to each higher education segment for rape and sexual assault education programs.
 - Status: AB 1365 was not heard in the Assembly Committee on Higher Education and is now a two-year bill, eligible to be heard next year.
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 clarifies that state law does not prohibit districts from taking disciplinary action against students for off campus behavior if the district is doing so to comply with federal law, such as the Clery Act, Title IX, Violence Against Women Act, etc. SB 186 also adds sexual assault to the list of "good cause" reason to remove, suspend, or expel a student and defines sexual assault for those purposes. The definitions used in his bill are those provided by the White House's Task Force on Campus Sexual Assault.
 - Status: SB 186 passed the Senate Education Committee and was passed off the Senate Floor on a 35-0. It will next be heard in the Assembly Committee on Higher Education.
- **SB 691 (Morrell) Postsecondary Education: Student Code of Conduct.** SB 691 requires the Board of Governors to do all of the following regarding the student code of conduct: make it available to prospective students before enrollment, develop a method of testing prospective students' knowledge of the code as a condition of enrollment, and set a standard for a prospective student to demonstrate knowledge of the code before beginning classes.
 - Status: SB 691 was not heard in the Senate Education Committee and is now a two-year bill, eligible to be heard next year.
- **SB 665 (Block) Postsecondary Education: Preventing and Addressing Incidents of Rape and Sexual Assault.** SB 665 would establish a Title IX oversight office within the California Department of Justice and requires that colleges provide sexual assault awareness training to all students on an annual basis.
 - Status: SB 665 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.

CAREER TECHNICAL EDUCATION, CONTRACT EDUCATION, ECONOMIC DEVELOPMENT

- **AB 1474 (Chávez) Community College Career Technical Education Bond Act.** AB 1474 enacts the Community College Career Technical Education Bond Act to put a bond measure on

the statewide general election ballot for a \$500,000,000 bond to finance community college career technical education facilities and equipment.

- Status: AB 1474 was sent to the Assembly Committee on Higher Education.
- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 would extend until July 1, 2018, the Career Technical Education Pathways Program originally established by SB 70, a bill by Senator Jack Scott that was chaptered in 2005 and extended by SB 1070 (Steinberg) chaptered in 2012.
 - Position: Support
 - Status: SB 66 was assigned to the Senate Education Committee, but was not heard and is now a two-year bill.

FACILITIES

- **AB 6 (Wilk) Bonds: Transportation: School Facilities.** AB 6 details that no further bonds shall be sold for high-speed rail purposes pursuant to the Safe, Reliable High-Speed Passenger Train Bond Act for the 21st Century. This measure requires that the net proceeds of other bonds be made available to fund construction of school facilities for K-12 and higher education.
 - Status: AB 6 was heard by the Assembly Education Committee, but it failed to gain enough votes for passage. Reconsideration was granted, allowing the bill another opportunity to be heard in the future, and it is now a two-year bill.
- **AB 148 (Holden) K-14 School Investment Bond Act of 2016.** AB 148 places an initiative on a statewide election ballot for a bond to fund K-12 and community college facilities projects. The election date and dollar amount are unspecified at this time.
 - Status: AB 148 passed in the Assembly Education Committee and was sent to the Assembly Committee on Appropriations.
- **AB 1088 (O'Donnell) Education Facilities Bond Act: Greene Act.** AB 1088 places an initiative on a statewide election ballot for a bond to fund Kindergarten through University system facilities projects. The election date and dollar amount are unspecified at this time.
 - Position: Support
 - Status: AB 1088 passed in the Assembly Education Committee and was sent to the Assembly Appropriations Committee.
- **SB 114 (Liu) Kindergarten-University Public Education Facilities Bond Act of 2016.** Similar, to AB 148, SB 114 places an initiative on the November 2016 statewide ballot for a bond to fund facilities projects at K-12 schools, community colleges, CSU, and UC. SB 114 does not specify a dollar amount.
 - Position: Support
 - Status: SB 114 passed in the Senate Education Committee and the Senate Governance and Finance Committee and was sent to the Senate Appropriations Committee.

FACULTY

- **AB 626 (Low) Community College: Employees.** AB 626 would repeal the requirement to expend a portion of the program improvement allocation to increase the ratio of full-time to part-time faculty and instead require expenditures of Student Success and Support Program funds enable community colleges to reach the 75 percent standard for full-time instruction. The bill would specify purposes for which allocations of these funds could be made by community college districts that had not reached the 75 percent standard.
 - Status: AB 626 passed the Assembly Higher Education Committee and was sent to the Assembly Appropriations Committee.

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

- **SB 373 (Pan) California Community Colleges: Overload Assignment.** SB 373 requires community college districts to report to the Board of Governors, by March 31, 2016, the total number of full-time equivalent faculty (FTEF) attributable to part-time temporary faculty and to contract or regular faculty while working on overload assignments during the period July 1, 2014, to June 30, 2015, inclusive. Effective July 1, 2016, the bill would require that reported number to become that district's maximum allowable number of FTEF positions that may be staffed by part-time temporary faculty and by contract or regular faculty while working on overload assignments until the district's full-time faculty percentage is greater than or equal to 75 percent. Governing boards will be required to determine if a district is in compliance. In the cases of serious hardship the district will be allowed to file for an exemption. This bill would prohibit a district from assigning a person hired as a contract faculty member after July 1, 2016, to teach any overload assignment in excess of the equivalent of a full-time teaching load until the person achieves tenured status as a full-time faculty member.
 - Status: SB 373 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

FINANCE AND FUNDING

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 exempts students who attend Lake Tahoe Community College and who have residence in one of several designated communities in Nevada from the nonresident tuition fee. These students may be reported as resident students for the purposes of state funded apportionment. Provisions of the bill will remain inoperative until the Board of Governors of the California Community Colleges enters into an interstate attendance agreement with the Nevada System of Higher Education that provides reciprocal rights to California residents attending Western Nevada College that reasonably conform to the benefits conferred upon Nevada residents by this bill.
 - Status: SB 605 passed in the Senate Education Committee and was sent to the Senate Appropriations Committee.

GOVERNANCE

- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 (Chiu) Community Colleges: Accreditation. AB 404 would require the California Community College Chancellor's Office to create a survey that would be distributed to all 112 community colleges, regarding the evaluation of the current regional community college accrediting agency. From the collected data the Chancellor's Office will create a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity.
 - Status: AB 404 passed in the Assembly Higher Education Committee and was sent to the Appropriations Committee.

- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the Chancellor to report to the Legislature concerning the priorities identified in each

Fiscal Crisis and Management Assistance Team (FCMAT) report and to provide a response on how the Chancellor intends to resolve the issues identified in the FCMAT report in a timely manner.

- Status: AB 986 passed in the Assembly Higher Education Committee and was sent to the Assembly Appropriations Committee.
- **AB 1385 (Ting) Community College: Accreditation.** AB 1385 prohibits the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges.
 - Status: AB 1385 passed in the Assembly Higher Education Committee with amendments and was sent to the Assembly Appropriations Committee.
- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision making body to ensure the ability of members of the public to attend those meetings. AB 1397 also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
 - Status: AB 1397 passed the Assembly Higher Education Committee with amendments to the Assembly Appropriations Committee.
- **SB 42 (Liu) Commission on Higher Education Performance.** SB 42 revises the California Postsecondary Education Commission and creates the California Commission on Higher Education Performance and Accountability. SB 42 would exclude representatives from postsecondary institutions from serving as board members on the proposed commission and eliminate the authority of the Chancellor of the California Community Colleges to appoint a representative to the Commission on Teacher Credentialing.
 - Position: Concern
 - Status: SB 42 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.
- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.
 - Status: SCA 1 was sent to both the Senate Education and Elections and Constitutional Amendments Committees.

MISCELLANEOUS

- **AB 176 (Bonta) Data Collection.** AB 176 requires the segments of higher education and State Department of Public Health to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016.
 - Status: AB 176 passed in the Assembly Committee on Higher Education and the Assembly Committee on Health and was sent to the Assembly Appropriations Committee.

- **AB 653 (Levine): Intersegmental Coordination: Information Technology.** AB 653 seeks to improve coordination among the segments of higher education for major technology purchases.
 - Status: AB 653 passed in the Assembly and was sent to the Senate for assignment to a policy committee.
- **AB 798 (Bonilla): Course Material Accessibility.** AB 798 seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources.
 - Position: Support, if amended
 - Status: AB 798 passed in the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.
- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
 - Status: AB 963 passed the Public Employees, Retirement and Social Security Committee and was sent to the Assembly Appropriations Committee.
- **AB 996 (Medina) State Teachers' Retirement System: Investment Products.** AB 996 requires all local school districts, community college districts, and county offices of education to adopt a policy addressing the solicitation of 403(b) products, as defined, by vendors on school campuses.
 - Status: AB 996 passed the Public Employees, Retirement and Social Security Committee and was sent to the Assembly Appropriations Committee.
- **AB 1503 (Perea) Telecommunications Universal Service Programs: Teleconnect Fund.** In addition to K-12 Schools, Community Colleges, and other organizations, AB 1503 adds auxiliary organizations of the California State University system to those eligible for the Teleconnect Fund.
 - Status: AB 1503 passed in the Assembly Utilities and Commerce Committee and was sent to the Assembly Appropriations Committee.

STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students and makes them eligible for a Board of Governors fee waiver.
 - Status: AB 801 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee.
- **AB 1016 (Santiago) Public Postsecondary Education: Student Transfer Achievement Reform Act.** AB 1016 would require the Chancellor's Office to report to the Legislature on the status of each community college's compliance with statutory requirements related to creating Associate Degrees for Transfer.
 - Position: Support
 - Status: AB 1016 passed the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.
- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 (Lopez) Dream Resource Centers. AB 1366 would require the governing boards of community college districts to establish on-campus Dream Resource Centers to provide educational support services for undocumented students. Though AB 1366 would create significant additional costs for community colleges, the bill does not include additional state resources.
 - Position: Support, if amended
 - Community colleges need additional state funds to comply with this bill.
 - Status: AB 1366 passed the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.

- **SB 425 (Hernandez) Concurrent Enrollment in Secondary School and Community College.** SB 425 authorizes the Superintendent of Public Instruction (SPI) to provide state certification that allows regional occupational centers and programs, county offices of education, or adult schools that provide workforce training programs to continue participating in federal student financial assistance programs. SB 425 shares similarities to AB 907, and both amend Education Code Section 52344.7. SB 425 adds language authorizing the SPI to decertify these entities if they are not in compliance with federal laws and regulations and adopt regulations regarding a student complaint process under the Uniform Complaint Procedures, as set forth in Title 5 of the California Code of Regulations.
 - Position: Watch
 - Status: SB 425 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.

TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program.
 - Status: AB 25 passed in the Assembly Committee on Higher Education Committee and was sent to the Assembly Appropriations Committee.
- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Similar to last year's AB 2201 (Chávez), AB 82 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. AB 82 requires the Department of Motor Vehicles to implement the provisions of this bill by a certain date only if the first year operating costs do not exceed \$350,000 and federal funding in an amount sufficient to pay for those costs has been provided.
 - Position: Support
 - Status: AB 82 passed in the Assembly Transportation Committee, and was sent to the Appropriations Committee.
- **AB 200 (Alejo) Student Financial Aid: Competitive Cal Grants Awards.** AB 200 increases the total number of Competitive Cal Grant A and B awards granted annually over a period of three years from 22,500 up to a maximum of 100,000 awards by 2018-19. AB 200 specifies that in the first year awards would increase to 45,000, in the second year total awards would increase to 80,000, and in year three the cap increases to 100,000 awards.
 - Position: Support, if amended
 - The Chancellor's Office recommends increasing the maximum individual Cal Grant B award instead of increasing total number of Competitive Cal Grant awards.
 - Status: AB 200 was referred to the Assembly Appropriations Committee Suspense file.
- **AB 721 (Medina) Student Financial Aid: Private Student Loans.** AB 721 requires community colleges to comply with private loan disclosure and average graduate debt disclosure requirements prior to certifying a student's eligibility for a private loan. AB 721 would also require a campus to notify students if a college does not participate in the federal loan program and advise students that they may be eligible for federal loans at other community colleges.
 - Position: Concern
 - Status: AB 721 was referred to the Assembly Appropriations Committee Suspense file.

- **AB 907 (Burke) Career Training: Adult Students.** AB 907 authorizes the Superintendent of Public Instruction (SPI) to certify that each regional occupational center or program, county office of education, or adult education program that provides workforce training programs is legally eligible to participate in federal Title IV programs, of the Higher Education Act of 1965. This bill also requires the SPI to adopt a student complaint process under the Uniform Complaint Procedures, as set forth in Title 5 of the California Code of Regulations. AB 907 amends the same section of Education Code as SB 425 (Hernandez).
 - Position: Watch
 - Status: AB 907 passed in the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee Suspense File.

- **AB 1091 (E. Garcia) Student Financial Aid: Cal Grant Program.** AB 1091 requires the California Student Aid Commission to develop and make available on its Internet Web site an electronic graduation verification template for use by school districts to input and upload graduation verification data for students. AB 1091 would streamline the process of determining student eligibility for Cal Grants.
 - Position: Support
 - Status: AB 1091 passed the Assembly Committee on Higher Education and was sent to the Assembly Appropriations Committee.

- **SB 15 (Block) Postsecondary Education: Financial Aid.** SB 15 would establish the Graduation Incentive Grant program for transfer students at the California State University. The bill would also increase the number of Competitive Cal Grant A and B awards from 22,500 to 30,000 annual awards.
 - Position: Support
 - Status: SB 15 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.

- **SB 247 (Lara) Dream Centers: Educational Support Services.** SB 247 would authorize the governing board of a community college district to establish on-campus Dream Centers to provide educational support services for undocumented students. The bill does not include resources to support a center and is permissive, thus ensuring that decisions regarding the establishment of a center would remain at the local level.
 - Position: Support
 - Status: SB 247 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.

VETERANS

- **AB 13 (Chávez) Public Postsecondary Education.** AB 13 applies only to community colleges and exempts nonresident students enrolled at a community college using Federal GI bill education benefits from paying out of state tuition to align state law with the federal law, the Veterans Access, Choice, and Accountability Act of 2014 (VACA). AB 13 amends Education Code regarding nonresident tuition for community colleges and authorizes districts to report these students who are exempted from nonresident tuition for purposes of calculating apportionments.
 - Position: Support
 - Status: AB 13 passed in the Assembly Higher Education and was placed in the Suspense file in the Assembly Appropriations Committee.

- **AB 27 (Chávez) Postsecondary Education: Non-Resident Tuition Exemption.** AB 27 amends Education Code for exemptions to residence determination and requires public higher education systems in California to align policies to ensure compliance with the Veterans Access, Choice, and Accountability Act of 2014 (VACA). VACA requires the state's public

postsecondary educational institutions to exempt qualifying nonresident veterans from paying nonresident tuition and fee charges. To ensure compliance with VACA by July 1, 2015, AB 27 is an urgency measure and would take effect upon signature by the Governor.

- Position: Support
 - Status: AB 27 passed in the Assembly and was sent to the Senate.
- **AB 393 (Roger Hernández) Veteran Resource Centers Grant Program.** AB 393 establishes the Veteran Resource Centers Grant Program for veteran resource centers at community colleges. AB 393 establishes the Veteran Resource Centers Grant Fund in the State Treasury and would allocate funds upon appropriation by the Legislature in the annual Budget Act for a grant program administered by the Chancellor's Office.
 - Position: Support, if amended
 - The Chancellor's Office supports the concept, but needs AB 393 to identify a funding source.
 - Status: AB 393 passed in the Assembly Higher Education Committee and the Assembly Veterans Committee and was sent the Assembly Appropriations Committee.
- **AB 421 (Calderon). Community Colleges: Veterans Counselor.** AB 421 requires the governing board of a community college district to provide a veteran's counselor at each college in their district. AB 421 also requires the Board of Governors to adopt regulations to establish and maintain minimum qualifications for veteran's counselors.
 - Position: Support, if amended
 - The Chancellor's Office supports the concept, but needs AB 421 to identify a funding source.
 - Status: AB 421 passed in the Assembly Higher Education Committee and the Assembly Veterans Committee and was sent the Assembly Appropriations Committee.
- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 eliminates the age limit of 28 years old for applying for Cal Grants for students who are veterans. It is sponsored by the California Student Aid Commission.
 - Position: Support
 - Status: AB 1361 was sent to the Assembly Committee on Higher Education and passed on the consent calendar.
- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 reinstates expired provisions of state law that requires financial aid information, including the Board of Governors fee waiver and the Free Application for Federal Student Aid (FAFSA) to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia who do not have a baccalaureate degree.
 - Position: Support
 - Status: AB 1401 was assigned to the Assembly Veterans Committee and was passed on the consent calendar.
- **SB 418 (Morrell) Military Students: Interruption in Attendance.** SB 418 was amended following passage in the Senate Education committee to require the California State University system to comply with federal regulations for readmitting students who are absent due to serving in the uniformed services. Their absence would be considered an interruption in attendance if the total of those absences does not exceed five years. Previously the bill affected all three of the systems of higher education, but the Title 5 regulation limiting continuous enrollment to include absences of up to two years was in the California State University section of Title 5 of the California Code of Regulations, which was in conflict with federal regulations.

- Status: SB 418 passed the Senate Education Committee with amendments recommended in the analysis and was recommended to the consent calendar of the Senate Appropriations Committee.

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May 4, 2015

Corinthian Colleges closes, displaces thousands of students in California

On April 26, 2015, Corinthian Colleges, Inc. announced that it has ceased all operations and discontinued instruction at 28 Heald, Everest, and WyoTech campuses. The closure follows a series of actions by the United States Department of Education (USDOE) and the California Attorney General's Office aimed at protecting students and taxpayers.

In June 2014, Corinthian failed to respond to USDOE's repeated requests for answers about using false and misleading job placement data to market its schools and recruit students and allegations that it might be changing student grade and attendance data to hide performance problems. To mitigate further damage, the Department intensified oversight of Corinthian, ultimately leading to an agreement that put Corinthian on the road to closure. As a first step in that process, Corinthian sold 56 Everest and WyoTech brand campuses in November 2014.

At the time the Department first took action on Corinthian, approximately 72,000 students were enrolled; today, about 15,000 remain at 30 campuses under the control of Corinthian in five states. The closure decision was made by the company, following Corinthian's failure to find a buyer for the remaining campuses who would be willing to abide by conditions put in place by USDOE.

These actions are part of a larger effort by the Department of Education to take strong steps to protect the interest of students and taxpayers. The Obama Administration has led unprecedented efforts to protect consumers from predatory career colleges. It has established new gainful employment regulations to hold career training programs accountable and ensure that students are not saddled with debt they cannot repay. These regulations ensure that programs improve their outcomes for students or risk losing access to federal student aid. Last year, the Department announced a new federal interagency task force to help ensure proper oversight of for-profit institutions.

In addition to actions taken by USDOE, the California Attorney General's Office has an ongoing lawsuit (filed in 2013) against Corinthian for violating consumer protection and securities laws. The Attorney General has stated that the lawsuit will proceed and their office will also be providing assistance to displaced students. They have set up a webpage with information - <https://oag.ca.gov/consumers/general/corinthian-colleges>

CONGRESSIONAL COMMUNITY COLLEGES BILLS OF INTEREST

Federal legislation moves at a much slower pace than at the state level. Congress has a very different calendar and committee hearing process bills can be referred to committees or subcommittees and sit for months. It is very common for multiple bills to be absorbed into one larger bill. That being said, the status of some the federal legislation has not changed since we reported on these bills in the March 2015 Federal Legislative Update.

HR 182: Centralized Report of Veteran Enrollment

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

- **Last Major Action:** Referred to the Subcommittee on Economic Opportunity.

HR 937: Dual Enrollment Grants

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

- **Last Major Action:** Referred to the House Committee on Education and the Workforce.

S. 60: Eligibility for Postsecondary Education Benefits

S. 60 by Senator David Vitter (R-Louisiana). This bill would prohibit states from offering in-state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in-state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented immigrants on the basis of residency. However, using different criteria, such as graduation from an in-state high school (similar to California's AB 540), states have been granting in-state tuition regardless of immigration status. If enacted, this bill would force states to either grant in-state tuition to Americans from every U.S. state or deny in-state tuition to undocumented immigrants that are currently considered residents.

- **Last Major Action:** Referred to the Committee on the Judiciary.

S. 590 Campus Accountability and Safety Act

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

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions.

S. 706 Survivor Outreach and Support Campus Act

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

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions.

HR 1503 Community College Energy Training Act of 2015

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

- **Last Major Action:** Referred to the House Committee on Education and the Workforce.

S. 649 Higher Education Reform and Opportunity Act of 2015

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

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions.

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 5/4/2015**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmt	Fiscal Cmt	Floor	Desk/Rules	Policy Cmt	Fiscal Cmt	Floor	Concurrence					
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1															
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education	X											Asm. Hum. S.	
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X										Asm. Approps. Suspense	
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X	X										Asm. Approps. Suspense	
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X								Senate	
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X	X										Asm. Approps.	
AB 148	Holden	School Facilities: General Obligation Bond Measure	X	X										Asm. Approps.	
AB 176	Bonta	Data Collection: API Ethnic Groups	X	X										Asm. Approps.	
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards (Support, if amended)	X	X										Asm. Approps. Suspense	
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)	X	X										Asm. Approps.	
AB 340	Weber	Campus Climate Reports	X	X										Asm. Approps.	
AB 343	Melendez	Academic Credit for Prior Military Experience (Spot)												Introduced	
AB 393	Hernandez	Veteran Resource Centers Grant Program (Support, if amended)	X	X										Asm. Approps.	
AB 404	Chiu	Community Colleges: Accreditation	X	X	X									Asm. Floor	
AB 421	Calderon I	Community Colleges: Veterans Counselor (Support, if amended)	X	X										Asm. Approps.	
AB 490	Alejo	Community College Extended Opportunity Programs	X	X										Asm. Approps.	
AB 542	Wilk	Community College: Early and Middle College HS	X	X										Asm. Approps. Suspense	
AB 573	Medina	For Profit College Closure: Student Assistance	X	X										Asm. Approps.	
AB 626	Low	Community Colleges: Instructors	X	X										Asm. Approps.	
AB 636	Medina	Postsecondary Education: Student Safety	X											Asm. Approps.	
AB 653	Levine	Intersegmental Coordination: Information Technology	X	X	X									Asm. Pub. S.	
AB 721	Medina	Student Financial Aid: Private Student Loans	X	X										Senate	
AB 767	Santiago	Community Colleges: Emergency Preparedness Standards	X	X	X									Asm. Approps. Suspense	
AB 770	Irwin	Community Colleges: Professional Development (Support, if Amended)	X	X	X									Senate	
AB 798	Bonilla	Course Materials Accessibility (Support, if Amended)	X	X										Asm. Approps.	
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	X	X										Asm. Approps.	
AB 882	Wilk	School Bonds: Portable Electronic Devices	X											Asm. Ed.	

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			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
AB 889	Chang	Concurrent Enrollment in School and Community College: STEM (No Position)	X	X					Asm. Approps.
AB 907	Burke	Career Training: Adult Students (Watch)	X						Asm. Approps.
AB 963	Bonilla	Teachers' Retirement Law	X	X	X				Asm. Floor
AB 967	Williams	Sexual Assault Case Procedures	X	X					Asm. Approps.
AB 968	Williams	Transcripts: Expulsion Note	X	X					Asm. Approps. Suspense
AB 969	Williams	Community College: Removal, Suspension, Expulsion	X	X					Asm. Approps.
AB 986	Gipson	Community Colleges: Compton Community College District	X	X					Asm. Approps.
AB 996	Medina	State Teachers' Retirement System	X	X					Asm. Approps. Suspense
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X					Asm. Approps.
AB 1016	Santiago	Public Postsecondary Education: Student Transfer Act (Support)	X	X					Asm. Approps.
AB 1088	O'Donnell	School Facilities: Bond Act: Greene Act	X	X					Asm. Approps.
AB 1091	Garcia E.	Student Financial Aid (Support)	X	X					Asm. Approps.
AB 1112	Lopez	Adult Education: Consortia (Concern)	X						Asm. Higher Ed. Failed
AB 1181	Calderon I	Adult Education Programs: Federal Pell Grant Program	X						Asm. Ed.
AB 1361	Burke	Student Financial Aid Cal Grant Program Veterans (Support)	X	X					Asm. Approps.
AB 1365	Baker	Sexual Assault Awareness and Prevention Program	X						Asm. Higher Ed.
AB 1366	Lopez	Public Postsecondary Education: Dream Resource Centers (Support, if amended)	X	X					Asm. Approps.
AB 1372	Holden	School Facilities: Funding K-12 (Spot)							Introduced
AB 1385	Ting	Community Colleges: Accreditation	X	X					Asm. Approps.
AB 1397	Ting	Community Colleges: Accreditation: Public Comment	X	X					Asm. Approps.
AB 1401	Baker	Veterans: Student Financial Aid (Support)	X	X					Asm. Approps.
AB 1433	Gray	Higher Education Facilities Bond (Support)	X	X					Asm. Approps.
AB 1466	Burke	Student Safety: Sexual Assault (Spot)							Introduced
AB 1503	Perea	Telecommunications Universal Service Programs	X	X					Asm. Approps.
SB 8	Hertzberg	Taxation							Sen. Gov. and F.
SB 15	Block	Postsecondary Education: Financial Aid (Support)	X	X					Sen. Approps.
SB 42	Liu	Commission on Higher Education Performance (Concern)	X	X					Sen. Approps.

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SB 54	Walters	CCC Board of Governors (Spot)													Introduced
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)	X	X											Sen. Approps.
SB 186	Jackson	Community College District: Removal, Suspension	X	O	X	X									Assembly
SB 247	Lara	Dream Centers: Educational Support Services (Support)	X	X											Sen. Approps.
SB 373	Pan	California Community Colleges: Overload Assignments	X	X											Sen. Approps.
SB 418	Morrell	Military Students Interruption in Attendance	X	X											Sen. Approps.
SB 425	Hernandez	Career Technical Education (Watch)	X	X											Sen. Approps.
SB 605	Gaines T	Community Colleges: Non Resident Tuition Exemption: Nevada	X	X											Sen. Approps.
SB 665	Block	Postsecondary Education: Rape and Sexual Assault	X	X											Sen. Approps.
SB 691	Morrell	Postsecondary Education: Student Code of Conduct	X	X											Sen. Ed.
SCA 1	Lara	UC: Legislative Control	X	X											Sen. Ed.
SCA 2	Nguyen	Public Postsecondary Education: United States Flag	X	X											Sen. Jud., E. & Con.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2															
AB 6	Wilk	Bonds: Transportation - School Facilities	X	X											Asm. Trans. Failed
AB 12	Cooley	State Government: Administrative Regulations: Review	X	X											Asm. Approps.
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force	X	X											Asm. Approps. Suspense
AB 147	Dababneh	Postsecondary Education: Animal Research	X	X	X	X									Senate
AB 151	Rodriguez	Income Taxes: Credits: Apprenticeships	X	X											Asm. Rev. & Tax
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program	X	X											Asm. Approps. Suspense
AB 266	Cooley	Medical Marijuana (Professional Certification)	X	X											Asm. Approps.
AB 280	Brown	Small Claims Court Jurisdiction: Community College Districts	X	X											Asm. Jud.
AB 333	Melendez	Healing Arts: Continuing Education	X	X											Asm. Approps.
AB 410	Obernolte	Reports Submitted to Legislative Committees	X	X											Asm. Approps.
AB 482	Harper	Concurrent Enrollment in Secondary School and College (Spot)													Introduced
AB 532	McCarty	Collection of Data: Ancestry or Ethnic Origin	X	X											Asm. Approps.
AB 677	Dodd	School Safety: Door Locks	X	X											Asm. Approps.

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			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X											Asm. A., E, S, T	
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X										Asm. Approps.	
AB 854	Weber	Educational Service: Pupils in Foster Care	X	X										Asm. Approps.	
AB 913	Santiago	Student Safety: Sexual Assault	X	X										Asm. Approps.	
AB 915	Holden	Public Education Employees: Accident or Illness	X											Asm. Insurance	
AB 916	O'Donnell	Career Technical Education: Student Organizations	X	X										Asm. Approps. Suspense	
AB 952	Garcia	Community College Governing Boards: Vacancies	X											Asm. E. & R.	
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X										Asm. Approps.	
AB 1093	Garcia E.	Supervised Population Workforce Training: Grants	X	X										Asm. Approps.	
AB 1165	Ridley-Thomas	Vocational Nursing: Secondary, Post-Secondary Education	X											Asm. B. & P.	
AB 1212	Grove	Postsecondary Education: Freedom of Association	X											Asm. Higher Ed. Failed	
AB 1269	Dababneh	Alternative Energy	X	X										Asm. Approps.	
AB 1270	Garcia E.	Workforce Innovation and Opportunity Act	X	X										Asm. Approps.	
AB 1474	Chavez	Community Colleges: Technical Education Bond Act	X											Asm. Higher Ed.	
AB 1481	Mullin	Workforce Development (Spot)												Introduced	
AB 1507	Hernandez R.	Workforce Investment Act	X	X										Asm. Approps.	
HR 7	Lopez	Adult Education	X	X	X									Adopted	
SB 148	McGuire	Career Technical Education: Career and Jobs Skills	X	X										Sen. Approps. Suspense	
SB 222	Block	School Bonds: School facilities - Statutory Lien	X	O	X	X								Assembly	
SB 295	De Leon	College Access Tax Credit Fund	X											Sen. Gov. and F.	
SB 362	Vidak	Postsecondary Education: Reporting Requirements	X											Sen. Ed.	
SB 436	Liu	Education: Omnibus Bill	X	X	X	X								Assembly	
SB 440	Liu	Postsecondary Education: Institutions (Spot)	X											Sen. Ed.	
SB 456	Block	Firearms Discharge on Campus	X	X										Sen. Approps.	
SB 521	Liu	CalFresh Employment and Training Program	X	X										Sen. Approps.	
SB 668	Leyva	Sexual Assault Counselor-Victim Privilege	X											Sen. Pub.S.	

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SB 707	Wolk	Firearms: Gun-Free School Zone	X	X										Sen. Approps. Suspense	
SB 789	Wieckowski	Driver's License Suspension: Restricted Privilege	X	X										Sen. Approps.	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3															
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X											Asm. Rev. & Tax	
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act	X	X				X						Asm. Floor	
AB 38	Eggman	California State University: Stockton Campus.	X	X										Asm. Approps. Suspense	
AB 145	Gomez	Public Benefits Reports	X	X	X	X								Senate	
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015	X	X										Asm. Approps.	
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X	O	X									Asm. Floor	
AB 209	Patterson	Tax Deductions: 529 College Savings Plans	X	X										Asm. Approps. Suspense	
AB 331	Levine	School Districts Governing Boards: Membership Reduction	X	X	X	X								Senate	
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X	X										Asm. Approps.	
AB 456	Patterson	Public Postsecondary Education: UC: CSU	X											Asm. Higher Ed.	
AB 458	O'Donnell	Postsecondary Education: Instructional Strategies	X	X										Asm. Approps. Suspense	
AB 520	Levine	Apprenticeship	X	X	X	X								Senate	
AB 716	Low	California State University: Special Sessions	X	X	X	X								Senate	
AB 731	Gallagher	Maintenance of the Codes	X	X	X	X								Senate	
AB 748	Lackey	Taxation: Exemptions: Public Schools	X											Asm. Rev. & Tax Held	
AB 752	Salas	Private Postsecondary Education	X	X										Asm. Approps.	
AB 768	Thurmond	Tobacco Ban: Baseball Fields	X	X										Asm. Approps.	
AB 802	Williams	Residential, Nonresidential Buildings: Energy Savings	X	X										Asm. Approps.	
AB 819	Inwin	UC & CSU: Alumni Associations	X	X										Asm. Approps.	
AB 831	Bonilla	Student Financial Aid: Cal Grant Program	X	X										Asm. Approps. Suspense	
AB 836	Rendon	Tour Guides: Regulations	X	X										Asm. Approps.	
AB 837	Hernandez	UC: Employee Salaries	X	X										Asm. Approps. Suspense	

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AB 991	Bonta	State Teachers' Retirement	X	X	X	X								Senate	
AB 1000	Weber	CSU: Student Success fees	X	X										Asm. Approps.	
AB 1145	Medina	Pupils: Early Commitment to College Program	X	X										Asm. Approps.	
AB 1228	Gipson	Public Postsecondary Education: Campus Housing	X	X										Asm. Approps.	
AB 1307	McCarty	Postsecondary Education	X	X										Asm. Approps.	
AB 1308	Perea	Apprenticeship Programs: Approval	X	X	X									Asm. Floor	
AB 1317	Salas	CSU and UC: Executive Officer Compensation	X	X										Asm. Approps.	
AB 1349	Weber	Public Postsecondary Education California First Act	X	X										Asm. Approps.	
AB 1370	Medina	Public Postsecondary Education: Student Residency	X	X										Asm. Approps.	
ACR 39	Dababneh	Financial Aid and Literacy Month	X	X	X									Enrolled	
SB 12	Beall	Foster Youth	X	X										Sen. Approps.	
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	X	X									Assembly	
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	X	X										Sen. Approps.	
SB 324	Pavley	Income Taxation: Savings Plans: Qualified ABLE Program	X	X										Sen. Approps. Suspense	
SB 381	Huff	School Employees: Reeducation in Workforce	X	X										Sen. Ed. Held	
SB 403	Liu	California Community Schools Act	X	X										Sen. Approps.	
SB 430	Cannella	Career Technical Education Pathways Program												Introduced	
SB 451	Lara	Pupil Instruction and Services: Counseling	X	0	X	X								Assembly	
SB 480	Pan	Taxation: Qualified Heavy Equipment	X	X										Sen. Approps.	
SB 501	Wieckowski	Wage Garnishment Restrictions: Student Loans	X	X										Sen. Jud.	
SB 532	Leyva	Higher Education Facilities Bond Act Program	X	X										Sen. Approps.	
SB 645	Hancock	After School Programs: Grant Amounts	X	X										Sen. Approps. Suspense	
SB 686	Pan	Higher Education Employer-Employee Relations Act	X	X										Sen. Approps. Suspense	
SB 791	Hertzberg	Student Financial Aid: Golden State Scholarship Trust	X	X										Sen. Approps.	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills															
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X											Asm. Higher Ed.	

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AB 586	Campos	Student Opportunity and Access Program (Spot)	X												Asm. Higher Ed.
AB 616	Campos	Student Financial Aid: State Work-Study Program (Spot)	X												Asm. Higher Ed.
SB 66	Leyva	Career Technical Education Pathways Program (Support)	X												Sen. Ed.
SB 634	Block	Postsecondary Education: Interstate Reciprocity (Support)	X												Sen. Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget															
AB 103	Weber	Budget Act of 2015	X												Asm. Budget
SB 69	Leno	Budget Act of 2015	X												Sen. B. & F.R.
Status															
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.															
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.															
Contact: Raul Arambula, Governmental Relations - rarambula@cccco.edu; (916) 327-6227															
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov															



Executive Committee Agenda Item

SUBJECT: Strategic Planning Process and Budget		Month: May	Year: 2015
		Item No: IV. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will approve the ASCCC annual budget.	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	North/Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Historically the ASCCC has budgeted in a roll-over response to activities as defined by resolutions and ongoing standing events. These include standing committees, institutes, plenary sessions and other ad hoc activities that may arise unpredictably. In prior decades the ASCCC attempted to be more proactive by aligning resolutions and committee charges to a broader planning framework but this fell short of true proactive planning supported by appropriate budgeting and resource acquisition efforts. With the addition of the Academic Senate Foundation and increased recognition and value among the State’s higher education stakeholders, the ASCCC is in a stronger position to be proactive and strategic with its activities and resources.

On May 21, 2015, the ASCCC Officers are meeting to discuss the Senate’s newly adopted Strategic Plan and the 2015/16 annual budget. Using the Senate’s strategic plan and other information, the Officers will prioritize those activities that might be addressed in the 2015 – 16 academic year. Funding recommendations will then be linked to the plan. Members will discuss these recommendations from the Officers and consider for approval both the priorities and the Budget for 2015 – 16.

The budget and strategic plan will be forthcoming and posted on the website at least 3 days prior to the Executive Committee meeting.

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

Executive Committee Agenda Item

SUBJECT: 2016 Academic Academy Theme		Month: May	Year: 2015
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2016 Academic Academy.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Beach/Davison/Freitas/Todd	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Online Proposal (Beach/Davison/Freitas): The recent emphasis on increasing access to college has been primarily focused on expansion of distance education. The most concrete examples in California have been the establishment of the Online Education Initiative (OEI), through which CCCs may offer courses through a more robust California Virtual Campus, the increased scrutiny in the new accreditation standards, and the lingering but still powerful pull of MOOCs. While many policy makers and politicians view the expansion of distance education as a means of expanding access “efficiently” (i.e. cheaply), the reality is that quality online education requires faculty with discipline expertise who are also well-prepared to teach in the online environment. Based on the interest in the online education regionals in spring 2015, as well as the attendance at breakouts at the 2014 and 2015 Accreditation Institutes as well as the fall and spring plenary sessions, there is a desire for more information on a variety of topics specific to online education, such as the regulatory and accreditation landscape, the statewide coordination of online education through the Online Education Initiative, the need for quality faculty professional development for teaching online, the need for preparing our students for the online environment before they take online courses, the requirements to provide student and learning support services in the online environment, and the role of open educational resources (OER) in online education. An Academic Academy dedicated to online education would be beneficial and empowering to our faculty colleagues who teach online and are often not recognized on their campuses for the work they put into their efforts, as well as useful for providing information to faculty who do not teach online but would benefit from additional information about the modality (including curriculum chairs, SLO coordinators, senate presidents, etc.). This focus would also potentially attract CIOs and other administrators who are tasked with overseeing online education at their campuses.

Continued. Please turn this page over. →

Equity and Success (Todd): The 2015 Academic Academy, “Subverting Silos: Collaborating for Equity and Success,” was successful due to the timeliness of the theme. Given the continued funding of student equity, faculty, staff, and administrators have an opportunity to fund much needed professional development that addresses achievement gaps across student populations.

Additionally, the Professional Development College graduated its first cohort in 2015, and the PDC is poised to become more robust in content and could grow in the numbers of faculty served.

A proposal will be made to place the 2016 Academic Academy under the umbrella of “Professional Development.” Focused on closing achievement gaps across a variety of areas, the academy could bring together various strands of professional development, including curricular innovation, distance education, changing institutional culture, addressing cultural competency, strategic planning, accreditation, etc. The Academic Academy would also be a site to further brand the Professional Development College, and to explore/launch new modules.



Executive Committee Agenda Item

SUBJECT: Effective Practices in Accreditation Paper		Month: May	Year: 2015
		Item No: IV. F.	
		Attachment: Yes	
DESIRED OUTCOME:	Adopt the paper to send to fall plenary	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas and Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: In the spring of 2012, resolution 2.01 was adopted requesting the development of an effective practices paper for accreditation (see below). In October 2014, the Executive Committee approved an outline for the paper and a first reading occurred in April 2015. This is the final draft of the paper for consideration by the Executive Committee to be forwarded to the body at the Fall 2015 plenary session for discussion and debate.

Resolution SP12 2.01 Accreditation Effective Practices Paper

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the Standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

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

2015

Effective Practices in Accreditation

A GUIDE FOR FACULTY

ACCREDITATION AND ASSESSMENT COMMITTEE 2014-2015

John Stankas, Chair, San Bernardino Valley College, Chemistry

Randy Beach, Southwestern College, English

Phil Crawford, San Jose City College, Political Science/Sociology

Stephanie Curry, Reedley College, Library Science

Michael Heumann, Imperial Valley College, English

Danny Martino, Santiago Canyon College, Astronomy

Timothy Pawlak, San Diego Continuing Education, Business and Information

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*All references in this paper to the “Accreditation Standards” refer to the Standards adopted by the Accrediting Commission for Community and Junior Colleges (ACCJC) in June 2014, unless otherwise noted.

I. Introduction

Every college struggles to create processes of quality assurance and continuous improvement to demonstrate and ensure its service to students and community. Accreditation is one avenue that ensures some uniformity across many institutions in the eyes of the public. While this paper focuses on accreditation processes and meeting the needs of accrediting commissions, it is important to remember the overarching goals of service and improvement when devising systems appropriate to each individual college.

II. Justification for the Paper

The Academic Senate for California Community Colleges was directed to create a paper by resolution 2.01 at the spring 2012 plenary session. The resolution states:

Resolution 2.01 Accreditation Effective Practices Paper

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the Standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

III. History of Peer-Review

Other Countries and Accreditation Processes

There are several systems of accreditation throughout the world. Some countries provide direct oversight of quality assurance through a governmental department or ministry. Others may have a council of higher education that directly accredits colleges and universities. The United States uses a system of non-governmental agencies that respond to input from the U.S. Department of Education. Each system emphasizes that the government's role is to ensure the public interest is served.

The first regional accreditation agencies formed in this country in the 1880s with a primary purpose of ensuring minimum educational standards and admissions processes. A variety of regional accreditation agencies formed subsequently, all operating on a peer-review basis. Since that time, accreditation has evolved into a systematic peer-review process within the structures of state and federal governmental oversight. The government's role is to ensure the public interest is served through the establishment of minimum standards of quality and fairness. However, the regional organization remains with six major regional accreditors across the country.

California, Hawaii, and other Pacific colleges and universities belong to the Western region. The Western region is further divided into the Western Association of Schools and Colleges (WASC, commonly called WASC senior), the Accrediting Commission for Community and Junior Colleges (ACCJC), and the Accrediting Commission for Schools, and no one governing body presides over these three individual entities. The ACCJC traditionally has only accredited associate degree granting institutions, but has recently been approved to accredit colleges that grant one bachelor's degree. All other institutions of higher education that grant bachelor's degrees or higher use WASC senior. The Accrediting Commission for Schools is an agency for K-12 and non-degree granting institutions. These accrediting bodies are defined as non-governmental and voluntary, though the benefits of accreditation create a strong incentive for institutions to become and remain accredited. While the accrediting agencies are not directly run by the government, they are periodically reviewed by the U.S. Department of Education and by the Council for Higher Education Accreditation (CHEA) which influences the minimum standards for quality assurance. All of the accrediting bodies in other regions are also reviewed.

Historical Changes to the Standards

The Standards throughout time are intended to define characteristics of good practice. Currently, there are four broad Standards in the ACCJC review process, but this has not always been the case. The self-evaluation, also called a self-study, used by colleges to examine their processes and structures against identified standards did not begin until the 1950s in the United States. The Standards arose in response to the desire to ensure institutions were uniformly providing quality

education given the rapidly growing number of new students, particularly veterans utilizing the G.I. Bill. Later, in the 1960s and 1970s, the requirements that colleges must apply for reaffirmation of accreditation and colleges must host a site-visit from regional peers became standard mechanisms, along with the self-study, in the accreditation process. In the 1980s, the focus of accrediting agencies began to shift from defining characteristics of good practice to the actual results, or outcomes, of institutional work. Programmatic review processes were also introduced as an expectation of institutions to evaluate to work of the institution.

In the 1990s, an emphasis on student learning outcomes and institutional effectiveness became a focus in the accreditation process. This was introduced in 1996 to the community colleges in the Western region through ACCJC. In 2002, ACCJC reduced the number of Standards from ten to four and the idea of a *culture of evidence* was introduced. In 2014, ACCJC revised its Standards once more to, among other things, incorporate requirements for baccalaureate-degree granting institutions.

Effective Practices for College Processes

There is no one way that colleges meet accreditation Standards. The Standards reflect the minimum requirements expected of institutions and each institution must find its own way to best serve the needs of the community and uphold the standards of educational quality. This paper outlines some effective practices colleges should consider and regularly review both in terms of processes and topics as well as in terms of the most recent ACCJC Standards adopted in 2014.

IV. Faculty Involvement

The Accreditation Standards begin with the message, “The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement.” This is, obviously, impossible without faculty involvement. Similarly, the accreditation processes, from the self-evaluation to the site visit to the continuing responses to ACCJC recommendations, are impossible to measure without significant, continuous faculty involvement.

Which Faculty Should Be Involved?

In short, all faculty should be involved in the accreditation effort. The effort should involve both full-time and part-time faculty; it should involve instructional and non-instructional faculty; it should include faculty from all areas of campus; and involvement should be continuous across each accreditation cycle. Some faculty will act as writers or editors of the self-evaluation. Others may provide input into particular areas that must be addressed (such as curriculum or distance education issues). Some faculty will co-chair committees. Finally, all faculty should

review each self-evaluation to ensure that it is consistent with the college's mission and provides an honest and clear picture of the college.

The most visible sign of faculty involvement in accreditation is within the committee structures a college adopts particularly in regards to a college's accreditation or institutional effectiveness efforts. On most campuses, these committees function as an ad-hoc or a standing committee, but, in either case, these committees should be charged with developing the self-evaluation, preparing for the site visit, and then working to address any recommendations that emerge from the process.

The College Accreditation Committee and Faculty

Many colleges do this continuous work through a standing Accreditation Committee. Ideally, a single accreditation committee is an ongoing committee or a standing committee of a college's shared planning committee and provides continuity from one accreditation cycle to the next. Accreditation committees that meet regularly throughout the 6 year cycle can be charged with monitoring compliance with the Standards, ensuring that recommendations are completed in the two year required window, addressing Department of Education compliance requirements and collecting evidence. Standing committees can also provide an opportunity for dialogue from all constituent groups on Accreditation topics including creating useful evidence, faculty participation in Standard writing, using SLO's data to improve student success, linking assessment to resource allocation, linking planning to the college mission, institutional effectiveness and using program review quantitative and qualitative data analysis for program and college improvement.

It is faculty, more than any other group, which should provide continuity and institutional memory in a committee like this. After all, administrators will often come and go from one accreditation cycle to the next, but most tenure-track faculty will remain. Therefore, it is imperative that the accreditation committee includes a significant faculty presence.

At many schools, the accreditation committee has a faculty chair or co-chair, a position that often includes some release time. A faculty chair, working with the local senate president, should ensure that a significant number of faculty from across the campus participate in the committee's activities alongside administrators, staff, and students.

The accreditation committee should not act alone or in vacuum. The entire committee structure should have a hand in the accreditation process, beginning with the Academic Senate. The senate should receive regular reports from the accreditation chair and accreditation liaison officer (ALO). Further, the senate should provide oversight over any documents produced for accreditation and accreditation-related purposes—not just the self-evaluation but the annual

reports, midterm reports, program reviews, substantive change reports, and other educational plans.

Faculty involvement in a college accreditation committee also promotes communication. The local Academic Senate, as well as other college shared-governance committees, should include the review and progress of any action plans that are included in a self-evaluation report in monthly meetings to keep faculty engaged in the process. Frequent updates allow for more faculty inclusion and involvement in the process and mitigates the loss of engagement that occurs as other faculty duties become priorities throughout the academic year. The local senate has the responsibility to appoint faculty to a standing accreditation committee which keeps faculty leadership connected to the process and gives an opportunity for any faculty member to be involved.

The College's Accreditation Standing Committee and Faculty Leadership

Faculty involvement in an accreditation standing committee is key. As “faculty roles and involvement in accreditation processes, including self-study and annual reports” is a designated 10+ 1 function, it is recommended that there be a faculty chair or co-chair for any standing Accreditation committee. The local senate should be involved in selecting a co-chair who will work as a liaison between the committee, the local Academic Senate, and the faculty at large. It is also recommended that faculty have a strong voice on the committee and that local senates have specific appointed faculty on any standing accreditation committee. The faculty co-chair(s) would work in consultation with the administrative co-chair(s) and other co-chairs to outline the needs, procedures, and timelines for the committee. The committee should remain focused on best practices for the college, rather than correcting areas where the campus is lacking in the Standards. In highlighting the procedures that are efficient, the committee will develop techniques to address areas where the Standards may not be fully met more effectively.

The Role of Senate Committees in Accreditation Oversight

The senate, its standing committees, and other key committees on campus also play a role in the development and continuous monitoring of particular Standards. Local senates should review their committee structures and assign monitoring duties to their standing committees based on their purview. The student services committee, for example, should play a role in developing II.C Student Support Services. The library and learning services committee should monitor II.B. Curriculum, SLO, basic skills, distance education, and other committees that directly relate to instruction should have a hand in developing II.A (among other Standards). Other college-wide committees such as finance, facilities, and technology committees should work with the accreditation committee in the development of the Standard III sections. All of these committees should have faculty participation, and the faculty on those committees should provide regular

reports on progress to the senate and the faculty as a whole. Finally, departments and divisions should provide input in any Standard that directly impacts their respective areas.

The Importance of Training and Communication

Committees provide a great mechanism to ensure faculty involvement. However, not all faculty, particularly part-time faculty, participate in these committees. Therefore, training and information distribution should be a key component to ensure faculty inclusion, and regular forums should be organized and advertised to keep the college abreast of compliance with accreditation Standards. Newsletters or other updates should be regularly sent out to the whole campus with information on the Standards, the college's institutional learning outcomes, and other pertinent matters. Workshops and other trainings should be established to provide continual instruction in key accreditation-related issues like SLOs, curriculum, and distance education. For example, Southwestern College's Office of Institutional Effectiveness provides a bi-monthly newsletter highlighting various aspects of integrated planning including accreditation, student learning outcomes assessment, strategic planning, and budget development.

Campus-Wide Dialog

It is important that the academic senate form a plan for when and how to more completely involve faculty in integrating discussions with student and administrative services. This dialog should include:

- Techniques shared from across the state
- College representatives to the ASCCC Accreditation Institute who could report back to their local senates and respective committees.
- Reporting structures that filter through local senates. Senate representatives appointed to governance committees would then report back.
- Cross-pollinating committee structures with the standing accreditation committee. The committee can identify and link discussions to the needs of students. For example, the committee might ask "How does enrollment management tie to facilities?" Faculty should be informed regarding all aspects of the college.
- Discussion of the Standards by local senate leaders in meetings. They can then disseminate information to department chairs and faculty via their senate representatives, minutes, and resolutions.

Planning Ahead

As part of the 10+1 agreement, local senates should have a formal position regarding the faculty's role in accreditation. The role itself should be evaluated during accreditation cycle. The Senate should work to:

- Integrate accreditation questions regarding the Standards into Program Review, which will help make data easily accessible when writing a self-evaluation for the Commission.
- Collect evidence for the new cycle shortly after an action letter and/or recommendations are sent to the college, and if sanctions are imposed.
- Plan committee chair orientations to include their responsibilities for the committee as well as how they can work with accreditation in mind, including where to find supporting data.
- Assist in preparing a keyword searchable website linking divisions, committees, program reviews, and other accreditation-related materials for easy access to data, reports and documents for any administrator or faculty to access. This should include updates and timelines for the accreditation process.
- Encourage the senate president or designee to work with the strategic planning committee to ensure faculty engagement in integrated planning efforts
- Formulate clear planning cycles and communicate them to the committees, department chairs and faculty at large with the goal of the college being more systematic in its approach to accreditation.
- Assist multi-college districts to work through task forces and district committees to bring ideas together. Faculty need to be a driving force for change and be attentive when the boards are micromanaging beyond their own board policies

V. Accreditation is a Continuous, Ongoing Process

Gone are the days when colleges could work on accreditation Standards just the year or two before a site visit and be successful in their bids for reaffirmation of accreditation. Accreditation today is an ongoing and systematic process. Colleges are expected to meet all of the accreditation Standards at all times, and colleges must continuously work on and evaluate their compliance with the Standards.

In a recent study entitled *Accreditation In the California Community Colleges: Influential Cultural Practices* presented by Dr. Nathan Tharp of Feather River College at the 2013 ASCCC Accreditation Institute, the research emphasized the importance of accreditation awareness and preparation as an ongoing, if not daily, activity to ensure reaffirmation and provide meaningful improvements to meet the institution's mission. Dr. Tharp writes, "An engaged institution can integrate the meaning behind accreditation into ongoing self-assessment processes and avoid the experience of accreditation being merely a compliance exercise" (57). Colleges should take steps to institute these processes that emphasize ongoing discussions on accreditation and faculty should be involved regularly in discussions of quality in all aspects of the Standards.

ACCJC states in their *Manual for Institutional Self Evaluation of Educational Quality and Institutional Self-Evaluation* (published in January 2015), “Accreditation should not be seen as an event that takes place every seven years where compliance with the ACCJC Accreditation Standards (Standards) and other requirements is assessed. The accreditation process provides an opportunity for the institutional leadership to take stock of the continuous improvement of the institution in cooperation with college stakeholders. Every ACCJC-accredited institution must meet the ERs, Accreditation Standards, including federal regulations, and Commission policies at all times.” These pronouncements make clear ACCJC’s expectation that a quality, evaluative process supporting institutional effectiveness is ongoing.

College-wide monitoring and discussion regarding accreditation needs to be an ongoing process. All too often colleges focus their accreditation efforts during the two years before a campus visit. In this model, committees act more along the lines of task forces that disband, or significantly ease their responsibilities, after the site visit and following the release of the Commission’s actions or recommendation letters. This approach can lead to chaos and mistrust when institutions attempt to write and address Standards under time constraints. Also, this type of structure often produces new, untested policies and procedures for the college that the faculty members struggle to implement and understand in the rush to the site visit. For more fluidity in the accreditation cycle, many colleges have instituted standing accreditation committees, through which awareness of accreditation compliance is an ongoing and constant process for a campus.

Part of this ongoing process includes the periodic review and continued implementation of any actionable improvement plans indicated in the Quality Focus Essays required by the Commission beginning with the 2014 Standards. These actions help provide both new and established faculty opportunities to collaborate and discuss the continued implementation of plans to improve and support ongoing awareness of accreditation Standards throughout the accreditation cycle and in preparation for the writing of future self-evaluation reports.

Ongoing Responsibilities of a Standing Committee

On an ongoing basis, a standing accreditation committee should take responsibility for next actions that the college needs to take to remain in compliance with the Standards, implement plans for improvement, and to reflect on areas of the Standards that are well-served by current processes. In years when the college faces reaffirmation, the committee would assume responsibility for addressing any Commission recommendations and any action plans created in the process of completing the self-evaluation. Committees should have ongoing meetings to prepare for the next accreditation site visit, follow-up reports and mid-term reports, and the committee has responsibility to develop strategies and plans for addressing sanctions if needed.

Responsibilities include the following:

- Receive ongoing reports from other governance committees with purview of areas relevant to the Standards

- Review the Standards and collect evidence needed for ongoing ACCJC reporting
- Review integrated planning processes and look for overlap in order to confirm the Standards are met. For example, distance education should be discussed in more areas than the Distance Education Committee. The accreditation committee would maintain documentation of agendas, minutes, and reporting to various other committees as evidence of an ongoing, campus-wide discussion.

The faculty representatives on the committee or the committee co-chairs should report to the local senate and provide updates as actions are taken to comply with Standards or to collect evidence and documentation. As the college's landscape changes due to the addition and elimination of courses and programs, new and ongoing state initiatives, and budgetary fluctuations, ongoing committee activity in support of accreditation awareness and compliance allows for a more proactive response and can lead to better preparation as a college progresses through the accreditation cycle.

Systematic Planning and Evaluation and Longitudinal Evidence

Since colleges are expected to meet accreditation Standards at all times, it is important that colleges show and support, with evidence, systematic, consistent and wide-reaching planning and evaluation mechanisms. By the time the self-evaluation is due and the team arrives, the college should have an integrated planning cycle that has been implemented and supports student success. Also, the college planning mechanisms should have been evaluated and that evaluation has been used to improve institutional effectiveness. Colleges who have created planning documents just prior to the team visits and have not had time for evaluation and improvement do not meet many of the Standards including I.B.3, I.B.4, I.B.6, I.B.7 and I.B.9. College/District Planning should be done early in the accreditation cycle and to give time for the college to demonstrate that its process are systematically and regularly evaluated. This will create longitudinal evidence that shows that the college has continuously met the Standard. Some colleges create a listing of all planning documents, their review cycle, and what improvements were made to show how they continuously meet the Standards.

Addendums

Even when colleges submit their self-evaluations, accreditation work is not complete. Colleges can complete an addendum to the self-evaluation starting from the date the report is submitted to the Commission. Colleges can include in the addendum any additional evidence and the work they have done up to the team visit, including work on self-identified concerns by the college. This addendum can be submitted to the Commission to be shared with the Peer Evaluation Team, also called the External Evaluation Team. This is another way for colleges to show their continuous work in meeting/exceeding the Standards.

VI. Sending Faculty on a Peer Evaluation Teams

Benefits of Being on a Peer Evaluation Team

Faculty participation on Peer Evaluation Teams is a benefit to the accreditation process, the faculty member's college and the faculty member's own professional development. Faculty voices on accreditation teams are essential for a true peer evaluation process. Faculty who have participated on teams bring effective practices and experience in reading and assessing accreditation Standards back to their home institutions, which could help in their own accreditation compliance and improvement. For the faculty member volunteering to participate on a team, it is a great professional development opportunity and gives them an opportunity to dialogue and work with faculty and administrators from across the region.

Faculty understanding and perspectives of the process are dynamically changed through the experience of serving on a visiting team. The skills gained from the training and the participation on a visiting team are invaluable.

Time Commitment

Being on a Peer Evaluation Team is a significant time commitment consisting of the following:

- One full-day peer-evaluation-team training workshop. Try to attend the workshop your group is assigned to so you can meet your team before the visit.
- Reading the institution self-evaluation, evidence, previous reports and recommendations including communications with the Chair.
- Prep work on your assigned Standard or Standards before the visit. The Standards are divided among the team either through selection or assignment.
- At least 4 full days for the site visit. Each day will begin very early and end late. The days are structured to complete requirements of the visit and to accommodate writing time. Writing time will be divided in individual and group segments.

You will start reading and working on the self-evaluation about two months before the visit. The Chair of the Peer Evaluation Team typically contacts members of the team early in the cycle to share relevant information from communication the Chair has had with the institution. The Chair typically has a pre-visit meeting with the college president to discuss areas of concern in the self-evaluation. The Chair is the primary contact with the institution and may have visited the institution prior to the team visit. You will have completed the majority of the work once the team visit is complete including the writing. During the visit, update reports may be given to the institution for review and response, allowing the institution the opportunity to clarify or present additional evidence. Typically, after the visit you will only need to review the final report.

When you receive a letter from the Commission to be on a team, be realistic about whether you can commit to the time necessary to be on a team. There have been times when team members dropped out at the last minute. This is especially troublesome when it is one of the limited faculty members on a team.

Who Should Apply To Be on a Peer Evaluation Team?

Any faculty member can apply to be on a Peer Evaluation Team by completing the Commission's Bio Data Form (Appendix A) and having it signed by their college president. ACCJC states in their *Team Evaluator Manual* (January 2015) that the Commission forms teams with individuals with "expertise and or experience in learning outcomes and resources, career technical education, distance/correspondence education, planning, research and evaluation" (4). Local senates should encourage faculty members who are Curriculum Chairs, SLO or Program Review coordinators, Distance Education coordinators, Academic Senate Presidents, Accreditation Chairs/Coordinators, Student Services and Library faculty, and CTE faculty to apply to be on a Peer Evaluation Team

VII. Using ACCJC Guides

All colleges in the California Community College system are currently accredited by the ACCJC, which provides multiple guides and handbooks to assist districts to meet the Commission's Standards and to navigate a successful accreditation cycle. With the Commission's emphasis on protocol and consistent presentation of evidence, it is in the best interest of colleges preparing to write a self-evaluation or to host a Peer Evaluation Team to be aware of these guides and use them in all steps of the process. The following is a brief explanation of several Guides and how they might be useful.

The Accreditation Reference Handbook

For institutions preparing for a self-evaluation report, also known as the Institutional Self Evaluation Of Educational Quality And Institutional Effectiveness, this handbook provides the basics: the Standards, the eligibility requirements colleges must meet prior to making a formal application for accreditation and maintain after affirmation of accreditation, and the Commission's policies. This document enumerates those requirements and cross-references them to the Standards, including the statutory basis for its policies. Institutions can use this manual as an "Accreditation 101 guide" for new faculty involved in accreditation.

Guide to Evaluating Institutions

This guide is essential for an institution preparing to write its Institutional Self Evaluation of Educational Quality and Institutional Effectiveness report. This Guide contains questions for each component of the Standards that promote discussion at a college regarding how well its

processes and execution of those processes support the institution's ability to meet the Standard. These questions are often asked by visiting team members during a site visit, and the guide provides examples of evidence that would be helpful to prove a college meets a Standard. Institutions can use this guide and its questions to spur discussion in its committees working on the self-evaluation and to gather information for writing the self-evaluation.

Manual for Institutional Self Evaluation

Organizing the Institutional Self Evaluation of Educational Quality and Institutional Effectiveness report is a daunting task for any college. This manual suggests ways to organize the report, provides samples of necessary forms that must be submitted with the report, and includes precise formatting information. An effective practice is to use this manual to determine ways to organize your college's decision-making structure to support accreditation Standards in order to integrate Standards into daily operations at your college.

Guide to Accreditation for Governing Boards

In the last decade, actions of a college's Governing Board or Board members have played a role in colleges being sanctioned. This Guide provided by the ACCJC describes the duties and responsibilities of governing board members in regard to the Standards.

Guide to Evaluating Distance Education and Correspondence Education

Now more than ever, scrutiny of distance education programs is on the minds of faculty and staff at many colleges. This manual helps institutions understand the Commission's expectations of distance education and how all areas of the institution's operations can support an effective distance education program.

Substantive Change Manual

Colleges often find themselves out of compliance with ACCJC requirements for receiving approval prior to making substantial changes to education programs or to the college mission. This manual should be consulted frequently as your institution makes changes to programs to avoid issues during a self-evaluation visit. This handbook can be particularly useful when preparing a substantive change report when curriculum changes in a program lead to 50% or more of the program's courses being offered online.

Other manuals are available at the ACCJC website.

VIII. Responding to the Standards

Remember when you are writing to the Standards that team members are reading hundreds of pages of materials. You want to make your answers to the Standards as explicit and as easy to read as possible. Here are a couple of effective practices for answering the questions.

Use the Language in the Standard as Part of Your Answer

To make it clear to the Peer Evaluation Team members that your institution meets the Standards, use the language of the Standard to identify how you are meeting the Standard. Using the accreditation language makes it easy to identify how you meet the Standard and shows that accreditation language is part of your everyday institutional culture. Use common phrases like; “regardless of location or means of delivery,” “identifies and regularly assesses learning outcomes,” “continuous improvement of student learning and achievement,” and “regularly evaluates and improves” in your answers.

Make Sure That You Answer Every Part of the Standard

Many Standards include multiple elements. In demonstrating that the college meets the Standard it is important that you answer every part of the Standard. You cannot “partially” meet the Standard: either you meet the entire Standard, or you do not meet the Standard. For example, Standard I.B.3 states, “The institution establishes Institution Set Standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” Make sure in your response to this Standard that you answer each part. For Standard I.B.3 make sure you address how the college established these Institution Set Standards, show that the standards are appropriate to the mission, show how they were assessed, and demonstrate that the assessment results were published.

Repetition Is Not Necessarily a Bad Thing

One of the major complaints of self-evaluations is that they are repetitive. However, repetition in answers can show how well your institution integrates its policies, procedures and planning. If the college uses program reviews for planning, assessment, and resource allocation, referencing the process to answer multiple Standards shows how fundamental the process is to the institution. Remember, although team members read the entire document, they typically concentrate on one or two sections. Being repetitive in the Standards makes sure that each team member gets the necessary information so they can validate that the college meets the Standards.

Link to Relevant Evidence

Colleges have worked hard to create a culture of evidence; in doing so we have created a lot of potential accreditation evidence. The temptation might be to include everything you have connected to a specific Standard, hoping that something will satisfy the Standard. For the sake of the reader, make sure to cite

only relevant evidence when describing how your college meets a Standard. Sometimes an entire document is relevant for the Standard, but sometimes it is only a section. It would also be helpful if you referenced not just the evidence document but also the paragraph, page, or section of the evidence that is relevant to a specific Standard. Again, using one piece of evidence for multiple Standards can show integration; however make sure you let the reader know what area of the item is relevant for each Standard. Some colleges have set up their electronic evidence links in the self-evaluation to link directly to the most relevant part of the document. Other colleges have set up folders of evidence based on the Standards and provided them for team members, while some colleges develop separate websites with organizational hierarchies based on the Standards.

Write It Like It Is

An institution may find itself in a difficult position during the writing of its self-evaluation report if it becomes clear college practices are not meeting the Standard. This can trigger concern and conflict among the well-meaning faculty and staff that are working with the common goal of reaffirming accreditation. Inevitably in this situation, discussion will focus on what to leave in, what to leave out, and what will be the consequences of either choice.

Many of these conflicts can be avoided in advance of writing the self-evaluation report by ensuring inclusion of all voices at every step of the creation of the self-evaluation draft. Committee structures should include faculty and administrative leadership as well as ample opportunity for classified professionals to be engaged in the process and to have their input valued. Having a clear, realistic, and well-publicized timeline of milestones for the writing of the self-evaluation and maintaining a high profile of those faculty and staff leading the effort can also help mitigate disagreements during the eleventh hour regarding how to word an uncomfortable truth.

Then there is the question of word choices or “spin-doctoring.” There can be an inclination to choose words that connote a rosier picture than may actually exist at a college. Given the high stakes involved, it’s certainly understandable; however, purple prose and embellishment are only obstacles to your evaluation and should be avoided. This approach can also exacerbate negative feelings from constituent groups if the perception is that the college’s situation is being misrepresented and a peer evaluation team will often see through the effort. A few rules of thumb:

- Report the facts
- Avoid unnecessary superlatives
- Limit describing future plans to your actionable improvement plans or quality focus essay
- Only make claims that can be substantiated with evidence
- Use a one-voice narrator

Given the desire to put the institution's best foot forward in the self-evaluation, unfortunately there are times when information and evaluations of the college that are put forth in the report are seen by faculty to be inaccurate and unproven. If collegial efforts to agree on language that is acceptable to all parties fail, faculty may decide that they wish to provide the Commission or the visiting team with a second report addressing the inaccuracies. Often called a minority report, this option, if agreed to by the full Senate, should be sure to focus on provable and accurate claims and give clear explanation for the disagreement.

IX. Developing a Culture of Evidence by Documenting College Processes

Developing a Culture of Evidence

Evidence should direct the creation of the self-evaluation report rather than the tendency to declare that the college meets a Standard then attempt to find supporting data after the fact. A "write first find evidence later" approach will add pressure to the committee in trying to locate evidence for statements that may have been overly polished in the writing. If your college adopts an "accreditation, every day" motto, existing procedures established by colleges and districts generally have mechanisms in place that have supporting evidence readily available for reference. Examples of supporting evidence colleges likely have as a quick reference are:

- Use of the California Community College Chancellor's Office Scorecard in planning
- Program Review documents
- SLO assessment results, analysis and changes made due to ongoing assessment.
- Previous self-evaluation reports
- Student learning and achievement data also from institutional reports
- Institutional Effectiveness data
- Policies and procedures
- College website and usability of it
- Human Resources (positions) intended to help meet Standards
- Committee minutes
- Administration and faculty surveys
- Standing accreditation reports to senate and other college groups.

Be sure to have a clear committee reporting structure that sends information both ways. Follow-up reports should be sent back to lower committees to ensure linked communication.

X. Preparing for Your Site Visit

Preparing a self-evaluation is a time-consuming process for faculty and administration. By the time the Peer Evaluation Team arrives on campus, the committee preparing for that visit is often under pressure and exhausted. However, proper planning and preparation for a site visit can lead

to an efficient and successful visit for the college and team. Good communication between the campus and the team leading up to the visit, including ensuring the team has the proper workspace, that meetings have been arranged per the requests of the team, and that documentation is prepared ahead of the visit will all aid in a smooth visit.

Locally, the members of the campus need to be aware of who is coming for the visit and what events are planned for the week. Efforts should be made to familiarize all staff with the self-evaluation report and key concepts. Some things that may help include the following:

- Pamphlets or email-blasts with the names of the team and/or their pictures to help the faculty identify the team.
- Acronym quizzes to familiarize faculty with important terms related to your campus processes
- Monthly accreditation updates from your senate president or other leaders
- Well-prepared charts and visual representations for faculty and staff to review
- Creative engagement tools to make faculty and other service areas aware of the accomplishments of the college and what is being presented to the team (e.g. Accreditation Jeopardy).
- A summary report distributed to college employees and the team describing what the college has done since its last self-evaluation

The self-evaluation should be an honest reflection of what the college is doing. The summary may accentuate the improvements the college has made, emphasize what is working exceptionally well, and identify ways to improve where college constituents may feel they are in need of improvement.

After Your Visit

At the conclusion of a Peer Evaluation Team's visit, the chair of the Team will meet with the CEO of your college to discuss the report it will send to the Commission. The CEO may choose to host a forum opportunity for the Team to provide a summary of the report and provide any general comments it feels it can provide. The final report, after it has been sent to your college's CEO for an opportunity to respond or make corrections, is sent to the Commission along with a confidential recommendation on accreditation status. For multi-college districts the Team chair will also meet with the system CEO.

XI. Reports

The ACCJC, like most institutional and discipline-specific accrediting bodies, requires a series of reports as well as a cyclical, institution-wide self-evaluation. These reports are intended to ensure compliance with eligibility requirements for accreditation, but also encourage institutions to think of accreditation as an ongoing process of evaluation and re-evaluation in service to the goal

of continuous quality improvement. These reports have different purposes and are briefly explained below.

Institutional Self Evaluation of Educational Quality and Institutional Effectiveness

This report is a comprehensive evaluation all Standards and is the basis for reaffirmation. Many of the additional reports required and the timelines for turning them in are dependent on the outcome of this evaluation. This self-evaluation is required by the Commission every seven years.

Mid-Term Report

The Midterm Report addresses deficiencies identified in an earlier self-evaluation and describes improvements the institution has achieved based on the Commission's recommendations and any self-identified issues that are detailed in the Quality Focus Essay. Mid-term reports sometimes coincide with a second visit from a site team.

Follow-Up Report

The Commission may require an institution to submit a Follow-Up Report at any time in order to verify deficiencies identified in the Commission's action letter have been addressed, that Eligibility Requirements, Accreditation Standards, and Commission policies are met and improvements are ongoing.

Special Report

Special Report requirements from the Commission may be called for if the Commission has reason to believe an institution may have fallen out of compliance with Eligibility Requirements, Accreditation Standards and/or Commission policies. Specific requirements of a Special Report are communicated to the institution via an action letter.

Annual Report and Annual Fiscal Report

The Commission requires an annual report, submitted electronically, using data from the current fall and two previous fall terms, to respond to specific questions regarding Institution Set Standards, Student Learning Outcomes, Substantive Change and enrollment data. Also, the Commission requires a similar Annual Fiscal Report using data from the same time period. This report captures your College's fiscal snapshot including current fiscal picture, short and long-term liabilities and debt, cash position, and most recent audit information.

Other ACCJC guides and manuals are available on the ACCJC website.

XII. Distance Education and Accreditation: Things to Think About To Be Prepared

In response to changing federal regulations and innovations, cause for both excitement and concern, in online instruction, ACCJC has developed specific guidelines for establishing quality in a college's Distance Education offerings that colleges must address and be prepared for when a site team visits.

According to the ACCJC's *Guide to Evaluating Distance Education and Correspondence Education* (2013), distance education is "defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the student and the instructor, either synchronously or asynchronously" (2). This definition identifies a number of key points regarding both distance education and accreditation. It puts the focus not just on the technology that is used to convey a DE class, but also on the students and instructors who bring these classes to life. The phrase "regular and substantive interaction" here parallels the "regular effective contact" phrase found in California Title 5, sec. 55204. In both cases, the focus is on instructors engaging with students using available technological tools. If your college's DE program is to succeed (in the eyes of ACCJC), it must demonstrate that this interaction is at the heart of all of your online classes.

Before that interaction can happen, however, your college needs to have a system in place to enable online classes to succeed. First, faculty need proper training to engage effectively with students at a distance. Requiring all potential online teachers to undergo training is common. The training itself could be handled in-house by qualified trainers or offered through online services like @One. This training can focus on best practices in design and development of online courses, regular and effective contact, accessibility, and the use of social media, among other topics. Ensuring that your faculty are fully qualified to both develop and teach online is essential for any successful distance education program.

Along with training, it is common to subject potential online courses to peer evaluation for both content and quality of design. These evaluations should be conducted by experts both in online design and in the subject matter being taught in the particular class. There should be a support system in place to help faculty develop quality online courses, particularly in the event that potential online teachers do not pass the evaluation process and need to revise and/or redesign their course materials.

The college must ensure that quality courses are being developed and delivered, and that there is ample support for both the teachers and the students. To this end, make sure that there is ample technology support for both students and instructors, that there are tutoring and library services available for online students; and that student services provides counseling, financial aid, and

disability support for online students. In short, online students at your college must have at their fingertips all of the programs and services offered to on-campus students.

ACCJC expects that all distance education programs offer quality classes and quality support for students and teachers alike. However, it is not just the self-evaluation and site visits where distance education is under scrutiny; it is also in the substantive change process. If any program at your college that offers a degree, certificate, or certificate of general education reaches a threshold whereby 50% or more of the classes (including general education) are offered as distance education, then the college must submit a “substantive change” request. According to the ACCJC’s *Substantive Change Manual* (2014), institutions submitting a substantive change for distance education “must ensure that sufficient fiscal resources are available to support the program by providing a cost-impact analysis, and that the curriculum, faculty, equipment, and facilities meet Eligibility Requirements, Accreditation Standards, and Commission policies” (9). In other words, the ACCJC will expect that your substantive change proposal documents how your online program develops, trains, offers, and supports online classes.

XIII. The Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

In the Accreditation Standards (adopted June 2014) the Standard I focus is on Mission, Academic Quality, Institutional Effectiveness and Integrity and is broken out into three sections.

Mission

The mission section of this Standard looks to make sure that all of the college programs and services align with the mission. The Standard also addresses specific elements in the college’s mission: a broad educational purpose, intended student population, types of degrees and certificates offered and a commitment to student learning and student achievement. The Standard also requires confirmation that the mission guides decision-making, planning and resource allocation. Colleges are also responsible for using data to determine how they are meeting their mission.

Academic Quality and Institutional Effectiveness

The second part of the Standard asks institutions to collect different types of data, including Student Learning Outcomes data, student equity data, achievement data, institution set standards, and to encourage dialog about that data. Dialog is used to identify performance gaps, including those for disaggregated groups, and to implement improvement plans. Colleges are also supposed to use this information to systematically evaluate college planning and make needed changes. It’s important that colleges widely distribute and publish this information to faculty, staff and the community.

Institutional Integrity

The final section of this Standard focuses on Integrity. This includes providing clear and accurate information on the college to its faculty, staff, students and the public. This includes information online, in the catalog and in correspondence with the Commission. It also requires that the institution regularly review its policies, procedures and publications to ensure integrity. In addition, the Standard addresses academic freedom and academic honesty/dishonesty (cheating /plagiarism.)

It is also important to review the Eligibility Requirements connected to Standard I. Colleges must meet all eligibility requirements at all times. Standard I is connected to the following Eligibility requirements: 6 (Mission), 11 (Student Learning and Student Achievement), 13 (Academic Freedom), 19 (Institutional Planning and Evaluation), 20 (Integrity in Communication with the Public) and 21 (Integrity in Relations with the Accrediting Commission.)

Effective Practices for Meeting the Standard

- Review your mission systematically, not just the year before the visit
- Reference the mission in all of your planning documents
- Use the mission as a guiding force for resource allocation
- **Identify processes and procedures for collecting, analyzing, and using outcome data for student learning and achievement**
- Collect disaggregated data on achievement of student learning outcomes and use that data in discussions of student equity and disproportionate impact
- Identify specific data that is used to show how the institution is accomplishing its mission
- Set up a timeline for regularly evaluating college policies and procedures, publications and plans
- Create and assess institution set standards
- Identify short and long-range needs for education program, services, and resources based on data
- Confirm that all the information in institutional documents and publications is clear and accurate including availability of the schedule of courses listed in the catalog
- Confirm that students can complete degrees and certificates listed in a reasonable timeframe
- Make sure that the college/district has an academic freedom statement
- Have a policy on academic integrity including those on academic honesty/dishonesty

Faculty, including the local senate, should be involved in the following:

- Assessment of the current mission and any revisions of the mission
- Ensuring that the mission is part of any program review or assessment process
- Collecting and Reviewing student learning outcomes data to measure student learning and achievement
- Identifying strategies for improvement in programs and services based on data and dialog
- Creating and monitoring of institution set standards
- Understanding and reviewing the college/district academic freedom policy
- Crafting an academic dishonesty policy that addresses academic issues of cheating and plagiarism

Standard II: Student Learning Programs and Support Services

In the Standards, Standard II is often considered the Standard most relevant to faculty and the Standard that will require the most faculty attention both during the creation of a self-evaluation report and during the implementation of ongoing planning processes. The Standard II focus is broken into three different sections: Instructional Programs, Library and Learning Support Services, and Student Support Services.

Instructional Programs

This Standard requires colleges to demonstrate how their educational offerings support their college's mission as well as evidence that learning, as well as degree and certificate completion, is, in fact, happening at the college. Standards of academic rigor and teaching methodology are scrutinized in this section. Many of the specific expectations found in this section of the Standard have, as their basis, federal regulations found in the Higher Education Act. College curriculum approval processes are evaluated and expectations are set regarding the length, breadth, and rigor of academic programs.

An important component of this Standard is the discussion of student learning outcomes and the processes colleges have put in place to ensure the use of student learning outcomes assessment data in program evaluation and resources allocation. This Standard identifies all areas in which colleges should have student learning outcomes and how the assessment data should be central to planning. Along with outcomes assessment, this section also explains expectations regarding the relevancy of career technical education programs at colleges, general education requirements, and the requirement of colleges to have a program discontinuance procedure that clearly provides for students enrolled in a program that is deemed to no longer be viable.

Effective Practices for Meeting the Standard

- Work with your college to provide for sufficient resources to faculty to ensure curriculum, including courses and educational programs, is updated frequently and meet

appropriate discipline or industry standards in the case of career technical education programs.

- Establish clear timelines and expectations for curriculum development and how faculty engage in the development of curriculum.
- Establish a calendar for the regular review and approval of policies and procedures relevant to instruction, curriculum development, program development or discontinuance, and the collection and use of student learning outcomes data in planning.
- Review your processes for the discontinuance or elimination of programs and requirements for “teaching out” programs in which students are enrolled.
- Include student learning outcomes on all official course outlines of record and have a faculty body approve them
- Establish clear procedures and criteria for determining which courses fulfill general education requirements which are primarily determined by faculty and are based on institutional student learning outcomes competencies.

Library and Learning Support Services

More and more student learning support programs are being recognized for the essential roles they play in student success and learning. Under this Standard, library and tutoring services are examined to determine if they are sufficient in quantity, currency, depth, and variety to support educational programs for on ground and online students. The Standard stretches these services to include instructional technology and access to these learning services. The role of faculty here is to be heavily involved in selecting and maintaining educational equipment and materials to meet student support needs and to help achieve student learning outcomes. These services should be reliable, pervasive throughout a college, and regularly evaluated for their effectiveness in supporting student achievement.

Effective Practices for Meeting the Standard

- Develop a reliable tracking system for recording the frequency with which students receive support services in your college library or other learning assistance service centers and open computer labs.
- Establish comparable student learning support services for students who are enrolled in courses online as well as for students in on ground courses (i.e. an Online Writing Center, Online Library Services, etc.)
- Regularly notify faculty of student support resources available and work with your local senate to advocate for and support resources for maintaining comprehensive library and student support services

- Collect student learning outcomes data for all student support services and document the use of assessment data to make program improvements in the appropriate short-term and long-term planning documents, such as program review.

Student Support Services

With recent legislation and the introduction of significant funding to support counseling and matriculation efforts, colleges are beginning to establish more stable student support services to help students make effective educational planning choices. To assess these programs, the Standard calls on colleges to establish student learning outcomes for student support services and to use the results of assessment to make planning decisions which lead to increased student learning and achievement. Of great concern in the Standard is equitable access to appropriate, comprehensive, and reliable services for all students, whether in person or online. In addition, this Standard examines how co-curricular and athletic programs support the college's mission and serve educational purposes.

Counseling faculty play a major role in student achievement of their educational and personal goals. Colleges responding to this Standard will need to provide evidence that counseling and academic advising programs support student development faculty are given the necessary training and tools to advise students with information that is timely, useful, and accurate regarding transfer and graduation requirements, among other information. Such evidence includes policies and procedures that determine clear pathways and necessary requirements for students to achieve their goals. Colleges regularly assess their practices while taking steps to eliminate bias and ensure all students are treated fairly and equitably. Finally, this Standard requires evidence that student records are permanently, securely, and confidentially maintained and students are aware of their rights to their information.

Effective Practices for Meeting the Standard

- Establish student learning outcomes for all student support offices, measure those outcomes on a regular basis, and use the data from outcomes assessment to create goals and request resource allocations through your college's short-term and long-term planning processes to improve student support services.
- Participate in on going and open dialogue between discipline faculty and counseling faculty regarding the importance of advocacy for resources for student support services as a strategy to improve student achievement. Establish opportunities for regular contact between counseling faculty and discipline faculty.
- Establish a calendar for the regular review and approval of policies and procedures relevant to admissions, financial aid, evaluations, enrollment priorities, student equity, and students' rights and grievance procedures, among others.

- Work with appropriate administrators to ensure that student counseling and matriculation services are available online and are comparable to on ground services.

Standard III: Resources

Standard III is divided into four different sections: Human, Physical, Technology, and Financial Resources.

Human Resources

This Standard seeks to ensure that a college's hiring processes lead to the hiring of administrators, faculty, and staff who are qualified based on education, training, and experience; that it complies with all rules and regulations regarding equal opportunity hiring practices; that it consistently follows these rules and regulations during the hiring process; that the job descriptions reinforce the institution's mission and goals; that ethical guidelines are followed for all personnel matters; and that security and confidentiality are guaranteed for all personnel records. Additionally, Standard III.A requires that required degrees by employees be obtained from colleges operating under recognized U.S. accrediting agencies, and that all employees are effectively evaluated on a periodic basis. One key component of this Standard is in regards to III.A.6, which states that those involved with student learning should be evaluated to determine the extent to which they are involved in using the results of student learning outcomes assessment to improve teaching and learning.

Effective Practices for Meeting the Standard

- Ensure that all human resources planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement data and student learning outcomes data.
- Review your college's policy on recruitment and hiring on a regular basis to ensure high levels of faculty engagement in hiring committees, in the determination of desired qualifications for faculty positions, and in the determination of desired qualifications for administrative positions that will work directly with faculty.
- Ensure that your job descriptions are updated and consistent with negotiated agreements between the college and the bargaining units.
- Establish a Senate committee to determine equivalency to minimum qualifications in order to ensure that faculty qualifications are primarily the responsibility of the senate.
- Create policy and procedures that give faculty a primary role for determining equivalency.

- Participate in college planning committees that address human resource needs including the processes for all employee evaluations and the integrity of the confidentiality of records and employee information.
- Work closely with the bargaining unit to regularly review tenure review and evaluation materials and processes to ensure professional and academic standards are the focus of evaluation.
- Monitor, through college budget and finance committees or human resource planning committees, the Faculty Obligation Number (FON) and discuss goals for meeting and surpassing the FON with college administration
- Participate in the creation and revision of policies and procedures.
- Be aware of potential violations of policies, procedures or college declarations regarding ethical behavior and notify local senate leaders or, if necessary, statewide senate leadership.
- Actively participate in the planning of professional development opportunities for faculty and advocate for sufficient resources to be made available to support comprehensive faculty professional development.

Physical Resources

This Standard asks that colleges demonstrate that safety and security are paramount in all locations on a campus; that the institution plans, builds, upgrades, and maintains buildings and infrastructure in order to meet the college's mission and goals and to ensure that a high quality of education is maintained; that the physical resources are evaluated on a regular basis; and that long-range financial plans are developed to ensure that the college is financially able to grow into the foreseeable future by considering the total cost of ownership for all resources.

Effective Practices for Meeting the Standard

- Ensure that all physical resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and learning outcomes data.
- Participate in your college committees that have as a focus creating and maintaining a safe and stable learning environment.
- Participate in the creation of facilities and physical resource short-term and long-term planning documents, such as facilities master plans, five-year capital improvement plans, and annual scheduled maintenance plans.

Technology Resources

Technology resources includes the technology used in and around the classroom for student learning; the computers, printers, and enterprise programs used in offices and to manage the

college's resources; and the cabling, servers, wireless portals, and other behind-the-scenes tools that enable all of the other technological resources to actually work in a 21st century environment. To this end, Standard III.C asks colleges to demonstrate that there are adequate and appropriate technological resources to manage an institution, to provide quality education, and to fulfill the college's mission. It also asks that colleges develop plans for the regular update and replacement of technology to maintain a high level of service; that the college provides appropriate training in the use of technological resources, for faculty, staff, administration, and students; and that the college has policies and procedures to ensure that technological resources to ensure that all on campus are using these tools appropriately.

Effective Practices for Meeting the Standard

- Ensure that all technology resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and student learning outcomes data.
- Establish a Senate committee to determine classroom and instructional technology needs, different than the technology needed for college operations, which are essential for effective teaching and learning in the 21st century and will support student success.
- Participate and advocate for effective practices for the regular assessment and replacement of classroom and instructional technology.
- Participate in the creation of technology resource short-term and long-term planning documents, such as a master technology plan or plans for the development and improvement of distance education.
- Actively participate in the planning of professional development opportunities regarding the use of classroom and instructional technology for on ground and online instruction.

Financial Resources

The financial resources Standard is divided into three parts: Planning, Fiscal Responsibility and Stability, and Liabilities. The Planning section focuses on ensuring that the college's planning will ensure that the necessary to support all programs and services at a college into the foreseeable future. It also states that your college's planning structures to the mission and goals of the institution, and that the college follows appropriate policies and guidelines when developing financial plans and budgets. Fiscal Responsibility and Stability includes accurate assessment of financial resources, the need for integrity in all aspects of financial planning and resource allocation, and the need for oversight in financial matters to ensure integrity in the process. As well, the college must have enough cash on hand to maintain stability in times of economic troubles. The Liabilities section focus on short-term and long-term financial solvency, particularly for future obligations like Other Post-Employment Benefits (OPEB). This section also calls for colleges to demonstrate that all short-term and long-term borrowing is conducted according to ethical and sound guidelines, with ample oversight, and that the appropriate staff at

a college regularly evaluates student loan default rates, revenue streams, and other assets to ensure that all federal guidelines are being followed.

Effective Practices for Meeting the Standard

- Ensure that all financial resource planning is integrated with your college's program review and evaluation processes and relies on data, such as achievement and student learning outcomes data.
- Participate in college budget or finance committees to ensure faculty voice is strong when developing the processes by which the college's financial documents and budget are developed and communicated throughout the college.
- Maintain open dialogue with the bargaining unit(s) to communicate shared interests and common goals while maintaining each organization's purview.
- Actively participate in efforts to evaluate budget-planning processes.

Standard IV: Leadership and Governance

In the Accreditation Standards, Standard IV is broken into four parts: Decision Making Roles and Processes, Chief Executive Officers, Governing Boards, and Multi-College Districts or Systems.

Decision Making Roles and Processes

This section of Standard IV emphasizes that the structure of decision-making must be defined in the policies of the college and followed and that the roles of faculty, staff, and administrators are clearly articulated and respected. The language encourages broad participation and innovation from all employees of the college in striving toward excellence. This Standard calls for an evaluation of a college's governance structures, processes, and practices and, for multi-college districts, sets expectations for how these institutions delineate the roles of each college within its systems and how its policies for resource allocation, governance, and planning provide adequate support for all colleges within the district.

Effective Practices for Meeting the Standard

- Ensure that board policies and procedures that outline decision-making structures are clear and reflect the practice of the college.
- Establish timelines and schedules for the evaluation of policies and procedures related to leadership and governance in order to ensure effectiveness and accuracy.
- Engage your campus leadership groups, including student leadership organizations, in discussions of college morale and overall attitudes towards student success, employee

advancement, constituent group relations, and constituent group involvement in planning and governance.

- Establish a policy with your college's Governing Board or Board of Trustees that codifies the 10 + 1 agreement between your college or district and your local Academic Senate.
- Establish practices that support documentation of constituent group engagement in decision-making such as detailed minutes of meetings of college-wide planning and governance committees which identify attendees by constituent group.
- Communicate the actions of your leadership and governance committees to the college regularly and clearly.
- Establish practices for evaluating how well constituent groups feel they are able to engage in decision-making such as surveys or governance committee retreats, document the results of that evaluation, and use the results to make improvements to processes and policies.

Chief Executive Officers

This section of Standard IV defines the role of the president, superintendent, or chief executive. The section ensures that one individual is empowered by the Board of Trustees to supervise actively employees' implementation of collegial processes, adherence to regulatory requirements, and engagement with the community. This Standard sets expectations for the CEO's advancement of the college's mission and implementation of effective planning and decision-making practices. The Chief Executive Officer has a unique role in the process to earn or reaffirm accreditation and he or she should be knowledgeable about the process and all college efforts to comply with Eligibility Requirements and Standards.

Effective Practices for Meeting the Standard

- Hire and train an effective chief executive for the college.
- Regularly evaluate and document the decision making structure through the established college processes to the chief executive.
- Document the mechanism by which the college evaluates its decision-making structure and provides recommendations to the chief executive for change.
- With the college chief executive or district executive, actively engage in board training sessions, particularly with respect to the role of faculty in the college decision making processes.
- Include a flowchart that illustrates college decision-making
- Document how the CEO communicates decisions to the college regarding decision-making, accreditation, and all other aspects of institutional quality and effectiveness.
- Ensure that the CEO is actively presented with and understands college performance data including student achievement data, student learning outcomes data, institution set

standards data, data regarding the connections between strategic planning and budget allocation.

- Actively involve the CEO in establishing processes for integrating these essential data metrics into planning processes.

Governing Board

Though the pendulum is swinging, in recent years actions taken by college boards of trustees or individual members of boards have led to recommendations for colleges and, in some cases, even sanctions. While that tide has seemed to turn, this section of Standard IV sets clear expectations that the board of trustees must comply with its own policies, engage in board development training, and not interfere with administrative implementation of college procedures, provide that implementation does not violate board policy.

Effective Practices for Meeting the Standard

- Ensure the board has a code of ethics and conflict of interest statements that are regularly reviewed.
- Establish a timeline and schedule for the board to review its own policies
- Document the Board's work to create policy that is appropriate for their role within the college's leadership infrastructure.
- Create and maintain policy and procedures for selecting and evaluating the Chief Executive Officer and carry out those procedures effectively and transparently.
- Regularly present to the Board data regarding student success and institutional effectiveness, including student learning outcomes data, institution set standards, financial information data, and student completion and achievement data.
- Keep the Board aware and informed regarding all efforts made in furtherance of the college's compliance with the Standards, Eligibility Requirements, Commission policies, and the college's accreditation status.
- Support the Board's efforts at self-evaluation and encourage frequent training and goal-setting opportunities such as a Board workshops, Board retreats, or interactions with campus leaders, in compliance with legal requirements under the Open Meetings Act.

Multi-College Districts or Systems

This section of the Standards explicitly defines the expectations for colleges or centers operating in a district. The Commission recognizes that almost half of all member institutions are part of a multi-college district/system and this section develops the minimum standards expected for such entities. It is expected that colleges will identify how their individual college interacts within

such a district and how district policies and procedures impact the attainment of their mission. ACCJC has aligned the accreditation timelines for site-visits within a district such that all colleges in a multi-college district will be on the same cycle of evaluation.

Effective Practices for Meeting the Standard

- Create a district-wide committee or communication mechanism between colleges to address district-wide concerns. Document the communication and outcome of any recommendations.
- Collaborate among colleges within the district regarding the writing of this section for each college's self-evaluation plan.
- Create a delineation of responsibility function map which documents and communicates the division of operational responsibilities between colleges within the system and the district.
- Evaluate the delineation of responsibility for effectiveness, including the primary and secondary entities and their responsibilities.
- Evaluate and document the resource allocation model for the district. Use data collected on the effectiveness of this process to make changes and improvements and document those changes.
- Evaluate and document the human resources plan for the district.
- Establish clear protocols for communication and sharing information between colleges within a district, especially communication and information related to integrated planning processes and budget allocations.
- Engage in regular assessment of your college's role in the district/system to ensure each college is given opportunity to receive district resources and to participate in districtwide planning in order to achieve their individual college's mission and meet educational goals for student achievement and learning.

XIV. Conclusion

While the accreditation cycle has many moving parts and potential pitfalls, the emphasis for colleges should always be placed on accreditation as an opportunity to continuously improve its services to students and further the mission of student achievement and learning. Helping your college move away from a view of accreditation as a necessary evil solely to comply with regulation does a disservice to your college faculty and staff's ability to be innovative and work collaboratively in the shared mission of increasing opportunity and improving the lives of our students through quality educational experiences.

Appendices & References

Appendix A ACCJC Bio Data Form for Evaluators

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Bio Data Form for Evaluators

(Please type or print)

(Mr.) (Ms.) (Dr.) Name _____ Gender
M F

Title _____ Institution _____

Address _____

Home Address (Optional) _____

Current Position:

Administration ___; Instructional Faculty ___; Student Support Services ___; Library/Learning Resources ___; Trustee ___

Describe your role _____

Business Telephone: _____ Business
 Fax: _____

Home Telephone: _____ Home
 Fax: _____

Business Email: _____ Home
 Email: _____

Professional Education:

Earned Degree and State	Year	Institution	City
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Professional Experience:

Administrative Experience (____ Yrs.)
Describe: _____

Teaching Experience (____ Yrs.) Major Discipline/Field: _____ Related
Discipline/Field: _____

Student Support Services Experience (____ Yrs.)
Describe: _____

Library/Learning Resources Experience (____ Yrs.)
Describe: _____

Trustee Experience (____ Yrs.)
Describe: _____

Other Professional Experience (____ Yrs.)
Describe: _____
(Grants, Research, etc.)

Special Qualifications/Experience, check all that apply and describe.

Fiscal Management _____; Facilities Management _____; Human Resources _____; Faculty Staff
Development _____;

Student Learning Outcomes (Design and Assessment) _____; Program Review _____; Instructional
Methodologies _____;

Educational Technology _____; Distance Education (Design and Assessment) _____; Institutional
Planning/Evaluation _____;

Adult /Pre-Collegiate Education _____; Non-Credit _____

Describe _____

Other Qualifications/Experience

Accreditation Experience

Professional Awards/Affiliations

Ethnicity (optional) _____

Signature _____ Date _____

You may attach a resumé if available

Please return this form to:

**Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204, Novato, CA 94949
Tel: 415-506-0234 Fax: 415-506-0238**

References

The following articles and resource materials are referenced in the paper or provided for additional reference.

Rio Hondo Accreditation Survival Guide

This handbook is provided by Rio Hondo College to help students and staff understand the accreditation process and what to expect during a team visit.

<http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2014/09/WEBAccreditationSurvivalGuide2014.pdf>

“Behind the Green Curtain: The Accreditation Visit Unveiled, or Where do Those Accreditation Recommendations Come from Anyway?” (2008)

This Rostrum article, written by past accreditation Peer Evaluation Team members Janet Fulks of Bakersfield College and Richard Mahon of Riverside City College provides some insight into managing and preparing for a visit from an ACCJC Peer Evaluation Team.

<http://asccc.org/content/behind-green-curtain-accreditation-visit-unveiled-or-where-do-those-accreditation>

“The ACCJC Visiting Team: Details, Details, Details” (2012)

This Rostrum article is written by former Accreditation Committee Chair Michelle Grimes-Hillman and offers more in-depth information on Peer Evaluation teams, especially the roles that faculty might play on a visiting team.

<http://asccc.org/content/accjc-visiting-team-details-details-details>



Executive Committee Agenda Item

SUBJECT: Curriculum Institute – Final Program		Month: May	Year: 2015
		Item No: IV. G.	
		Attachment: Yes	
DESIRED OUTCOME:	Members will consider the Curriculum Committee final program and an recommendation to add another pre-session breakout	Urgent: YES	
		Time Requested: 15 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

BACKGROUND:

At its April meeting, the Executive Committee approved the draft program, including presenters. The attached reflects the final program as informed by the Executive Committee. Since the approval of the draft program, the Curriculum Committee chair has been approached about the adding another pre-session presentation on OEI. At this year’s Curriculum Institute, there are two simultaneous pre-session presentations. Each session will take place on July 8, 2015 from 2PM-5PM. The two strands are Curriculum Office Inventory Training and Curriculum Boot Camp. The Executive Committee is asked to consider a third pre-session strand about the OEI.

OEI is developing resources that are intended to serve all colleges and will soon initiate efforts that involve bringing faculty together to address instructional challenges. The OEI’s goal is to involve all colleges in its efforts and the CI’s large audience of CCC staff with an interest in curriculum is a great forum for providing a broad view of what OEI is all about. While EPI and API are linked to mandates and funding, OEI does not have the benefit of a mandate or of being a tool that colleges need to implement - hence the need for active outreach. Although, in reality, there are elements of what the OEI is doing that should definitely assist in addressing mandates - such as those related to accessibility.

Pre-session Breakout Description:

The Online Education Initiative - Facilitating Student Success

The Online Education Initiative (OEI) is engaged in various efforts to improve the quality of online instruction in the California Community Colleges. While the OEI’s initial efforts have focused on its 24 pilot colleges, efforts are underway to develop resources that will serve all of our colleges. What resources have already been developed that can be implemented to improve online instruction at your college? What resources will be available? How is OEI planning to support you? And what is the OEI’s ultimate vision? Come to this session to learn about the OEI Course Design Rubric, online tutoring, embedded basic skills support, faculty convenings, and more.

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

IV. G. 2015 Curriculum Institute Program

Healthy Curriculum: Getting your curriculum into shape and keeping it that way

Curriculum is the heart of what we, as educators, do. Keeping our curriculum healthy requires our colleges to stretch, tumble, roll, drill, run, maneuver, and persevere through the curriculum race. Whether you choose to build noncredit endurance, boost Career Technical Education (CTE) potential, venture into innovative activities, or get an overview of heart-healthy curriculum, this year's curriculum institute will explore topics intended to help everyone keep curriculum healthy in spite of the changing environment in which we live. This year's event includes a pre session option designed for new curriculum chairs, CIOs, and/or curriculum specialists. However, the more seasoned curriculum enthusiast may find it beneficial as well. Additionally, there will be a noncredit strand, a CTE strand, and a curricular innovations strand throughout the institute.

Pre-Session (Optional 1 Day event): Two simultaneous strands.

Wednesday, July 8: 2:00 pm – 5:00 pm

1. Curriculum Boot Camp: Curriculum Overview from A to Z
ASCCC Curriculum Committee Members:
Ginny May, Sacramento City College
Cheryl Aschenbach, Lassen College
Sofia Ramirez Gelpi, Allan Hancock College
Rich Cameron, Cerritos College

This session is intended for new CIOs, Curriculum Chairs, and others that need a quick basic overview of curriculum

2. CCCCCO Strength training for Curriculum Specialists

Michelle Grimes-Hillman (facilitator), ASCCC Curriculum Committee Chair
California Community College Chancellor's Office staff

Chancellor's Office Staff will work with those new to curriculum about navigating the essential elements of the Curriculum Inventory. How do you advise faculty to approach the COR either as a new course or an update? Join us for a practical orientation to curriculum.

BREAKOUT SESSION 1: Thursday, July 9: 10:00 am – 11:30 am

1. COR 101: Orientation

Michelle Grimes-Hillman (facilitator), ASCCC Curriculum Committee Chair
John Freitas, Los Angeles City College, ASCCC Curriculum Committee Chair
Diana Hurlbut, Irvine Valley College)

Every you ever wanted to know about the COR, from the elements required, the elements suggested up to developing a solid COR. Take a look at representative samples of good CORs and discuss what effective practices you have for creating the COR on your campus.

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2. Program and Course Approval Handbook (PCAH)

Terrie Hawthorne (facilitator), Moreno Valley College

Marie Boyd, Chaffey College

Erik Shearer, Napa Valley College

Gregory Anderson, Vice President, Instruction, Cañada College

Shelly L. Hess, Interim Vice Chancellor, Instructional Services & Planning, San Diego CCD,

Cris McCullough, Dean Academic Affairs, CCCCCO

Come see a rough draft of the 6th edition of the Program Course and Approval Handbook and discuss its flexibility.

3. Curricular Review of the COR: Program Review models

Ginny May, ASCCC North Representative, Sacramento City College

Stacy Searl-Chapin Mt. San Jacinto College

Program review is a periodic process by which an institution reviews and evaluates the effectiveness and stamina of its programs. How does program review touch on curriculum? This session will cover the impact that a good program review may have on allocating resources for improvement of existing curriculum and the development of new curriculum.

4. (NC) Innovations in Curriculum: Addressing Equity and Achievement Gaps

James Todd, ASCCC Area A Representative, Modesto Junior College

David Morse, ASCCC President, Long Beach City College

Jarek Janio, Santa Ana College

What are some of the curricular models addressing equity and student success on our campuses? How do we muster, encourage, and engender innovations in curriculum that close achievement gaps across student populations? As our campuses build and implement student equity plans, a continued focus will be on new pedagogies, creative strategies, and effective models that address achievement gaps across our student populations. This presentation will consider several innovations in curriculum that address equity, and we will discuss ways to encourage and foster innovation on our campuses. Join us to discuss and learn about building student equity through curricular innovation.

5. Online Education is a contact sport

Sofia Ramirez-Gelpi (facilitator), Allan Hancock College

Dolores Davison, ASCCC Area B Representative, Foothill College

Wheeler North, ASCCC Treasurer, San Diego Miramar College

Online Education: It's a contact sport – we bring good things online...don't we? How does your college evaluate the appropriateness of distance education modalities for various curricula? Does your curriculum committee, a subset of the committee, or a completely separate committee evaluate potential modalities? Is there a review process for those already approved? What about instructor contact? Join us for a lively discussion about Online Education.

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6. (CTE, NC) CDCP Funding changes and curricular impact

John Stanskas (facilitator), ASCCC Secretary, San Bernardino Valley College
Candace Lynch-Thompson, North Orange County School of Continuing Education
Cheryl Aschenbach, ASCCC Representative –at-large, Lassen College

In light of CDCP funding changes, new opportunities for college-wide discussions are vital to ensure that colleges navigate the ever-changing balance between state funding and mandates and the mission of creating and maintaining quality curriculum that enhances student success.

FIRST GENERAL SESSION Thursday 11:45 am – 1:45 pm

Welcome: Michelle Grimes-Hillman (facilitator), ASCCC Curriculum Committee Chair

Lunch

President's Address - An Academic Senate Update
David Morse, ASCCC President

Keynote Address – Chancellor's Office Update
Pam Walker, Vice Chancellor of Academic Affairs, CCCCCO

BREAKOUT SESSION 2: Thursday 2:00 pm – 3:30 pm

1. (CTE) Labor Market Rationale in Curriculum

Wheeler North (facilitator), San Diego Miramar College
Jolena Grande, Cypress College

What is it and why does it matter? How does it serve in the review and approval process of courses and programs? Learn about all the various sources of labor market data and how these make for stronger CTE curriculum.

2. Proposal and Review Processes of ADTs/ADT status update

Rich Cameron (facilitator), Cerritos College
CCCCCO Staff

The CCCCCO will review the process and status of ADTs. Bring your template questions!

3. (NC) Community Service, Noncredit, and Credit Course

Sofia Ramirez-Gelpi (facilitator), Allan Hancock College
John Freitas, Los Angeles City College, ASCCC Curriculum Committee Chair (2015-16)
Monica Toth Porter, Santa Ana College

We offer more than just traditional transfer courses. What about basic skills courses or emerging areas of career technical education? Colleges can offer courses in credit, noncredit or community service but defining how those courses interact can be tricky. What makes sense for your college and the community you serve?

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4. Innovations in Curriculum: Lecture and Lab

James Todd (facilitator), ASCCC Area A Representative, Modesto Junior College
Kale Braden, ASCCC North Representative

Grant Goold, American River College
Cris McCullough, California Community Colleges Chancellor's Office

What are some of the innovations that have remade “lecture” and “lab” on our campuses, and how do we best negotiate their boundaries? How do we muster, encourage, and engender innovations in lecture and lab? As our campuses address issues of student success in a world of changing technology, a continued focus will be on new pedagogies, creative strategies, and effective models in the classroom. This presentation will consider several innovations in curriculum that reimagine lecture and lab, and we will discuss ways to encourage and foster innovation on our campuses. Join us to discuss and learn about building student success through curricular innovation. How do we muster, encourage, and engender innovations in curriculum? What are some of the innovations that have remade “lecture” and “lab” on our campuses? As our campuses address issues of student success in a world of changing technology, a continued focus will be on new pedagogies, creative strategies, and effective models in the classroom. This presentation will consider several innovations in curriculum that reimagine lecture and lab, and we will discuss ways to encourage and foster innovation on our campuses. Join us to discuss and learn about building student success through curricular innovation.

5. Demystifying the Relationship Between Units and Hours

Craig Rutan (facilitator), ASCCC Area D Representative, Santiago Canyon College
Erik Shearer, Napa Valley College

Has your college had courses sent back because of the relationship between hours and units? Calculating the total number of units might seem like an easy task, but there are many factors that make it more complicated than anticipated. While Title 5 provides basic guidelines, properly calculating hours and units for the various configurations of course types and content delivery modes can be challenging. Please join us for a dynamic presentation about the regulations on matching hours to units for different instructional methods and advice on how to implement them at on your campus.

6. Outcomes or Objectives: What's the difference?

Ginny May (facilitator), ASCCC South Representative, Sacramento City College
Aimee Myers, Sierra College
Marie Boyd, Library Science Faculty, Chaffey College
Michelle Pilati, Rio Hondo College

Outcomes or Objectives? Is there a difference? Does it matter? In this breakout, definitions will be provided regarding Outcomes and Objectives from a variety of sources. Discussion will follow.

3:30pm Break

BREAKOUT SESSION 3: Thursday 3:45 pm – 5:15 pm

1. Curriculum Scenarios and Problem Solving

John Freitas (facilitator), ASCCC Area C Representative
Marie Boyd, Library Science Faculty, Chaffey College
April Pavlik, Los Angeles City College

Fielding curriculum issues is easier after "spring training". This breakout will serve as "spring training" for curriculum issues; several Curriculum Scenarios will be presented, and you will do some problem solving.

2. (CTE) Dual Enrollment and Curricular Implications

Wheeler North (facilitator), ASCCC Treasurer, San Diego Miramar College
Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College
Dianna Chiabotti, Technical Assistance Provider, Doing What Matters for Jobs and the Economy

3. (NC) Building a Fitness Foundation: Noncredit Curriculum Development

Cheryl Aschenbach (facilitator), ASCCC Representative –at-large, Lassen College
Candace Lynch-Thompson, North Orange County School of Continuing Education
Jarek Janio, Santa Ana College

Does your college want to develop noncredit curriculum? Are you unsure of where to start? This breakout will cover the ABCs of noncredit from inception to implementation, courses to certificates, so you can help build a strong noncredit fitness foundation at your college.

4. Interacting with Local Senates

Kathleen Rose (facilitator), Executive Vice President of Instruction, Gavilan College
Michelle Stewart, Mt. San Jacinto Community College
Michael Heumann, Imperial Valley College

In Title 5, it states that Curriculum is one of the "10+1". That is, curriculum is an "academic and professional matter". Where does your Curriculum Committee sit in regard to your Academic Senate? At this breakout, we will discuss different models of the relationship between local Academic Senates and local Curriculum Committees.

5. Student Learning Outcomes, Assessment and the Curricular Process

Ginny May (facilitator), ASCCC North Representative, Sacramento City College
Michael Wyly, Academic Senate President, Solano Community College

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If SLO Assessment is about learning and mastering core ideas of classes, how do we use our assessments to inform our curriculum? When does assessment data meaningfully reveal needs to make curricular modifications--whether it be about prerequisites or course design? How does your college use SLO assessment, and what processes make for effective practices in SLO and curricular improvement?

6. Curriculum Innovations: Civic Engagement Across the Curriculum

Terrie Hawthorne (facilitator), Moreno Valley College
Julie Bruno, ASCCC Vice President, Sierra College
Stacy Searl-Chapin Mt. San Jacinto College

Higher education contributes to the understanding the roles of public scholarship, community engagement, and social action in democratic citizenship, and global stewardship. Learn about how to embed civic engagement in the curriculum.

Friday Morning 7AM

Curriculum Fun Walk/Run or Exercise Bonanza: Join Executive Committee members and Curriculum Committee members for a quick workout.

Friday, July 10 8:00am Continental Breakfast

BREAKOUT SESSION 4: Friday 9:00 am – 10:15 am

1. The Challenges of Discipline Placement for Courses

Craig Rutan (facilitator), ASCCC Area D Representative, Santiago Canyon College
John Stankas, ASCCC Secretary, San Bernardino Valley College
Andrew Young, Glendale Community College

This session covers the criteria for appropriate placement of a course, from course content to minimum qualifications.

2. Institutional SLOs, Assessment, and Dialog: The Burpees of Data Management Systems

Todd, ASCCC Area A Representative, Modesto Junior College
Kale Braden, ASCCC North Representative
Christopher Howerton, Woodland Community College

While the challenges of writing student learning outcomes (SLO) have been met by most colleges, the difficulties of SLO assessment--as well as managing the resulting data--is still a tricky terrain. Colleges now use a variety of mechanisms to store data and track student achievement of SLOs at course, program and institutional levels. Is your college ready to meet the new accreditation standards for SLO disaggregation by subpopulation? If the point is to dialog about assessment data, does your college also generate meaningful assessment reflection? How does your college store, track, and engage SLOs? How are your curriculum committee and

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academic senate involved? Join us for a lively discussion designed to "assess your assessment" and to learn about the changing world of SLO data management and pending issues of accreditation.

3. C-IDs, ADTs, TMCs, and other Pilati Activities

Julie Bruno (facilitator), ASCCC Vice President, Sierra College
Michelle Pilati, Rio Hondo College
Erik Shearer, Napa Valley College

Come hear the latest scoop on C-ID and TMCs, including the creation basic skills and CTE descriptors, and new Model Curriculum on the horizon.

4. (CTE) Innovations in Curriculum: Contract Ed

Michelle Grimes-Hillman (facilitator), ASCCC Curriculum Committee Chair
Wheeler North, ASCCC Treasurer, San Diego Miramar College

Piloting curriculum is an important aspect of how faculty provide innovative and creative coursework that keeps everyone's intellectual juices flowing. These also provide a great avenue for testing curriculum before making it a permanent component of a college's inventory.

5. TOP Codes, CIP Codes and MIS Coding

Rich Cameron (facilitator), Cerritos College
Cris McCullough, Dean of Curriculum and Instruction, CCCCCO
Jennie Hurley, Cypress College

(Include the CIP Crosswalk and CB Codes)

6. OEI and EPI

Dolores Davison, (facilitator), ASCCC Area B Representative, Foothill College
John Freitas, ASCCC Area C Representative, Los Angeles City College
Cynthia Rico, ASCCC South Representative, San Diego Mesa College

10:15am Break

BREAKOUT SESSION 5 : Friday 10:30 am – 11:45 am

1. Credit Course Repetition and the Impact of the Regulations

David Morse, ASCCC President, Long Beach City College
Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College
Erik Shearer, Art Faculty, Napa Valley College

2. (CTE) Curriculum Efficiency: Idea to Approval

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Rich Cameron (facilitator), Cerritos College
Julie Bruno ASCCC Vice President, Sierra College
Diana Hurlbut, Irvine Valley College

3. Low Unit Certificates and Stand Alone Courses – What Do We Do Now?

Sofia Ramirez-Gelpi (facilitator), Allan Hancock College
Jaima Bennett, Golden West College
Dolores Davison, ASCCC Area B Representative, Foothill College

With local approval of stand alone courses gone, and with a need to know what other colleges do with regard to their low unit certificates, this session is about clarifying the latest news from the CCCCCO to sharing strategies for addressing these issues at the local level. Attendees will be encouraged to share problems and strategies from their local colleges.

4. Innovation in Curriculum: Trends in English/Reading models

Cheryl Aschenbach (facilitator), ASCCC Representative –at-large, Lassen College
Michelle Sampat, Mt. San Antonio College
Cleavon Smith, Berkeley City College

English and reading faculty are under pressure to reform curriculum, especially remedial or developmental curriculum, to improve completion and student success. This breakout will explore varied trends in English and reading including acceleration models, learning communities, creative scheduling and more to promote student success and completion . Attendees will also be encouraged to share models from their own campuses, so everyone can leave with innovative ideas for improving student success in English and reading.

5. Keeping Meetings on Track: Ensuring Effective Participation

John Freitas (facilitator), ASCCC Area C Representative
Carol Kimbrough, Hartnell College

Curriculum Committee meetings often involve discussions where emotions run high. What can you do as a curriculum chair to ensure that your meeting remains professional and productive while guaranteeing that all interested parties have the opportunity to speak? Please join us for a lively discussion of strategies that will allow you to have open and productive meetings that comply with the Brown act. Oh, does the Curriculum Committee operate under the Brown Act?

6. Curriculum committees and Administrative Participation

Kathleen Rose (facilitator), Executive Vice President of Instruction, Gavilan College
Michelle Grimes-Hillman (facilitator), ASCCC Curriculum Committee Chair

SECOND GENERAL SESSION - Friday 12:00 noon – 1:30 pm

Updates: ASFCCC Foundation President

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Lunch

General Session Topic Suggestions: BOARD OF GOVERNORS TASK FORCE ON
WORKFORCE, JOB CREATION AND A STRONG ECONOMY

Julie Bruno (facilitator), ASCCC Vice President, Sierra College
Craig Justice, Vice President of Instruction, Irvine Valley College

BREAKOUT SESSION 6; Friday 2:00 pm – 3:30 pm

1. Degree and Certificates: Now and into the Future

Sofia Ramirez-Gelpi (facilitator), Allan Hancock College
Craig Rutan, ASCCC Area D Representative, Santiago Canyon College
Billie Jo Rice, Bakersfield College

This session will begin with an overview or history of the traditional degrees and certificates offered at two-year (and four-year) colleges juxtaposed with some of the new degrees and certificates being offered and proposed. Then, we will begin a philosophical discussion about the future of traditional degree and certificates. (Include local GE conversation)

2. (CTE) Need a personal trainer? Using your Advisory Committees for Curricular Design

Rich Cameron (facilitator), Cerritos College
Grant Goold, American River College
Julie Blacklock, Woodland College

3. Equity High Jump: Content Review and Disproportionate Impact

James Todd, ASCCC Area A Representative, Modesto Junior College
Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair
Kale Braden, ASCCC North Representative

Title 5 asks us to monitor the impact of Prerequisites and Corequisites, paying attention to whether or not disproportionate impacts are experienced by student populations. Given the renewed focus on student equity across the CCC system, curriculum committees should become integral to the larger processes of building equity and addressing achievement gaps on our campuses. Join us for a lively discussion about integrating equity into content review, determining prerequisites and corequisites, and building processes in your committee to address student equity on campus.

4. Facilitating Difficult Discussions

Kathleen Rose (facilitator), Executive Vice President of Instruction, Gavilan College
Julie Bruno, ASCCC Vice President, Sierra College

5. Math Requirements and Intermediate Algebra

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Ginny May, ASCCC North Representative, Sacramento City College
Toni Parsons, San Diego Mesa College

6. (NC) Getting Stronger: Advanced Noncredit Curriculum Development

Cheryl Aschenbach (facilitator), ASCCC Representative –at-large, Lassen College
Candace Lynch-Thompson, North Orange County School of Continuing Education
Jarek Janio, Santa Ana College

Is your college considering developing Career Development College Preparation (CDCP) noncredit courses or certificates? Gain strength in your noncredit program by learning what CDCP is, what noncredit categories are included, what the benefits are, and how to develop CDCP curriculum.

3:30 pm Break

BREAKOUT SESSION 7: Friday 3:45 pm – 5:15 pm

1. Evaluating your Curriculum Committee: How do we know if we are effective and do we even need to improve?

Rich Cameron (facilitator), Cerritos College
Marie Boyd, Chaffey College
Dolores Davison, ASCCC Area B Representative, Foothill College

How do you evaluate your Curriculum Committee? How often does this take place? Is it effective? In this breakout, a few examples of Curriculum Committee evaluation will be provided. Then, participants will be invited to share Curriculum Committee evaluations at their college. Included in the discussion will be observations of what worked well and what did not.

2. Articulation Officers and Counseling Students: What every curriculum committee should know.

Terrie Hawthorne (facilitator), Moreno Valley College
Cynthia Rico, ASCCC South Representative, San Diego Mesa College
Dave DeGroot, Articulation Officer, Allan Hancock College

(including how the PCAH may affect students' success)

3. Basic Skills Definitions

Sofia Ramirez-Gelpi (facilitator), Allan Hancock College
Cheryl Aschenbach, ASCCC Representative –at-large, Lassen College
Michelle Pilati, Rio Hondo College
Melody Nightingale (facilitator), Santa Monica College

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In response to Resolution 07.05: Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to work with the Academic Senate to develop and use one standard definition for basic skills courses that can be applied to math, reading, and English and a separate definition for ESL courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable.

4. (CTE) Collaborative Programs and regional course offerings

Wheeler North (facilitator), San Diego Miramar College
Kim Schenk, Senior Dean of Curriculum and Instruction, Diablo Valley College

5. Training Curriculum Committees: Efficiency and Standards

John Freitas, (facilitator), ASCCC Area C Representative
Leticia Hector, San Bernardino Valley College
Michelle Sampat, Mt. San Antonio College

How to help curriculum committee members stretch, stay in shape and on course. How do curriculum chairs prepare to train, engage, and cheer their members through those long curriculum hauls? From new curriculum chairs to well-seasoned curriculum chairs: how do you train faculty for effective participation on your local curriculum committee? How do YOU prepare to effectively guide your local curriculum committee? At this breakout, we will explore the roles and responsibilities of the curriculum chair, curriculum committee members, classroom faculty, counselors, articulation officers, and administrators. We will discuss the importance of technical review, working with classified staff, and facilitating productive discussions. Finally, you will have an opportunity share some best practices at your college and ask questions.

6. Is More Always Better? The Challenge of Unit Creep and Rising Contact Hours

Craig Rutan (facilitator), ASCCC Area D Representative, Santiago Canyon College
James Todd, ASCCC Area A Representative, Modesto Junior College
John Stankas, ASCCC Secretary, San Bernardino Valley College

There are many reasons why unit values and contact hours may have increased over the years, but those higher values pose challenges for curriculum management, including the creation of particular ADTs and a variety of issues regarding student success. Curriculum committees are now grappling with issues regarding unit values and contact hours for all college offerings. How can addressing unit creep and rising contact be used to foster honest dialog about student success? How might curriculum committees implement processes that make effective decisions about the allotment of student time as they aim to reach their academic goals? Is there sound justification for increasing units and contact time? Join us for a lively discussion about units, time to completion, ADTs, and student success.

Friday NIGHT

Curriculum Conditioning through Dance?

Join us for the Academic Senate Foundation Curriculum Conditioning event. Guests will enjoy cocktails from the no-host bar and dinner while listening to the ever-popular (some band we

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don't have yet). After dinner, there will be dancing to round out the evening. While enjoying the festivities, guests will be invited to participate in the ASCCC Foundation raffle fundraiser to support faculty participation to events and professional development activities. One of the raffle prizes includes the coveted registration for next year's Curriculum Institute. Come observe the dance of the stand-alone course and the star-cross-listed tango. This is an open-entry, positive attendance session for a good cause so make your way to the ballroom on Friday night! (Will need Foundation approval and will need to identify a local colleges with a JAZZ Band)

Saturday 8:00am Breakfast Buffet

BREAKOUT SESSION 8: Saturday 9:00 am – 10:30 am

1. CHANCELLOR'S OFFICE Q&A

John Freitas (facilitator), Los Angeles City College, ASCCC Curriculum Committee Chair
CCCCO Staff

What questions do you still have? Come bounce between the Chancellor's Office and Curriculum Committee question and answer sessions to hear what is happening at other colleges or ask questions of your own.

2. CURRICULUM COMMITTEE Q&A

Cheryl Aschenbach (facilitator), ASCCC Representative-at-large, Lassen College
Sofia Ramirez-Gelpi, Allan Hancock College
Marie Boyd, Chaffey College
Dave DeGroot, Allan Hancock College

As the Curriculum Institute draws to a close, you may still have unanswered questions you brought with you, or you may have new questions to ask. This is the place! Challenge experienced curriculum chairs to answer your questions, or let them challenge you with a Curriculum Fitness Final.

3. Bachelor Degrees

John Stankas (facilitator), ASCCC Secretary, San Bernardino Valley College
Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

The passage of SB 850 (Block, 2014) last year called for a 15 college pilot project authorizing the creation of bachelor's degrees to meet workforce needs in areas not currently covered by the CSU and UC systems. The Board of Governors approved colleges to create bachelor's degrees in fields ranging from respiratory care to mortuary science to automotive technology. The academic senate is charged with providing guidance in the areas of curriculum development, defining upper and lower division coursework, minimum qualifications, and student preparation and success for these new degrees. Join us for a lively conversation about what it means to offer a bachelor's degree and how you imagine setting the parameters of these degrees.

10:30am Break

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THIRD GENERAL SESSION - Saturday 10:45 am – 12:00 noon

Planning for the Future Changes to Our Curriculum

Craig Rutan, ASCCC Area D Representative, Santiago Canyon College

John Stankas, ASCCC Secretary, San Bernardino Valley College

Curriculum committees are used to dealing with change. Course repetition, ADTs, C-ID, the list goes on and on. More changes are on the horizon and colleges need to start preparing now. What will initiatives like AB86 and the Common Assessment mean for our colleges? What can colleges do to prepare for the future? Please join us for a presentation about changes that are coming and how to stay ahead of the curve.

Closing Remarks -

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

Executive Committee Agenda Item

SUBJECT: Online Education Initiative Steering Committee Charter Revisions		Month: May	Year: 2015
		Item No: IV. H.	
		Attachment: YES	
DESIRED OUTCOME:	Input and direction will be given on proposed revisions to the OEI Steering Committee charter	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

BACKGROUND: At its first meeting in April 2014, the Online Education Initiative (OEI) Steering Committee approved, with minor modifications, its charter as drafted by the Chancellor’s Office. At Steering Committee’s discretion the charter may be revised annually per the following clause:

Review and changes to the Charter

The committee may review this charter on an annual basis and recommend any changes to the California Community Colleges Chancellor's Office.

During a phone meeting with the OEI management team on May 6, review and revision of the charter was discussed since it has been over a year since the original document was approved. Executive Director Pat James suggested that it would be beneficial to specify in the membership that the ASCCC Online Education Committee Chair be designated as one of the nine faculty members of the OEI Steering Committee. The current Online Education Committee Chair has been a member of the OEI Steering Committee since its inception. However, the incoming Online Education Committee Chair is not a member. This leads to a larger question: how specific do we as the Executive Committee want the language on membership in the charter to be? Currently the charter states the following for the ASCCC appointees:

ASCCC (9 members in the following specialties)

- *SACC Liaison *Library *Instructional – humanities *Instructional – hard sciences
- *Counseling *Articulation *Instructional – life sciences *Instructional – CTE

It is not known if then-President Beth Smith was consulted on these specifications for faculty appointees. Furthermore, the charter also states the following regarding membership:

The Regular Members of the OEI Steering Committee shall be appointed bi-annually by the CCCCO and shall serve terms of 2 years. The CCCCO shall appoint members in consultation with the constituent groups that members represent.

However, the BOG Standing Order 332 gives the Academic Senate sole discretion on appointing faculty to statewide bodies (except when other organizations with faculty members are invited to be represented on statewide bodies).

Before the OEI Steering Committee engages in a revision of its charter, it would be helpful if the Executive Committee provided direction on the following questions:

1. Should the types of faculty appointees be as specific as it is currently stated in the charter?
2. Should the ASCCC Online Education Committee Chair be specified as one of the ASCCC appointees?
3. Should the following language be removed from the charter: The CCCC shall appoint members in consultation with the constituent groups that members represent?



CHARTER

Online Education Initiative Grant Steering Committee

Revised 5/8/2014 with the changes requested at the April 4, 2014 Steering Committee meeting

Establishment and Authority

The Online Education Initiative (OEI) Steering Committee is a committee established by the California Community Colleges Chancellors Office (CCCCO).

Purpose/Responsibilities

The purpose of the committee is to advise and make recommendations to the OEI project staff on the development and deployment of OEI Grant for the California Community Colleges.

The committee shall:

- Work towards achieving the goals of the OEI Project to promote improved access and quality of online education
- Solicit input from respective constituent groups to inform the committee
- Communicate project status to respective constituent groups and colleges
- Review progress and provide input on project planning
- Provide recommendations to the OEI project staff and CCCCCO on best practices, user requirements, and other project activities as requested
- Provide input in an annual project review process, to be conducted by an independent review organization¹ and submitted to the OEI project staff with a copy to the CCCCCO

Committee Composition and Governance

1. Membership

Regular Members

- a) The committee shall be composed of Regular Members representing the following organizations:
 - A&R (2)
 - ASCC (9 members in the following specialties)
 - SACC Liaison
 - Counseling
 - Library
 - Articulation
 - Instructional – humanities
 - Instructional – life sciences
 - Instructional – hard sciences
 - Instructional – CTE
 - Tutoring (1)
 - CBO (1)
 - CEO (1)
 - CIO (2)
 - CISOA (1)
 - CSSO (2)
 - DE Coordinator (2)
 - Financial Aid (1)
 - Research and Planning (1)
 - SSSCC (2)
 - SSPAC Liaison (1)
- b) The Regular Members of the OEI Steering Committee shall be appointed bi-annually by the CCCCCO and shall serve terms of 2 years. The CCCCCO shall appoint members in consultation with the constituent groups that members represent.

¹ The RP Group has been designated as the independent review organization in the grantee's response to the RFP

Ex-officio Members

- a) The committee shall include the following ex-officio members:
 - OEI Executive Director
 - CCC Technology Center Director
 - CCC Technology Center OEI Statewide Project Manager
 - CCCCCO Technology Director
 - CCCCCO Dean of Academic Affairs
 - CCCCCO Specialist, Student Success and Support Program
- b) Ex-officio committee members may invite members of their staff to attend committee meetings.
- c) Committee meetings will not be scheduled for the convenience of ex-officio members or their invitees.
- d) Ex-officio committee members and their invitees are non-voting.

2. Leadership

- a) The positions of Chair and Vice Chair shall be elected by a majority vote of those members present at a scheduled meeting or through electronic ballot of the entire committee membership. The Chair and Vice Chair shall serve for a term of one year.
- b) The Chair shall coordinate actions of the committee and conduct its meetings.
- c) The Vice Chair shall perform the duties of the Chair in the Chair's absence or in the event of a vacancy in the office of Chair.
- d) The OEI Executive Director shall appoint a member of his / her team to prepare minutes of committee meetings for the committee's approval.
- e) The Chair may appoint sub-committees as needed to assist with preparation of agendas in addition to gathering information and developing recommendations on designated issues or topics.

3. Meetings

- a) The committee shall determine the time and place of its meetings, provided that it meets at least quarterly.
- b) The committee shall determine the procedures to conduct its meetings.
- c) Action taken by the committee shall require a majority vote of those members present at a scheduled meeting or through electronic ballot of the entire committee membership.
- d) Scheduled meetings of the committee may be conducted in person, through audio/video conference or by using a combination of both as determined by the Chair.
- e) The Chair (or his or her designee) shall provide email notice of the time and place of all meetings of the committee to each member of the committee, the OEI project staff, and the CCCCCO no later than three days prior to the meeting, together with an agenda of the items to be discussed and proposed actions to be taken. Any member of the committee may attend committee meetings either in person or remotely through audio/video conference.
- f) Guests who wish to attend committee meetings either in person or through audio/video conference may do so after providing notice of intent to the Chair by email at least two days prior to the meeting. The Chair shall provide an email copy of the meeting notice and agenda of the next meeting to that guest within one day of the notice being received by the Chair.

Reporting

The committee shall report to the California Community Colleges Chancellor's Office on its activities and any recommendations. The approved minutes of the meeting may be used as a report of the committee's activities.

Review and changes to the Charter

The committee may review this charter on an annual basis and recommend any changes to the California Community Colleges Chancellor's Office.

Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update and Request for addition to CORE status		Month: May	Year: 2015
		Item No: IV. I	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be updated on the activities of C-ID and consider for approval the inclusion of part-time faculty as Course Outline of Record Evaluation (CORE's).	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: Since the last Executive Committee meeting, the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee continued the work of C-ID and Transfer Model Curricula.

Action: the C-ID Advisory Committee has requested direction from the Executive Committee on revising the requirements for FDRG members and C-ID Course Outline of Record Evaluators (COREs) to include part-time faculty. This issue is particularly salient for CTE disciplines, which may have few, if any, full-time faculty.

The following report provides an update on the work of the committees and the May C-ID newsletter is included as an attachment with additional information.

Discipline Status Updates

5-Year Review

With descriptor review and vetting completed, the FDRGs for Communication Studies, Psychology, and Sociology now begin the work on reviewing the TMCs. Surveys to receive feedback from discipline faculty on the TMCs will close at the end of May.

The following disciplines are scheduled to undergo the 5-year review process, starting fall 2015: Administration of Justice, Physics, Early Childhood Education, Political Science, Geology, Studio Arts, History, Theater Arts, Kinesiology, and Mathematics (Note – only some descriptors).

Area of Emphasis TMCs

- Allied Health/Exercise Science - After significant research and deliberation, the FDRG determined that an area of emphasis TMC in Allied Health is not possible at this time. ICW will continue to monitor if an Exercise Science TMC is needed in the future.
- Social Justice Studies – Descriptors and the TMC for Social Justice Studies are now under review.
- Global Studies – The FDRG is close to finalizing a draft TMC and descriptors for vetting.

ICW will continue to generate ideas for Area of Emphasis TMCs.

TMCs, MCs, and C-ID Descriptors under deliberation

Intersegmental

- Hospitality
- Graphic Arts/Graphic Design
- Environmental Science
- Engineering (Certificate)

CCC Only

- Addiction Studies (Convene FDRG)
- Agriculture (5 Certificates)
- Auto Tech (Convene FDRG)
- Biotechnology (4 descriptors finalized; 1 to re-vet)
- Commercial Music (Meeting scheduled)
- Culinary Arts (FDRG not complete)
- Emergency Medical Services (Re-vet 6 descriptors)

C-ID Advisory Committee Update

- The C-ID Advisory Committee reviewed and suggested changes to the MCW document on development and implementation of MCs.
- The C-ID Advisory Committee has requested approval from the Executive Committee to explore potential changes to the full time requirement for FDRG members and COR evaluators for intrasegmental descriptors.

ICW Update

- Work continues with discipline faculty to meet the fall 2015 legislative deadline for Area of Emphasis degrees.
- ICW is reviewing policies and procedures in the follow areas:
 - TMC Criteria and Evaluation Process for Review of TMCs during 5 year Review
 - Discipline Criteria Selection
 - Local implementation of AoE TMC
 - Out of cycle TMC revisions

Model Curriculum Workgroup Update

- The MCW continues its work on the document that outlines the process and implementation of model curriculum and the roles of MCW, ICW, and ICFW
- All disciplines that develop model curriculum, whether intrasegmental model curriculum (ISMC) or community college model curriculum (CCCMCs), will be vetted through ICW to determine if CSU participation is needed.

Course Identification Numbering System (C-ID)**STATUS REPORT**

Since its development and inception in 2006, the Course Identification Numbering System (C-ID) has relied heavily on the participation and involvement of faculty and articulation officers from both the California community colleges and the CSU. The course submission process for C-ID is one that calls for commitment from discipline faculty to review submitted course outlines and to use their discipline expertise to determine whether or not a course outline is aligned to a C-ID descriptor. Unlike the course-to-course articulation process, C-ID descriptors are not intended to describe a course in its entirety; C-ID descriptors are limited to the course elements necessary to recognize courses as comparable and extensive enough to be the basis for articulation. Consequently, receipt of a C-ID designation requires that a course reflect all elements of the C-ID descriptor, as opposed to some percentage. At the local level, CCC articulation officers (AOs) are responsible for submitting courses to C-ID and communicating outcomes to their faculty, as well as working with their faculty to revise courses when needed in a manner that does not impact other existing articulation. At the CSU, AOs share completed descriptors with their faculty and, ideally, establish articulation based on C-ID descriptors when deemed appropriate. In order to provide on-going guidance to C-ID operations, the C-ID AO subgroup was formed in March 2013 to address known issues with C-ID and to assist in problem solving when issues arise. The C-ID AO subgroup, consisting of four CCC AOs and two CSU AOs, is scheduled to meet weekly and is charged with bringing issues to C-ID as well as facilitating communication with the field.

As was shared in previous C-ID communications, C-ID is in the midst of various technology upgrades. In addition to changes to facilitate C-ID processes more generally, work is actively in process to integrate C-ID into ASSIST Next-Gen. It is anticipated that CCC AOs will be able to submit courses to C-ID through ASSIST and that CSU AOs will be alerted to new opportunities to articulate based on C-ID approvals as new course determinations are made. While the impact of C-ID-based articulation is going to vary with CCC and CSU, we can share that one CSU established over 1,446 new articulations based on C-ID, and that one CCC received over 55 new articulations based on C-ID.

C-ID is always looking for ways to improve and benefits from its many interactions with the field. In this newsletter, we want to specifically address concerns related to the length of the course review process, the need for additional CSU reviewers, the need to ensure awareness of the appeals process, and the perceived high number of denied courses. This newsletter is dedicated to providing answers to questions that we frequently hear. Our goal is to ensure that the field is well informed with respect to the current status of courses in C-ID. Recent changes were made to the C-ID website to ensure AO awareness of the appeals process. Any appeal is given the highest priority. Typically, the turn-around for an appeal is less than 10 days. If ever there is a delay greater than 2 weeks, please follow up with an email to Krystinne@asccc.org.

C-ID reviewers are trained and opportunities are sought to provide opportunities to norm the reviewers for a discipline. Training materials are available at <https://c-id.net/coursereview.html>, where the document "C-ID Norming and Training Resource for Course Outline of Record (CoR) Primary Reviewers and Regular Faculty Reviewers" can be found, as well as the training PowerPoint. A FAQs document is currently under development to address various issues, such as the review of prerequisites, the role of SLOs, and the submission of multiple courses for a C-ID designation.

As quantitative data can obscure the elements that impact the review process, we've struggled with how best to present data related to the course review process. It is important to recognize that any C-ID data represent a snapshot in time and that the data are ultimately dynamic. We hope that the format below will prove to be informative and useful to the field. If you have any questions or concerns, please contact us at support@c-id.net.

Course Identification Numbering System (C-ID)

COURSES BY DISCIPLINE:

The following table is a snapshot of all the disciplines currently accepting submissions for descriptors, as of May 4, 2015.

Over 15,228 courses have received determinations (total for approved, conditional, and not approved columns), with 12,197 courses receiving an approved determination (an 80% approval rate).

Key:

Disciplines with < 10 courses in-progress or submitted	Disciplines with 11 – 20 courses in-progress or submitted	Disciplines with 21 – 40 courses in-progress or submitted	Disciplines with > 41 courses in-progress or submitted
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Discipline	# Courses	# Approved	# Submitted	# In Progress	Total in Submitted & In-Progress as of May 4, 2015	Total in Submitted & In-Progress from Jan 5, 2015	# Conditional	# Not Approved
Nutrition/Dietetics	37	14	0	0	0	30	16	5
Accounting	246	200	0	1	1	11	31	13
Computer Science	344	271	0	1	1	7	47	22
Administration of Justice	779	618	1	1	2	3	78	58
Child Development	222	207	1	1	2	4	7	1
Psychology	733	629	0	2	2	1	73	14
Education	59	29	2	1	3	39	20	7
Early Childhood Education	594	530	3	1	4	11	52	7
Geography	549	501	1	3	4	48	17	21
Geology	418	313	1	3	4	8	54	29
Public Health Science	5	0	1	4	5	N/A	0	0
Communication Studies	731	582	3	4	7	15	83	8
Political Science	445	349	4	3	7	83	72	10
English	1150	983	6	6	12	11	79	76
Kinesiology	175	130	5	7	12	28	14	17
Physics	586	495	6	7	13	34	53	24
Philosophy	382	300	0	14	14	13	26	39
Journalism	411	332	8	8	16	26	31	30
Sociology	709	566	5	11	16	42	53	27
Theatre	1155	960	2	14	16	28	104	72
Information Technology and Information Systems	95	57	6	13	19	19	7	9
Economics	236	179	6	14	20	46	15	16
Biology	381	199	10	12	22	23	78	73
Business	427	276	3	19	22	37	81	34
History	668	419	9	28	37	391	172	19
Chemistry	522	346	16	31	47	73	28	51
Art History	535	216	11	92	103	273	103	65
Anthropology	403	174	10	101	111	210	104	8

Course Identification Numbering System (C-ID)

Discipline	# Courses	# Approved	# Submitted	# In Progress	Total in Submitted & In-Progress as of May 4, 2015	Total in Submitted & In-Progress from Jan 5, 2015	# Conditional	# Not Approved
Film, Television and Electronic Media	130	6	32	83	115	93	6	3
Music	1482	1094	24	148	172	417	144	54
Agriculture	220	14	151	38	189	155	11	2
Spanish	479	268	6	184	190	251	19	2
Mathematics	1313	407	9	344	353	524	320	104
Studio Arts	1183	533	28	447	475	818	81	32
Total	17923	12197	489	1646	2016	3772	2079	952

BACKLOG OF COURSES IN C-ID:

The data below provide a snapshot of the number of courses that are backlogged in C-ID. The term "Backlogged course" is defined as a course sitting in *submitted* or *in-progress* status for over six months.

Total number of courses waiting in submitted or in-progress: **2,016**

Total # of backlogged courses: **1,201**

of courses waiting on CSU reviewer: 309

of courses submitted for nine descriptors without a CSU reviewer: 350

of courses assigned to two reviewers: 120

of courses waiting on primary reviewer determination: 422

Primary Reviewers:

There have been significant efforts to help primary reviewers in Math, Studio Arts, Art History, History, and Music to move through their courses queue. Math, Art History, and Music have all implemented a Secondary Primary Reviewer to help the main Primary Reviewer complete reviews.

Below shows the breakdown of the 422 courses waiting on the Primary Reviewer determination:

Art History: 57

Studio Arts: 3

History: 11

Engineering: 4

Film/TV/Electronic Media: 2

Kinesiology: 1

Math: 230

Music: 114

Need for CSU Course Reviewers:

The total number of courses waiting on a CSU reviewer and the total number of courses submitted against a descriptor without a CSU reviewer yields a total of 659 courses, over half of the backlogged courses in the queue. We need help in recruiting CSU faculty reviewers for the following descriptors that do not have any CSU reviewers available:

Film/TV/Electronic Media (FTVE): 110, 120, 125, 135

Spanish (SPAN): 200, 220

Studio Arts (ARTS): 230, 240, 260

In addition, the following descriptors could use additional CSU reviewers:

Anthropology (ANTH): 110, 115L, 130

Studio Arts (ARTS): 210, 220, 250, 281

Mathematics (MATH): 155

Spanish (SPAN): 100, 110, 210, 230

Economics (ECON): 210, 201

Course Identification Numbering System (C-ID)

ONGOING C-ID IMPROVEMENTS:

C-ID is constantly looking for ways to improve the current system and welcome suggestions from the field:

- We have made the C-ID Appeals Process more visible on the website (look for information under the “Art. Officers” tab) and are working hard to ensure that requests for appeals are responded to in a timely manner.
- The “Courses” page on the C-ID website is being worked on to ensure the correct data is appearing and that the spreadsheet download of all approved courses works.
- We are developing an FAQ section for our course reviewers to remind them of guidelines and policies for reviewing courses. This is to ensure that reviewers are consistent in their reviews and to provide them additional resources.
- Significant efforts were made to streamline the submission of honors and cross-listed courses by encouraging AOs to contact us with their honors or cross-listed course submissions once the regular course gets the determination.
- We will continue to hold special “review marathon sessions” for disciplines that are backlogged.



Executive Committee Agenda Item

SUBJECT: Update on WICHE Passport Initiative		Month: May	Year: 2015
		Item No: IV. J.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will determine direction of participation in Passport Initiative	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Participants in the two ongoing strands of the WICHE Passport Initiative Project (Human Cultures and Natural Sciences, Critical Thinking and Creative Expression) met in Boulder, Colorado, on 14-16 April 2015. There were no CSU faculty present for the second strand, and the ASCSU is discussing the continued participation of the CSU in the discussions regarding the initiative. Executive Committee direction on continued participation by the community college faculty is requested.

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: May	Year: 2015
		Item No: IV. K.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the final committee status reports and discuss committee priorities for next year.	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Committee Chairs	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will consider for approval the final committee status reports and discuss briefly the committee priorities for next year.

Annual Committee Reports

1. Accreditation and Assessment
2. Curriculum
3. Education Policies
4. Equity and Diversity
5. Legislative and Advocacy
6. Noncredit
7. Online Education
8. Part-time Paper
9. Professional Development Paper Task Force
10. Professional Development
11. Resolutions
12. Relations with Local Senates
13. Standards and Practices
14. Transfer Articulation and Student Services

Turn over to see list of Liaison and Senate Grant/Project Annual Committee Reports. →

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

Liaison Annual Committee Reports

15. AAC&U
16. California Open Education Resource Council
17. Chief Student Service Officers Association
18. Common Assessment Initiative
19. Education Planning Initiative
20. FACCC
21. IEPI
22. Online Educational Steering Committee
23. Scorecard Technical Advisory Group
24. System Advisory Committee on Curriculum
25. TTAC
26. Veterans Liaison
27. WICHE Passport Initiative
28. CO Advisory Group on Counseling
29. Student Success and Support Advisory

Senate Grant and Project Annual Committee Reports

30. Annual Report: C-ID Advisory Committee
31. Annual Report: Intersegmental Curriculum Workgroup
32. Annual Report: Model Curriculum Workgroup
33. CTE Leadership Committee

ASCCC Committee Evaluation Summary

This survey consisted of 10 questions and received a total of 42 responses.

Eighteen respondents said this was their first experience on an ASCCC committee. Twenty-four respondents, however, have served on ASCCC committees before. These included: Accreditation and Assessment, Curriculum, Educational Policies, Noncredit, Distance Education, Relations with Local Senates, Standards and Practices, Statewide Career Pathways, CTE Leadership, and more.

The majority of respondents (38) said the committee goals, expectations, and deadlines were communicated clearly. However, four others did not agree. In order to improve communication, it was suggested to incorporate a new member orientation so seasoned members can mentor new members on the history and goals of the committee. There was also a suggestion to share governing documents and work plans, and provide members with clear documentation of decision making processes.

Thirty-nine respondents agreed that regular meetings were held. In this case, *regular* is defined as enough meetings to accomplish the goals of the committee as set forth by the Executive Committee. Three respondents did not agree. To improve regularity, there was a suggestion to meet once a semester.

Most respondents (32) said the work of the committee was handled efficiently. The meetings were organized and efficient, tasks were divided accordingly, and expectations and deadlines were clear. Five respondents did not agree. In their experience, respondents said: the committee revisited areas of work that were already completed or resolved in the past; goals changed when the committee realized other groups were working toward the same goals; and the committee wasted time drafting a Senate paper that was later considered out of date and not used.

Respondents were asked to share any areas in need of improvement. There was a suggestion to provide committee chairs with more specific training on best practices, delegation techniques, and meeting frequency. It was also recommended that chairs monitor participation more closely, as some members do not attend many meetings. Other suggestions included: recruit new and diverse faculty; arrange more face-to-face meetings; increase involvement from noncredit faculty; and create a website for each committee to enhance communication.

Many respondents shared that their experience while serving on a committee was very informative and rewarding. It was an opportunity for members to grow as leaders, learn more about the organization, become more involved, and share input on items that impact students and faculty. Others also noted that the time and work commitment was more than they expected, but was well worth it for some.

Overall, the majority of respondents said the ASCCC did a good job of facilitating their committee experience. Others recommended setting a deadline for completing presentations; improving the balance of new recruits and seasoned members; incorporating basic training for new members; and providing more information to the college administration regarding the role of members.

To view all survey data and responses, please visit the following link:

<https://www.surveymonkey.com/results/SM-WK28VZ59/>

Annual Committee Report Form

Date of Report	May 19, 2015
Name of Committee	Accreditation and Assessment Committee
Committee Chair	John Stankas
Committee Members	Randy Beach, Southwestern College Phil Crawford, San Jose City College Stephanie Curry, Reedley College Michael Heumann, Imperial Valley College Danny Martino, Santiago Canyon College Timothy Pawlak, San Diego School of Continuing Ed.
Committee Charge	The Accreditation and Assessment Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and assessment issues. The committee supports faculty in the creation of self evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or members of the committee provide assistance to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process.
Major Accomplishments	Accreditation Institute Effective Practices Paper Resolution FA14 2.01 where the body adopted the following interpretation of ACCJC Standard III A. 6 Faculty are responsible for using the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. Faculty should engage in professional growth and development that improves teaching and learning. The active participation of faculty in these collegial processes may be a factor in the evaluation of faculty; however, the results of assessments of learning outcomes are not a basis for faculty evaluation.
Action Areas Pending	None
Challenges	Major Challenge is to help the field implement the 2014 ACCJC standards, particularly the disaggregation of SLO data.
Recommendations	Resolution FA14 02.01 needs buy-in from other constituent groups and to be widely disseminated in an effort to define the standard from the field up to ACCJC instead of waiting for recommendations from ACCJC and interpreting the responses.
Research Needed	None

Committee Resolutions Report: Accreditation and Assessment Committee

Year	Resolution	Resolution Name	Status	Comments
S15	2.01	Disaggregation of Learning Outcomes Data	Assigned	
S15	2.02	ACCJC Written Reports to Colleges on Sanction	Assigned	
S14	2.03	<u>Explore Use of Simulated Accreditation Site Visits</u>	Assigned	not addressed
S12	2.01	<u>Accreditation Effective Practices Paper</u>	Assigned	completed
S11	2.01	<u>Use of Outside Researchers in Accreditation</u>	Not Addressed	completed
S10	2.02	<u>Making ACCJC Correspondence and Recommendations Public</u>	Assigned	assigned to the president
S10	9.05	<u>Embedding Program SLOs in Program Review</u>	Assigned	assigned to ed policy, I thought. Otherwise, completed.
F10	2.01	<u>Federalization of Higher Education</u>	To be Addressed	ongoing and incorporated in strategic plan
F08	2.03	<u>Influencing Federal Accreditation Outcomes</u>	Ongoing	ongoing and incorporated in strategic plan
F05	2.03	<u>Accreditation and Support for Local Senates</u>	Ongoing	Accreditation Institute provides support and guidance for local senates.

Annual Committee Report Form

Date of Report	April 3, 2015
Name of Committee	Curriculum Committee
Committee Chair	Michelle Grimes-Hillman
Committee Members	James Todd, Modesto Junior College, Anthropology Cheryl Aschenbach, Lassen College, English Richard Cameron, Cerritos College, Mass Communications Terrie Hawthorne, Moreno Valley College, Counseling Ginni May, Sacramento City College, Math Sofia Ramirez-Gelpi, Allan Hancock College, Spanish Kathleen Rose, Gavilan College, VP of Instruction
Committee Charge	The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, and implementation of curriculum both at the college and state level. The committee distributes information through institutes, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.
Major Accomplishments	Fall and Spring Regionals CTE Curriculum Academy (with CCCAOE) Curriculum Institute Rostrum Article on Course Development Rostrum Article on CB 21 Coding and C-ID Breakouts sessions at Fall Plenary: Come get your Curriculum Hot Topics before they are gone, adult basic education, Course development and New CDCP Funding: hopes, dreams, and Concerns, Breakout Sessions at Spring Plenary: 10+1 Ways to Decrease Pressure Between Academic Senates and Curriculum Committees, Challenging Convention: Faculty Design and Implementation of Alternative Courses to Meet Math Requirements, The Pressure of Completion: Alternative Forms of College Credit, The Pressure and Impact of Change: Course Repetition Yet Again CIO Curriculum Pres-conference (April 14, 2015) in partnership with CCCIO
Action Areas Pending	COR Handbook Efficiency Paper PCAH Draft Review when available
Challenges	Meeting over the phone Geographical location of members prohibited F2F meetings The responsibility of multiple events made it challenging to work toward completion of resolutions.
Recommendations	Alternate north meetings/south meetings in person. For example, when in the north, the south members called call in.
Research Needed	Course Repetition Regulation Impact (Resolution F14 9.08) Survey on Regional Offerings (Resolution S13 9.01)

Due Date: Every year by May 1, each committee chair or liaison will send to the Executive Director this Annual Report Form for ASCCC Standing Committees, Ad Hoc, Task Forces, CO groups, and other liaison groups.

Committee Resolutions Report: Curriculum Committee

Year	Resolution	Resolution Name	Status:	Comments
S15	9.01	Curriculum Processes and Effective Practices	Assigned	
S15	9.02	Chancellor's Office Interpretation of Education Code and Title 5 Regulations	Assigned	
S15	9.03	The Carnegie Units Worksheet	Assigned	
F14	9.06	<u>Update the paper The Course Outline of Record: A Curriculum Reference Guide</u>	Assigned	Crate a list of what's missing in the document
F14	9.08	<u>Impact of Changes to Course Repeatability</u>	In Progress	Held breakout at Spring Plenary
S13	9.01	<u>Investigate Regional Coordination of Course Offerings</u>	In Progress	Survey drafted and awaiting approval Next year's committee can draft Rostrum and hold breakout
F13	15.01	<u>Explore Potential Impacts of Endorsing LEAP General Education Outcomes</u>	Assigned	No Action: Committee recommends a survey of local colleges to determine if any are using LEAP and write a Rostrum
S12	9.02	<u>Local Implementation of C-ID</u>	Completed	Refer ICW for information
S12	9.03	<u>Implementing Prerequisites for Enhancing Student Success</u>	Completed	Multiple breakouts and we work with the CCCCO to draft guidelines; and may be in the hands of the BS
S12	9.06	<u>Transfer Model Curriculum Aligned Associate Degrees for Transfer</u>	Assigned	Should be referred to ICW
S12	11.01	<u>Creation of Distance Education Effective Practices Resource</u>	Assigned	Should be assigned to DE

Committee Resolutions Report: Curriculum Committee

S11	18.04	<u>Academic Credit for Veterans and Military Service Members</u>	Assigned	CI in 2011 completed a breakout, Spring 2015; possible legislation AB 343
F10	9.01	<u>Developing a Reference Document for Curriculum</u>	Ongoing	Reviewed the website; repetition discussion board as tool; Held regionals; Committee should a reference to website at each Institute

Committee Resolutions Report: Curriculum Committee

F12	9.04	<u>Ensuring Availability of Major Preparation</u>	Assigned	Add to Curriculum Institute as a breakout with AOs; look at last year's CI topics; a possible Rostrum article for next year
F11	6.01	<u>General Fund Dollar Support for Community Service Courses</u>	In Progress	No action; Rostrum article; SACC has recommended a community service document
F11	9.01	<u>Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery</u>	Completed	Completed, held on breakouts innovations in Reading/English, Math requirements; CB21 Coding review in September
F11	9.02	<u>Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment</u>	Completed	CDCP Funding and AB 86 funding addressed this resolution; Noncredit Curriculum complete a lot of work on this resolution; Rostrum Article written
S11	9.05	<u>Local Senate Oversight of All College Offerings</u>	Completed	Noncredit Curriculum Regionals; CCCCCO Fee-based Course Offering Guidelines in 2012
F11	13.04	<u>Course Development and Enrollment Management</u>	Completed	Rostrum Article
S11	15.01	<u>Reciprocity for TMC Courses in Associate Degrees for Transfer</u>	In Progress	ADT document addresses this topic; CCCCCO memos?

Annual Committee Report Form

Date of Report	April 16, 2015
Name of Committee	Educational Policies Committee
Committee Chair	John Freitas
Committee Members	Errin Bass (SSCCC, spring, replaced Casey Bess), Casey Bess (SSCCC, spring, replaced Asia Reed), Joseph Bielanski, Phil Crawford, Diana Hurlbut, Scott Lee, Eric Lehtonen, Asia Reed (SSCCC, fall), Cynthia Reiss
Committee Charge	The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students.
Major Accomplishments	1. Resolutions adopted by the body: 7.01 S15 (System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty), 14.01 S15 (Allowing Faculty to Submit the Report Delayed (RD) Symbol for Instances of Student Academic Dishonesty). Both of these resolutions were put forward to further the statewide
Action Areas Pending	1. Analysis and report out of the results of the grants survey - the 2015-2016 committee will need to finish this. 2. Supplemental Instruction survey with 3CSN/ACTLA - Freitas hasn't heard any updates from Kiekel or Sanchez recently and will follow up with them to determine the status. The 2015-2016 committee will need
Challenges	1. Determining a solid starting point for the work of the committee was a challenge. This committee was on hiatus for three years, and in addition to the resolutions assigned to the committee, the only thing we had leftover from the 2010-2011 committee was the partially completed Senate-Union relations paper. We basically had to start from scratch.
Recommendations	1. In the past this committee had a CIO representative. Bringing back a CIO representative would help the committee in its discussions, particularly when it comes to discussions about issues regarding Ed Code and Title 5 and the administrative perspective in general that can complement the faculty expertise.
Research Needed	Research may be needed to address resolution 13.02 F14(Dual and Concurrent Enrollment): Resolved, That the Academic Senate for California Community Colleges compile and communicate guidance which identifies pertinent regulations and effective practices and clarifies terminology regarding the enrollment of high school students in college

Committee Resolutions Report: Educational Policies Committee

F11	13.20	<u>Supplemental Instruction Survey and Glossary</u>	In Progress	The committee engaged in discussions with representatives from 3CSN and ACTLA about partnering on this matter as they were in the process of preparing a survey to the field to collect the information requested in this resolution. The survey was to be distributed to the field in May 2015. The results will be shared with the committee and the results will be reported to the field accordingly.
F12	13.01	Automatic Awarding of Earned Degrees or Certificates	Completed	The results of the spring 2014 survey on automatic awarding of degrees were reviewed and analyzed by the committee. The results were reported in the article <i>Automatic Awarding of Degrees and Certificates - Considerations for Local Senates</i> which was published in the February 2015 Rostrum.
F12	17.01	<u>Approval of Grant Driven Projects</u>	In Progress	The committee created and distributed a survey to the field on what policies and procedures exist at the colleges regarding the approval of requests to apply for grants. The results will be reviewed and analyzed.
S13	13.05	Revisit Failing Students for an Egregious Act of Cheating	Completed	The committee reviewed the existing Chancellor's Office opinions on this matter, as well as past senate publications. It was determined that the likelihood of the Chancellor's Office changing its opinion on this issue is small. The committee determined that it would be preferable to partner with the Chancellor's Office to create a systemwide handbook on academic dishonesty and brought forward 7.01 S15 (<i>System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty</i>) and 14.01 S15 (<i>Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty</i>), both of which were adopted by the body.

Committee Resolutions Report: Educational Policies Committee

Year	Resolution	Resolution Name	Status:	Comments
F07	4.02	<u>Concurrent Enrollment for Secondary Students</u>	In Progress	The committee discussed the new concurrent enrollment legislation, AB 288 (Holden, 2015), with Vice Chancellor of Governmental Affairs Vince Stewart on two occasions. Breakout sessions on dual and concurrent enrollment were held at the fall 2014 and spring 2015 plenary sessions and resolution 6.03 S15 (<i>Support Expanding Dual Enrollment Opportunities for High School Students</i>) in support of the legislative intent of AB 288 was adopted by the body.
S09	13.05	<u>Influence of Outside Organizations on Policies</u>	Completed	This resolution was addressed and completed with the breakout session held at the fall 2009 plenary session.
S09	17.04	<u>Resources for Senate/Bargaining Unit Relations</u>	In Progress	The committee reviewed the draft paper from spring 2011. The committee determined that attempting to fulfil the intent of the resolution would not be feasible without a partnership with the statewide leadership of the faculty unions and recommended to the Executive Committee that the potential for a joint paper of the ASCCC, CCCI, CFT and CCA be explored.
S09	13.13	<u>Institutional Review Board</u>	Completed	The article <i>Institutional Review Boards—An Academic and Professional Matter</i> was published in the November 2009 Rostrum. This resolution is completed.
F11	13.10	<u>Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC</u>	Completed	The article <i>The ERWC: An Additional Approach to Increasing College Readiness</i> was published in the February 2012 Rostrum. The resolution is completed.

Annual Committee Report Form

Date of Report	5/14/2015
Name of Committee	Equity and Diversity Action Committee
Committee Chair	James Todd, Area A Representative
Committee Members	BJ Snowden, Cosumnes River College Carolyn Holcroft, Foothill College Jeff Burdick, Clovis Community College Center Corinna Evett, Santiago Canyon College Linda Kama'ila, Oxnard College
Committee Charge	The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and
Major Accomplishments	1) EDAC hosted two regional meetings (north and south) in September 2014 centered on building Student Equity Plans. 2) Co-hosted and planned 2015 ASCCC Academic Academy, entitled "Subverting Silos: Collaboration for Equity and Success." The event included nearly 30 breakouts and 3 general sessions devoted to
Action Areas Pending	The ASCCC Cultural Competence and Diversity Advocacy Plan needs to be completed.
Challenges	Local senates and their leaders need to be consistently involved in student equity planning and approval. More training in student equity planning is necessary, and should be collaborative with researchers and administrators. Building diverse leadership, especially along the lines of ethnicity, in local
Recommendations	Continue work on Cultural Competence and Diversity Advocacy Plan, and perhaps include Relations with Local Senates Committee in collecting effective practices models (hiring, leadership planning, etc.). Be in contact with CCCCCO (specifically Denise Nolden) throughout year
Research Needed	Continued review of insitutional planning around inclusion, diversity and equity for Cultural Competence and Diversity Advocacy Plan. Research should include the structure of Cultural Competency Plans in nonprofit, educational, and government settings in order to write a plan for the ASCCC for use at the state and local levels.

Committee Resolutions Report: Equity and Diversity Action Committee

Year	Resolution	Resolution Name:	Status:	Comments
S15	13.01	System-wide Collaboration on Violence Prevention Programs	Assigned	
S14	3.01	<u>Infusing Cultural Competence</u>	In Progress	Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S12	13.06	<u>Success of Latino Student Achievement</u>	Completed	<i>Rostrum</i> article disseminated research findings (October 2014).
S11	13.01	<u>Need for Behavioral Intervention Teams</u>	Completed	Plenary session addressed content (Fall 2014)
S11	13.05	<u>Local College Participation in the LGBT-Friendly Campus Climate Index</u>	Assigned	Needs to be addressed in 2015-2016.
S10	1.02	<u>Plan to Infuse Cultural Competence</u>	In Progress	Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S10	1.07	<u>Faculty Hiring Resources</u>	In Progress	Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Legislation and Advocacy
Committee Chair	Julie Bruno
Committee Members	Julie Adams David Morse Dan Crump Kale Braden Silvester Henderson Stacey Searl-Chapin Angie Abraham
Committee Charge	The Legislative and Advocacy Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.
Major Accomplishments	Monthly Legislation Reports Published Legislative Updates Page including Legislation Reports and letters in support or opposition to legislation Established local senate legislation liaison positions Recommended action on specific legislation to the President and the Executive Committee
Action Areas Pending	Monthly legislation reports Legislation may need action depending on amendments.
Challenges	Tracking amendments to legislation but the chair hopes to utilize committee members to share the workload.
Recommendations	None at this time.
Research Needed	We have two outstanding resolutions - 9.04 S99 and 20.01 S99. Research is needed to determine if these are still viable and need attention.

Committee Resolutions Report: Legislative and Advocacy Committee

Year	Resolution	Resolution Name:	Status:	Comments
S15	6.01	Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation	Assigned	
S15	6.02	Support Funding for Career Pathways and Coordination of Long Range Planning	Assigned	
S15	6.03	Support Expanding Dual Enrollment Opportunities for High School Students	Assigned	
S15	6.04	Support Legislation on Full-time Faculty Hiring, Full-time noncredit hiring, and Part-time Office Hours	Assigned	
S15	6.05	Support College Textbook Affordability Act	Assigned	
S15	6.06	Placing Limitations on Overload Assignments	Assigned	
S00	7.02	<u>Full-time Faculty Positions</u>	Completed	The resolution codifies a long-standing principle of the ASCCC. The ASCCC will continue to advocate for increase funding to meet the 75:25 full time/part-time ratio.
S99	9.04	<u>ESL and CalWORKs</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is still reason for concern.
S99	20.01	<u>Loan Forgiveness</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is reason to pursue.

Committee Resolutions Report: Legislative and Advocacy Committee

F98	5.04	<u>Full-time Faculty for Noncredit</u>	Completed	The ASCCC supported legislation to address the issue in the resolution. The legislation was enacted.
F98	5.05	<u>Oppose Performance Based Funding</u>	Completed	The ASCCC actively opposes performance based funding. Partnership for Excellence funding has been discontinued.
S98	7.03	<u>Instructional Materials</u>	Completed	The ASCCC advocated for basic instructional and library materials funding to remain intact.
F97	19.06	<u>Reaffirm Support of AB 1353/New Faculty</u>	Completed	The Legislation was proposed under SB 877 and AB 1714 but never got out of committee. However, the Partnership for Excellence proposal funds may be used to fund full-time faculty hires. ASCCC continues to advocate for new full-time faculty hires.
F97	5.01	<u>Noncredit Funding</u>	Completed	The ASCCC continues to advocate for higher noncredit funding rates.
F97	22.01	<u>Welfare to Education Then to Work</u>	Completed	The ASCCC continues to advocate for the basic principle that education is crucial in transitioning individuals from welfare to the workforce. TANF expired in 2011, making the remaining resolves moot.
F96	6.04	<u>Cap Removal</u>	Completed	The ASCCC continues to advocate for the principle of responsible planning for growth.

Committee Resolutions Report: Legislative and Advocacy Committee

F96	13.03	<u>Teacher Retirement</u>	Completed	Although the ASCCC is sensitive to the subject of the resolution, it has been deemed "moot" since faculty pay is not within the purview of the 10+1.
F96	6.01	<u>Chancellor's Office Washington Connection</u>	Completed	The ASCCC continues to monitor federal legislation and advocate, when appropriate, with system partners on federal issues that influence or affect academic and professional matters.
F96	6.03	<u>Encouraging Student Voting</u>	Completed	The ASCCC continues to advocate for the civic engagement and participation of our students.

Annual Committee Report Form

Date of Report	April 28, 2015
Name of Committee	Noncredit Committee
Committee Chair	Debbie Klein
Committee Members	Wheeler North, Candace Lynch-Thompson, Jarek Janio, David Norton, Diane Edwards-Li Pera, Jason Edington, Leigh Anne Shaw
Committee Charge	The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities.
Major Accomplishments	<ul style="list-style-type: none"> • Conducted survey about AB 86 knowledge and faculty involvement • Hosted first Noncredit Curriculum Regionals in ASCCC history • Wrote three resolutions passed by the body • Presented four Plenary breakouts • Facilitated AB 86 panel general session at Fall Plenary • Wrote Rostrum article, "Trojan Horse or Tremendous Godsend? Retooling Adult Education in a New Era" • Revised the Noncredit FAQ Sheet
Action Areas Pending	<ul style="list-style-type: none"> • Conduct a follow-up survey on AB 86. • Perhaps create a noncredit committee listserv. • Work with Chancellor's Office to update "Noncredit at a Glance" (2006). • Update ASCCC paper about noncredit instruction. Last paper was adopted by the body in 2009.
Challenges	Executive Committee structure of work and nontransparent appointment process made it difficult for the noncredit committee to participate in important conversations held by statewide task forces and Chancellor's Office committees.
Recommendations	<ul style="list-style-type: none"> • Elect a noncredit committee co-chair who teaches noncredit. • Keep noncredit chair in loop of noncredit-related conversations at all levels. • Formalize links to CATESOL, ACCE, Basic Skills, organizations that deal with noncredit. • Committee meetings might focus on three broad areas of curriculum, advocacy, and research. • Consider writing a resolution recommending that the LAO recommendation (about moving pre-transfer level ESL, Math, and English to noncredit) should remain a local decision.
Research Needed	<p>Research how to accomplish the following:</p> <ul style="list-style-type: none"> • Provide guidance to the body regarding SSSP noncredit plans due in October 2015. • Provide guidance to the body regarding the coordination of Basic Skills Expenditure plans with Equity and SSSP plans. • Continue to provide guidance to the body about building and sustaining noncredit programs. • Record, analyze, and publish progress indicator data to show the successes of noncredit instruction.

Due Date: Every year by May 1, each committee chair or liaison will send to the Executive Director this Annual Report Form for ASCCC Standing Committees, Ad Hoc, Task Forces, CO groups, and other liaison groups.

Committee Resolutions Report: Noncredit Committee

Year	Resolution	Resolution Name:	Status:	Comments
S14	9.01	<u>Academic Senate Involvement in AB 86 Regional Planning Consortia</u>	In Progress	Noncredit committee made progress through Fall/Spring Plenary breakouts and a Noncredit Curriculum Regional.
S13	13.01	<u>Support for Local Control in Noncredit Instruction Programs</u>	In Progress	Noncredit committee made progress through Fall/Spring Plenary breakouts and a Noncredit Curriculum Regional. The body also passed two related resolutions: "Restructure the FON to Include Noncredit Faculty" and "Establish Noncredit Liaison Position."
S12	14.01	<u>Progress Indicator Implementation for Noncredit Coursework</u>	Assigned	Moved to SACC
S12	19.01	<u>Faculty Training for Implementation of Noncredit Progress Indicators</u>	Assigned	Moved to SACC
S10	9.06	<u>Curricular Priorities Versus Budget-Driven Priorities</u>	Completed	Completed: funding has changed. Funding equalization for CDCP courses will begin in 2015/16.
S10	13.04	<u>Improving Noncredit Accountability Reporting through Progress Indicators</u>	Assigned	Moved to SACC
F10	13.01	<u>Fostering Dialog between Adult Education and Noncredit</u>	In Progress	Completed. These conversations are ongoing under the purview of AB 86 & the 70 consortia.
F07	13.01	<u>The Effect of Calendar Compression on Noncredit Instruction</u>	Assigned	Completed.

Committee Resolutions Report: Noncredit Committee

F07	5.03	<u>Noncredit Enhanced Funding Effective Practices</u>	Completed	Completed. Breakouts presented at Fall Plenary 2013, Spring/Fall Plenaries 2014, Spring Plenary 2015, and Curriculum Institutes 2014/15.
F07	19.02	<u>Benefits of Full time Faculty in Noncredit</u>	Completed	At Fall 2014 Plenary, the body passed the resolution, "Restructure the FON to Include Noncredit Faculty."
F06	5.02	<u>Aligning Credit/Noncredit Attendance Counting</u>	Infeasible	Moot: Noncredit and credit attendance cannot be aligned due to the needs of noncredit students for flexibility (in order to successfully complete their courses).

Annual Committee Report Form

Date of Report	April 16, 2015
Name of Committee	Online Education Committee
Committee Chair	John Freitas
Committee Members	Gregory Beyrer, Kale Braden, Dolores Davison, Christina Gold, Eileen Smith, Fabiola Torres
Committee Charge	The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality online education and the effective use of educational technology by researching issues, writing background and
Major Accomplishments	1. Resolutions approved by the body: 7.07 F14 (Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education), 12.04 F14 (Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs), 17.01 F14 (Consulting Collegially
Action Areas Pending	1. Finish rewriting the now on-hold DE effective practices paper as three Rostrum articles. The faculty preparation article was published in the February 2015 Rostrum, but the student preparation and role of senates articles still need to be written. The student preparation article should wait until the OEI finishes its initial piloting of their student readiness
Challenges	There were no significant challenges.
Recommendations	1. Add a CIO or academic administrator overseeing a DE program and/or student representatives for the committee (liaisons). 2. Items/topics for next year's committee to consider: providing guidance to senates regarding conversations on joining OEI, adopting the components of OEI, academic and professional matters and OEI;
Research Needed	None

Committee Resolutions Report: Online Education Committee

Year	Resolution	Resolution Name	Status:	Comments
S13	9.03	<u>Conditions of Enrollment for Online Instruction</u>	In Progress	The Distance Education Task Force submitted a survey to the field in fall 2013 to determine what the colleges are doing to prepare students for the online education environment. The survey results were reviewed and reported to the body as part of the "Hot Topics in Distance Education" breakout session at the Spring 2014 Plenary Session. Best practices in student preparation for distance education courses as identified in the literature were also reviewed by the task force and reported to the body as part of the same breakout. A Rostrum article is planned. Potential regulatory changes regarding required orientations would need to be reviewed by the CCCCCO.
S13	9.04	<u>Investigate and Determine Appropriateness of Massive Open Online Courses</u>	Completed	A breakout session on MOOCs was presented at the Fall 2013 Plenary Session. Additional information was also presented at the DE Task Force "Hot Topics in Distance Education" breakout session at the Spring 2014 Plenary Session, as well as in an article in the March Rostrum. There are no existing Academic Senate positions on the efficacy of MOOCs, and the task force found no need to recommend new Academic Senate positions at this time.
S13	13.03	<u>Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses</u>	In Progress	The Online Education Committee brought forward a proposal at the January 2015 Executive Committee meeting to revise Title 5 to address this resolution. This has been carried forward to SACC for further review.
S13	19.06	<u>Certification of Faculty to Teach Distance Education Courses</u>	Completed	The task force submitted a survey to the field in fall 2013 to determine what the colleges are doing to prepare their faculty to teach in the online environment. The survey results were reviewed and reported to the body as part of the "Hot Topics in Distance Education" breakout session at the Spring 2014 Plenary Session. Best practices in faculty preparation to teach online courses as identified in the literature were also reviewed by the task force and reported to the body as part of the same breakout. The article <i>Preparing Faculty to Teach Online</i> was published in the February 2015 Rostrum.

Committee Resolutions Report: Online Education Committee

F11	19.01	<u>Electronic Materials and Best Practices</u>	Completed	<p>A breakout session titled “E-Instructional Materials” was presented in support of this resolution at the Fall 2011 plenary session. The Chancellor’s Online Materials Fee Advisory Committee was convened prior to the Fall 2011 plenary session to address the issue of online materials fees and propose revisions to the Title 5 regulations. The committee recommended changes to Title 5 sections 59400, 59402, 59404, 59406 and 59408 that were approved by the Board of Governors in May 2012 and effective September 7, 2012.</p>
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Annual Committee Report Form

Date of Report	3 May 2015
Name of Committee	Part-Time Paper Task Force
Committee Chair	Dolores Davison
Committee Members	Valerie Chan, Phil Crawford, Rich Hansen, Berta Harris, Louise Lodato, Richard Mahon
Committee Charge	Update the 2002 Paper "Part-Time Faculty: A Principled Perspective"
Major Accomplishments	The task force attempted to update the 2002 paper, and succeeded in rewriting portions of it; however, the task force was concerned that elements of the previous paper would be lost in the rewrite, in part because of the directions that the Executive Committee provided in terms of the outline. As a result, the task force requested that the original paper stand as written, and that the work of the task force be divided into Rostrum articles as warranted. A Rostrum article on part-time faculty and professional development, as well as a Rostrum article explaining why this decision was made, have both been published, and a breakout on part-time issues was held at the spring plenary session 2015. The body also approved the creation of a part-time issues task force.
Action Areas Pending	None. Resolution has been completed.
Challenges	The paper itself did not really need to be re-written, and it seemed clear that the authors of the resolution had only seen the date of the paper rather than the contents.
Recommendations	Any new part-time issues should go to the newly created task force.
Research Needed	None

Due Date: Every year by May 1, each committee chair or liaison will send to the Executive Director this Annual Report Form for ASCCC Standing Committees, Ad Hoc, Task Forces, CO groups, and other liaison groups.

Annual Committee Report Form

Date of Report	3 May 2015
Name of Committee	Professional Development Paper Task Force
Committee Chair	Kale Braden
Committee Members	Dolores Davison, Steven Hunt, Lorraine Slattery-Farrell
Committee Charge	Update the 2000 Paper, "Faculty Development: A Senate Issue"
Major Accomplishments	The original outline for the updated paper was approved by Exec in spring 2014; however, no work was done on the paper, and new legislation and activity (including AB 2558, Williams, 2014, and the CCCCO Student Success Center) required modifications to the outline. The new outline was approved in spring 2015, and the task force met to divide the elements of the paper and begin work, which is ongoing.
Action Areas Pending	The task force time line is to have the paper to Exec by its August meeting, for approval by the body at the fall 2015 session.
Challenges	Time :)
Recommendations	Keep the current task force members on the job, and potentially add an additional member to serve as a reader/sounding board going forward (a structure similar to what was done with the part-time paper task force last year).
Research Needed	Ongoing, but being done by the task force members.

Annual Committee Report Form

Date of Report	17 April 2015
Name of Committee	Professional Development Committee
Committee Chair	Dolores Davison
Committee Members	Gloria Arevalo, Daphne Figueroa, Alex Immerblum, Arnita Porter, Lorraine Slattery-Farrell
Committee Charge	The Faculty Professional Development Committee advises the Executive Committee on policies and processes and develops papers and resources related to faculty development for local senates and others. The Committee supports local faculty development committees and provides guidance to enhance faculty participation in the areas of faculty development policies and innovations in teaching/learning strategies and practices. The Committee advocates through breakout sessions and Senate publications the importance of faculty development activities, critical issues related to student success and quality faculty teaching and learning, and of the need for appropriate levels of funding for such activities.
Major Accomplishments	Resolutions approved by the body: 12.01 (F14), 12.02 (F14), 12.03 (F14) Completion of resolutions: 1.08 (S10); 19.01 (F12); 19.05 (S13); 12.02 (F14) Participation in creation of Professional Development Clearinghouse after work on PD Clearinghouse summits Involvement in Professional Development Paper Task Force (when completed in F15, will complete resolution 19.07 (F11)) Involvement in Online Education Regional Meetings Breakout sessions presented at Fall and Spring Plenary sessions Rostrum articles on PD and part-time faculty (Oct 14) and the changing landscape of Professional Development (Feb 15)
Action Areas Pending	Continued monitoring of AB 2558 New CCCCCO PD Committee Resolutions 12.01 (F14) and 12.03 (F14) Move resolution 19.03 (S13) regarding professional development with collective bargaining units to be under Educational Policies and updated Senate-Union relations
Challenges	Lack of funding from CCCCCO and others Organizations other than the Academic Senate involvement in professional development Need to include part-time faculty and others in PD planning Continued advocacy for flex days
Recommendations	Involvement in new CCCCCO Professional Development Committee Continued involvement in CCCCCO Student Success Center Increased involvement in Technology Initiatives Professional Development
Research Needed	

Committee Resolutions Report: Professional Development Committee

Year	Resolution	Resolution Name	Status:	Comments
S14	12.02	<u>Faculty Professional Development</u>	Assigned	This resolution was the subject of breakouts in Fall and Spring plenary sessions; Deem complete, with the idea of the need for pedagogical training for faculty should be an ongoing concern of the ASCCC.
S13	19.05	<u>Professional Development and Training</u>	Assigned	Currently working with CCCCCO Student Success Center as well as Professional Development Clearinghouse to provide significant resources to faculty, as well as staff and administrators. Deem complete, with the idea of the need for consistent professional development training for faculty should be an ongoing concern of the ASCCC
S13	19.03	Develop Training Guidance for Faculty Engaged in Peer Evaluations	Assigned	Involves working with local bargaining units, something that has been tasked to the President; also falls under Senate-Union relations, which has been tasked to Ed Pol. Committee. Recommend moving to Ed Pol.
F12	19.01	<u>Faculty Professional Development College Program</u>	Assigned	PDC successfully created and first module nearly concluded. Deem Complete
F11	19.07	<u>Review of Title 5 Regulations Pertaining to Professional Development</u>	Assigned	Flex Calendars are currently under review by the Student Success Center, on which the ASCCC has representatives. Recommendations will be coming forward from the CCCCCO. Deem Complete.
S10	1.08	<u>Preparing Faculty for Service on Academic Senate Committees</u>	Assigned	Included in the Local Senate's Handbook. Deem Complete.

Annual Committee Report Form

Date of Report	April 18, 2015
Name of Committee	Resolutions Committee
Committee Chair	John Freitas
Committee Members	Julie Adams, Randy Beach, Kale Braden, Debbie Klein, Michelle Sampat
Committee Charge	The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written.
Major Accomplishments	<ol style="list-style-type: none"> 1. The committee successfully continued the new process, implemented in spring 2014, of assisting Area representatives at the pre-session and session Area meetings. 2. The Resolutions Handbook was adopted by the body at the Fall 2014 Plenary Session.
Action Areas Pending	None.
Challenges	None.
Recommendations	<ol style="list-style-type: none"> 1. Charge the committee with regularly reviewing the Resolutions Handbook to clarify and clean-up any lingering errors that may not have been identified prior to its adoption by the body. 2. Clarify the meaning of the motion to "refer and take action", specifically the intent of "take action."
Research Needed	

Annual Committee Report Form

Date of Report	May 6, 2015
Name of Committee	Relations with Local Senates Committee
Committee Chair	Kale Braden
Committee Members	Julie Adams, Eve Alder, Matt Clark, Dan Crump, Sam Foster, Buran Haidar, Kathy Oborn, and Cleavon Smith.
Committee Charge	The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective
Major Accomplishments	<ol style="list-style-type: none"> 1. Revised the Local Senates Handbook. Approved by the body Spring 2015. 2. In response to Resolution 1.05 (Sp15) "Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee", the committee performed a systematic review of
Action Areas Pending	<ol style="list-style-type: none"> 1. In regards to resolution CTE Program Reviewé(21.02, SP12): with the Task-force on Workforce, Job Creation, and a Strong Economy currently meeting and poised to make recommendations regarding many facets of CTE programs, the committee recommends the Relations With Local Senates Committee
Challenges	There were no significant challenges.
Recommendations	<ol style="list-style-type: none"> 1. Have the membership of the Relations With Local Senates committee review the Local Senates handbook at beginning of their service to evaluate the document for needed revisions and currency. 2. Continue to emphasize visits to the rural and smaller CCCs which have not traditionally seen an ASCCC presence.
Research Needed	None

Committee Resolutions Report: Relations with Local Senates Committee

Year	Resolution	Resolution Name:	Status:	Comments
S15	12.01	Faculty Recognition	Assigned	
S15	17.01	Adopt the Paper <i>The Local Senates Handbook</i>	Assigned	
S15	17.02	Establishing Local CTE Liaison	Assigned	
S15	17.03	Establishing Local Legislative Liaison Position	Assigned	
S15	17.04	Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures	Assigned	
S15	17.05	Establish Local Noncredit Liaison Position	Assigned	
FA14	17.01	Consulting Collegially with Local Senates on Participation in Statewide Initiatives	Assigned	Rostrum Article forthcoming Fall, 2015
S12	21.02	<u>CTE Program Review</u>	Assigned	Recommend waiting to link response with the Taskforce on Workforce, Job Creation, and a Strong Economy
S07	1.02	<u>Ensuring Participatory Governance</u>	Ongoing	
S06	1.02	<u>Assistance for Local Senates</u>	Ongoing	
F06	1.02	<u>Explore Local Shared Governance Policies</u>	Not Addressed	Added into <i>Local Senates Handbook</i>
F05	1.02	<u>Effective Practices</u>	Not Addressed	Added into Local Senates Handbook
S05	1.04	<u>Topic Experts Provided by Academic Senate</u>	Ongoing	
S01	17.01	<u>Urge Newly Elected Local Presidents to Attend Leadership and Sessions</u>	Ongoing	

Annual Committee Report Form

Date of Report	April 17, 2015
Name of Committee	Standards and Practices
Committee Chair	Craig Rutan
Committee Members	Julie Adams, Julie Bruno, Phil Crawford, Adrienne Foster, April Juarez, Craig Rutan, Paul Setziol
Committee Charge	The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.
Major Accomplishments	Revision of Senate bylaws and rules, administered new disciplines list process, created new policies on open meetings and removal of executive committee members, and revised policy on recognition of faculty.
Action Areas Pending	Completion and distribution of survey to update the equivalency paper, adopt procedures for NBFFF award, complete the revision of the disciplines list and submit it to the BOG with title 5 revisions to remove all MQs from title 5, update the equivalency paper, and create alignment for MQs between CCC noncredit and K-12 adult education.
Challenges	There are multiple resolutions that need to be addressed that require title 5 changes. Next year's S&P committee will need to propose revised language that removes the MQs while satisfying the CCCCCO.
Recommendations	Either Paul Setziol or Adrienne Foster (or both) would be amazing assets to the next S&P committee. Because they are both familiar with the work done this year, they would be able to assist the next committee with completing the remaining tasks.
Research Needed	This year's S&P committee created a survey to investigate the viability of including recency in minimum qualifications. The Executive Committee requested a legal opinion before distributing the survey, but that opinion has not been available due to the lack of legal counsel at the CO.

Committee Resolutions Report: Standards and Practices Committee

Year	Resolution	Resolution Name:	Status:	Comments
S14	1.02	<u>Adopt the Documents Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria</u>	Completed	Executive Committee Evaluation approved at April 2015 Executive Committee Meeting and completed evaluations due to ED on May 1, 2015. Review team is being selected from randomized list of session attendees.
S14	1.03	<u>Applying the Brown Act to ASCCC Executive Committee Meetings</u>	Completed	Open Meetings Policy was approved by the Executive Committee at the March 2015 meeting and went into effect when the revised bylaws were adopted with the passage of resolution 1.01 S15.
S14	1.05	<u>Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee</u>	Completed	This resolution was addressed by the Relations with Local Senates Committee. The research was presented at the Fall 2014 Plenary Session and it indicated that there is no need to modify the current distribution of Executive Committee representation.
S13	1.01	<u>Caucuses Procedures and Guidelines and Bylaws Revision</u>	Completed	Caucus procedures and guidelines were adopted by the Executive Committee in August 2013. The caucus section of the bylaws was revised with the adoption of resolution 1.01 S15.
S13	10.01	<u>Adopt the Proposal to Add Kinesiology to the Disciplines List</u>	Completed	Published in the current edition of the Disciplines List
S13	10.02	<u>Disciplines List – Chicano Studies</u>	Completed	Published in the current edition of the Disciplines List
S13	10.03	<u>Disciplines List – Health Education</u>	Completed	Published in the current edition of the Disciplines List

Committee Resolutions Report: Standards and Practices Committee

S13	10.04	<u>Disciplines List – Peace Studies</u>	Completed	Published in the current edition of the Disciplines List
S15	1.05	<u>Compliance with Open Meeting Act</u>	Assigned	
S13	10.06	<u>Disciplines List – Pharmacy Technology</u>	Completed	Published in the current edition of the Disciplines List
S13	10.07	<u>Improvements to the Disciplines List Process</u>	Completed	The revised disciplines list process was adopted with the passage of resolution 10.01 S14. The revised process was used during 2014-15 for the adoption of four new/revised disciplines.
F13	10.01	<u>Adding Currency Requirements in the Disciplines List</u>	In Progress	Standards and Practices created a survey to be distributed to the field that was brought to the October 2014 Executive Committee meeting. The Executive Committee requested a legal opinion about the legality of this request before distributing the survey. Legal opinion has not been available due to lack of legal counsel at the Chancellor's Office.
F12	18.01	<u>Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment</u>	Not Addressed	
S11	10.11	<u>Associate Degree Equivalency Guidelines</u>	Completed	Rostrum article addressing this resolution was published in April 2013. The article is called Got Associate Degree Equivalency Guidelines? And can be found at http://asccc.org/content/got-associate-degree-equivalency-guidelines .

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Committee Resolutions Report: Standards and Practices Committee

S11	10.12	<u>Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications</u>	Not Addressed	No progress was made on this resolution this year, but changes to title 5 could be submitted next year with the changes to the minimum qualifications.
S10	10.01	<u>Noncredit Minimum Qualifications</u>	Not Addressed	The entire Disciplines List will be taken through the rules making process to include all minimum qualifications. As this goes forward, revised title 5 sections should be submitted to remove the existing minimum qualifications.
S10	10.02	<u>Title 5 §53410 Clarification of Minimum Qualifications for Disciplines Not Requiring a Master's Degree</u>	Not Addressed	No progress was made on this resolution this year, but changes to title 5 could be submitted next year with the changes to the minimum qualifications.
S10	10.03	<u>Removing Faculty Minimum Qualifications from Title 5</u>	Not Addressed	The entire Disciplines List will be taken through the rules making process to include all minimum qualifications. As this goes forward, revised title 5 sections should be submitted to remove the existing minimum qualifications.

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Transfer, Articulation and Student Services
Committee Chair	Cynthia Rico
Committee Members	Wheeler North, ASCC Treasurer; Michael Wyly, Solano College; Eric Narveson, Evergreen College; Tiffany Tran, Irvine Valley College; Yvonne Portillo, Golden West College; Dr. Shuntay Taylor, West Hills College;
Committee Charge	Responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.
Major Accomplishments	<ul style="list-style-type: none"> 1) Name change to committee 2) The committee reviewed a number of resolutions that were assigned and was able to address all but one, Spring 2014 20.01 (See attached for resolutions table) 3) Assisted in the co-coordination of the 2015 Academic Academy 4) Presented at the Academic Academy and at Spring 2014 Plenary on the topic of the Role of Counselors and Paraprofessionals in the Delivery of Counseling Services
Action Areas Pending	The committee was not able to address resolution: Spring 2014 20.01 Developing a system plan for disenfranchised students. The committee discussed several action items to help address the resolves. One such action item was to develop and send a survey to the colleges to gather a baseline of the kinds of "wrap around" services already being delivered at the campuses. The goal is to then publish these findings and then see if a several breakouts could be give to share effective practices with other colleges.
Challenges	The challenge with this years committee was time. We only were able to coordinate one face to face meeting and had several conference calls there after. Not one of the calls was every member present.
Recommendations	Meeting will be a challenge. Recommend that as soon as the committee members are identified to try to identify a meeting time that can be consistently met. Also identity who is willing to take minutes/notes for every meeting.
Research Needed	Research currently needed is to assist with resolution Spring 2014 20.01 in which a survey is being develop to gather what colleges are currently doing to provide "wrap around" services. And, to gather information as what are the services that the Chancellor's Office is already supporting.

Committee Resolutions Report: Transfer and Articulation Committee

Year	Resolution	Resolution Name:	Status:	Comments
F14	20.01	Developing a System Plan for Servicing Disenfranchised Students	Assigned	Committee is currently constructing a draft survey on the available “wrap around services” offered at the CCC. The target audience to complete this survey is for Counseling Chairs from the Community Colleges. Committee will submit the first draft for Executive Committee Review at the May 2015 meeting
F13	15.01	Explore Potential Impacts of Endorsing LEAP General Education Outcomes	Found Not Feasible	Currently the CSU system is undergoing considerable changes to the General Education Patterns which has found the CSU’s not fully endorsing the LEAP General Education Outcomes for themselves. Hence, the committee did not believe that adopting the LEAP GE Outcomes would be feasible for the California Community College System at this present time.
F11	8.01	<u>Update Senate Paper Role of Counseling Faculty in California Community Colleges</u>	Assigned	
F11	8.02	<u>Faculty Advisors</u>	Assigned	
F11	13.12	<u>California Community College Honors Program Completion Recognition on CSU Transfer Application</u>	Referred to Senate President	2014-2015

Committee Resolutions Report: Transfer and Articulation Committee

F10	6.01	<u>Evaluation and Revision of Financial Aid Systems</u>	Infeasible	10-11 CLFIC conducted a breakout at Spring 11 plenary; "Rethinking Financial Aid." 10-11 CLFIC also published a Rostrum; "Improving Student Access to Financial Aid" that summarizes the article "Green Lights and Red Tape." This Rostrum article also included a self-assessment intended to serve as a tool for individuals to use to begin the discussion locally on their campuses about existing financial aid policies and office procedures
S08	8.01	<u>Support for Online Counseling Services</u>	Completed	The 2012 paper on the Role of Counseling Faculty in the CCC Addresses this issue regarding online counseling services
S08	13.04	<u>Effective Practices for Online Tutoring</u>	Assigned	It was suggested to investigate the work that the OEI is piloting as there is a workgroup piloting considerable work regarding effective practices in conducting online tutoring
F01	4.03	<u>Student Athletes</u>	Referred to Taskforce on PE	2014-2015 year
S01	8.05	<u>Student Athletes</u>	Referred to Taskforce on PE	2014-2015 year
F99	8.01	<u>Web Advising</u>	Completed	The 2012 Paper on the Role of Counseling Faculty in the CCC Address this issue regarding online or web advising

Annual Committee Report Form

Date of Report	3 May 2015
Name of Committee	AAC & U Faculty Collaboratives Project
Committee Chair	Dolores Davison (ASCCC Liaison)
Committee Members	N/A
Committee Charge	This project is an umbrella over a series of initiatives, including the WICHE Passport Initiative, designed to "build faculty capacity to advance curricular reforms that promote deeper student engagement, persistence, and graduation. Organized by the Association of American Colleges and Universities (AAC&U) with a grant from Lumina Foundation, the Faculty Collaboratives project (2014-2017) aims to develop a multi-state network of resource and innovation hubs and a learning community of faculty fellows focused on large-scale, proficiency-based projects related to AAC&U's Liberal Education and America's Promise (LEAP) initiative."
Major Accomplishments	The first meeting of the California group (which included the Hub Director, ASCCC liaison, CSU liaison, and 3CSN liaison) occurred in Kansas City in February. This project is of greater interest to the CSU faculty because it is more faculty (rather than grant) directed. The California group appointed six fellows (three CSU faculty, three CCC faculty) "to create a sustainable statewide community of practice through digital networks and in-person events to help faculty learn about the projects and contribute in creative ways to change."
Action Areas Pending	The focus of the project is still not entirely clear. At a recent (28 April) webinar, there was extensive discussion about centering the project around equity, but there was no consistent belief that this could be the only focus point, and others are being sought. Meetings will continue through the end of May and then again in the fall.
Challenges	The presence of 3CSN, especially in an area which falls clearly outside of basic skills, might prove to be challenging. The project itself is one which has already begun to engender active academic discussion, particularly because of the presence of AAC & U and Susan Albertine, and the interest of many of the CSU faculty in the LEAP outcomes.
Recommendations	Continue with liaison position and keep in contact with the CCC fellows.
Research Needed	None at this time.

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	California Open Education Resource Council (CaOERC)
Committee Chair	Katherine Harris (CSU Faculty)
Committee Members	CCC Cheryl Stewart (Coastline) Kevin Yokoyama (Redwoods) Kale Braden (Cosumnes River)
Committee Charge	Per SB 1052 (Steinberg, 2012): California Open Education Resources Council shall determine a list of 50 lower division courses in the public postsecondary segments for which high-quality, affordable, digital open source textbooks and related materials would be developed or acquired, as specified, pursuant to the
Major Accomplishments	1. CaOERC developed criteria for selecting 50 highly-enrolled courses common across the three segments and compiled a list of these 50 courses in spring of 2014. 2. From spring 2014 into fall 2014, CaOERC identified more than 150 appropriate, open educational resources textbooks (OER) for these 50
Action Areas Pending	1. CaOERC has deferred action on establishing a competitive request-for-proposal process in which faculty members, publishers, and other interested parties would apply for funds to produce.
Challenges	The CCC reps and the Executive committee will need to be more strategic in planning before CaOERC meetings and coming to agreement on strategies to best serve the CCC and then presenting those plans to the council.
Recommendations	This project is going to continue to need a 'high-touch' approach to make sure that the interests of the CCCs are represented in their activities.
Research Needed	None

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Chief Student Service Officers Association
Committee Chair	Ron Travenick Ohlone College
Committee Members	See Attached
Committee Charge	The Association provides professional growth and development for the members, represents student services in statewide consultation, task forces and committees, provides efficient and useful communications to the membership, and promotes the mission of the California Community Colleges.
Major Accomplishments	1) CSSSO Retreat 2) CSSSO Conference
Action Areas Pending	The CSSOA has a large sum of reserves in their account and will be looking to develop more regional trainings for CSSO's and also looking in sponsoring professional development modules
Challenges	This year this committee meet sporadically and mostly by CCC Confer. In addition many of the Chancellor's Office Committees and other initiatives are continually seeking CSSO's to serve and there is no coordinated effort to recruit for these committees.
Recommendations	The new incoming President for 2015-2016 is Angelica Suarez (asuarez@swccd.edu) from Southwestern College and she is whom the new ASCCC Representative should contact for future meetings.
Research Needed	

Annual Committee Report Form

Date of Report	April 17, 2015
Name of Committee	Common Assessment Initiative
Committee Chair	Andrew Lamanque
Committee Members	Jeff Burdick, Marie Eckstrom, Susanna Gunther, Kitty Moriwaki, Alicia Munoz, Craig Rutan
Committee Charge	To create a diagnostic common assessment system for the CCCs that includes a set of validated multiple measures.
Major Accomplishments	Creation of English (including reading), ESL and mathematics assessment competency maps. Request for Information and Request for Proposals both completed. Unicon and Link Systems International chosen as vendors.
Action Areas Pending	Creation of test items, creation of the testing platform, piloting of test items, piloting of multiple measures, and piloting of the assessment system.
Challenges	Delegates have stated through resolution that the assessment should include diagnostic reports and a writing sample. Some still question the need for the writing sample and the value of an assessment test. Our representatives must continue to advocate for these items.
Recommendations	The membership on the initiative has been fantastic, but the revised timelines need stability through the fall of 2016. ASCCC should communicate with current members and determine their availability to remain with the initiative through that time.
Research Needed	All research is currently being done by the initiative, but ASCCC should help facilitate regional vetting of the competency maps before they are finalized, as was discussed at the April 2015 Executive Committee meeting.

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Educational Planning Initiative (3 Committees: EPISC, Pilot College, SSPC)
Committee Chair	EPISC - Matt Coombs; Pilot - Cynthia Rico/Jay Field; SSPC - Norberto Quiroz/Cynthia Rico
Committee Members	Committee membership lists, with hundreds of members, are available at the Senate office on the xdrive.
Committee Charge	Please see attached
Major Accomplishments	<ol style="list-style-type: none"> 1) Advise on the RFI for vendors for the Education Planning tool, Degree Audit and then help inform the RFP for these products 2) Advise on the marketing plan 3) Help develop the benchmarks to measure the progress and outcomes of the program 4) Continue build of the student services portal 5) Selection of a vendor for the Educational Planning tool and Degree Audit System
Action Areas Pending	<ol style="list-style-type: none"> 1) The portal is needing to move quicker as the vendor developing the portal contract ends by December of 2015 2) As of this date of the report the contract to secure the potential vendor to build the Education Planning Tool and Degree Audit System is yet to be signed.
Challenges	Currently the EPI project team is evaluating which of the members are continuing to serve for the 2015-2016 year and needing to rotate members as many have not been active throughout the year. It is essential to refresh/re-boot the committees to help in the developing content for the portal and for the education planning tool and degree audit. A major challenge is much of this work is asking considerable amount of time from all members on two of the committees (portal and EPT/DAS)
Recommendations	Some time in January of 2016 need to check if members are still actively participating and if not to rotate out again. Currently the Portal development is behind schedule. Much of the work cannot be done with the expertise of practioners.
Research Needed	

ANNUAL REPORT
Faculty Association of California Community Colleges (FACCC)

Submitted by Julie Bruno/Dan Crump
 ASCCC Liaison to the FACCC Board: Julie Bruno

Description

The Faculty Association of California Community Colleges is a 10,000+-member nonprofit professional membership association founded in 1953 by community college faculty. FACCC lobbies solely for all community college faculty. FACCC's 19-member board of governors is composed of faculty members elected at-large by FACCC members. FACCC endeavors to work cooperatively with all community college faculty organizations. FACCC maintains a policy of strict neutrality as to the selection, organizational structure, governance and leadership of other faculty organizations.
 (source: FACCC website at www.faccc.org and FACCC Sheet).

Actions/Activities

There were five FACCC Board meetings during the year---September 19 (Sacramento), November 21 (Oakland), January 23-24 (Torrance, Los Angeles), February 28 (Sacramento) and May 15 (Burbank). In addition, there was Policy Forum on January 23 (El Camino College) and the Advocacy & Policy Conference on March 1-2 (Sacramento).
 Crump attended the meetings in September, November, January, February and May and both the Policy Forum and the Advocacy & Policy Conference. Bruno attended the meeting in January and both the Policy Forum and the Advocacy & Policy Conference. President Morse attended the Advocacy & Policy Conference. ASCCC Executive Committee members Debbie Klein and Wheeler North presented at the Advocacy & Policy Conference.

FACCC has been active in the legislative arena advocating for community college faculty issues, including academic freedom, tenure, retirement, shared governance, student fees and financial and funding for programs. Two bills were sponsored by FACCC in the 2013-14 legislative session---AB 675 (Fong)---leaves during the tenure process, and AB 2295 (Ridley Thomas)---transfer of part-time faculty sick leave---and both were signed by the Governor.

Officers, 2014-15		
President	Dean Murikami	American River College
Vice President	John Smith	Santiago Canyon College
President-Elect	Shaaron Vogel	Butte College
Treasurer	Mitra Moassessi	Santa Monica College
Secretary	Richard Hansen	De Anza College
Part-Time	Kathy Holland	Los Angeles Pierce College
Officers, 2015-16		
President	Shaaron Vogel	Butte College
Vice President	John Smith	Santiago Canyon College
Treasurer	Richard Hansen	De Anza College
Secretary	Mario Martinez	Santa Monica College
Part-Time	Mary Ellen Goodwin	De Anza College
Executive Director: Jonathan Lightman		

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Institutional Effectiveness Partnership Initiative Executive Committee
Committee Chair	Barry Gribbons - College of the Canyons
Committee Members	<p>Gary Bird – CCCC (Systems Software Technologist) Julie Bruno - ASCCC Jerry Buckley - College of the Canyons Sharlene Coleal - College of the Canyons Andrew LaManque – Foothill College Matthew C. Lee – Project Director Daylene Meuschke - College of the Canyons Erik Skinner - CCCC Paul Steenhausen – Student Success Center Theresa Tena – CCCC Dianne Van Hook – College of the Canyons' Chancellor</p>
Committee Charge	<p>The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.</p> <p>The Executive Committee oversees the process, receives recommendations from the Advisory workgroups and in consultation with the CO, determines direction of the IEPI effort.</p>
Major Accomplishments	<p>Creation and execution of Advisory workgroups Approval of indicators Professional Development workshops Partnership Resource Teams - structure and training See attached update with action items and status</p>
Action Areas Pending	<p>The work of the IEPI Executive Committee and the Advisory Workgroups will continue through 2015-2016. The attached matrix shows the tasks and completion dates. Also attached are the meeting summaries from the Advisory Workgroups that provides details on the actions of the IEPI. The latest Advisory Workgroup meeting summary (April 2, 2015) is attached.</p>
Challenges	<p>Tracking the work of the Advisory Workgroups and staying in contact with the representatives appointed to the groups.</p>
Recommendations	<p>Strengthen the connection and reporting between and among IEPI Advisory Workgroups representatives.</p>
Research Needed	<p>None at this time.</p>

Annual Committee Report Form

Date of Report	April 18, 2015
Name of Committee	Online Education Initiative Steering Committee
Committee Chair	Fabiola Torres (chair) and John Freitas (vice-chair)
Committee Members	Exec Members: John Freitas and Dan Crump Current ASCCC appointees: Gregory Beyrer, Christina Gold, Joseph Perret, Arnita Porter, Marie Boyd, Donna Hajj and Lisa Beach Past ASCCC appointees (April 2014-December 2014): Dave DeGroot, Maria Gonzalez, Brian Kelliher
Committee Charge	The purpose of the committee is to advise and make recommendations to the OEI project staff on the development and deployment of OEI Grant for the California Community Colleges. The committee shall:
Major Accomplishments	<ol style="list-style-type: none"> 1. Reviewed and approved plan for piloting the tutoring, student readiness and full-launch phases of the project 2. Reviewed and approved the rating criteria and rubric for course design quality for courses in the exchange 3. Established the initial procedural parameters for the pilot colleges
Action Areas Pending	<ol style="list-style-type: none"> 1. Develop a planning calendar/timeline for the project 2. Online counseling solution 3. Online proctoring solution 4. Policy framework for the operation of the future course exchange - this is pretty major as this would set the precedent for how a future
Challenges	<ol style="list-style-type: none"> 1. Consistent attendance by committee members from all constituencies 2. Initially there was no clear direction given to ASCCC appointees as to their role, especially with regard to their roles in representing the ASCCC, not their colleges. 3. Inconsistent input/communication from the Chancellor's Office to the
Recommendations	<ol style="list-style-type: none"> 1. The charter needs to be reviewed and possibly revised 2. Orientation/training needs to be provided whenever there are new ASCCC appointees as to their role in representing ASCCC positions. 3. The role of the OEI steering committee as an independent body that works with (not for) the OEI management team needs to continue to be
Research Needed	

Annual Committee Report Form

Date of Report	April 17, 2015
Name of Committee	Scorecard Technical Advisory Group
Committee Chair	Patrick Perry (no new chair named)
Committee Members	Fabio Gonzalez, Janet Fulks (now a dean), Craig Rutan, John Stankas
Committee Charge	To create, review, and revise the Student Success Scorecard that replaced the previous ARCC report.
Major Accomplishments	The scorecard was modified to include cohort sizes, cohort profiles, percentage of prepared vs under-prepared students. CTE metric revised to exclude previous awards and to include apprenticeship students. Data on first time students will be added to the college profile.
Action Areas Pending	The skills builder metric was approved for release to colleges during 2015 for feedback before becoming a permanent scorecard metric in 2016. The skills builder metric is hoped to capture students that come to CCCs to take one or two classes to improve their employment.
Challenges	It is unclear what the loss of Patrick Perry will mean for this group. Since creating the scorecard, ASCCC has changed three of its four representatives and now the guiding vision for the report is gone. Until a new vice chancellor is chosen, the scorecard may not be changed. Additionally, adopted resolutions have not been addressed due to only one scorecard meeting this year.
Recommendations	ASCCC needs a strong advocate to replace Janet Fulks. Now that Janet is a dean, ASCCC has lost her experience with ARCC and the Scorecard.
Research Needed	Additional research is needed on the new skills builder metric. The current proposal will use wage data, but will limit the skills builders to those taking CTE courses. Are CTE courses the only ones that would lead to wage increases?

Annual Committee Report Form

Date of Report	May 13, 2015
Name of Committee	System Advisory Committee on Curriculum
Committee Chair	Michelle Grimes-Hillman (ASCCC) /Kathleen Rose (CIO)
Committee Members	6 representatives appointed by the State Academic Senate: D. Davison, J. Grande, D. DeGroot, C. Rutan, M. Boyd, M. Grimes-Hillman (co-chair) 4 representatives appointed by the Chief Instructional Officers: A. Davies, S. Droker, M. Turner, K. Rose (co-chair) 4 System Office Staff (Vice Chancellor, Dean and 2 Specialists from the Educational Services Division): P. Walker, C. McCullough, E. Larson, J. Escajeda Membership should recognize the need for representation by vocational and noncredit faculty and administrators. Liaison CCCAOE: K. Schenk Liaison ACCE: E. LeBlanc
Committee Charge	Ensuring quality, integrity, compliance, collaboration and transparency Aligning approval of occupational & general education programs (credit and noncredit) Emulating best practices Ensuring a consistent presence for faculty Providing a process that is responsive, creative, flexible, timely and open to change Putting students first Promoting appropriate support and training Evaluating the committee and processes Ensuring continuity of membership through staggered terms
Major Accomplishments	<ul style="list-style-type: none"> • Resolution 09.05 (SP13) Eliminate the word "Discipline" in the Taxonomy of Programs was discussed in SACC (May 2014); Members recommended the removal of the word discipline to the CCCCC. In June 2014, the CCCC reported that the document would be amended. • Resolution 07.02 (SP14) Allowing "P" Grades for Courses in the Major for the Associate Degree for Transfer was discussed in May 2014 and the Chancellor's Office released a memo to field on permitting the use of a "P" grade for Associate Degrees for transfer (May 20, 2014). • Resolution 14.02 S14 Local Use of Available Noncredit Progress Indicators was discussed in June, and August, and in November. A small workgroup was formed and suggested language to add "SP" to Title 5 §55021 and §55023 was presented to SACC and accepted. The language is now in the legal division of the CCCCC. <p>Other notable SACC accomplishments include a review of work experience regulations. SACC discovered a misalignment between the sections of Title 5 on work experience and course repeatability. Under Title 5 §55040, only occupational work experience courses are allowed to be repeatable, but general work experience courses are not. Therefore, SACC recently discussed and recommended proposed changes to §55040 (b) (5) that delete the word "occupational" and substitute the word "co-operative" throughout, thereby encompassing both occupational and general work experience. In August 2014, SACC recommended that the CCCCC create a template that colleges might use to establish collaborative programs and SACC adopted a philosophic statement about Collaborative Programs in October 2014. In 2013, a CCCCC work group created a draft document "Enrolling Community Services Students in Credit Classes" in response to changes in course repetition guidelines. The document was reviewed multiple times in 2014 and recommended by SACC members in January 2015. Further, it should be noted that SACC is contributing a significant amount of time to a revision of the Program and Course Approval Handbook. A work group of faculty, CCCCC staff, and CIOs are working</p>
Action Areas Pending	Stand alone course report, final PCAH draft, Foreign Language Lab Supervision, final 440 degrees clarification and resolution, prison education legislation
Challenges	Turnover in SACC membership and turnover in the CCCCC Recommendations by SACC have not yet been implemented by the CCCCC
Recommendations	Faculty SACC co-chair and at minimum membership should be at minimum a two year appointment.
Research Needed	ASCCC should consider its own research on local degrees, high unit majors, 2 year degree attainment, stand alone courses

Due Date: Every year by May 1, each committee chair or liaison will send to the Executive Director this Annual Report Form for ASCCC Standing Committees, Ad Hoc, Task Forces, CO groups, and other liaison groups.

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Annual Committee Report Form

Date of Report	April 18, 2015
Name of Committee	Technology and Telecommunications Advisory Committee (TTAC)
Committee Chair	Patrick Perry (CCCCO, now Gary Bird?), Bill Scroggins, Michelle Pilati
Committee Members	Exec members: Kale Braden, John Freitas, Craig Rutan ASCCC appointees: Michelle Pilati, Dean Nevins (appointed December 2014) Past ASCCC appointees: Michelle Priest (replaced December 2014)
Committee Charge	The Telecommunications and Technology Advisory Committee (TTAC) advises the California Community Colleges Chancellor's Office on the continued development and deployment of telecommunications and educational technologies in the California Community Colleges. The Committee researches technology trends and recommends the direction
Major Accomplishments	None for this year. At the May 2014 TTAC retreat, the committee did revise the goals and strategies for the state technology plan. The goals and strategies identified were: Goal A: Establish baseline standards and upgrade the technology to
Action Areas Pending	It's hard to say. The planned in-person meeting scheduled for March became a 30-minute online meeting that centered around the upcoming TTAC retreat in May.
Challenges	Due to the departures of Patrick Perry and Bonnie Edwards the committee lacks clear direction and focus. Basically, this committee receives updates about various technology initiatives such as TTIP and CENIC, plus the three education technology initiatives (OEI, CAI and EPI) and engages in discussion, but hasn't been in the position of
Recommendations	The Chancellor's Office needs a new Vice Chancellor for Technology, Research and Information Systems who can provide CCCCCO leadership for the committee. Also of critical importance is the development of a TTAC website that archives agendas and minutes. Finally, the Senate should return to the practice of having a sitting Exec member as the
Research Needed	

Annual Committee Report Form

Date of Report	April 28, 2015
Name of Committee	Veterans Liaison
Committee Chair	Debbie Klein
Committee Members	
Committee Charge	The veterans liaison facilitates the flow of information to and from the Chancellor's Office on all veterans affairs.
Major Accomplishments	--Participated in the fourth annual Veterans Summit, held at the San Jose Marriott on December 4 and 5 --Participated in a panel with Chris McCullough and John Dunn from the Chancellor's Office about college credit for veterans --Presented Spring 2015 Plenary breakout on alternative forms of credit
Action Areas Pending	none
Challenges	none
Recommendations	When appropriate, the Executive Committee might consider featuring a general session or breakout on veterans issues. Exec might invite Dr. David Joseph as a keynote speaker/panel facilitator. Dr. Joseph is a clinical psychologist and the director of the Oakland Veterans Center where he provides treatment for veterans with readjustment stress, PTSD, and combat or military sexual trauma.
Research Needed	Perhaps follow up on the Block bill, AB 2464: "Public Postsecondary Education: Academic Credit for Prior Military Academic Experience." The bill added section 66025.7 to the Education Code, stating that by July 1, 2015, the Chancellor's Office "shall determine for which courses credit should be awarded for prior military experience."

Due Date: Every year by May 1, each committee chair or liaison will send to the Executive Director this Annual Report Form for ASCCC Standing Committees, Ad Hoc, Task Forces, CO groups, and other liaison groups.

Annual Committee Report Form

Date of Report	3 May 2015
Name of Committee	WICHE Passport Initiative
Committee Chair	Dolores Davison (ASCCC liaison)
Committee Members	Denise Bailey, Kendra Cabrera, Farah Firtha, Debbie Klein
Committee Charge	To represent the ASCCC at the WICHE Passport Initiative discussions (alongside our CSU counterparts) in the development of the Human Cultures and Natural Sciences learning outcomes and proficiency criteria.
Major Accomplishments	Worked with Debra David, the California coordinator for the WICHE project, to develop learning outcomes and proficiency criteria for the above listed areas. Met with faculty from the western states to hammer out specifics regarding this criteria and to discuss potential California participation in the project going forward (CSU and CCC only). Attended meetings in San Jose and Boulder, Colorado, with larger groups to formulate plans and discuss efficacy of the planned program.
Action Areas Pending	The next two areas, Critical Thinking and Creative Expression, are currently being developed by the proficiency groups in those disciplines and will be presented in October.
Challenges	There is much concern around this initiative for a variety of reasons. One, it is sponsored in part by a Gates grant, and the CSU Academic Senate, in particular, is concerned about those implications. The time lines for the project are very tight, and there is limited interest among the CSU faculty (at the most recent meeting in Boulder, there was no one from CSU present). There is also concern that this would remove local control and develop into yet another initiative that requires precious faculty time in order to ensure that it is done correctly. Finally, because of the structure of our system, it is unlikely that the ASCCC would be able to have colleges participate other than on their own.
Recommendations	Because the CSU is involved with this project (however tangentially) and because implications for the CSU general education pattern exist, ASCCC should continue to be involved. The WICHE liaison and the GEAC liaison should be in communication regarding the CSU attitude and actions within the initiative as well.
Research Needed	None at this time.

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Chancellor's Office Advisory Group on Counseling
Committee Chair	Co-Chair: Mia Keeley and Cynthia Rico
Committee Members	Lise Flocken, Transfer Center Director/Counselor ; Jose Vallejo, EOPS Counselor, Woodland College; Justina Rivadeneyra, Career Counselor Citrus College; Trulie Thompson, Counselor, Moorepark College; Christie Jamshidnejad, Counselor, Diablo Valley College; Gwyer Schyler, Counselor, Santa Barbara City College; Monica Greene, VPSS, Norco College Ron Travernick, VPSS, ; Mike Tuitasu, VPSS, Santa Monica College; Margery Regalado, Dean of Counseling and Educational Support Services; Chancellor's Office Staff- Bob Quinn, Bonnie Edwards, Chirs Graillat; Maureen White; Debra Sheldon
Committee Charge	The purpose of the COAGC is to facilitate positive student outcomes by identifying and disseminating innovative and cost-effective counseling strategies, tools and models to assist colleges with meeting the high student demand for counseling. The committee identifies and disseminates effective, research-based practices and training in counseling that aim to help students identify and complete their education and career goals. It is a working committee with frequent communication and meetings to ensure completion of identified objectives and to ensure timely communication on state counseling-related policy and issues to counselors and other college personnel . In addition, the COAGC serves as a forum to help the Chancellor's Office in its efforts to seek sufficient funding to address the counseling needs of community college students.
Major Accomplishments	1) Discussed in depth the possibility of defining the Role of Counselors and Paraprofessionals given the new mandates with SB 1456 2) Help inform the CO and WEST ED, with an event open to a team from each of the CCC to attend which presented effective practices in the delivery of educational plans. Sierra College and Norco College 3) Helped inform the CO changes to the SSSP Reporting Plans
Action Areas Pending	The first meeting for the 2015-2016 will be around early October
Challenges	Not all the counselors were present at all the meetings. For the 2015-2016, need to set clear goals the outcomes for the meetings.
Recommendations	This committee needs to have more of a direction, instead of receiving updates. The committee will need to focus on the following questions: What is the CO office needs from Counselors/Student Services professionals to assist the work both at the colleges and CO? What are Counseling Faculty needs from the CO regarding the delivery of Counseling Services or for the profession?
Research Needed	

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Student Success and Support Advisory Committee
Committee Chair	Chris Graillat, Chancellor's Office Staff
Committee Members	<p>Graillat, Chris; (dwhisenhunt@scccd.edu); Amy Nevarez@chaffey.edu; nguyenn@rpgroup.org; Arthur Lopez (Arthur.Lopez@vvc.edu); Barbara Ilowsky (ilowskybarbara@fhda.edu); Shelley Maple (shelley.maple@canyons.edu); Collier, Li; Cynthia Rico (crico@scccd.edu); Francisco.ferreira@studentsenateccc.org; Jannie Mackay (jmackay@bcc.edu); JoAnna Quejada (jequejada@msjc.edu); Julianna Barnes (jbarnes@scccd.edu); Kathleen Moriaki; Kathy Molloy (molloy@sbcc.edu); Kelly Fowler (kelly.fowler@scccd.edu); Kevin O'Rourke (kororke@shastacollege.edu); Kimberly McDaniel (McDanik@scc.losrios.edu); Kristin Clark (kclark@occ.cccd.edu); Lucinda Over (lover@citruscollege.edu); Mandy Liang (mliang@csf.edu); Margery Regalado-Rodriguez (mregalia@cabrillo.edu); Mark Samuels (msamuels@swccd.edu); Melissa Raby (raby@m@yosemite.edu); Nilo Lipiz (lipiz_nilo@sac.edu); Noheí Carral (ncarral@bcc.edu); Raymond Hicks (Hicks_Raymond@sac.edu); Regina Smith (smithr2@lacitycollege.edu); Rhonda McManus (Mcmanur@scc.losrios.edu); Ruys, Jasmine; Steve Whiling (steve.whiling@studentsenateccc.org); Susan Bricker; Susan Topham (stopham@scccd.edu); Thompson, Gina; Tim Johnston (johnston@shastacollege.edu); Trulle Thompson (thompson@vccd.edu); Vanethia Hubbard (vhubbard@sac.edu); Sheldon, Debra; Kwoka, Barbara; Tyson, Sarah; Noldon, Denise; Mohr, Rhonda; Falero, Patricia; Greg Nelson (GNelson@marin.edu) Cc: 'Kathy Molloy'; 'Cynthia Patino'</p>
Committee Charge	<p>Ten regional SSSP coordinators (regional representatives) representing credit and non-credit programs also serve on this committee. Members are appointed to two-year terms and serve in an advisory capacity to the Chancellor's Office. The SSSPAC is co-chaired by a committee member and the Chancellor's Office and meets at least quarterly.</p> <p>SSSPAC members, particularly the regional representatives, are instrumental in providing policy and programmatic advice to the Chancellor's Office and are an essential link between the Chancellor's Office and the community college regions. It is the responsibility of the regional and representatives to ensure that recommendations affecting policy and implementation of Student Success & Support Program components and processes are communicated to their local constituents in the colleges. SSSPAC members are required to attend up to three meetings a year.</p>
Major Accomplishments	<p>Discussions at the meetings has been focusing on clarifying SSSP spending parameters and reporting requirements. There was a discussion about the use of paraprofessionals and expressed concerns on how these discussions are occurring on various campuses.</p>
Action Areas Pending	<p>There are discussions about hosting regional dean meets the help colleges with effective practices on the delivery of core services and training to clarify spending paramaters.</p>
Challenges	<p>Because the Chancellor's Office is short-handed, there were only two meetings for the year (December, 2014 and in May, 2015). This CO committee is comprised primarily by Deans who oversee the Student Support Services Plan and maybe Student Equity. The expressed needs of the group is more training on effective practices on the delivery of services, technical clarification for reporting which effects allocation and more clarification to the funding parameters of SSSP monies.</p>
Recommendations	<p>Regarding faculty appointments to this committee, if possible, to receive assurances that the faculty member can make all meetings. Additionally, there is a need for a faculty member who is comfortable to expressing the needs of student services faculty.</p>
Research Needed	

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	C-ID Advisory Committee
Committee Chair	Michelle Pilati
Committee Members	<small> Julie Adams, ASCCC Deanna Abma, Articulation Officer, City College of San Francisco Cathy Beane, Articulation Officer, CSU Long Beach Julie Bruno, Communication Studies, Sierra College/ASCCC Dan Crump, C-ID Project Director, American River College/ASCCC Mary Legner, Mathematics, Riverside City College Kris McCullough, Dean, CCCC Barry Pasternack, Business, CSU Fullerton Michelle Pilati, C-ID Faculty Coordinator, Rio Hondo College Nancy Purtille, Transfer Articulation Coordinator, UC Office of the President Stephanie Ricks- Albert, Transfer Specialist, CCCC Erik Shearer, Incoming C-ID Curriculum Director, Napx Valley College Barbara Switkes, Consultant, CSU System Office Krystinne Mica, Program Specialist, ASCCC/C-ID </small>
Committee Charge	The C-ID Advisory Committee charged with overseeing the development, implementation, and expansion of the C-ID project.
Major Accomplishments	Monitoring the development of C-ID descriptors and related processes Developing policies regarding C-ID descriptors and descriptor reviews Collaborating with MCW and ICW to guide the creation of CCCMC and ISMC policies and processes Ensuring the effectiveness and efficiency of C-ID descriptor review process
Action Areas Pending	Incorporating of UC into the C-ID project Creating process and policies for Intra-segmental descriptors and descriptor review and to support CCCMCs
Challenges	Transition to new leadership for the C-ID Curriculum Director and C-ID Executive Committee liaison Addressing the challenges that may come with intra-segmental descriptors
Recommendations	Continue strong collaboration and connection to MCW and ICW
Research Needed	None at this time

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Intersegmental Curriculum Workgroup
Committee Chair	Julie Bruno
Committee Members	<p>Deanna Abma, Articulation Officer, City College of San Francisco Kevin Baske, Faculty Affairs, CSU Academic Senate/CSU Los Angeles Julie Bruno, ICW Meeting Facilitator, Vice President, ASCCC/Sierra College Cris McCullough, Dean, CCCC David Morse, President, ASCCC/Long Beach City College Ken Nishita, Psychology Professor, CSU Monterey Bay Ken O'Donnell, Senior Director, Student Engagement and Academic Partnership, CSU Chancellor's Office Michelle Pilati, C-ID Faculty Coordinator, ASCCC/Rio Hondo College Jim Postma, Past Chair, CSU Academic Senate Stephanie Ricks-Albert, Curriculum and Instruction, CCCC Craig Rulfan, South Representative, ASCCC/San Diego State University Mary K. Turner, Vice President of Instruction, Sacramento City College Barbara Swerkes, Consultant, CSU System Office Kryslina Mica, C-ID Program Specialist, ASCCC</p>
Committee Charge	ICW is charged with overseeing the development, implementation, and expansion of transfer model curricula (SB1440 and SB 440).
Major Accomplishments	<p>Identifying disciplines to develop TMCs Monitoring the development, acceptance and implementation of TMCs Developing and approving policies regarding the development and implementation of TMCs Collaboration with MCW and C-ID Advisory to guide the creation of CCCMC and ISMC policies and processes Assists in ensuring the efficacy of C-ID descriptor review process</p>
Action Areas Pending	<p>Development of Area of Emphasis TMCs as specified in SB 440. Clarifying CSU active participation in CCCMCs. Determine when TMC work is complete. Engaging with UC</p>
Challenges	<p>Transition to new leadership for the C-ID Curriculum Director and ICW Chair. Consequences for colleges that are unable to meet SB 440 mandates. Determining the endpoint.</p>
Recommendations	Continue strong collaboration and connection to MCW, C-ID Advisory, and SACC
Research Needed	None at this time.

Annual Committee Report Form

Date of Report	May 14, 2015
Name of Committee	Model Curriculum Workgroup
Committee Chair	Michelle Pilati
Committee Members	Julie Bruno Grant Goold Wheeler North Leimone Waite Dan Walsh
Committee Charge	The Model Curriculum Workgroup is a sub-committee of C-ID Advisory and Statewide Career Pathways. It is charged with overseeing the development and implementation of model curriculum.
Major Accomplishments	Monitoring the development of Model Curriculum and related processes Development of the Model Curriculum Guide for developing and implementing model curriculum. Collaborated with C-ID Advisory and ICW to guide the creation of CCCMC and ISMC policies and processes
Action Areas Pending	Create new and finalize existing policies and processes for the development and implementation of model curriculum Identifying MC disciplines Expanding the development of MCs
Challenges	Transition to new leadership for the C-ID Curriculum Director Addressing the challenges that may come with implementation of model curriculum Collaborating with the CO to obtain a "fast track" approval process for colleges adopting model curriculum Responding efficiently to the development CTE model curriculum
Recommendations	Continue strong collaboration and connection to C-ID Advisory and ICW
Research Needed	None at this time

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Annual Committee Report Form

Date of Report	5/15/15
Name of Committee	CTE Leadership Committee
Committee Chair	Grant Goold
Committee Members	Robert Cabral, Oxnard College, Business Accounting Shawn Carney, Solano Community College, Drafting Achalaa Chatterjee, San Bernardino Valley College, Water Supply Technology Phil Crawford, San Jose City College, Political Science/Sociology Donna Davis, Butte College, Respiratory Care Jolena Grande, Cypress College, Health Science Conan McKay, Mendocino College, Child Development Wendy Miller, San Francisco, City College of Fashion Louis Quindlen, Laney College, Machine Tool Technology, Catherine Shafer, San Diego City College, Nursing Dustin Sperling, Reedley College, Agriculture Monica Thurston, East Los Angeles College, Health
Committee Charge	The goal of the CTE Leadership Committee is to better align with and support the CCCC CTE/EWD division restructuring under the "Doing What Matters" campaign. This goal seeks to ensure that all relevant parties are connected to the processes related to CTE, are better equipped to work together as existing programs are perfected, can provide resources to develop new programs, and collaborate to meet the needs of students by preparing them for the workforce and/or advanced education. The objectives noted below are intended to both develop and support CTE faculty so they can participate more actively in leadership roles regionally and statewide. The key goal is to develop CTE faculty leaders to become informed participants in the ongoing dialog with the variety of state players.
Major Accomplishments	1) Planned the first CTE Curriculum Academy and the CTE Leadership Institute. About 200 CTE faculty members attended both events; 2) Attended the Doing what Matters listening tours and held faculty regional events to get more input from CTE faculty; 3) connected locally and statewide with Sector and Deputy Navigators; 4) attended regional consortium meetings networking with CTE stakeholders; 5) supported the development of the Academic Senate CTE Liaison position and continue to work with local Senate Presidents to appoint a CTE Liaison faculty.
Action Areas Pending	Final report to submit to the grantee.
Challenges	Strengthen CTE faculty awareness of local, regional and statewide CTE initiatives. Expand outreach efforts to include regional meetings regarding curricula and faculty leadership. Facilitate intersegmental conversations between CTE and other academic areas including basic skills and student support services. Develop new opportunities for regional or statewide connections between CTE disciplines and associated industry sectors. Developing a robust network and long range communication strategy for all CTE faculty in the system. Increase awareness of and participation with National CTE organizations.
Recommendations	Continue the work of this CTE Leadership group. Expand the number and location of CTE outreach initiatives including ASCC Institutes and regional gatherings.
Research Needed	Best practices linking industry with CCC faculty Strategic funding models for CTE programs Disparity of CTE lab and lecture compensation Greying of CCC CTE faculty Best practices on CTE competency-based vs. seat time only certificates

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Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute		Month: May	Year: 2015
		Item No: IV. L.	
		Attachment: YES	
DESIRED OUTCOME:	Approve the final topics and preliminary program.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the last Executive Committee meeting, members discussed the Faculty Leadership Institute programs for 2014 and identified topics that should be continued or added to in this year's program. The theme of the institute is the ASCCC values – Leadership, Empowerment, and Voice.

The ASCCC officers are meeting on Thursday, May 21st and will discuss the leadership program and Executive Committee assignments. The attachment is forthcoming.

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



Executive Committee Agenda Item

SUBJECT: Professional Development College		Month: May	Year: 2015
		Item No: V. A.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive feedback from the current faculty participants of the PDC Leadership Pilot Module and consider for approval improvements in the current content and oversight.	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC held the first leadership pilot of the AS Foundation. Overall, the participants and mentors felt that the pilot was successful—see attached summary. However, with all pilots, there is opportunity to make improvements. The following are possible ideas about how to improve both the Mentor and Mentees experience with the Leadership Module.

Recommendations:

- Create an effective communication plan to increase the exchanges between the mentors and mentees. This plan should include webinars, emails, blogs, etc. to provide mentees with an opportunity to provide their progress towards their goals.
- Create two assessments – fall and spring.
- Create opportunities for the mentees and mentors to meet at events and meaningfully engage in the topics.
- Provide mentors with training that includes their expectations in the role of mentor.
- Assemble a reading list, discussion opportunities, webinars, and other learning modalities to ensure mentees are getting the most from their experiences.
- Provide a program leader charged with guiding mentors and overseeing the PDC.
- Provide more recognition to mentees to spread the word.
- Create a follow up.

Members will discuss the recommendations and provide advice.

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

ASCCC Professional Development College / Leadership Academy

Mentor Assessment - Summary

In reviewing the mentor assessment of the Professional Development College (PDC), it is evident that the mentees have grown as leaders while participating in this program. Each participated in at least two or more ASCCC events, which expanded their knowledge of the organization, statewide issues, governance, curriculum and more. The program also allowed mentees to connect, share information, and look to one another for advice and support. While some mentees already serve in leadership positions, many are more prepared to assume or expand their leadership role as a result of their involvement with the PDC. This experience has also led mentees to encourage other faculty to do the same.

While the program has been successful, there are areas in need of improvement. The mentors are very concerned with the lack of effective communication between leaders and participants, which many attributed to the structure of the PDC. There was a suggestion to have mentees complete two self-assessments (fall and spring) and organize focus discussions or other activities outside of ASCCC events where mentors and mentees can discuss progress and goals. With busy schedules in mind, it was also suggested to hold required meetings at plenaries and/or regular check-ins through a technology-mediated means of communication. A few mentors expressed some dissatisfaction with their performance as mentors due to a lack of training and guidance in this role. As a result, there were a few concerns regarding the effectiveness of the program. Mentors suggested more in-depth training sessions to avoid this issue in the future.

Additionally, mentors shared ideas that could enhance the program going forward. These included a reading list for mentees, a webinar on effective conflict resolution, and more information on the personal aspects of leadership. For example, the program can incorporate trainings on living a balanced life, facilitating difficult conversations, and encouraging others to step up. It was also suggested that the Senate follow up with the mentees and learn how to continue to assist them in their leadership roles.

Mentee Assessment – Summary

In reviewing the mentee assessment of the Professional Development College (PDC), it is evident that all mentees have gained invaluable knowledge, resources, and leadership skills through their participation in this program. Many attributed their growth to their attendance and involvement at ASCCC events. At the events, mentees connected with other faculty and learned about governance, state initiatives, ASCCC procedures and goals, and more. Several mentees noted that the knowledge and contacts they gained through this program have helped them contribute significantly to their professional communities. They have become more informed and articulate, more involved locally and statewide, and more confident in voicing ideas or concerns.

Overall, the majority of mentees said the PDC did a great job developing faculty leadership skills. There were, however, suggestions for improvement. Several mentees expressed their dissatisfaction with the level of communication in the program. Many wish they had more opportunities to meet and connect with their mentor and other mentees. To increase communication in the future, mentees suggested meeting at plenaries, holding a monthly conference call, or developing a chat room, listserv, or forum. It was also noted that the program lacked organization. To resolve this, a mentee suggested having a program leader charged with guiding the mentors and overseeing the PDC. There was also a suggestion to incorporate more specific objectives and assessment benchmarks for mentees.

Prior to their participation in the program, some mentees said that a revised Senate handbook and a directory of local Senate Presidents would have been helpful. Others recommended adding nametag markers or announcing the PDC participants at ASCCC events to bring attention to the program and facilitate connections. It was also suggested to incorporate trainings concerning conflict resolution and balancing/delegating work. Going forward, mentees hope to learn more about resolutions, bylaws, the budget, resource allocation, local and statewide processes, and senate-union relationships. Many plan to continue to participate in ASCCC events in an effort to gain expertise in these areas. Others also said they will continue to reach out to their mentor and fellow mentees for advice and support.



Executive Committee Agenda Item

SUBJECT: ASCCC Cultural Competency and Diversity Advocacy Plan		Month: May	Year: 2015
		Item No: V. B.	
		Attachment: NO	
DESIRED OUTCOME:	Input and review of ASCCC Cultural Competency and Diversity Advocacy Plan outline	Urgent: NO	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	James Todd	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity and Diversity Action Committee has been working on a Cultural Competency and Diversity Advocacy Plan for the ASCCC in response to two resolutions: “Plan to Infuse Cultural Competence” (SP2010, 1.02), and “Infusing Cultural Competence” (SP2014, 3.01).

A report on EDAC’s work will be provided, including a review of two self-assessment surveys, diversity plan reviews of other organizations, and basic outline of proposed ASCCC Cultural Competency and Diversity Advocacy Plan.

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

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: May	Year: 2015
		Item No: IV. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on system-wide issues and projects.	Urgent: NO	Time Requested:
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: May	Year: 2015
		Item No: V. D	
DESIRED OUTCOME: The Executive Committee will be updated about the Board of Governors and Consultation Council Meetings.		Attachment: YES	
		Urgent: NO	
		Time Requested: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Morse and Vice President Bruno 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.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

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AGENDA

**Consultation Council
Thursday, May 21, 2015
Chancellor's Office, Room 3B and C
9:30 a.m. to 2:00 p.m.
1102 Q Street, 3rd Floor
Sacramento, CA 95811**

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

- 1. Student Senate Update**
- 2. 2015-16 Budget Update**
- 3. Noncredit Student Success & Support Program (SSSP) Funding Formula**
- 4. State and Federal Legislative Update**
- 5. Other**

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President' Report

Chancellor's Report

CONSENT CALENDAR

March 16-17, 2015, Meeting Minutes (Erik Skinner) **Item 1.1**
This item recommends the approval of the March 16-17, 2015, board meeting minutes.

Approval of Contracts and Grants (Erik Skinner) **Item 1.2**
This item recommends that the Board of Governors approve entering into the contracts and grants described in the May 2015 agenda.

Appointment of Board of Governors Members to the Board of Directors for the Foundation for California Community Colleges (Erik Skinner) **Item 1.3**
This item proposes the appointment of Arnaldo Avalos and Manuel Baca to the Board of Directors of the Foundation for California Community Colleges.

ACTION

Apprenticeship Expenditure Plan (Van Ton-Quinlivan) **Item 2.1**
This item requests approval of the expenditure plan for Apprenticeship programs at the higher amount being proposed in the Governor's 2015-16 budget. The Board approved an expenditure plan for Apprenticeship in the amount of \$22,868,000 for Related and Supplemental Instruction (RSI) in January of this year. The Governor, in his proposed 2015-16 budget, increased this RSI amount to \$36 million and adds another \$15 million for "new innovative" apprenticeship programs, for a total of \$51,924,000.

Disabled Student Programs and Services Regulations Revisions (Denise Noldon) **Item 2.2**
This item proposes adoption of amendments to the Disabled Student Program and Services regulations in California Code of Regulations, title 5, section 56000 et seq.

2016-17 Capital Outlay Projects (Dan Troy) **Item 2.3**
This item presents the proposed California Community Colleges 2016-17 Capital Outlay Spending Plan for consideration and action.

Request for Waiver of Property Use Requirements: Sale, Lease, Use, Gift and Exchange (Dan Troy) **Item 2.4**
This item requests approval for the Waiver of Property Use Requirements: Sale, Lease, Use, Gift and Exchange pursuant to the requirements of all portions of Education Code sections 81363 et seq. (excluding section 81371.5, hereafter "sections 81363 et seq.") as authorized by Education Code sections 81250 and 81252.

**All times are approximate and subject to change. Order of items is subject to change*

- Baccalaureate Degree Pilot College Application Recommendations (Pamela Walker)** **Item 2.5**
This item presents to the Board of Governors the recommended selection of California Community Colleges for the Baccalaureate Degree Pilot Program.

INFORMATION AND REPORTS

- Task Force on Workforce, Job Creation and a Strong Economy (Van Ton-Quinlivan)** **Item 3.1**
This item presents the Board of Governors with an update on the Taskforce on Workforce, Job Creation and a Strong Economy.

- Prevention of Sexual Assault (Denise F. Noldon)** **Item 3.2**
The Board of Governors will be provided with an update on recent efforts, initiatives, and legislation to support the prevention of sexual assaults at California community colleges.

- State and Federal Legislative Update (Vincent W. Stewart)** **Item 3.3**
This item will provide an update on recent state and federal legislative activities.

- Foundation for California Community Colleges Air Quality Programs – Promoting Cleaner Air and Expanding Career Training Opportunities (Keetha Mills)** **Item 3.4**
This agenda item will include a presentation showcasing one of the Foundation’s key workforce development initiatives—partnerships with environmental agencies and air quality programs which benefit the California Community College system and facilitate valuable career training opportunities.

Tuesday, May 19, 2015, 9:00 AM

INFORMATION AND REPORTS (CONT.)

- 2015 Classified Employee of the Year Awards (Danny Hawkins)** **Item 3.5**
This item announces the Classified Employee of the Year Award recipients for 2015, which represents the best of California’s community college classified employees.

- Update on the Governor’s 2015-16 May Revision Budget Proposal (Dan Troy)** **Item 3.6**
This item presents an overview of the Governor’s 2015-16 May revision budget proposal as it relates to the California Community Colleges.

- Update – Demonstration of Online Professional Development Clearinghouse (Paul Steenhausen)** **Item 3.7**
The California Community Colleges are in the process of creating a state-of-the-art online professional development clearinghouse (portal)—a “one-stop shop” of effective practices, trainings and other resources for faculty, staff, administrators, and trustees. For this item, the Board will receive an update on the clearinghouse’s development, which will include a demonstration of its features and functionalities to date.

- Board Member Reports** **Item 3.8**
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

Tuesday, May 19, 2015
10:30 AM*
Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session:

- *Community Initiatives, Inc., v. Harris, Brice, et al.*, San Francisco Superior Court, Case No. CPF 13-512950, California Court of Appeals, First Appellate District, Division Four, No. A140645
- *Martinez, Jesus, et al. v. Harris, Brice, et al.*, Los Angeles Superior Court of California, Case No. BS145681
- *Padilla & Associates v. San Joaquin Delta Community College District, et al.*, San Joaquin Superior Court, Case No. 39-2011-00271550-CU-BC-STK

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.



Executive Committee Agenda Item

SUBJECT: General Education Advisory Council (GEAC) Update		Month: May	Year: 2015
		Item No: V. E.	
		Attachment: Yes	
DESIRED OUTCOME:	Informational Update	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The General Education Advisory Council of the CSU Chancellor's Office met on May 12, 2015. Issues that may be of interest to the Executive Committee include:

1. The attached report was received from the CSU Council of Math Chairs regarding their assessment of the Statway project, currently piloted at five community colleges. The math chairs also made some recommendations regarding entry level preparation changes from intermediate algebra topics to proficiency on the Entry Level Mathematics assessment (ELM) used CSU system-wide. They have also concluded that the Statway project as implemented at CSU campuses has failed.
2. The CSU Academic Senate is considering a resolution that provides expectations for upper division general education. The characteristics of upper division general education would be:
 - a. An integrative capstone experience that relies upon and refines knowledge, abilities, and skills obtained via lower division GE.
 - b. The upper division portion of GE is acknowledged as a campus-specific contribution.
 - c. That each campus be able to independently determine transferability or appropriateness of transfer for upper division GE coursework.
 - d. That modifications to upper division GE requirements be permitted at the campus level.
3. The committee also requested an update regarding the Bachelor's Degree Pilot from the community colleges. They expressed their extreme displeasure regarding the consultative process.

Please see 5 page attachment of minutes from April 30, 2015 CSU Council of math Chair's Statement on Entry Level Mathematics and Statway.

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

California State University Council of Math Chairs'
Statement on Entry Level Mathematics and Statway
30 April 2015

1. We support the Entry Level Mathematics (ELM) standards as the best measure of competency for entry to the CSU system. Students have multiple chances to meet these standards while in high school.
2. We request that the CSU Chancellor's Office revise Executive Order 1065 (and 1100) so that all General Education Quantitative Reasoning courses have the content of ELM as an explicit prerequisite or co-requisite* and have explicit learning objectives that extend beyond ELM competency.
3. We encourage the CSU to focus on developing efforts such as Early Start (system-wide bridge courses for developmental math students that give them an extra preparation for their college level work). Our experience so far is that Early Start has the potential for substantially cutting the math remediation budget.
4. We oppose the exemption of Statway from Executive Order 1065. In order for Statway courses to meet the standards for transfer articulation with the CSU, they must have an explicit prerequisite or co-requisite* that subsumes the content of ELM, and the students' ELM competency must be verified by proctored examinations.
5. We oppose the replacement of elementary or introductory statistics courses at CSU campuses by any program or pathway course lacking an explicit prerequisite or co-requisite* that subsumes the content of ELM. Such pathway courses include Statway. While the statistics content of Statway is totally aligned with the standard curriculum in elementary statistics, the pre-college mathematical content of Statway by itself does not meet the ELM standards and does not prepare students for college level courses. Hence Statway in its present form does not satisfactorily accomplish remediation and GE QR in a single track, thereby pointing to the need of having all ELM content in a prerequisite or co-requisite*.

In any course with ELM content as a co-requisite, the students must meet preset competency levels on **both the course's measurable learning outcomes and on **all** the ELM topics, and these two sets of competencies must be **separately** assessed by proctored examinations. **Students who pass the course proper but not its ELM co-requisite must undergo further remediation until their ELM competency reaches the preset level. At CSU campuses, Executive Order 665 must NOT be used to lift the ELM holds on such students.***

Entry Level Mathematics (ELM): The standards and the exam

According to the CSU publication *Focus on Math*, the ELM placement exam has been used since 2002 to establish a student's readiness for entry to the CSU system. The list of topics and example problems in *Focus on Math* and materials at several websites* establish specific competencies that a student should acquire before entering college level courses. These ELM standards have successfully served as the guidelines for Quantitative Reasoning readiness for the California Community Colleges, the CSU and the UC. The ELM standards are more accountable than the terms "intermediate algebra," "remedial math" or "developmental math" since the meaning of these terms varies substantially. We find it useful to distinguish among the ELM *requirement* (which may be satisfied in several ways), the ELM *exam* (which is applied when a student has not met ELM requirements by other means), and the ELM *standards* (which state core topics and competencies).

*Websites related to the ELM requirement, ELM exam, and ELM standards:

https://www.csumathsuccess.org/elm_requirement

<http://study.com/academy/course/elm-test.html>

https://www.ets.org/csu/about/elm/elm_topics

ELM is Important for a Well Informed Citizenry

The ELM standards set a foundation for understanding today's world that is as relevant as standards for critical reading and writing. ELM competency --- including sound evaluation of graphs, statistics and numerical information --- is vital to an informed citizenry. The ability to understand graphs, translate socially relevant challenges into mathematical models, manipulate formulas to perform calculations, and restate the outcomes as solutions to the said challenges, are considered basic requirements in almost all entry-level positions for college graduates. CSU developmental math courses teach to the ELM standards. Students learn how to read graphs, build math models, manage unknowns, solve linear & quadratic equations, and justify answers. The courses aim to cultivate fluency in navigating among the tabular, graphical, algebraic, and contextualized representations of data. While the immediate value of ELM competency is its role in preparing students for GE level and upper-division Quantitative Reasoning courses, its full value is probably not assessable during their tenure on campus. Students will be tapping into that literacy for life and throughout their careers.

The following table links several topics from the ELM standards with practical issues.

Content areas	Topics	Social relevance
Data & Numbers (~ 35%)	Representation of data (tables, pie charts, histograms, graphs, etc.); basic probability (mean, median, variance); estimates and predictions. Arithmetic; percentages, fractions, decimals; ratios & proportions. Estimation (of square roots, etc.).	Making responsible decisions. Analyzing various scientific & financial situations. Understanding graphs in social science. Navigating through tax forms. Figuring out insurance premiums. Adjusting cooking recipes and mixing up compound products (drugs, food mixes). Prioritizing the use of multiple discount coupons to one's best advantage. Developing a good sense about orders of magnitude.
Algebra (~ 35%)	Linear equations & inequalities (single unknown or systems with two unknowns); slopes & intercepts. Quadratic* functions. Average rates and rational expressions. Arithmetic for simplifying algebraic expressions. Equations & inequalities with absolute values. Properties of exponents.**	Choosing wisely among several vacation packages or job offers. Performing simple revenue-profit analyses when the number of sales depends linearly on the price. Appreciating the effects of key parameters behind projectile motion. Calculating the amount of land needed for a preset crop-yield. Navigation in the presence of currents. Understanding basic models in physics. Arm-chair astronomy. Finding the sample size needed for any specific margin of error. Average costs. Elasticity of demand (comparing the percentage change of demand to that of price). Basic spreadsheet analysis skills such as supply & demand projections.***
Geometry (~ 30%)	Perimeter, area, volume of various geometrical objects; how the ratio between perimeters transforms to ratios between areas and between volumes. Properties of congruent /similar shapes. Pythagoras's Theorem. Concept of angles. Intersecting, parallel, or perpendicular lines. Plotting points on the number line and in the coordinate plane. Length & midpoint of line segments. Graphing linear, quadratic, and algebraic functions; relating the geometrical features of the graphs to the formulae of the functions.	Evaluating designs & the aesthetics of symmetry. Developing a good sense about proportions and similarity. Reading blueprints and interpreting architectural drawings, and applying those to carpentry. Exploiting the scaling properties of areas and volumes in making cost-efficient decisions. Ability to navigate fluently among four manifestations of data: graphs, tables or charts, formulae, and socially relevant contexts.

*For details about the socially relevance of quadratic functions cited in this article, see: plus.math.org/content/101-uses-quadratic-equation; plus.math.org/content/101-uses-quadratic-equation-part-ii; mathsisfun.com/algebra/quadratic-equation-real-world.html.

**Some developmental math curricula include exponential functions in order to distinguish them from powers of x , thereby leading naturally to logarithms. This literacy is important for everyday life and many GE Science courses. It concerns mortgages (the magic of extra principal reduction, choosing among refinance options, etc.), compound interest issues (such as the approximate number of years it takes to double one's investment, present & future values, inflation), decibels in acoustics, pitch in music, the Richter scale, pH in chemistry, human perception graphs in psychology, spectrometry, noise, image compression, growth models, fractal dimension, complexity, chaos and entropy, etc.

*** An example of basic supply & demand projections: Estimating the number of seats needed in a course, based on the attrition rate of students taking the course, and the success rates at which students are fulfilling the prerequisites for that course.

Remediation and Innovative Approaches at CSU campuses

Throughout the system, approximately 50% of entering freshman have satisfied the ELM requirement. As for the rest, over 70% complete remediation within their first year. Some campuses such as Channel Islands, Dominguez Hills, and Los Angeles, have even higher pass rates. By the end of their first year, well over 85% of entering freshman are ELM compliant/exempt. Early Start Mathematics and periodic curriculum enrichments have further improved the pass rates.

The math departments of many CSU campuses have already been working as a group towards redesigns of the traditional pathway (consisting of remediation followed by GE Quantitative Reasoning courses) that can be shared across all campuses. The Math Council embraces pedagogical innovations that maintain the ELM content as well as its contextualized approach. The Math Chairs, on behalf of their departments, welcome the opportunity to work with the Chancellors Office to continue these innovations and develop methods to efficiently **scale** them for broader use in the system.

Applications just-in-time	At CSU campuses, ELM content is being taught with immediate applications to socially relevant contexts. We do not subscribe to the model of teaching only theory and telling the students that they will encounter applications in later courses. Furthermore, once the tools have been introduced and exemplified, students are being asked to practice, practice, and more practice. This is one reason the pass rates are so high.
Harnessing the potential of ESM (Early Start Math)	Brick & mortar ESM classes have impressive pass rates, so most students get to move up to the next remedial math course or into GE QR during the first term of their freshman year. Alternatively, one could invest serious effort in online ESM and then strongly encourage the hard-working students to retake the ELM exam in August.
Humboldt's 5-unit fast track	The traditional pathway towards completing GE QR, for students needing only 1 semester of remediation, is MATH 44, 103, in succession, for a total of 6 units over 2 semesters. As an alternative, students with majors outside of the College of Natural Resources & Sciences can take 2 units of MATH 43 concurrently with 3 units of MATH 103i, for a total of 5 units in 1 semester. The pass rate for the 5-unit 1-semester pathway is superior to that for the traditional 6-unit 2-semester pathway.
Statpath at Northridge	For students needing only one semester of remediation, namely those with ELM scores 34-48, Statpath provides an alternative: 5 units of developmental math with a special curriculum, followed by 3 units of traditional GE stats. In that special curriculum, all material is presented in context and some time is spent on pre-stats content instead of rational expressions. Though there is no savings in total units or semesters compared to the traditional pathway, Statpath aims to provide a better bridge from ELM to GE stats, thereby reducing the number of D or F or W grades in the latter.
Enriched curriculum for developmental math at CSU campuses	The developmental math programs at many (as of this writing, at least 9) CSU campuses have undergone substantial overhaul & enrichment, in order to better align with Common Core. At some campuses such as SF State, the redesign was carried out with an eye towards a smoother transition into GE QR courses. For example, pre-stats content eases the transition into elementary stats, and a solid introduction of exponentials & logarithms helps students who will be taking pre-calculus.
Supplementary workshops or labs	These are optional 1-unit classes that are run by students (graduate and/or undergraduate). Currently, such workshops are companion to pre-calculus & calculus classes. There are structured activities to engage the students, and the latter do get one-on-one help. Statistics have shown that veterans of such workshops have better study skills and better track records throughout their undergraduate careers than the typical students. This paradigm helped CSU Monterey Bay improve its developmental math program and is being used at several community colleges in the Los Angeles area.

What is Statway?

Statway is a proprietary curriculum for elementary statistics, designed by the Carnegie Foundation. It is inquiry based, and is intended for small classes of 20-30 students due to its reliance on group work. The syllabus for a standard one-term elementary statistics course is stretched to two terms. The first term typically covers combinatorics & probability, leading to a statement of the Central Limit Theorem. The second term covers confidence intervals & hypothesis testing, with the option of including goodness-of-fit at the end. Statway does not require intermediate algebra or ELM competency as a prerequisite, and limits its coverage of Entry Level Math to arithmetic and straight lines (& the option of covering a bit of exponential functions), with the latter done in the context of regression.

Proponents of Statway say that traditional intermediate algebra goes way beyond the minimal level of mathematical competency for college readiness. They feel that many topics in intermediate algebra are primarily about the mechanics of manipulating polynomials, rational functions, exponentials & logarithms, and as such are only relevant to STEM-bound students. These proponents also claim that Statway sufficiently covers mathematics that is aligned with the Common Core State Standards.

CSU Council of Math Chairs' Position on Statway

ELM competency should be the standard for college readiness and lifelong numeracy. Enriched curricula that teach the ELM standards should contain only a small amount of polynomial mechanics, and (except for the absence of rudimentary probability) should be completely aligned with the topics stipulated in the Common Core State Standards for Mathematics. As such, they lay a

quantitative foundation for most of the college curriculum. In contrast, the current version of Statway, though well aligned with the standard curriculum in elementary statistics, only covers the very limited amount of ELM content that is necessary for learning statistics; hence Statway's coverage of the Common Core State Standards in Math is insufficient for the subsequent coursework needs of its veterans. Students who took Statway at community colleges and transfer to CSU may have to be remediated on-the-fly in order to meet their subsequent needs at CSU campuses, incurring hidden costs and lengthening their time to graduation.

Regardless of where Statway is taught, as a GE Quantitative Reasoning course, at the community colleges or on CSU campuses, the Math Council insists that the ELM topics should comprise a prerequisite or a co-requisite, and the students' ELM competency should be verified by proctored examinations. Independent tracking needs to be carried out for Statway veterans' performance in subsequent CSU courses. The onus is on the Carnegie Foundation to prove to the CSU that Statway does work; namely, that Statway veterans are ELM competent and do as well in subsequent courses as their counterparts in the traditional pathway.

Since its inquiry-based curriculum is designed for small classes (20-30 students), Statway doesn't scale. Due to budgetary reasons, elementary statistics at some CSU campuses are taught in large sections of 100 or more students. Many university students called to ask why they were not allowed to enroll in the small Statway sections and some students have protested that it is discriminatory to limit those sections to a select few (e.g. at San Francisco State, there were 75 Statway students among a total of 1200 students in elementary statistics).

CSU's experience with Statway

The Chancellors Office persuaded five CSU campuses to offer Statway. The following table summarizes their experiences.

Pilot campuses	East Bay (EB), Northridge, Sacramento (SAC), San Francisco (SF), and San Jose (SJ). Northridge opted out from the get-go; SF has opted out as of AY 2014-15; EB will follow suit in AY 2015-16.
Paradigms	EB, SAC, SF , have piloted enriched Statway, in which most of the missing ELM content has been restored via a parallel track. SJ teaches essentially plain Statway. Students at East Bay and San Francisco State were required to sign up for additional units. All of the instructors reported anxiety and frustration stemming from the challenges of teaching two parallel tracks, and the compensation was not commensurate with the amount of effort invested.
ELM score ranges and restrictions of students in the pilots	30-40 at EB ; 44-48 non-STEM & non-BUS at SAC ; 0-40 Metro Health Academy cohort at SF ; 0-42 with EPT higher than 139 at SJ , taught out of Undergrad Studies instead.
ELM competency of SW veterans	EB : On a developmental math common final, traditional students averaged 23% points higher than Statway students. 51% of traditional students scored at least 60/100, versus 5% of Statway students. As for course grades in elementary statistics, 61% of traditional students received a course grade of C or higher, while 95% of Statway students received at least a B.
	SAC : Since SW veterans at SAC State begin with ELM scores 44-48, their ELM competency after completing Statway is less of a concern than that at the other three CSU campuses (EB 30-40, SF 0-40, SJ 0-42). A simple diagnostic would be to have these Statway veterans retake the ELM exam or some equivalent test (such as the Intermediate Algebra Diagnostic).
	SF : Statway veterans have weaker fluency among the graphical, tabular, algebraic, and contextualised manifestations of quantitative data, even though the three instructors invested thrice as much effort! What if the ELM content were not taught in a parallel track at SFSU? Consider, say, linear equations. Veterans of ELM would have been holistically drilled on those four manifestations. On the other hand, the Statway curriculum without ELM retrofit only covers linear relationships in the context of regression analysis, with most of the mechanics done by the computer. The latter exposure, being much narrower, would exacerbate the said weakness.

	SJ: Instructors lauded the merits of Statway and the approach of supplementing the basic algebra & arithmetic when needed. But one instructor candidly lamented that “the algebra instruction is not even good enough for the statistics we need to do”.

After piloting Statway at several CSU campuses, we conclude that the pre-college mathematical content of Statway by itself does not meet the ELM standards and does not prepare students for college level courses, hence it is necessary to impose on Statway an explicit prerequisite or co-requisite that subsumes the content of ELM.



Executive Committee Agenda Item

SUBJECT: The Taskforce on Workforce, Job Creation and a Strong Economy Update		Month: May	Year: 2015
		Item No: V. F.	
		Attachment: YES (2)	
DESIRED OUTCOME:	Update the Executive Committee on the WFTF	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Taskforce on Workforce, Job Creation and a Strong Economy will meet 5 times to discuss the following topics and provide recommendations to the Board of Governors. Information regarding the work of the taskforce including the background papers that provide context for the topic discussions may be found on the website: <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>. The meeting dates and topics are as follows:

January 22 – Overview of the issues including reports from the regional college conversations, faculty meetings, and town halls. From this information, the chair and co-chairs crafted the Issues Statement (attachment)

April 2 – Workforce and Data Outcomes - Draft Recommendations (attachment)

May 13 – Curriculum Development and Instructors; Structured Pathways and Student Support - Draft Recommendations (Forthcoming)

June 11 – Regional Coordination and Funding

July 29 – Finalize recommendations

The Executive Committee will be updated on the progress of the Taskforce. Additionally, the draft recommendations will be reviewed and guidance provided to the WFTF faculty representatives, if warranted.

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



ISSUE STATEMENTS

The Charge

California's economy and workers need one million more industry-valued, middle skill credentials than will be produced, and California Community Colleges are central to closing that gap. The Task Force will consider information from the field, best practices, as well as feedback from the business community, labor, public agencies involved in workforce training, community-based organizations, K-12, and other constituents in making recommendations to:

- Increase completion of industry-valued credentials,
- Keep community colleges responsive to business/industry needs, and
- Braid funds from multiple sources to this effort.

ISSUE STATEMENTS – DATA

There is a need for access to current industry sector-specific data and technical assistance in making data relevant and understandable for decision-making at the student, program, college and regional levels.

Expand the definition of student success in community colleges to include multiple, successful Career Technical Education outcomes valued by students, the workforce and coordinated with all workforce and education partners.

State and federal Career Technical Education metrics and reporting outcomes – including demographics on race, ethnicity, and previous education - need, where possible, to be simplified, consistently tracked, evaluated and aligned across agencies.

ISSUE STATEMENTS – STUDENTS

To improve completion and employment for increasingly mobile students and graduates, learning should be regionally aligned, modularized and industry informed to be focused on needed competency attainment and skill-based learning.

Enhanced student support mechanisms such as counseling, work-based learning, internships, and job placement are needed to help students explore and commit to coherent career pathways from high school through college.





Students need to have opportunities for contextualized learning, work-based learning, dual enrollment credit, soft skill attainment and credit for prior learning to accelerate their transition to careers.

Students need improved connections and integration between adult education programs and career technical education programs.

Students, parents, educators, counselors, and employers would benefit from a public outreach campaign to promote the value and labor market outcomes of Career Technical Education.

ISSUE STATEMENTS – STRUCTURAL

Colleges and regions need sustainable, adequate, and predictable resources and dynamic relationships with all workforce partners to create and maintain innovative workforce training programs to meet the ever-changing needs of business and industry.

Support, incentives and technical assistance are required to strengthen coordination, collaboration and effectiveness of coherent workforce training structures and approaches at the statewide and regional levels, both inside and outside the community college system.

Colleges report significant challenges attracting, hiring, and retaining highly skilled Career Technical Education faculty.

Improve the local, regional, and state curriculum approval process to fit the dynamic nature of Career Technical Education programming, the need to be responsive to industry and community needs, and the need to produce job ready graduates with industry-specific competencies.

Collaborate with workforce partners to improve the alignment of workforce system funding, outcomes, and audiences served including the delivery of incumbent worker onsite training and connections to industry certification systems.



Workforce Data and Outcomes

Today's students and incumbent workers rely on a community college education to obtain the skills needed to be competitive and keep pace with a rapidly changing workplace. Because many employers require job applicants to demonstrate workplace readiness skills (sometimes called "soft skills") and competencies in specific skill-sets, there is increased demand for short-term training programs in addition to traditional associate degree and certificate pathways.

Short-term training options are often aligned with a third-party credential, such as a state license or an industry certification. Short-term training options can also be linked together to form "stackable certificates," thus enabling students to continue to work while pursuing a degree. Some students (called "skill-builders") elect to take one or two community college courses that help them solidify or gain skills required for ongoing employment and career advancement, without completing a program of study.

Colleges rely on access to robust metrics and outcome data in order to better understand the variety of successful pathways within career technical education, which programs employers value, and how to align their program and course offerings to local and regional labor market needs. Faculty and administrators also use students' employment outcome information for continuous program improvement.

In recent years there has been an increased focus on measuring student success in both state and national workforce programs. California community colleges have made progress in measuring critical momentum points and student outcomes. The Student Success Scorecard reports attainment of degrees, certificates and transfer to four-year institutions. A set of common metrics has been adopted to track student progress and outcomes in CTE grants funded by the Chancellor's Office. The Chancellor's Office's Salary Surfer reports average earnings and wage increases by program of study for students who complete a certificate or degree. Also in development is a new tool, called the LaunchBoard, which provides program-level information to community college faculty and administrators on student course-taking, completion, employment, and labor market information.

While these tools now make some CTE outcomes information more accessible to faculty, students and policymakers, the following data challenges remain:

- Metrics and metric definitions vary by individual programs and funding sources.
- Many certificates offered by the community colleges are in low-unit degrees (fewer than 12 units) and are therefore not counted as success in statewide accountability metrics.
- There is no statewide data system that tracks students from K-12 through the higher education segments and no formal data exchange that allows community colleges and workforce investment boards to share student program and outcome information.
- Third-party credential data from outside entities (like licensing boards and industry certifications) are frequently required reporting metrics, but difficult to obtain because of actual and perceived legal hurdles.
- Information on student employment data and labor market information often requires analytical skills to interpret and apply to college decision-making.

For a more in-depth discussion of this issue refer to the Task Force background paper entitled, *Moving the Needle: Data, Success, and Accountability for Workforce Programs*.

RECOMMENDATIONS



1. Create common workforce metrics for CTE programs.
 - a. Develop, streamline, and align common outcome metrics for all state-funded CTE programs and ensure, to the extent possible, that they are compatible with federal reporting requirements.
 - b. Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates including low-unit certificates, degrees, transfer-readiness, or enrollment in 4-year institutions) and “skill builders” (students who take only a few courses to advance in their career).
 - c. Report outcomes by student demographic characteristics.
 - d. Establish a common K-20 student identifier to enable California to track students across institutions and programs.

2. Increase the ability of governmental entities to share employment, licensing, certification, and wage outcome information.
 - a. Require the sharing of employment/wage outcomes and third party licenses/certification data across governmental entities.
 - b. Explore barriers, both real and perceived, and new incentives for the timely sharing of data.
 - c. Ensure data sharing activities are for the purpose of program improvement and protect student, college and employer privacy rights.

3. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
 - a. Provide labor market, workforce outcome, and student demographic data/information that is easily accessible and usable.
 - b. Ensure that industry partners validate labor market supply and demand information.
 - c. Provide technical assistance along with data visualization and analysis tools to colleges on the use of labor market and student outcome data.
 - d. Develop the state’s capacity to capture changes and gaps in workforce supply and demand and to assess each region’s educational capacity to address workforce gaps.



Executive Committee Agenda Item

SUBJECT: Committee Minutes		Month: May	Year: 2015
		Item No: VI. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Informational Update	Urgent: No	
		Time Requested:	
CATEGORY:	Information & Committee Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Various	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Minutes from the following committee meetings are attached:

1. Curriculum, April 2015
2. Educational Policies, April 2015
3. Noncredit, March 17th, March 31st, April 2015
4. Online Educational, April 2015
5. Professional Development, March 2015

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

ASCCC Curriculum Committee Notes
April 3, 2015
Meeting Type: Call Confer

1. Agenda approval and note-taker assigned

Agenda was approved. Ginni May volunteered to be notetaker.

Review and approval of notes from March 13, 2014

Minutes approved. Important Dates and Information

a. Preliminary names for CI – April 20

b. Final CI Program – May 13 –

Committee will meet on Monday, April 6 at 5:00 pm for an hour. Look at CI draft and see if there are other breakouts of interest to facilitate

c. Resolution sheet and Annual Committee Report – May 13

2. SACC/PCAH update

SACC met last week:

1. Local degree requirement disconnect, requiring IGETC or CSU Breadth vs local GE Pattern for local degrees designated for transfer, there are rumors that the CCCCCO will not be looking at this anymore, there is a back log; need to define 51% of transfer courses requirement

2. Stand Alone courses are being studied, the analysis needs to be appropriate, “sufficient level”, “in accordance with standards” these terms need definitions;

3. ESL coding issues are being addressed, ESL can be Basic Skills or Degree applicable but not both...

4. Noncredit courses as requisites, MGH will take this to next SACC meeting, it appears that it will not be an issue but we don't know for sure.

Units to Contact Hours be a sticking point – do we need a resolution? Some colleges are very upset that colleges were not given an opportunity fix things before implementation

3. Plenary breakout planning update

Members discussed plenary

4. Resolution Review

Go through the list and report on what we have done.

S12 9.02 Completed?

F13 15.02 no action taken yet – Rich thinks there was another resolution in fall 2014 on this topic in regard to the new baccalaureate degrees – it does not reference LEAP and it was assigned to ICAS? The CC recommends that a survey of local colleges be done to determine if any colleges are using these outcomes, then write a Rostrum article.

S12 9.03 is complete – we have done multiple breakouts over the years and worked with the CCCCCO to draft guidelines

S12 9.06 is complete except for the last resolved which should be referred to ICW

S12 11.01 should be assigned to DE

F12 9.04 this one could be included in one of the breakouts at the CI, and possibly a Rostrum article

F11 6.01 This has not been addressed, but could be in a Rostrum article, MQs need to be addressed, fee based students in credit course has not been responded to by the CCCCCO

F11 9.01

F11 9.02 completed – CDCP and AB 86 Funding addressed this.

S11 9.05 this was handled through the noncredit curriculum regionals? Noncredit committee

F11 13.04 completed

S11 15.01 A new resolution is coming forward asking CCCCCO to publish templates that colleges submit – this one is in progress, was there a memo from the CCCCCO?

S11 18.04 This was addressed at the CI and this spring there is another breakout on this topic, there is a new bill that may make this mandatory

F10 9.01 This is ongoing issue, this year the website is being reviewed for possible updates, this one will

never be complete fully, Rich reviewed the website and could not find any links that did not work, the website could be included as a resource in the Curriculum 101 breakout at the CI

5. Annual Report
CI is pending
Went through the report
Meeting schedule
Research
6. Next Meeting dates: May 1, June 5, June 26 (request to change to June 29)
In person meeting on June 29 instead of June 26
On Monday, April 6 at 5:00, we will walk through the CI draft Agenda and assign folks to each breakout

Note: Two resolutions relate to this breakout:
Re-enrollment Information for Admissions and Records Staff
Fall 2014 Resolution Number: 07.06

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office to encourage Admissions and Records staff to permit the students' re-enrollment into necessary courses as presented in the California Community Colleges Chancellor's Office document California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals; and
Resolved, That the Academic Senate for California Community Colleges research effective practices used by local districts to re-enroll students that meet the criteria under Title 5 §55040 (b)(9) and §55041(b) and present its findings by 2016 Spring Plenary Session.

Impact of Changes to Course Repeatability
Fall 2014 Resolution Number: 09.08

Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program level of the 2012 changes to the repeatability regulations and hold a breakout at the Spring 2015 Plenary; and

Resolved, That the Academic Senate for California Community Colleges research the impact at the program level of the 2012 changes to the repeatability regulations, use the research to inform possible future actions or guidance regarding this issue, and present the research at the Spring 2016 Plenary Session.

7. Review resolutions for May agenda deadline
8. Curriculum Institute Planning (see attached)

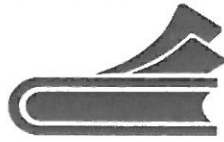
EDUCATIONAL POLICIES COMMITTEE
Meeting Minutes

Friday, April 24, 2015 • 1:00-2:00PM

CCC Confer 888-886-3951 www.cccconfer.org, click "meetings" tab, Passcode: 477866

Attendees: John Freitas, Scott Lee, Diana Hurlbut, Joseph Bielanski, Errin Bass

- I. Call to Order and Approval of the Agenda 1:00 pm
 - a. Added the Jan 13 meeting minutes for approval to the current agenda.
- II. Minutes approval
 - a. Approval of January 13, 2015 minutes with one change (revised minutes attached).
 - i. First motion: Joseph Bielanski
 - ii. Second motion: Scott lee
 - iii. Unanimous acceptance of the minute meetings
 - b. February 13, 2015 minutes
 - i. First motion: Joseph Bielanski
 - ii. Second motion: Scott lee
 - iii. Unanimous acceptance of the minute meetings
- III. Public Comments - none
- IV. Action Items
 - a. **Annual Committee Report – review of submitted draft to the committee and finalized revisions**
 - i. Must be submitted by May 1
 - ii. Committee Charge: no change
 - iii. Major accomplishments: no changes
 - iv. Action Areas pending: Hurlbut suggested that Ed Policy committee still look at/review/create a report to the field about early college in general and not just focus in on the Holden bill.
 - v. Recommendations:
 - 1. Good to have a 'new to committee work of the statewide academic senate' overview for newbies.
 - 2. Review and possible revise the committee charge
 - 3. Add two new members for next year
 - a. CIO
 - b. Union rep
 - vi. John to send out the final version of the report to all members prior to submission
 - b. **Grants survey – review results, next steps**
 - i. Quickly reviewed the results
 - 1. 53 responses
 - 2. Reviewed Cynthia Reese's comments that she sent in prior to the meeting
 - ii. Unanimous agreement that this data is for the work of the next year's Ed Policy committee
 - c. **May 15 meeting – cancel or keep?**
 - i. Agreed to meet at 10 am on Friday May 15 via CCCConfer upon two conditions:
 - 1. IF there is a new Ed Policy committee leader and potentially new members
 - 2. IF they can attend the meeting
 - ii. Purpose: review some of the assignments the committee has still 'ongoing' with the new leader / members
- V. Discussion items
 - a. Application for statewide service – submit ASAP!
 - i. Link is not working nor was I able to find it easily on the web site so I have attached the Word document of the application.
 - b. SI Survey – status report
 - i. Survey will be going out soon
 - ii. The results will be part of the work of the next committee.
- VI. Announcements
 - a. Faculty Leadership Institute – June 11-13, San Jose Marriott
 - b. Curriculum Institute – July 9-11 (optional pre-session July 8), Doubletree Anaheim-Orange County
- VII. Adjournment 1:51 pm



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

MINUTES

March 17, 2015 @ 5:00-6:30pm

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

Participant Passcode: 288560

Presenter Passcode: 9035411

1. Welcome & agenda adjustments – Madeleine Arballo, Jarek Janio, Jan Young, Jeanne Costello, Candace Lynch-Thompson, David Norton, Diane Edwards-Lipara, Debbie Klein, Jason Edington

2. Approval of minutes from February 17 & March 3

a. M: Janio/S:Klein/U

3. Important dates

a. Noncredit Curriculum Regionals: March 20-21

b. ASCCC Spring Plenary: April 9-11

4. Discuss draft scenarios

Revision to prompt questions: *How would you define the issue or problem? What are the students' needs? Why aren't their needs being met? How might noncredit instruction help to support these students' success?*

- a. Scenario #1 – not seeing the noncredit element. Perhaps reword to bring up what noncredit could supply in terms of academic support. Make the scenario more specific in terms of what noncredit can supply.
- b. Scenario #2 – Good. possibly imply the role of financial aid and its depletion through the credit ESL process.
- c. Scenario #3 – Good and simple.
- d. Scenario #4 – Needs to be revised to avoid reinforcing the myth that noncredit is less rigorous than credit.
- e. Scenario #5 – Make it clear that they are blocked because they've taken the course already.
- f. Scenario #6 – Missing student perspective.
- g. Scenario #7 – Missing portion: disagreement on the purpose and function of EOA coursework. Work on baby-boomers'/retirees' language.

Thursday at noon is the cutoff point for new scenarios and revisions.

5. Noncredit Curriculum Regionals (review our plan!)

- Registration help (2-3 volunteers) – desk and roster, assign registrants to groups. Registration begins at 9:30am and goes until 10am. David, Jason, Candace, Diane.
- PPT: Noncredit Nuts and Bolts: The students, the curriculum, and the funding
March 20: David, Sophia, Jarek
March 21: Candace, Rich, Jarek

- Defining Student Needs: College-wide Discussions About Noncredit Instruction

Suggestion: to review the AB 86 reports of the members of the groups that ASCCC Noncredit members will be leading.

March 20: Michelle, John, Debbie, Leigh Anne/Sophia, Jarek/Jason

March 21: Michelle, John, Debbie, Jan, Candace, Jarek

- Activities:
 - Pairs (20 min) – why are you here, what do you expect;
 - people-sort/count off into mixed groups for review of scenarios (30 min);
 - re-convene into college-specific groups for who/what map activity (45 min);
 - transfer back into large group, share maps in gallery walk (25 min)

Each individual has a who/what map handout – groups will transfer main points onto big paper to share out with the group of 15-20.

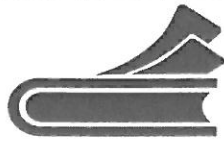
- Debrief at end (Michelle/Debbie)

5. Noncredit SSSP funding formula

- a. This was not discussed in depth due to time. Group agreed that there might be questions and concerns regarding it at the regionals.
- b. Summary: Formula would be better if flipped 60/40 (headcount/SSSP), but this is workable.
 - i. Plan for 16-17, but will be implemented in 17-18.
 - ii. Funding formula changing in July. Will need to start doing the activities, but won't be scored until 17-18.

Minutes submitted by Leigh Anne Shaw.

Next meeting: March 31, 2015 @ 5-6:30pm



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

MINUTES

March 31, 2015 @ 5:00-6:30pm

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

Participant Passcode: 288560

Presenter Passcode: 9035411

-
1. Welcome & agenda adjustments—no adjustments.
Attendees: Debbie Klein, Madeleine Arballo (for a few minutes), David Norton, Jarek Janio, Jason Edington, Jan Young. After approval of minutes: Wheeler North, Diane Edwards-Lipara, Leigh Anne Shaw.
 2. Approval of minutes from March 17: will change “agenda” to “minutes” and formatting issue at bottom of page. M: Edington. S: Norton. Unanimous approval.
 3. Important dates (10 min)
 - a. ASCCC Spring Plenary: April 9-11.
 - b. ASCCC Elections: Saturday April 11. Always, the four officer positions are available and ½ of the other positions.
 - Debbie has decided not to serve-out the second year of her term; she is currently co-chairing the Noncredit Committee at her own college (along with the Noncredit Dean).
 - Jason will be running as the representative at Spring 2015 Plenary.
 - Wheeler is running for treasurer again (but will not trickle).
 4. Noncredit Regionals Debrief (20 min)
 - Many questions from participants in the large room and in the smaller groups; one slide with a list of issues prompted more questions than could be answered—in a future presentation, perhaps start discussion from this one slide alone; perhaps not just nuts-and-bolts but how noncredit works; great conversations began from the scenarios; some difficulty with status-quo thinking; John’s presentation was very thorough; in the future, perhaps have a panel represented by each area of noncredit to give colleges ideas about more specific areas within noncredit that could be pursued; overwhelming need for professional development; for the future: conversations about CCCs beginning or expanding noncredit programs, especially now that the economic disincentive is ending—include the argument that noncredit is a plus for the taxpayer since, without this resource, there’s a negative impact on U.S. culture; good mix of experience and inexperienced noncredit participants; the who/what map was challenging for one group because of the experienced noncredit practitioners; concerns raised: competition between credit and noncredit, guidelines for leading students to credit or noncredit, progress indicators for noncredit, a list of noncredit certificates already offered, examples of stacked courses, and how students can be placed.
 - Some of us have received questions from the participants at the Regionals; send those questions to Debbie who will compile them, and send them to ASCCC Exec.
 5. Formalizing link between ASCCC Noncredit Committee and ACCE (Jarek) (10 min)
 - Association of Continuing and Community Education: an advocacy organization for noncredit working primarily with CO to influence legislation affecting noncredit. Jarek is ACCE VP and is happy to serve as a liaison between the two groups. ACCE has a teleconference every Wednesday

morning and ACCE is supportive of a more formalized relationship between the two groups. Jarek's recommendation about how to create a link: have Valentina or someone else give a presentation to this group. There is an ASCCC resolution regarding a liaison to ASCCC Noncredit from each college. Any formalization will require ASCCC President support. What does "formalizing" mean? Debbie will take this to David Morse.

6. ACCE advocacy (for allocation of state resources for adult/continuing education) update (Jarek) (15 min)

--Some activity in Sacramento regarding this item. Jarek's preliminary understandings – proposal to convert apportionment to a block grant—will not be good for CCCs and will be problematic. It is not legislation yet—has been presented by LAO to the legislative committee. Jarek's understanding is that this change would have impact on both CDCP and AB86. CDCP increased funding is already law. CDCP and AB86 are separate. Governor's proposal: \$350 million will go straight to K-12 and \$150 million will go to the Consortia. It's the K-12 advocacy groups who are advocating for changes to the funding formula. Should our committee be more of an advocacy group for noncredit? Debbie's thoughts: someone from ACCE could be a part of the ASCCC Noncredit group's meetings, but it isn't appropriate for this group to become the advocacy arm of noncredit. Perhaps appoint someone from ACCE to this committee. Wheeler is willing to draft a resolution opposing any legislation with a negative impact on noncredit.

--Two or three hearings on viability of AB 86 consortia. Currently \$500 million in Governor's budget, but we need to wait for the May revise. CO: asking for data. March 27: AB 86 sent-out a survey, and Jarek will send to group; the survey seems to question the structure of AB 86.

--WIA, II grant (Workforce Investment Act): major re-authorization of the grant—will become WIOA: Workforce Innovation and Opportunity Act. In the last ten or fifteen years, California has received approximately \$80 million each year. There's some talk about reducing it. WIA, II falls under California DOE (as will WIOA).

7. Spring Plenary breakouts (15 min)

--Audience at Plenary will be different from that audience at Regionals. Senate Presidents will likely have different questions and concerns than the attendees at the Regionals. Most questions will likely be programmatic concerns.

--Most on the call will be at Plenary.

Thursday 10-11:15am, Poplar

AB 86 Final Legislative Report and Future Planning

Leigh Anne Shaw, Noncredit Committee, Skyline College

David Norton, Noncredit Committee, Copper Mountain College

John Stankas, ASCCC Secretary

In 2014, the California legislature appropriated \$25 million for the AB 86 initiative that called for the CDE and CCCCO to form consortia composed of both community college and K-12 adult education programs. The consortia were charged with serving the varied educational needs of adult learners, including elementary and secondary basic skills, ESL, and adults with disabilities as well as create programs for apprentices and short-term certificate programs with high employment potential. While the focus has been to streamline adult education offerings, many adult educators throughout the state have had concerns about the process, direction, and uncertainty of adult education's future. The differences in the two systems clearly show that a "one-size-fits-all" model will not work. This session will provide a brief history of noncredit in the California Community College system, the challenges resulting from the AB 86 process as we move from the first year of planning to the second year of implementation, and the future of noncredit instruction for California adult learners. Join us for a discussion regarding what faculty should be doing at your college in the upcoming year in response to

AB 86.

Friday 2:15-3:30pm, Maple

Noncredit Curriculum in the Age of Equalization

Jarek Janio, Noncredit Committee, Santa Ana College

Diane Edwards-LiPera, Noncredit Committee, Southwestern College

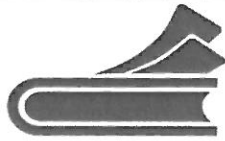
Debbie Klein, Noncredit Committee Chair, ASCCC At-large Representative

In light of Career Development and College Preparation (CDCP) funding changes, career technical education initiatives, and the restructuring of adult and continuing education, new opportunities for college-wide discussions may help to ensure colleges navigate the ever-changing pressure cooker between state funding and mandates with the mission of quality curriculum that enhances student success. Please join us for this interactive informational session.

Proposed next meeting: April 14, 2015 @ 5-6:30pm

Final Meeting:

**Re-cap of committee's work this year;
Goal-setting for next year's committee.**



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

MINUTES

April 14, 2015 @ 5:00-6:30pm

CCC Confer: (888) 886-3951, (913) 312-3202

Participant Passcode: 296179

Presenter Passcode: 1627242

1. Welcome & agenda adjustments

ATTENDEES: Debbie Klein, Candace Lynch-Thompson, Leigh Ann Shaw, Jarek Janio, Jan Young, and Diane Edwards Li Pera.

2. Approval of minutes from March 31

M: Edwards-Li Pera. S: Janio.

--No discussion. No oppositions.

--Debbie will email goals to us separately after the meeting for our approval before they're posted to the ASCCC website.

3. Application for Statewide Service: <http://www.asccc.org/content/application-statewide-service>

--You must apply each year; specify that you want to serve on noncredit. David and Julie will determine committee participation, and then the new NC Committee Chair will contact committee members.

Sometimes, it is useful for noncredit faculty to serve on other committees so that noncredit is represented across the board; additionally, serving on a different committee can groom one for prospective service on ASCCC Exec.

--Formal letter to college administration.

--Previous Academic Senate participation is not required for service on an ASCCC committee. To be officially appointed, the only requirement is that the participant is a faculty member.

4. Spring Plenary debrief (20 min.)

Sessions were well attended and well received. One member of this committee indicated feeling a new sense of empowerment; those attending the two noncredit sessions said they were inspired. Plenary attendees expressed appreciation of the work done, but a lot of people still don't know about AB 86.

5. 2014-15 Noncredit Committee accomplishments and goals for next year (rest of meeting)

2014/15 Accomplishments:

- Survey to local senates and faculty about AB 86 knowledge and faculty involvement.
- Kept AB 86 in the forefront.
- Curriculum Regionals (North and the South): first Noncredit Regionals in ASCCC history
 - Professional Development experimentation with breakout groups: problem-based approach (rather than assume the solution)
- Three resolutions (two in Fall 2014 Plenary and one Spring 2015): all passed by the body.

- Four Plenary breakouts.
- AB 86 panel general session at Fall Plenary.
- *Rostrum* article by Leigh Ann and Candace: "Trojan Horse or Tremendous Godsend? Retooling Adult Education in a New Era"

- Retained all committee members throughout the year and met either weekly or bi-weekly.
- Cultivated noncredit leaders within the committee, making sure noncredit is represented at the state level and on both sides of the aisle (in credit as well).
- Revision of the Noncredit FAQ Sheet.
- Development of PowerPoint presentations for professional development use at the local academic senate level.

Goals for next year's noncredit committee:

- Follow-up survey on AB 86.
- Invited guests for noncredit committee meetings.
- Possible noncredit faculty co-chair for the ASCCC NC Committee (in addition to the ASCCC Exec member). Both would set the agenda. Ask ahead of time for additional agenda items and perhaps establish a guest list that way.
- Reach out to 3CSN for professional development opportunities in noncredit.
- With legislation next year—discussions about how to keep noncredit involved in all those conversations.
- Continued conversation between NC and ASCCC Exec. Discussed some options for keeping ASCCC noncredit committee chair in the loop of important noncredit-related conversations. Consensus that inviting the NC Chair to shadow the appointee/s to policy groups would be a good option.
- Leigh Ann's experience with CATESOL – seems to be a lack of awareness of policy issues. Importance of faculty in Basic Skills English, ESL, and Math all engaged in more of a free-flowing of information.
- Perhaps create an ASCCC noncredit committee listserv. Perhaps add all areas covered under AB 86. Keep Student Services in the conversation.
- Perhaps committee could invite guests to educate the committee about what is happening at the state-level as it concerns the various areas of noncredit—representatives from CATESOL, ACCE, Basic Skills, etc.
- Perhaps have a plenary or curriculum institute general session panel discussion about the various areas served by noncredit.
- Perhaps design a breakout for plenary or a curriculum regional with discipline foci.
- Could we find grant money or money from ASCCC to fund a noncredit committee mini-retreat—to come together as a cohesive group with ideas about how will be doing what and in a timely manner?
- NC committee wants to stay involved in conversations about data. Do we have an official link to the RP Group? At the least, we could add a data-focused standing agenda item.
- Curriculum, Advocacy, Research and data: three broad areas for NC Committee focus.
- Work with Chancellor's Office to update "Noncredit at a Glance" (2006)
- Write an updated ASCCC paper about noncredit instruction. Last paper was adopted by the body in 2009.

6. SSSP Noncredit

- Plan is due October 2015 but there's been no guidance from the state level. How will this affect basic aid districts? The plan should model the credit SSSP plan.
- 3CSN event—coordinate Basic Skills with Equity and SSSP.

THANK YOU FOR AN AWESOME YEAR!

Minutes submitted by David Norton.

ONLINE EDUCATION COMMITTEE

Friday, April 24, 2015

10:00 AM - 11:00 AM

CCC Confer - 888-886-3951, <http://www.cccconfer.org>

Passcode: 594845

MINUTES

Members present: John Freitas (chair), Greg Beyrer, Christina Gold, Eileen Smith

Members absent: Kale Braden (excused), Dolores Davison (excused), Fabiola Torres (excused)

- I. Call to Order – 10:02 AM
- II. Approval of the Agenda – approved with no changes
- III. Approval of the January 30, 2015 minutes – approved with no changes
- IV. Public Comments - none
- V. Action/Discussion items
 - a. Annual Report – review and finalize
 - the committee reviewed its accomplishments this year and discussed the following recommendations for next year’s committee
 - To help the committee better understand the distance education environment, include as members an academic administrator overseeing a DE program and/or a student representative with DE experience
 - Help local senates decide how to participate in the various options of the Online Education Initiative (OEI) and keep them aware of academic and professional matters that are touched by the OEI
 - Explore best practices in teaching basic skills online, in a hybrid mode, and in the “just-in-time” delivery method being considered by the OEI
 - Explore issues related to accessibility for online students
 - Explore equity and online education
 - Continue to offer regional DE meetings as informed by our first experience this year
 - J. Freitas will share the report with all committee members and request feedback quickly so that the report can be submitted by its May 1 deadline.
 - b. May 8 meeting – cancel or keep?
 - The committee decided not to meet on May 8
 - c. Application for statewide service – submit ASAP
 - J. Freitas encouraged all committee members to reapply for statewide service
- VI. Announcements – J. Freitas reminded the committee of the upcoming senate events
 - a. Faculty Leadership Institute, June 11-13, San Jose Marriott Hotel
 - b. Curriculum Institute, July 9-11, Anaheim-Orange County Doubletree
 - c. The committee expressed its appreciation for John’s stellar leadership
- VII. Adjournment – The meeting was adjourned at 10:35



Academic Senate for California Community Colleges

V.I.A. 5.

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PROFESSIONAL DEVELOPMENT COMMITTEE

Thursday, 19 March 2015

9:00-10:00am

Participant Passcode: 802379

***Toll free number available: 1-888-450-4821**

Minutes

- I. Call to Order at 9:01am
 - a. Members present: Julie Adams, Dolores Davison, Daphne Figueroa, Alex Immerblum, Arnita Porter, Lorraine Slattery-Farrell

- II. Approval of the agenda -- Approved

- III. Action items
 - a. Old Business
 - i. Plenary breakout – last session on Friday
 - ii. Power point and division of responsibilities
 1. Include roles of Academic Senate
 2. Expand discussion of equity and how plans might work with PD
 3. Student Success center and CCCCCO involvement
 4. Tech Initiatives
 5. Part Time Faculty
 - iii. Dolores will work on finishing PPT and send to committee
 - iv. Alex will take notes during session (thank you, Alex!)

- IV. Discussion/Information
 - a. Professional Development Committee involvement in south Online Education Regionals (21 March, Mt SAC).
 - b. Update on Professional Development Paper and committee participation – on hold until fall for submission to Exec
 - c. Rostrum article ideas -- potentially based on reaction to breakout session
 - d. Update on Professional Development College -- new platform for online presence approved by Exec; scripts are forthcoming

- V. Upcoming events
 - a. Online Education Regionals, 20 March (College of San Mateo) and 21 March (Mt. SAC)
 - b. Non Credit Regionals, 20 March (Foothill) and 21 March (Cerritos College)
 - c. Plenary session, 9-11 April, SFO Westin

- VI. Announcements
 - a. Might try to do dinner together on Thursday night of plenary session; let Dolores know availability

- VII. Adjournment – adjourned at 9:35am



Executive Committee Agenda Item

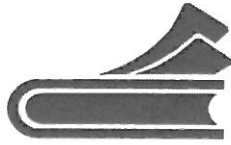
SUBJECT: Liaison Reports and Minutes		Month: May	Year: 2015
		Item No: VI. B.	
		Attachment: Yes	
DESIRED OUTCOME:	Informational Update	Urgent: No	
		Time Requested:	
CATEGORY:	Information & Committee Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Various	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Reports and minutes from the following committees are attached:

1. Committee Report: System Advisory Committee on Curriculum, April 2015
2. Committee Report: IEPI, April 2015
3. Committee Minutes: IEPI, April 2015
4. Committee Minutes: OEI Steering Committee, March 2015
5. SSSPAC SSP Student Equity Plans, May 2015

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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VI. B. 2

System Advisory Committee on Curriculum (SACC) – April 30, 2015

Report to ASCCC Executive Board

-
- PCAH Retreat is set for June 4, 2015. Members will review the first draft of the 6th edition of the Program and Course Approval Handbook.
 - WFTF Statement: Members reviewed a potential statement of curriculum review processes. It is important for all stakeholders to know that all curricula have the same regulatory and compliance rules.
 - In April, based on recommendations from the System Advisory Committee for Curriculum (SACC) and the Chief Instructional Officers (CIOs), and as a result of a significant review of Title 5 and Ed Code, the Academic Affairs Division introduced new procedures for curriculum review. The process for reviewing course outlines of record (CORs) was revised to include only hours, units, open status, repeatability status and arranged hours. Due to these changes, from April 1 to April 30 the course queue was reduced by 64% in April.
 - The Committee discussed noncredit prerequisites on credit courses. The CCCCO confirmed that Title 5 is permissive and there is nothing preventing noncredit courses as prerequisites to credit courses. However, established policies must be followed regarding the creation of prerequisites. The noncredit course will need to be graded and on a transcript.
 - Implementing progress indicators for noncredit courses, including elevating the priority of Title 5 changes to add Satisfactory Progress (SP) (Resolution 14.02 S14). The CCCCO asserts that at this time, noncredit is not tracked in student success data (MIS will not recognize it unless every college is doing it); and if the CCCCO requires all colleges to track the noncredit data, it becomes an unfunded mandate. This T5 change needs to accompany a budget proposal. The faculty contend that the T5 language could be changed now and not make it "required" for all colleges to submit, avoiding the need to create an unfunded mandate.
 - The CCCCO is redesigning the study on Stand Alone (SA) courses. The CCCCO will follow the advice of SACC and will examine SA Course Outlines (COR) to determine if the information is on the COR and will not be not examined as to its quality. The CCCCO will not rely on the inventory but rather asking colleges to submit CORs for the study based on a random sample of SA courses submitted from 2009 to spring 2015. The CCCCO will ask colleges if the SA courses were in the process or has been attached to a degree or certificate since the original submission date or if the SA course is on a local skills certificate. They will produce descriptive statistics and identify courses by TOP Code to determine the type of course.



V.I.B. 2

Institutional Effectiveness Partnership Initiative Advisory Committee
April 2, 2015, 10:00 am-3:45 pm
Sheraton Grand Sacramento
Meeting Summary

Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Bandyopadhyay	Santanu	PD	King	Brian	TA
Barnes	Julianna	PPP	Kovrig	Neill K.	PPP
Bellisimo	Yolanda	TA	Lamanque	Andrew	PPP
Benson	Mitchel	Ind	Lee	Matthew C.	TA
Blackwood	Kathy	Ind	Leong	Tim	PD
Braxton	Phyllis	PD	Lief	Christopher	PPP
Brown	Aaron	TA	McGinnis	William G.	TA
Buckley	Jerry	PD	Mehdizadeh	Mojdeh	Ind
Burris	David	PD	Messina	Kimberlee	TA
Carr	Leslie	PD	Meuschke	Daylene	PD
Chadwick	Jan	TA	Midkiff	Michael	TA
Coleal	Sharlene	PD	Nguyen	Thuy	PD
Dain	Claudette	PPP	Purtell	Valentina	Ind
Dieckmeyer	Diane	TA	Randall	Meridith	PD
Druley	Jennifer	PD	Schardt	Jan	PD
Fiero	Diane	PD	Skinner	Erik	Ind
Garcia	Valentin	TA	Stanskas	John	Ind
Goold	Grant	Ind	Stanton	Joe	TA
Greaney	KC	Ind	Steenhausen	Paul	PD
Gribbons	Barry	Ind	Tarman	Christopher	Ind
Hayward	Craig	Ind	Tena	Theresa	PPP
Holland	Breanne	PD	Vo-Kumamoto	Tram	Ind
Jaffe	Louise	Ind	Webb	Catherine	PD
Johnson	Joyce	PD	Wulff	Deborah	Ind

Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Bray	Susan	PD	Orloff	Micah	PD
Cooper	Darla	NA	Slimp	Ronnie	PPP
Harrington	Deborah	PD	Spano	Jeff	TA
Larson	Erin	TA	Van Ommeren	Alice	Ind
Morrow	Blaine	PD			

Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Gary	Ind	Mohr	Rhonda	TA
Fuller	Ryan	Ind	Tyson	Sarah	Ind
Leigh	Tom	Ind			

*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

I. General Session 1

- A. John Stanskas shared an inspiring Education Moment with the group.
- B. RP Group Preliminary Report on IEPI Workshops, March 17-27, 2015 (Darla)
 - 1. 181 surveys were completed by workshop participants, for a 40% response rate. There was a good mix of respondents.

2. Participants noted the need to share the message and get to work on the indicator goals on their campuses.
 3. Those who criticized the length of the workshops were divided between those who said it was too long and those who said it was not long enough.
 4. Darla observed that people who attended in teams found the workshop more helpful than those who attended alone, and that having a senior administrator present was important.
- C. Other Progress to Date
1. Indicators (Barry and Theresa)
 - a. The Chancellor's Office loaded baseline data on the Indicators Portal in time to share with all the workshops.
 - b. The Chancellor's Office issued a memo today summarizing indicator and goal-setting requirements.
 2. Partnership Resource Teams (Matthew)
 - a. PRTs have been identified for five colleges this Spring and one for early Summer; one more will be assembled for a college that is replacing one that requested a move to the next cycle.
 - b. A workshop will be held tomorrow at the Chancellor's Office for members of the Spring and Summer PRTs.
 - c. We will undoubtedly have to replace and add members to PRTs as we go forward, depending on schedule conflicts and other factors.
 3. Professional Development (Paul)
 - a. The Professional Development Workgroup originated the idea for the recently concluded "What Is IEPI/Goal-Setting" workshops.
 - b. The Workgroup will continue planning for future workshops, including one on enrollment management in August, in cooperation with ACBO.
 - c. Development of the Online Clearinghouse portal is on track for September 2015. In the meantime, adding a "Greatest Hits" selection of resources to the IEPI website is under consideration.
 4. Policy, Procedure, and Practice (Theresa)
 - a. Theresa shared information about the draft Timeline with the group.

II. Workgroup Sessions

A. *Institutional Effectiveness Indicators (Barry)*

1. Discussion of Possible Additional Indicators
 - a. Placement rates
 - b. Access
 - i. This can include access to colleges, to programs, and through programs.
 - ii. Beginning limited to district boundaries is problematic.
 - iii. We can consider regional measures, maybe including participation rate by region.
 - iv. We could consider participation rate by zip code for any community college and for any institution of higher education.
 - v. We should also consider dual enrollment and inmate education implications.
 - vi. We should consider age bands, including under 18.
 - vii. GIS can be a useful tool in looking at participation rates.
 - viii. We may want to look at participation rates overall and be able to detail into college-specific data.
 - c. Employment and Wage Data
 - i. We need to work on matching programs with standard industry codes.
 - ii. Gainful employment is an option, but is very narrow in what is reported.
 - iii. CTE Outcomes may be a source that can be explored more.
 - iv. EDD data exclude self-employed and federally employed, which can be up to 25 percent of the population and not equally distributed across programs.
 - v. It would be helpful to provide data that can be used for CTE requirements.

- vi. We may want to phase in.
 - vii. We need to be clear about the purpose of these data, not accountability but for planning and make sure that it is going to be helpful for this purpose.
- d. Student Equity
- i. Canned reports, like Datamart tools, would be helpful with lots of detail that help identify problem areas.
 - ii. It may not make sense to require target for all (hundreds of) indicators, but rather encourage colleges to focus on disparate impacts.
 - iii. We should try to link with student equity plans.
 - iv. We should develop checklists of best practices.
2. Setting too many goals might undermine progress.
 3. We should look at ways to integrate efforts across IEPI, SSSP, Student Equity, etc.
 4. We should look at visualization tools and maybe data dashboards.
 5. Discussion of Timeline
 - a. Version 2.0 may be best to go live in year 3, allowing time for planning.
 - b. For year 2, we may want to require 4 and add additional indicators at colleges' choice, as well as looking at employment indicators.
 6. Next Steps
 - a. Discuss District vs. College Goals.
 - b. Further flesh out employment and wage data plans.
 - c. Further discuss Year 2 and V2.0 plans, recognizing that they likely will be different.

B. Technical Assistance Process (Matthew)

1. Discussion of progress to date
 - a. There are approximately 93 people in the expert pool and approximately 35 PRT members will be scheduled to visit seven sites.
2. Reflections on PRT webinar
 - a. PRT training began on 3/30/2015 with a webinar through CCC Confer. The webinar is now available at www.cccconfer.org through the Webinar>View Archives link; the date is 3/30/2015 and the Meeting Name is IEPI.
 - b. Webinar participants noted that there were some issues with the video and audio tracking, but everything seemed well organized and the topics were covered well.
 - c. The RP group will complete the formal evaluation of the webinar, and the Workgroup will receive a report of the results.
3. April 3, 2015 PRT workshop
 - a. At the PRT workshop, each team will receive the Letter of Interest from the college they will visit, which identifies the areas of focus for technical assistance.
 - b. The training is in concert with 3CSN (IEPI partners through the RP Group), who will act as the instructional designers for the workshops.
 - c. Purposes of the workshop, which will focus on the college visit process, also include bonding as a team.
 - d. The workshop will include a 50 minute panel with David Morse and Kimberlee Messina on technical assistance Dos and Don'ts; discussion of six essential characteristics of "the IEPI way," and application of appreciative inquiry techniques to the upcoming visits.
 - e. One member suggested using an authentic case study exercise at the beginning rather than an ice-breaker. This approach should pique participants' interest and get them engaged in what they will experience.
 - f. Emphasis will be on enforcing a positive approach to technical assistance that is collegial rather than compliance-oriented.
4. Other training issues
 - a. PRT training will not be able to cover everyone that needs training, so there will be a need for supplemental training. Suggestions included the following:
 - i. Capture the April 3 workshop on video and ask PRT members to review it.

- ii. Bring PRT members in the night before to bond as a team, and to apprise new members of progress to date.
 - iii. Get a bio of each team member and distribute; share Expertise Profiles among the whole team.
 - iv. Provide a writing sample for team leads to review, if much writing is required. (Matthew noted that the writing would be minimal, and the lead was most likely to do it.)
 - v. Depend largely on team leads to contact new members and bring them up to speed.
- b. Suggestions for refreshing training
- i. Train all new PRT members every cycle, and refresh former PRT members every three years.
 - ii. Divide the in-person workshop in half, with only new members attending the first half for the basics, and with both new and experienced PRT members attending the second half, when the LOI is discussed.
 - iii. The team lead should be the person who is always most up to date on requirements and practices associated with PRTs.
 - iv. Use CCCConfer for the refreshers for all members who have already been on at least one set of visits.
 - v. Direct members' attention to Clearinghouse resources on PRT best practices.
5. Training the trainers: Future training workshops
- a. A call for PRT pool volunteers is expected to go out twice a year.
 - b. Future training should be updated in light of new aspects of IEPI and continue to use webinars/videos for basic training. Electronic delivery should suffice for much of the training.
6. Evaluation of PRT Process
- a. Darla Cooper of the RP Group led this discussion.
 - b. The "Workgroup Input on Evaluation PRT Teams and Process" document was discussed. The evaluation of the PRT process is expected to have three elements:
 - i. The PRT members' evaluation of the process, consisting of feedback after each visit delivered through a survey with both objective and open-ended questions
 - ii. Client colleges' evaluation of the process, also consisting of feedback after each visit delivered through a survey with both objective and open-ended questions
 - iii. PRT members' self-evaluation after the conclusion of the follow-up phase
 - c. The following additional aspects of evaluation were discussed briefly:
 - i. Whether the team lead evaluates the team
 - ii. How the team lead is evaluated by others (e.g., whether the team lead is a good fit for the team or the college)
 - iii. Whether members would like to serve on another team.
 - iv. The colleges' own engagement in the process (e.g., their willingness to participate, whether their attitude is welcoming, what got in the way), based on PRT members' observations.
 - v. The timing of the visits (e.g., whether one day is enough, the timing of the second and third visits, whether three visits are enough)
 - vi. How does IEPI know whether to use a lead or a member again? Matthew noted that he would be talking to the leads after each visit, in part about how well the team functioned, and that team members with concerns about the lead should contact Matthew.
 - vii. Unintended impacts of the visits should be included in the colleges' evaluations after the third visit.

7. Innovation and Effectiveness Plan Template
 - a. Use of the template by the college is optional, but provides one model to consider. Ideally, the college should integrate these objectives in their existing planning processes. The committee felt the template was appropriate.
8. Summary of Initial Observations Template
 - a. Some of the suggestions/ideas discussed with the college may be of a sensitive nature, so information should be entered with that in mind.
9. Adding Best PRT Practices to the Online Clearinghouse
 - a. This will be discussed further as the clearinghouse is built and grows. The clearinghouse should include best practices for training and visits.
10. Other Issues
 - a. Workgroup members suggested toning down the rhetoric about visits to all 112 colleges, since visits are not a mandate.
 - b. One members had heard concerns that all of this is a preliminary step to performance funding.

C. Professional Development (Paul)

1. Debrief of March 2015 Regional Workshops
 - a. Workgroup members continued the discussion from the advisory committee's opening session about the March workshops. The group agreed that inviting teams from colleges and having them leave with an action plan were both effective approaches.
 - b. Paul provided a handout with the results of the "single most important idea" exercise from the March workshops. (Please see <What is the single most important idea for community college effectiveness.docx>.)
 - c. Comments
 - i. Workshop members stressed that IEPI should continue its efforts to outreach and raise awareness/understanding of the initiative and its purpose. IEPI should have standing updates and/or strands at organization meetings and conferences.
 - ii. Other thoughts: IEPI needs to work on training around budget and fiscal matters. We should consider modifying the existing portion of ACCCA's Admin-101 on fiscal matters and utilize the expertise of local CBOs to adapt.
2. Ideas for Future Regional Workshops
 - a. Partnering with RP Group on Student Support (Re)defined workshops
 - i. At the March meeting, workgroup members discussed among themselves Student Support (Re)defined (SSRD) as a possible workshop that IEPI could sponsor this spring and/or fall. Based on extensive interviews with students, SSRD identifies six factors associated with success (a sense of feeling directed, focused, nurtured, engaged, connected and valued). The resulting framework developed by RP Group could help colleges as they strive to achieve their institutional goals and improve student outcomes.
 - ii. At this meeting, Darla Cooper of the RP Group presented on the SSRD research and answered questions from workgroup members.
 - iii. Afterward, workgroup members discussed sponsoring regional workshops on SSRD. Comments:
 - (A) Such workshops might serve to reenergize campuses.
 - (B) Colleges that have already been through SSRD trainings and incorporated its principles should be asked to participate in these workshops. These colleges could provide examples of what they are doing and serve as resources for other workshop attendees.
 - (C) Workshops should focus on applying the six success factors and include development of an action plan as part of the day's activities. (Possible title of workshops: "Student Support (Re)defined in Action.")

- (D) IEPI should consider using SSRD as a student-centered overlay/framework for other proposed workshops.
- (E) A separate, future research study should look at whether CCC faculty and staff also feel directed, focused, nurtured, engaged, connected, and valued in their jobs and at their institution. (And if they don't, what could be done to change that?)
- b. Partnering with Association of Chief Business Officials (ACBO) on enrollment management workshop
 - i. Tom Burke with ACBO would like to partner with IEPI on a workshop (August 7 at College of San Mateo). Details on speakers and program agenda are still being worked out. IEPI would plan on sponsoring or co-sponsoring other regional workshops on the same theme later in August.
 - ii. Workgroup members stressed the importance of including multiple perspectives in enrollment management workshops, including human resources officers, staff, researchers, and public information officers.
- c. Other workshop topics to consider for 2015-16:
 - i. Other strategies for achieving colleges' 2015-16 goals
 - ii. Improving student equity and reducing achievement gaps
 - iii. Integrated planning
 - iv. Student learning outcomes assessment and use of results
 - (A) Could include I.B.6, the standard on disaggregating learning outcomes by subgroups (could be tied to improving student equity and reducing achievement gaps, above)
 - v. Fiscal management/controls, including long-term budget planning
 - vi. Board governance and improving shared governance structures
 - vii. Other topics workgroup members identified as good ideas:
 - (A) Data fluency.
 - (B) "How do you support student success?" Emphasize the role that staff play on campus in fostering student success.
 - (C) Based on findings from the Partnership Resource Teams, additional workshop ideas may be prioritized.
- 3. Online Clearinghouse (Portal)
 - a. Awards for Innovation in Higher Education: Highlighting CCC winners
 - i. Christian Osmena from the Department of Finance spoke about the state's recent Innovation Awards for Higher Education, which included more than a dozen CCC winners.
 - ii. The administration is interested in disseminating these success stories and providing support to colleges that are interested in adopting these effective practices.
 - iii. Workgroup members agreed that it was a good idea to showcase the CCC winners in the planned online clearinghouse.
 - b. Update on project development (Blaine Morrow, TTIP South)
 - i. Training element – Grovo
 - (A) Blaine gave a demo of the site, which has been branded as "Learn Academy."
 - (B) Grovo allows for different user levels. For example, a supervisor can establish teams to receive training.
 - ii. Organizations should start identifying their top three to five documents/materials and submit them for inclusion in the portal.
 - c. Partnering with Common Assessment Initiative (CAI) on professional development
 - i. There has been interest from CAI in using the planned portal to house its future training content. Paul and Blaine are planning follow-up conversations with CAI's lead on professional development.

- d. “Greatest hits” of resources for IEPI Website
 - i. Jerry Buckley had the idea to create a “greatest hits” list of resources to house on the IEPI website until the portal is ready.
- e. Planning is underway to hold a Webinar on the clearinghouse. The purpose is to provide an update on its development and to solicit additional input on desired features and content.

D. Policy, Procedure, and Practice (Theresa)

1. Introductions and minutes
 - a. Personal introductions
 - b. Approval of the March IEPI Policy Workgroup minutes
 - i. Discussion of minutes – terminology, main ideas, changes in deliverables
 - ii. Approval of minutes
2. Introducing the IEPI timeline
 - a. Explanation of the IEPI visual timeline contents
 - b. What else could we add to the visual timeline?
 - i. Add – audit findings due January
 - ii. Replace – “IPEI” with “IEPI” on timeline legend
 - c. Possibility of another visual to describe the entire IEPI process
 - i. Encompass both Technical Assistance and Professional Development.
 - ii. Possibility of creating an IEPI infographic
3. Suggestion to develop Strategic Communication teams
 - a. There’s “initiative fatigue” among colleges/districts, so we need invigorating voices to speak on behalf of IEPI efforts.
 - b. We need champions for IEPI mission in strategic regions across California.
 - c. Enlist members of IEPI Advisory Committee for Strategic Communication teams.
4. Language within the Framework of Indicators
 - a. There are inconsistencies in language among the ACCJC, Scorecard, and IE framework of indicators
 - b. Seek alignment of IEPI’s “goals” nomenclature with ACCJC’s nomenclature describing “floors/ceilings” and “targets.”
5. IE monitor portal and the goal-setting procedures
 - a. We need to be clear about which aspect of the institutions (colleges and/ or districts) is reporting.
 - b. We should not address colleges and districts in a manner that conveys mutual exclusivity.
 - i. There is flexibility regarding who reports and certifies IE goal setting.
 - ii. This flexibility, without CCCCO guidelines, may instigate needed conversations about developing shared governance process for IE goals setting.
6. District/Colleges Technical Assistance (TA) visitations procedures
 - a. TA visits will happen at colleges; discussions underway to expand to all system entities – districts, centers, ACCJC candidacy status
 - b. College and district needs vis-à-vis operations
 - i. The student success outcome and SSSP funding happens at the college level, whereas other funding is allocated from the districts
 - ii. The district also receives reporting and reports on fund balance, audit findings, and ACCJC findings
 - c. The decision on who ought to certify goals setting should be made locally.
7. Potential for collaborative policy development with ACCJC
 - a. How do we make sure that IEPI best practices are aligned with ACCJC institutional operational standards?
 - b. Example given of ACBO’s participation in developing annual reporting standards
 - c. Interpreting federal guidelines in collaboration with CCCs administrators
 - d. Can we work collaboratively with ACCJC on other data interpretation issues?
 - i. Scorecard – confusion with 6-year cohorts

- ii. Professional development efforts
 - iii. SLOs
- 8. Aligning IEPI work with regulatory guidelines and accreditation standards
 - a. Tracking recommendations made to colleges from PRTs
 - i. ACCJC offers tracking of recommendations for institutions on sanctions.
 - ii. We do not want to spread questionable best practices.
 - iii. We should scrutinize and track recommended best practices.
 - iv. ACCJC has federal pressure to take institutional standards and breaking them down to the department-level (e.g. math dept. and humanities dept. are assessed differently).
 - (A) Can IEPI help frame the discussion for some of these forthcoming changes?
 - (B) Can IEPI offer trainings to update accreditation assessment policies?
 - (C) How do we support performance assessments?
 - b. Can you standardize best practices?
 - i. We do not want to be perceived as an ACCJC compliance measure.
 - ii. We need to verify that our professional development measures and best practices are both homegrown and aligned with ACCJC policies.
- 9. Goal-Setting and Shared Governance
 - a. Goal-setting without punitive response when goals are not met
 - b. Measure the “effectiveness” of goals, rather than the expediency in meeting these goals.
 - c. Make goals work in congruence with ACCJC institution-set standards in order to safeguard against arbitrary goals.
- 10. Does ACCJC train people on goal-setting?
 - a. There is not much training on institution-set standards and integrated planning.
 - b. IEPI should consider how to train our institutions in these areas.
 - c. How can we support newer standards focused on student achievement and accountability?
 - d. ACCJC has provided limited trainings on accreditation goal-setting and the methodologies ACCJC uses to assess institutions upon visits.
- 11. How does IEPI align with WASC/ACS accreditation standard and the new ACCJC BA standards?
 - a. For the time being, adult education may be best served by the districts.
 - i. We are not currently prepared to support the WASC ACS standard during year one.
 - ii. We hope to become a stronger support for adult education in years to come.
 - iii. Non-credit institutions do fall under the purview of CCC institutional effectiveness.
 - b. CCC Baccalaureate Degrees
 - i. Have professional accrediting bodies
 - ii. Begin thinking about how IE can support colleges adhering to ACCJC BA standards.
- 12. Support for part-time faculty in order to support Student Success
 - a. While part-time faculty support is important, it is not a one-size-fits-all issue.
 - i. The politics behind the issue change between colleges and districts.
 - ii. To identify a best practice, procedure, or objective standard would be difficult.
 - b. Bearing in mind the 50% Law, we might be able to seek out colleges/districts that have developed professional development measures.
 - i. Equity funds may help faculty become involved in college services and operations.
 - ii. How can we engage part-time faculty in initiatives like IE?
 - iii. Should not engage this issue at the policy level, rather we ought to explore how to support them from a professional development level.
 - iv. In the end, we want to support student success by supporting part-time faculty.
 - c. There are challenges from the fiscal and collective bargaining perspective.
 - d. Classified staff involvement in IE
 - i. Classified participation in CCC initiatives is low.
 - ii. Find those colleges where the student services staff and instructional staff play important roles in supporting the effectiveness of their institutions.

13. Interest in reducing redundancies

- a. Master plans
- b. Equity plans
- c. SSSP plans

14. Concluding Items & Deliverables

- a. Provide visuals to describe IEPI (including Professional Development and Technical Assistance).
- b. Continue discussion of the potential for Strategic Communication teams.
- c. Connect IE goal-setting with ACCJC institution-set standards.
- d. Try to see how IEPI can be a recourse for ACCJC with regard to standards training.

II. General Session 2

- A. Barry, Paul, Matthew, and Theresa shared highlights of their respective Workgroup sessions, and responded to a few questions.

III. Adjournment

Institutional Effectiveness Update

April 22, 2015

Indicators

Year 1 Indicators

Identify Initial Fiscal Indicators Menu	Done	
Develop List of Outcomes Indicators	Done	
Initial Feedback from Advisory Committee on Indicators	Done	
Recommendation from Indicators Advisory Committee Workgroup	Done	
Update to Consultation Council	Done	
Update to Leg Staff	Done	
Develop Indicators Process and Timeline Recommendation	Done	
Present to BOG	Done	
Data pulled for each of 112 colleges	Done	
Data access information sent to each of 112 colleges	Done	
Local Data Vetting and Goal Setting determined locally, but possibly including: <ul style="list-style-type: none"> • Review Indicators Framework and baseline data by committee • Approve Indicators Framework and baseline data • Set targets by committee • Review by academic senate (two meetings) • Review by classified group • Review by planning committee or other appropriate committee • Review by Board of Trustees (up to two meetings) 	TBD	Colleges
Adoption of Indicators Framework and Goals for required Year 1 Indicators sent by each college to CCCCCO	6/15/15	Colleges
Indicators Framework for each college posted by CCCCCO	6/30/15	CCCCCO

Indicators beyond Year 1

Brainstorm Additional Indicators	Done	
Develop Specific Metrics	2/2015-9/2015	IE Workgroup
Coordinate with Scorecard and Other Groups	2/2015 -9/2015	TT, DM, BG
Present Menu to Advisory Committee	9/2015	TT, BG
Recommendation for Revised Indicators	10/2015	Adv and Exec
Consultation Council Review	10/2015	TT
BOG Review and Approval	11/2015	TT
Data pulled for each of 112 colleges	11/2015	CCCCCO
Data sent to each of 112 colleges	11/2015	CCCCCO
Local Data Vetting and Goal Setting	11/2015-5/2016	Colleges
Goals sent by Colleges to CCCCCO	6/2016	Colleges
CCCCCO Posts Each College Info	6/30/16	CCCCCO

Technical Assistance

Year 1

Develop PRT Job Description	Done	
Develop Partnership Resource Team LOI Template	Done	
Send LOI Template to CEOs	Done	
Solicit PRT Pool volunteers, except CEOs	Done	
Solicit PRT CEO volunteers	Done	
Prep CEOs for Vetting of PRT volunteers	Done	
Identify colleges of interest	Done	
Load database, create expertise profiles, solicit CEO feedback, and determine initial PRT Pool of Experts	Done	
Review LOIs and Collect Additional Information for PRT Visits	Done	
Identify 4-7 colleges to be visited in Spring 2015	Done	
Develop Teams for 4 to 7 colleges	Done	
Executive Team Review of Proposed Teams	Done	
Team Approval	All but one team done	CCCCO, CEOs
Develop PRT Training	Done	
Team Training (Webinar and Workshop)	Done	
PRT Initial Visits <ul style="list-style-type: none"> • Berkeley: May 4 • Yuba: May 8 • Merced: May 14 • Shasta: May 18 • CCSF: May 26 • Barstow: June 9 • Solano: TBD 	5/4/15-6/9/15	PRT Teams
PRT Visit #2	5/15/15-10/1/15	PRT Teams
PRT Visit #3	9/1/15-12/1/15	PRT Teams

Professional Development

Online Repository

Bring online repository into production	September 2015	PS
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Regional Workshops

Year 1

Develop Recommendations for workshops	Done	
Select Spring and Summer 2015 Topics	2/20/15 – 6/1/15	BG, TT, ML, PS, Exec
Secure Presenters / Facilitators	3/1/15 – 6/1/15	TBD
Complete Workshop Logistics	2/20/15 – 5/15/15	
Conduct What Is IEPI? And, How to Implement Indicators Workshops	Done	
Conduct Student Support Redefined Workshops	5/6/15 – 5/11/15	TBD

Organizational and Other

Year 1

Develop Executive Committee	Done	
Develop Advisory Committee	Done	
Develop Advisory Workgroups	Done	
Develop Reimbursement forms	Done	
Develop PRT Independent Contractor Agreement	Done	
Develop Agreement with ML	Done	
Develop Agreement with Foothill	Done	
Develop Agreement with ASCCC	Done	
Develop Agreement with RP Group	Done	
Develop Website	Done	
Revise Exec Meeting Schedule	Done	
Executive Committee Meeting 2/10/15	Done	
Executive Committee Meeting 3/18/15	Done	
First Meeting on IEPI website	Done	
Second Meeting on IEPI website	4/29/15	BG, TT, ML, PFeist
Executive Committee Meeting 4/3/15	Done	
Executive Committee Meeting	5/20/15	BG, Exec
Executive Committee Meeting	6/26/15	BG, Exec
Executive Committee Meeting (Conference Call)	7/13/15	BG, Exec
Executive Committee Meeting	8/7/15	BG, Exec
Executive Committee Meeting	9/25/15	BG, Exec
Executive Committee Meeting	10/22/15	BG, Exec
Executive Committee Meeting	11/6/15	BG, Exec
Executive Committee Meeting (Conference Call)	12/4/15	BG, Exec
Advisory Committee Meeting 1/26/15	Done	
Advisory Workgroup Meeting 2/5/15	Done	
Advisory Committee Meeting (with Workgroups) 3/9/15	Done	
Advisory Committee Meeting (with Workgroups) 4/2/15	Done	
Advisory Committee Meeting (with Workgroups)	5/15/15	ML, BG, Adv
Advisory Workgroup Meeting	6/25/15	ML, BG, Adv
Advisory Committee Meeting (with Workgroups)	7/17/15	ML, BG, Adv
Advisory Committee Meeting	9/18/15	ML, BG, Adv
Advisory Workgroup Meeting	10/23/15	ML, BG, Adv
Advisory Committee Meeting	11/13/15	ML, BG, Adv
Process Reimbursements	Ongoing	CJ
Presentation at CCLC 11/21/14	Done	
First Briefing with Legislative Staff 2/4/15	Done	
Presentation at Statewide Consultation Council 2/19/15	Done	
Presentation ASCCC Accreditation Institute 2/20/15	Done	
Presentation at ACCCA. 2/27/15	Done	
Presentation at CCLC Joint Board Meeting 2/27/15	Done	
CSSO Conference 3/13/15	Done	
ASCCC Academic Academy 3/13/15	Done	
BOG Review and Approval 3/16/15	Done	
IEPI Training – American River College 3/17/15	Done	
IEPI Training – Fullerton 3/19/15	Done	
IEPI Training – San Diego Mesa College 3/20/15	Done	
IEPI Training – Bakersfield College 3/24/15	Done	
IEPI Training – Chabot-Las Positas	Done	

IEPI Training –Canyons	Done	
Presentation at Northern CEO Conference, Yosemite	Done	
PRT Webinar	Done	
PRT Training	Done	
Second Briefing with Legislative Staff, Sacramento	Apr-May 2015	TT, BG, ML
Presentation at RP Group Conference, Sacramento (Scheduling for 4/8/15)	Done	
Presentation at Southern CEO Conference, Lake Arrowhead	Done	
Presentation at CCCT Annual Trustee Conference, Monterey	5/1/15	DVH, TT, ML
Presentation at ACBO Spring Conference, Santa Rosa	5/18/15-5/20/15	DVH, BG, TT, ML, SC
Presentation at 4CS Classified Leadership Institute, Tahoe	6/4/15-6/6/15	PS
Develop Logo	TBD	BG, TT, PFeist

VI.B.4

Online Education Initiative Steering Committee Meeting

Friday March 6, 2015

Embassy Suites Ontario Airport

Ontario California

Attendees: Amy Carbonaro, Anita Crawley (online), Arnita Porter, Barbara Illowsky, Bonnie Peters, Carol Lashman (online), Christina Gold, Cynthia Alexander, Dave Stephens, Donna Hajj (on phone), Fabiola Torres, Gary Bird, Gregory Beyrer, Ireri Valenzuela, Jasmine Ruys, Joe Perret, John Freitas, John Ittelson (online), John Makevich, John Sills, Jory Hadsell, Joseph Moreau, Kelly Fowler, Larry Lambert, Lisa Beach, Lori Adrian (online), Meridith Randall, Michael Agostini, Michelle Pilati, Morris Rodrigue, Pat James, Ray Sanchez, Steve Klein, and Terry Gleason.

Opening and Introductions:

Fabiola opened the meeting at 9:00 am and attendance was taken.

Minutes:

There were a few corrections to the minutes of February 6, 2015, including correcting the spelling of Jasmine Ruys last name. Joe Perret moved to approve the minutes with the changes, Larry Lambert seconded the motion. The minutes were approved with one abstention, by a member who did not attend that meeting.

Updated Course Design Standards:

Action

Michelle Pilati explained that now that the course design rubric has been used once, and feedback on it has been received, the Professional Development work group has been working on incorporating suggested revisions. The changes are non-substantive, but should reorganize and streamline the rubric. Forty of the faculty members who had courses reviewed, as well as many course reviewers provided feedback on areas of the rubric that some people found unclear or confusing. Some sections that seemed redundant, contradictory, or not standardized have been revised to remove redundancy, ensure clarity, and reorganize slightly. There were also minor additions to the scoring to increase clarity, with 3-4 being labeled "satisfactory to accomplished" and 5-6 "distinguished to exemplary". The focus in reviewer training will continue to be on providing constructive feedback for making improvements in the courses submitted. The tone of feedback is encouraging; "This is a wonderful course, but if you did this too it would be even better." The feedback will continue to be just as thorough. Anita Crawley praised the efforts of the Professional Development work group in making revisions and improvements as needed.

The expert review of course accessibility standards will also be incorporated into a single review process, rather than as a separate step, so that all course feedback will be received simultaneously. Cynthia Alexander praised the inclusion of the accessibility elements so that faculty members will see them and realize their importance from the beginning of the process. Pat and Michelle are also planning an Accessibility Week, with perhaps two different webinars each day, on making courses accessible.

A member asked if course reviews would continue to be sent only to the faculty member who submitted the course; their pilot college is concerned about effective communication regarding the status of courses that have been submitted for review. Michelle confirmed that the report will continue to go to the faculty member. However, she will work on getting a report out to the DE Coordinators in the next couple of weeks with information about the number of courses that have been reviewed and where they are in the process. Pat also noted that it would be possible to "fast track" review if there are courses that need to be changed out due to the change in timing of the full launch from summer to fall.

Since this was a pilot rubric, there was an expectation that it would be changed and improved for future reviews, this timing seems to be appropriate. The Professional Development work group would like the Steering Committee today to approve their work on finishing those revisions so that the refined rubric can be used with the next group of course submissions, as well as in the next training cycle, both planned for the near future.

Action:

Joe Perret moved to allow and recommend the Professional Development work group to continue to work on and perfect the course design rubric until there was a clear consensus and then move forward with those revisions for the next phase of course reviews. Those revisions, once final, will be posted in the general Steering Committee area of Basecamp. Larry Lambert seconded the motion. The motion passed with unanimous support.

Mythbusting:

Pat reviewed some common questions that have come up with regard to OEI and the work that is being done, and encouraged members to share them with constituencies, as well as to encourage use of the FAQs on the website.

- 1) Is the OEI a community college? Absolutely not! All of the courses coming into the Exchange (which is just one component of OEI) will be offered by and coming from individual colleges.
- 2) Will all colleges be required to participate? No. Participation is strictly voluntary for all components. We hope that colleges will want to participate because of the great services being provided and included, but participation is not required.
- 3) Can a college adopt Canvas as a CMS and not participate in the Exchange as a college? Yes, you can adopt Canvas as a CMS, and choose not to participate in the Exchange.
- 4) Is the OEI intended to support very large class sizes? No, the intention is not to build MOOCs. Class size is a discussion that still needs to happen in the Consortium and that will come from the eight pilot colleges that will come up with a standard for the Exchange. Class size should be reasonable and not gigantic; the bigger the class size, the harder it is to support students in success. Class size is a local decision, and the decision about whether or not to participate in the Exchange will also be a local decision. It will be possible to look at class size data once the pilot begins.
- 5) Is the OEI using a course review process to insure the quality of courses that will be offered in the Exchange? Yes.
- 6) Will course review results remain private? Yes, course reviews results remain the property of the faculty member. Additionally, at any point in time a faculty member can choose not to continue. They can choose not to change their course, and instead may withdraw it from the process.
- 7) Will the courses become the property of OEI? No.
- 8) Will faculty be required to offer courses that meet course standards? Only if they want to offer courses in the Exchange will they be required to meet the course standards. This is so that students from all over the state taking courses in the Exchange will know what to expect and will know that they meet a particular level of quality.

9) Will the college be required to use the CMS used by OEI? No. Colleges will be offered materials and videos to help them decide whether or not they choose to upgrade to Canvas and factors that should be considered in making that decision. That information can be shared with faculty, staff, and administration, which all have a stake in the decision. However, the decision about CMS is one that should be weighted heavily as a faculty decision. Steve Klein explained that a CCMS FAQ page was added to the general page on the website to address some of the more CMS specific questions that have been raised by DE Coordinators. Pat and Steve encouraged members to contact the Management Team with further questions that come up.

Sharing of Brainstorming Comments from 12/5 Meeting:

John Makevich shared comments regarding the relationships between the Steering Committee, Management Team and work group subcommittees, as a precursor to further group work today. The idea is to narrow down and clarify the processes that are desired.

General Suggestions:

- 1) Need more guiding principles and documentation of policies and procedures.
- 2) More brainstorming and less report out in Steering Committee meetings
- 3) Consider reduced meeting frequency
- 4) Presentations should follow the style of highlighting the history, the timeline, and what will be going on in the future
- 5) Moving the operational components to the Consortium
- 6) Clarifying the relations between the Management Team and the Steering Committee, while at the same time keeping enough flexibility to adapt to needs

Work Group Specific Suggestions:

- 1) Need a better definition of work group membership
- 2) Should work groups exist for a finite time with a specific task or be ongoing?
- 3) Clear responsibility to parent group

Communications:

- 1) Need talking points for Steering Committee members to use in colleges (Mythbusters, FAQ, etc. will help)
- 2) Form a communication work group with the Management Team
- 3) Communications need to be continuous, Steering Committee members should more regularly be engaged to assist in communications (the Management Team is looking at getting a communications coordinator)

Attendance:

- 1) Revisit committee size
- 2) Try to figure out why folks aren't attending: is it scheduling, or meeting times and dates?
- 3) Clarifying member roles and responsibilities to help boost involvement

Now that OEI has some breathing space to look at the structure, the Steering Committee and the Management Team can look at what things worked and didn't work, so that revisions can be made.

Brainstorming Group Report Outs:

Group 1:

The first group looked at structure between the various bodies: Steering Committee, Management Team, Chancellor's Office, work groups, Consortium, and pilot colleges. The Steering Committee was created by the Chancellor's Office and is a Chancellor's Office body. The OEI Steering Committee reports up to the Project Collaborative, TTAC, Chancellor's Office, and so on. The Steering Committee should be advisory and inform the work of the Management Team, that role needs to be clear. The role of the external evaluator, the RP group in bringing recommendations and how those come to the Steering Committee and Management Team needs to be defined. How will those recommendations be implemented?

What changes and revisions will need to be made in the work plan and priorities, with the emerging work of the pilot colleges, the Consortium, and later with the Exchange? What adjustments need to be made in the timeline? The Steering Committee should see an updated work plan and timeline as soon as possible.

For the work groups, again, part of the struggle is trying to figure out what the anticipated needs are into the future. A timeline needs to be created so that it is possible to see what needs to be addressed in 3 months, 6 months, and so on. Order and organization need to be studied, so that project needs can be anticipated several months out.

With respect to the Chancellor's Office: The Steering Committee should see the annual reports prepared by the Management Team for the Chancellor's Office. One of the roles of the Chancellor's Office is to let the Steering Committee know what is going on at the state policy level: what the legislature says, what the Chancellor's Office says, etc. More input is needed from the Chancellor's Office on the state perspective and priorities with respect to policy.

Group 2:

The second group tried to make the mission more explicit with a historical analogy for the Steering Committee, the Management Team, and Consortium. The Steering Committee is the shareholders, the Management Team is responsible for buying supplies and doing work, while the Consortium is the colonists. All three groups are really important in the decision making for the company. The Steering Committee might set a policy to go find a particular item, the Management Team is aware of the limits of the resources and the feasibility of getting that item. The Consortium will help to revise the vision of what is actually needed in practice. The experience of the Consortium will result in suggestions back to the Steering Committee for changes in policy. The goal is to make a successful system for students.

The work groups are separate due to a lower level of permanence. The subcommittees should always have representation from the Steering Committee and the Consortium. They are formed on an ad hoc basis, and sometimes additional expertise will need to be added in to accomplish particular tasks. The work groups report back to the Steering Committee and the Steering Committee makes recommendations back to the Management Team. None of the three permanent bodies should ever be surprised by any recommendations from the work groups, because they should always have representation in those subcommittees.

As OEI moves into setting up the Consortium, we will be transitioning into a more permanent governance structure with the representation those in the Consortium.

Group 3:

This group looked at specifics important for good relationships between the bodies. The Steering Committee and Consortium should have cross-over in membership of chairs; the chairs of the Steering Committee should be in the Consortium and the chairs of the Consortium should be on the Steering Committee. The pilot Single Points of Contact (SPOCs) currently form a work group that is sort of a pre-Consortium group, which is evolving into the Consortium, so at least one of those SPOCs needs to be part of the Steering Committee. The Steering Committee membership also needs to evolve, and a strong effort needs to be made to look into who is actively participating and who is not. It is important that all constituencies have representatives who are actively participating.

Group 4:

Regarding the role of the Steering Committee: Is it an advisory group or is it a steering group? Is the group too big as a Steering Committee? This group also suggested looking at the terms of members and the mechanism for making transitions in membership. John Freitas suggested that there be a draft of responsibilities, so that when the various constituent bodies vote for replacements, those expectations are clear and set in advance regarding what will be done and what the requirements are for reporting back to those organizations.

Should work groups be defined around specific project issues with a limited life span and for a particular purpose?

There are common logistical issues with Basecamp. Version control is difficult. Some members know their way around Basecamp, but others do not, and it is important to be specific when directing someone to "find it in Basecamp," so that they are able to find the document that you are actually referencing. Arnita Porter suggested that communication should also help set the context regarding the history of where we started, where we are now, and where we are headed. It is not easy to find anything on Basecamp; there are tons of documents there, but it is not easy to find what you are looking for. Another member agreed, noting that as a Steering Committee member she could not find information on the work groups: work group chairs, meeting times and so on. There is a lot of information in Basecamp, but it is difficult to navigate. John Makevich explained that some work is going on to look at other possibilities such as GoogleApps for Education; hopefully soon there will be a better solution.

Steering Committee members are all here because they want to be here, but they should be challenged to provide meaningful input and participation. It is not sufficient to chime in and agree; instead members should make sure that they are providing substantive participation. Barbara Illovsy emphasized the need for stronger communication between all of the groups: Steering Committee to Management Team, Management Team to Steering Committee, work groups to Steering Committee, Chancellor's Office to Steering Committee, etc.

John Makevich will take today's input from the groups and synthesize it to bring back at the next meeting.

Overview of the Pilot Consortium:

John Makevich reminded the committee of Arnita Porter's excellent leadership in developing the initial Charter for the Pilot Consortium. The Consortium will have representation from all twenty-four pilot colleges. The initial representation will be selected by the college CEO's in partnership with the Academic Senate.

Currently, OEI is in the pre-Consortium stage, with Single Points of Contact (SPOCs) at all twenty-four pilot colleges. In Phase One, the Management Team split up to work with the three separate pilot groups: eight tutoring pilots, eight online readiness pilots, and eight full launch pilots. The SPOCs are working and helping to make elements operational; moving forward all twenty-four SPOCs will be meeting to some degree for a variety of implementation elements, for phases coming as early as this summer. Those twenty-four SPOCs are likely to be starting to get engaged in communications with the group that is the precursor for what will evolve into the formal Consortium organization.

By the middle of this year, OEI should be at the point of being ready for commencement of the official Consortium; which will make official the body of the twenty-four SPOCs with perhaps a few different people also involved. Prior to the first Consortium meeting, there will be an effort to build communications, especially with the college presidents, Chancellors, etc. from the pilot colleges, through a CEO Summit. The goal is to engage in further conversation around OEI. There have been some presentations to college presidents at the CCCLC Conference, but the CEO Summit will be an opportunity for rich discussion. When there are more details set up for the CEO Summit, John will update the Steering Committee with a more formal presentation.

This summer, all of the pilot colleges will be piloting to their own students in their existing CMS. The online readiness and tutoring pilots will start piloting both programs in their sixteen colleges. The full launch colleges have been offered the opportunity to pilot online readiness and tutoring as well, if they choose to. They will offer courses in the CCMS, Canvas, in the fall, but the Exchange will not happen until the spring. The business practices and so on for the Exchange will need to be worked out before that is up and running. Marketing to students for OEI is not happening yet, because those necessary Exchange elements have not been worked out.

Pat reminded the committee that the timeline was revised when the decision was made to push back the selection of the CCMS until after Christmas. That decision resulted in a well-thought out CCMS selection process with involvement of all necessary constituencies, but it also resulted in the need to push back the timeline on the Exchange until after the CCMS implementation could be completed, otherwise we would be asking too much of the pilot colleges at the same time; focusing on the technology transition for the fall will be enough. For the same reason, Pat noted that additional colleges cannot be added to the full launch pilot at this point, but that it would be possible to add more courses to the pilot offerings once we make sure that the review process is timely and working well. Originally, the pilot colleges submitted three courses for review, and the next review should address an additional two courses for each college, so that there will be 40 courses offered in the CCMS for the full launch pilot.

Pat explained that in addition to having the courses meet the standard, we want the data for the resources to be working; there are a whole chain of elements that are being put into place. She asked administrators to make sure that the course review standards be put out to the faculty so that they can see what is included and start getting their courses ready before they submit them. It would be great to look toward meeting the standard for more and more online courses.

Calendar of Future Meetings:

Action

The committee discussed meeting dates and frequency in order to try to accommodate the needs of the Steering Committee while also providing sufficient oversight for OEI.

Since the Academic Senate Executive meetings are on the first Friday of the month and DE Coordinators meet the third Friday of the month, Larry Lambert moved to set meetings on the second Friday of the month regardless of meeting frequency. Cynthia Alexander seconded the motion. The committee passed the motion.

The committee felt that meeting less frequently in person would now be possible since more work is happening operationally and less procedurally. Ray Sanchez moved to meet quarterly face-to-face, with monthly meetings online in between the quarterly meetings. Cynthia Alexander seconded the motion. The committee passed the motion.

The committee decided not to have a meeting in April because of the turnaround time that would be required to get facilities. Greg Beyrer moved to have the quarterly meetings in the months of August, November, March and May, inclusive of 2015 with online meetings on the months in between. Ray Sanchez seconded the motion. The motion passed unanimously.

There will be no April meeting; the next meeting will be May 8th in Sacramento.

Steering Committee members are equally distributed between northern and southern California. Southwest decreased their flights out of Ontario, with no flights leaving between 3 pm and 7 pm which makes Ontario inconvenient to fly out of. Members agreed that Los Angeles traffic should be avoided.

The Management Team will look at options for the best southern California location for the August meeting, perhaps focusing on the best options for San Diego or Orange County. (Previously Orange County seemed to be an option that was at the top of the list being the cheapest location for southern California.) They will bring that information back to the May meeting and there will be time to schedule the August meeting after that.

OEI Project Assessment:

Ileri Valenzuela presented information on some of the metrics that she has been or will be collecting for OEI project assessment. Some areas have baseline metrics available and others do not.

Online Education Delivery:

- The number of online courses that meet rigorous standards for quality online courses will increase.
- The number of community college faculty prepared to teach in an online environment will increase.
- The number of available transfer applicable online courses for students in an Associate Degrees for Transfer (ADT) pathway will increase.
- The number of online degree applicable courses and sections offered statewide will increase.

Student Success Outcomes:

- The time to degree completion and/or transfer to four-year institutions among online students will be reduced.
- Term-to-term retention rates among online students enrolled in credit, degree applicable, and transfer courses will increase.
- Successful course completion rates (earning a grade of C or higher) for students in online courses using support tools will be higher than the rates of students not using these tools.
- The gap between online and traditional face-to-face course success rates will be narrowed.
- The success rate gap in online courses among students of differing ethnicities will decrease.
- The success rate gap among students in online courses classified in special populations will decrease.
- The number of colleges that offer online tutoring and online course readiness orientations as well as other student supports geared towards their online student population will increase.
- The number of students taking online courses who access online supports will increase.

Institutional Efficiencies:

- The Common Course Management System (CCMS) will allow for streamlined data transfer between colleges allowing students from one college to take a course online and get credit at another college, improve communication and collaboration among faculty, and help streamline the deployment of resources.
- Leveraging the collective purchasing power for different technologies such as the CCMS, common user licenses and vendor services, such as a shared tutoring platform, will result in cost savings to both individual colleges and the CCC system.

Since this is a pilot, we don't know how it will turn out, but the RP Group hopes this will provide actual data to show changes in different work plan areas for the project.

Pat mentioned that when looking at the metrics for the classes that OEI pilots, it would also be interesting to know if anything that we are doing is affecting other online classes as well.

Ileri noted that some of the metrics may change; this is just the first shot at information that might be useful and/or important. The bottom line is that we want to gather information that will help students be more successful in online courses.

Management Team Reports:

Executive Director:

Pat reminded members that the Online Teaching Conference will be happening June 17-19th and a call for proposals is out right now; she put in a proposal for OEI to present a panel "Up Close and Personal with OEI" that will probably be accepted. There will be at least one course reviewer on the panel, Steering Committee members who would like to participate should contact Pat. She will also do a general session and will probably focus on working with online students as a system and trying to inspire people to think about ways that the system can help students.

The Management Team will be having a communications discussion as soon as possible, and the website redesign should be underway soon. The design work is happening right now, and development will be happening as soon as they figure out who will be hired to develop it. OEI will probably hire someone to start development right away; otherwise, it will have to wait until June.

The team is working on the report for the legislature which will be shared with the Steering Committee when it is complete.

Professional Development:

The Professional Development group along with @ONE had a creative summit in San Diego a couple of weeks ago. There were close to 100 people there, and 40 faculty members had an opportunity to work one-on-one with an instructional designer, a reviewer, or an accessibility specialist to talk about their review.

For faculty members who need support and were not able to attend the summit, @ONE can put them in touch with someone to provide that support, and if there is local support available, it would be even better to be able to use that, which is why the group is working hard to put out information regarding accessibility.

The next round of training will be offered in two parts, in person and online, but a change has been made to increase information to the field. The in person component has been changed to also act as a standalone training for anyone to attend. It will allow staff members to learn how to more effectively help faculty members. The online portion will continue to be only for reviewers, who have to be faculty members.

Statewide Program Director:

Steve Klein explained that the team is in the middle of contract negotiations and the conversations are going very well. Canvas's entire team met with OEI's entire team about a week ago, and follow-up meetings are now set up for smaller focus areas: one around implementation details versus technical and tech support, and another around marketing and communication. They are very engaged in what OEI is trying to do and the complexities of the project. There are several things that are being discussed right now, and one of them is providing sandbox space for faculty members to access course shells. Right now, any faculty member can go the Canvas website and ask for a trial. Whatever is created within those course shells will be migrated over when Canvas is deployed. It is not set up yet, but they are beginning to set it up and hope to have that in place next week. They also want to set up a CCC faculty user group for discussion on topics in various areas as well as for sandbox exploration. Canvas has a new user group platform that they will be deploying in April, so our user group should come on at that time. For CCMS committee members who had sandbox environments, those will continue to remain open and when the time comes for those faculty members' campuses to be deployed, they will be able to migrate those over to their campus systems. Steve noted that they are shooting for contract signing at the end of March.

Pat reminded Steve to ask for a course shell for the readiness modules. The Management Team will also be sending out a questionnaire to the DE Coordinators at all of the colleges asking for the terms of their current contract and how much they paid for it. They will also ask about a few other areas that OEI is looking at procurement in. Members are asked to make sure that their DE Coordinators get that survey and turn it around by Friday so that the Management Team can come up with a deployment plan for the colleges that are ready to come on board.

Pat also emphasized that Canvas should not be contacting campuses directly, and colleges are asked not to contact Canvas. There were two colleges that were contacted by the Canvas sales team, they have been asked not to do that, it undermines the contracting process and defeats the purpose of doing a statewide purchase. There is also a specific choreography for communications and marketing, soon the website will provide a package of testimonials and marketing regarding how colleges can make the decision about whether to upgrade to Canvas.

Basic Skills:

Barbara Illowsky reported that it is working well to have faculty involved in basic skills support. They are excited to be embedding the resources in courses. One faculty member at Saddleback is creating a whole series of cartoon videos on grammar: "their vs there vs they're"; "too vs to vs two"; and "your vs you're." OEI is working with him on a Creative Commons license. Faculty members are coming back with great things to share with others. They are hoping to build a strong repository for the website.

Chief Academic Affairs Officer:

Jory Hadsell reported that all of the pilot colleges have done their implementation of tutoring including onboarding and initial contact with faculty and are providing resources, mostly with Link Systems. There have been no major technical obstacles in integration with all of the campus systems. There has also been a tremendous amount of interest in the system in purchasing tutoring services for online classes outside of OEI pilots, and it is great to be able to push out the announcement with terms and pricing for tutoring for any course. OEI also purchased a system-wide license funding the same tutoring platform used by Net Tutor for the entire CCC system.

The Management Team is working on logistics for combining the two spring pilots into one larger summer pilot group. The spring pilots included 16 colleges, 42 faculty members, and 49 class sections. Once a course is approved based on course design and the instructor, pilot colleges can offer more than one section of that course if desired, and there were seven courses where that happened in the spring. Based on the maximum capacity for classes, there is a capacity of 1921 students in the spring pilot classes, with an average maximum class size of 39. Actual census data will be gathered later (currently the online readiness pilot has more students with around 700). Even though the CCMS is not yet launched, OEI is already impacting students.

Tutoring start dates were extended with a couple of later start courses at one college that will be starting soon. Barbara explained that they have been working on more direct efforts to clarify expectations with faculty members since some didn't completely understand ways to implement services into their courses. For example, one faculty member had the tutoring services as a link on her site and on her assignments, while another just put "we have Net Tutoring" on the syllabus. The team is learning from the pilot how to better communicate expectations in the next piloting phase. Pat noted that developing an orientation for faculty on how to use OEI services is an item in the RFA, but it wasn't possible to do an orientation previously for something that hadn't been used before.

The Academic Affairs group will start meeting again soon and will be building on their conversations about providing online proctoring services

Chief Student Services Officer:

Bonnie Peters explained that online readiness has a similar implementation to that for tutoring with eight pilot colleges. They are also finding it important to communicate with instructors to let them know how to implement the readiness modules into their courses. Some faculty members had good ideas, others needed more guidance. As they move into the next phase modifications are being made and more suggestions are being given. They have already had feedback from students who like the modules reporting, "This is great, I wish I had this when I had online classes before." The assessment component will continue to be available only to the pilots as the project moves into the summer, but the online readiness modules themselves will be made available to any colleges who want to use them.

The Student Services group will also be moving forward with establishing a plan for providing online counseling; both students and faculty recognize the importance of these services.

Director of Strategic Planning and Operations:

John Makevich has been working with John Ittelson setting up Google Drive for content curation, storage, and delivery and will let the committee know when that is available. The team is working on assembling all of the data with timelines, deadlines, and history. John Makevich will provide a full presentation on the timeline at the next face-to-face meeting, he will post it a few weeks ahead of that meeting.

In the summer of 2015 the eight full launch colleges will have the opportunity to pilot tutoring and readiness, but do not have to. Some will pilot in the summer and others will not because they will be focusing time and effort on preparing to use the CCMS for fall. All the pilots for full launch colleges for the summer will teach their own students in their own CMS. In the fall, the eight full launch colleges will be using Canvas, and then later the readiness and tutoring pilots will be integrated into the Canvas CMS when possible. All of the courses delivered in the fall will be delivered to the colleges' own students, not within the Exchange. In spring 2016, the Exchange will be piloted and the eight full launch colleges will begin exchanging students amongst themselves.

A member asked if the eight full launch colleges using Canvas in the fall would be able to it for all their online courses, or just the OEI courses. Pat explained that might be possible, and that the negotiation should address that issue.

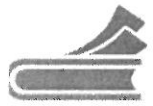
When dates are available for the website rebuild, and so on, John will post them on Basecamp, and will indicate whether items posted can be shared.

Next Meeting:

The next meeting will be an in person meeting in Sacramento on May 8th.

Adjournment:

The meeting was adjourned at 3:40 pm.



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Meeting: SSSP & Student Equity Plan Review outcomes		Month: May	Year: 2015
		Item No: VI. B.5.	
		Attachment: YES	
DESIRED OUTCOME:	Information	Urgent: NO	
CATEGORY:	Information	Time Requested:	
REQUESTED BY:	Cynthia Rico/Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Rico and Adams attended the SSSP & Student Equity Plan meeting at the Chancellor's Office. The meeting was attended by mostly deans (counseling, admission and records), vice presidents, Chancellor's Office Staff, and three faculty members (two counseling and one basic skills). Attached a presentation made by the Chancellor's Office providing the group with information about the recent submission of the SSSP and Equity Plans.

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



**Student Success and Support Program Advisory Committee
Charter
August 2014**

Overall Roles and Responsibilities

The Student Success and Support Program Advisory Committee (SSSPAC) is responsible for providing advice to the Chancellor's Office on program policies, processes, and service delivery strategies to increase student success through the Student Success and Support Program (SSSP). The committee reviews program outcomes and provides recommendations for continuous program improvement. The committee also identifies and disseminates effective, research-based practices that aim to help students identify and complete their education and career goals. This is a working committee with frequent communication and meetings to ensure completion of identified objectives and to ensure timely communication to college administrators and staff on state SSSP-related policy and issues.

Responsibilities

The Student Success and Support Program Committee specific responsibilities include:

- Reviewing and providing input on proposed state policy and processes
- Identifying SSSP service delivery strategies that improve the student outcomes
- Providing advice on program implementation
- Reviewing annual statewide program evaluation outcomes
- Assisting with planning SSSP trainings, webinars, and workshops
- Disseminating information about the SSSP discussed during meetings with respective region, association, or constituency to help keep colleges apprised of SSSP implementation efforts and to provide opportunities for broader stakeholder input

Meetings

The committee meets at least four times a year, or additional times as needed to meet time sensitive, program issues. Meeting dates and times should be identified a year in advance.

Subcommittees and Workgroups

The two standing subgroups to the committee are:

1. Assessment Workgroup
2. Counseling Workgroup

Additional ad hoc workgroups may convene as needed.

Membership

The advisory committee shall consist of (28) members, in addition to the Chancellor's Office Program Coordinator. Committee members constitute a cross-section of the community college shared governance structure, as follows:

1. Regional Student Success and Support Program Representatives (College SSSP Deans or Directors/Coordinators). (10 members)
2. Noncredit SSSP (2 members)
3. Academic Senate: ~~2~~ Counseling and 1 Faculty (2 members) = Counselor from CoAGC
4. Research and Planning Group (1 member)
5. Chief Student Services Officers (2 members)
6. Chief Instructional Officers (1 member)
7. Chief Information Services Officer (1 member)
8. Chief Business Services Officer (1 member)
9. Classified Senate (1 member)
10. CCC Student Success and Matriculation Association (1 member)
11. California Association of Community College Registrars and Admissions Officers (1 member)
12. California Community Colleges Assessment Association (2 members)
13. Chief Executive Officer (1 member)
14. California Community Colleges Basic Skills Advisory Committee (1 member)
15. Student Senate (1 member and 1 alternate)

The Chancellor's Office may collaborate with constituent groups to select advisory committee members and has responsibility for confirming final appointments. Each constituent group is responsible for identifying an alternate to participate in circumstances when the primary committee member is not able to do so.

Committee members serve two-year terms, unless the representative organization appoints members for a shorter term. New terms will begin in August or, in the event of a mid-year vacancy, the new term will begin when the new member joins the advisory committee. Prior to end of each member's term, the Chancellor's Office will request a new representative from the appointing organization; however, members may serve more than one term.

Roles of Advisory Committee Members

- All members are expected to attend the four meetings at the Chancellor's Office, or participate via phone/telecommunication methods. The Chancellor's Office will cover travel costs according to state travel policy and rates. If a committee member is unable to participate in more than two consecutive meetings, the Chancellor's Office may request a representative for appointment.
- Members are expected to actively engage in discussions during meetings and to participate in work groups, as needed.
- Members shall act as a resource within their regions and areas of expertise and will bring concerns and questions from their constituent groups back to the Advisory Committee for discussion.
- The Chancellor's Office relies on the expertise of committee members to help the group

understand and program issues, develop recommendations.

- All members are expected to share information from the advisory committee meetings with their constitute groups. For example, it is expected that the Regional Representatives will meet (in-person or via conference call) with their regions following each Advisory Committee meeting and will review the information discussed.

Committee Structure

The SSSP Advisory Committee shall be co-chaired by the Chancellor's Office Program Coordinator and a representative of the Committee. The Chancellor's Office is responsible for developing meeting agendas, scheduling presenters (as needed), coordinating meeting logistics, and preparing and organizing materials for discussion.

Summary notes of each meeting will be taken by a volunteer of the committee and a Chancellor's Office designee. This responsibility will be rotated among the membership. The aim is to provide a record and summary of issues discussed during the advisory committee meeting soon after the meeting is held.

**California Community Colleges
Student Success and Support Program Advisory Committee
April 2015**

College and Region	Title	Committee Member	Telephone #	E-Mail
Region 1	Dean of Enrollment Services	Dr. Tim Johnston Shasta College Alternate: Kevin O'Rorke Shasta College	530-242-7669 530.225.4600	tjohnston@shastacollege.edu Kororke@shastacollege.edu
Region 2	Dean of Counseling	Kimberly McDaniel Sacramento City College (Rhonda McManus asst)	916.558-2244	McDaniel@scs.losrios.edu Mcmanur@scs.losrios.edu
Region 3	Dean, Student Success & Retention	Li Collier Santa Rosa Junior College	707.524.1797	lcollier@santarosa.edu
Region 4	Dean of Counseling and Educational Support	Margery Regalado-Rodriguez Cabrillo College	831.479.6285	maregala@cabrillo.edu
Region 5	Dean Student Services	Melissa Raby Columbia College	205.588.5108	rabym@yosemite.edu
Region 6	Registrar	Susan Bricker Ventura College	805-654-6457	SBricker@vcccd.edu
Region 7	Vice President for Student Services	Regina Smith LA City College	323-953-4000 x2460	smithrr2@lacitycollege.edu
Region 8	Dean of Counseling	Dr. Lucinda Over Citrus College Alternate: Nohel C. Corral Long Beach City College	626.914.8538 562-938-4268	lover@citruscollege.edu ncorral@lbcc.edu
Region 9	Dean, Counseling & Matriculation	Amy Nevarez Chaffey College		Amy.Nevarez@chaffey.edu

College and Region	Title	Committee Member	Telephone #	E-Mail
	Dean of Student Services	Arthur Lopez Victor Valley College	760-245-4271 ext.2377	Arthur.Lopez@vvc.edu
Region 10	Dean of Student Development	Susan Topham San Diego Mesa College	619-388-2896	stopham@sdccd.edu
Noncredit Rep.	Dean of Instructional and Student Services	Vaniethia Hubbard North Orange County CCD	714-992-9501	vhubbard@sce.edu
Noncredit Rep.	Dean of Instruction & Student Services	Nilo Lipiz School of Continuing Education Santa Ana College	714-241-5724	Lipiz_nilo@sac.edu
Counseling Faculty/Academic Senate	Counselor/Professor	Cynthia Rico San Diego Mesa College	619-388-2471	crico@sdccd.edu
Counseling Faculty/Academic Senate	Counselor	Trulie Thompson Moorpark College	805-553-4612	tthompson@vcccd.edu
Research & Planning Rep.	Senior Researcher	Alyssa Nguyen	510- 527-8500, ext. 263	anguyen@rpggroup.org
CSSO Rep.	Vice President, Student Services	Juliana Barnes San Diego Mesa College	619-388-2678	jbarnes@sdccd.edu
CSSO Rep.	VP Student Services	Alternate: Denise Whisenhunt San Diego City College	619-388-3464	dwhisenhunt@sdccd.edu
CSSO Rep.	Vice President of Student Services	Kristin Clark Orange Coast College	714- 432-5897	kclark@occ.cccd.edu
CIO	Vice President of Instruction & Student Services	Kelly Fowler Clovis Community College Center	559-325-5214	kelly.fowler@sccd.edu
CISO				
CBO	Vice President Finance & College Operations	Greg Nelson College of Marin	415-883-2211, ext.8100	Greg.nelson@marin.edu
Classified Senate	Student Success and Support Program	Gina Thompson College of the Canyons	661-362-5576	Gina.Thompson@canyons.edu

College and Region	Title	Committee Member	Telephone #	E-Mail
CCC Student Success and Matriculation Professionals Association	Director, Student Success and Support Program President, Student Success and Matriculation Professionals Association	Chelley Maple College of the Canyons	661.362.3099	Chelley.maple@canyons.edu
California Association of Community College Registrars and Admissions Officers	Director Admissions and Records	Jasmine Ruys College of the Canyons		Jasmine.ruys@canyons.edu
California Community Colleges Assessment Association	Assessment Specialist Counselor/ Professor	Mark Samuels Southwestern College	619-482-6507	msamuels@swccd.edu
California Community Colleges Assessment Association	Chair, Northern Chapter California Community College Assessment Association, Counselor	Mandy Liang San Francisco City College	415-452-4891	mliang@ccsf.edu
Chief Executive Officer				
Basic Skills Advisory Committee Liaison	Faculty Lead faculty on Basic Skills eResource	Kathy Molloy Santa Barbara City College		molloy@sbcc.edu
Student Senate Primary	Student	Steve Whiting		steve.whiting@studentenateccc.org
Student Senate Alternate	Student	Francisco Ferreyra Oxnard College		Francisco.ferreyra@studentenateccc.org
Chancellor's Office Representation				
Name	Title		Phone	E-mail
Sarah Tyson	Dean, Student Services and Special Programs Division		916-445-4755	styson@ccccc.edu
Chris Graillat	Specialist		916-322-2818	cgraillat@ccccc.edu
Mia Keeley	Analyst		916-323-5953	mkeeley@ccccc.edu
Dr. Debbie Sheldon	Specialist		916-322-7988	dsheldon@ccccc.edu

SSSPAC Meeting

February 20, 2015

Attendees

Susan Bricker
~~Kristin Clark~~
Li Collier
Francisco Ferreyra
Sherri Goldberg
Vaniethia Hubbard
Tim Johnston
Arthur Lopez
Chelley Maple
Kimberly McDaniel
Kathy Molloy
Lucinda Over
Melissa Raby
Jasmine Ruys
Susan Topham
Denise Whisenhunt

CCCCO

Chris Graillat
Mia Keeley
Barbara Kwoka
Denise Noldon
Debbie Sheldon

Guests

John Hetts (CAI—Educational Results
Partnership)
Julie Adams (Academic Senate)

By Phone

Nilo Lopez
Cynthia Rico
Trulie Thompson
Margery Regalado-Rodriguez

Welcome

Everyone introduced themselves. Patty reminded everyone about the travel authorizations.

Noncredit Plan and Funding Formula

Vaniethia Hubbard, North Orange County Community College District, is the co-chair with Chris Graillat on the Noncredit SSSP Ad Hoc Workgroup. The workgroup is in the process of updating the noncredit SSSP funding formula and the plan (narrative and budget). The Plan is pretty much in the final stages. The group has been meeting since May. A timeline was handed out to the group (Document A).

The formula will be presented to Consultation Council on March 19th. The next ad hoc committee meeting is on March 3 to review the funding formula. The colleges will be required to submit plans October 30, 2015.

Discussion on MIS element for follow up/academic probation/Dismissal. Noncredit follow up services would be listed in SS11. SS10 is only about the workshop for probation and dismissal. We also did not want to change the definition because if AB86 grows, we may have probation status in the years to come. We are also looking at having a single noncredit student ed plan (NSEP) that will take the place of the abbreviated and comprehensive credit SEPs. The group will also be meeting with the MIS staff from colleges and CCCCCO to determine whether MIS elements should be modified to better accommodate noncredit SSSP data.

We are including a program definition in an academic sense. Must have a sequence of courses that lead to a certificate. The definition is from the Program and Course Approval Handbook (PCAH) and includes requirement to have at least 2 courses leading to a certificate and meet the requirements for title 5, section 55150-55155.

Once the plan is developed, we will create a permanent noncredit advisory committee similar to SSSPAC. The CCCCO will hold a general webinar to go over the plan once the plan and budget are set probably early April.

Job Descriptions

Multiple job descriptions were passed out regarding SSSP positions.

Advisors- has there been a determination or discussion made on who can counselor or advise. There was a desire to keep this open when writing SB 1456 to allow the colleges to define it themselves. The Academic Senate wrote a paper on this topic. They have asked for minimum qualifications for paraprofessionals to be put in Title 5.

Currently there is a problem with the new positions and the program plan for SSSP. As the definitions of coordination, advising, etc. are being redefined at local campuses, and how that works within the program plan and the SSSP functionality. All campuses are creating new jobs and dealing with HR, how is SSSP taking a leadership role in how they can produce these positions.

Denise Nolan, Interim VCSS, spoke about the 6 month extension and how it will not happen again in the future. She emphasized how the legislators do not understand why we cannot spend the money and why would they give us more if we cannot spend it. She stated all campuses should have SSSP and Equity as their number one goal they are working on. This should be the main functions of the college right now.

Discussion on advising and counseling was a discussion of how to incorporate a paraprofessional and how it has assisted the counseling to be able to reach the student who need the counseling. The paraprofessional is the one to meet with the student who just needs someone to say, yes, you are moving in the right direction, and when a paraprofessional needs to move the student to a counselor. Using the analogy of a doctor and their nurse practitioner. We need to collectively come together to show the barriers to student success. What can we do to assist students in their success? We need a new framework for successful models to assist the students. "We have a failure of imagination" around how to bring students to student success. We need to be innovative in our approaches while respecting the professionals in the field.

It was clarified that there is no requirement that a counselor be the only ones that can do an orientation. The student orientation, when taught as a course in a counseling discipline, would need to be taught by the counseling faculty or someone who meets those quals as a faculty member. However, for an orientation, it can be run by anyone. There is nothing from the CCCCO that says only counselors can do orientations.

SSSP and Equity Plans

The Chancellor's office has reviewed some of the plans, which, in part, sheds light on where clarity is needed in the handbook and what needs more emphasis in the funding guidelines. The legislators want

to know what colleges are spending the money on. The information from these plans will inform the report. Expenditures need to be clearly tied to the narrative and be allowable. Colleges that spent on unallowable expenses will need to find other money to cover those expenses. They cannot be paid out of SSSP funds.

The CCCCCO is looking for members to be part of the reading and reviewing teams for the plans based on our key constituents. Denise sent the emails to the statewide presidents for recruitment to the CSSO, CBO, CIO, and CEO's and other stakeholders to review both SSSP and SE plans. CCCCCO wants the field to be involved.

The review will be 2 days, plus an evening. The last day of the review session will be dedicated to getting feedback on changing the plan template. Currently the plan is broken up by the success indicators. It may be better to track by the populations, but that must be discussed. Colleges will get feedback on their plans, we can gather information on best practices, and make changes to the template.

All Directors Training

There will be an all directors training in fall and webinars in the spring to communicate best practices and review allowable expenditures. There will be a modified plan to remove repetitive writing, etc. but the SSSP requirements are not changing.

The CCCCCO is looking for volunteers to sit on this new committee to review the plans and budget. If the SSSPAC committee would like to volunteer to be part of the group, they just need to email Mia or Chris.

Common Assessment

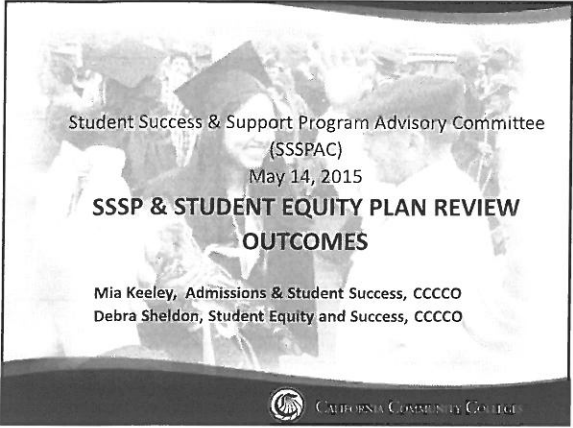
The vendors have been identified and the group is now working with them to see if the specific items can be addressed with them to see if they can work together.

Unicom will work with the platform of the assessment. They also work with CCCApply. Linux has an item bank. They have worked on assessments in other states. They may work with both companies. Feel free to email Susan Topham if there are any questions or concerns for the group. She is the contact for the SSSPAC on that committee. They need to build the platform and content before it goes to the pilot colleges.

There was a presentation on the Multiple Measures Assessment Project and Pilot College Overview by John Hetts of the Educational Results Partnership.

Noncredit Ad Hoc Workgroup Timeline 2014 REVISED 2/17/15


Meetings	Dates	Tasks
Kick Off Meeting	May 28	Intro, charter review
In person at CCCCCO	July 16, 10-3	Review and compare old noncredit 3SP plan with new credit 3SP plan.
CCC Confer	August 7, 11:30-1:30	Continue Review
CCC Confer	September 18, , 11:30-1:30	Develop draft I for noncredit SSSP plan and begin funding formula
In person at CCCCCO	October 16, 10-3	Develop draft II for noncredit SSSP plan and begin funding formula
CCC Confer	November 13, 11:30-1:30	Develop rationale for formula, final drafts of plan and formula to send out to constituent groups for review
In person Location: Mt SAC	December 15, 10-3	Finalize plan, formula and changes to MIS data elements
	November/December February/March	Review of draft plan by ACCE, SSSPAC, CSSO, CCCCCO, CBOs, other constituent groups
ACCE annual meeting	February 25-27	Presentation of new Noncredit Plan (DRAFT)
CCC Confer (proposed)	January 29, 11:30-1:30 March 3, 11:30-12:30	Wrap-up Review additional formula scenarios
Consultation Council	February 19, 2015 March 19, 2015	Presentation of formula Note: Materials must be to K Gilmer by 3/9
Open CCC Informational Webinar	April	TBD



Student Success & Support Program Advisory Committee
(SSSPAC)
May 14, 2015


**SSSP & STUDENT EQUITY PLAN REVIEW
OUTCOMES**

Mia Keeley, Admissions & Student Success, CCCC
Debra Sheldon, Student Equity and Success, CCCC




Presentation Overview

- SSSP & Student Equity Plan Review Process
- SSSP Plans
- Student Equity Plans
- Readers Perspectives and Insights
- Questions



SSSP Plan Reviews


- Reviews held March 16 – 18
- 30 member review panel
 - Members of key stakeholder groups
 - Teams of 3 each reviewed 11-12 plans
 - Training/Norming
- Each college will receive feedback
 - SSSP regulations require approval by CO
 - Comments from peers
- Panel provided feedback to CO on plan template



SSSP Credit Plan

4 Sections:


- Signature Page
- SSSP Services
 - Core Services
 - Orientation
 - Assessment
 - Counseling, Advising, and Other Education Planning Services
 - Follow-up for At-Risk Students
 - Related Direct Program Services
 - Institutional Research
 - SSSP Technology
 - Transitional Services Allowed for District Match

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SSSP Credit Plan


4 Sections Continued:

- Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- Attachments

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SSSP Credit Plan

- For each core service describe the how college is meeting title 5 requirements. Include:
 - Target student audiences
 - Types of activities
 - Service delivery strategies
 - Partnerships
 - Staff
 - Resources
 - Technology and research support assigned to provide services

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SSSP Budget Plan

Budget Plan

- Planned SSSP Fund Expenses by each core service for:
 - Salaries and benefits
 - Supplies & Materials
 - Other operating expenses
 - Capital Outlay
 - Other outgo
- Planned District Match Expenses by each core service
- Separate Budget Signature page



SSSP Plan Review Form

Score Rubric:

- 1 - Complete description; Describes sound practice; Appears to meet standards
 - Equates to approval w/no changes needed
- 2 - Needs improvement; Inadequate description; Missing key elements
 - Equates to approval w/minor changes or clarifications
- 3- Compliance concerns; Incomplete, non-responsive (T5; Guidelines, Budget Act)
 - Equates to non-approval w/out major revisions



SSSP Plan Review Takeaways

- Need to align spending to the funding guidelines
 - SSSP Plans must be approved by CO
 - Budget Plans that contain unallowable spending will have to be resubmitted
 - More \$ = more expectations/accountability
- Best practices
 - Shared at All Directors
 - Plan examples to be posted



SSSP is not the old Matric!

- SSSP funds are more narrowly focused than Matriculation
- Items that could be funded under Matric that are no longer allowed include:
 - General Outreach/Recruitment
 - Transfer & Articulation
 - Admissions & Records (unrelated to SSSP)
 - Institutional Research (unrelated to SSSP)
 - Career Services



Common Plan Issues

- Items listed on Budget Plan not in the Program Plan
- Staff listed in Program Plan doesn't match those listed in Budget Plan
- Inclusion of related activities not covered under SSSP without clear identification of funding source
- Match not outlined in program plan
- Assessment
 - No multiple measures, unapproved assessments




Implementation Strategies

- Orientations
 - Multiple delivery methods; online, in person, on high school campuses
- Assessment & Placement
 - Accepting assessments from all other CCC
 - Multiple measures; use of HS grades, courses
 - Emphasis on test prep
- Counseling, advising and educational planning
 - Colleges offering multiple methods; online advising via email/skype, in person, FTES course



Implementation Strategies


- Follow-up for at-risk students
 - Intervention plans for students on academic and/or progress probation
 - Interventions at all stages of probation
- Institutional Research
 - Activities and projects funded by SSSP measured by monitoring outcomes data
- Policies & Professional Development
 - Multi college district with districtwide committee



CALIFORNIA COMMUNITY COLLEGES


CO Takeaways from Review Panel

- Edits to the plan template
- Overarching areas of concern across plans
- Areas of SSSP that need to be clarified and/or addressed in the handbook
- Exemplary plans that could be used as examples



CALIFORNIA COMMUNITY COLLEGES

Student Equity



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Elements of the Plan

Research Success Indicators*

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Goals*

Activities*

Budget

Evaluation

*Disaggregated by student groups



Student Equity Plan: Populations

Populations to be addressed by gender:

- American Indians or Alaskan natives
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Whites
- Some other race
- More than one race
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans



Student Equity Plan: Goals & Activities


- Colleges must develop **goals and activities** for access to, and completion of, basic skills, career technical education/workforce training, and transfer for:
 - The overall student population, and
 - Each population group of high-need or disadvantaged students
- Activities must include:
 - The adoption of evidence-based models of remediation,
 - Implementation of placement tests and policies that more accurately predict student success and identify students' remedial needs



Student Equity Plan: Coordination

SB 860 also requires the Student Equity Plan to include coordination with these categorical or campus-based programs:

- DSPS
- EOPS
- Fund for Student Success:
 - MESA
 - Middle College High School
 - Puente Project
- SSSP
- Programs for foster youth
- Programs for veterans
- CalWORKs
- Student Financial Aid Administration
- Basic Skills Initiative and students



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Student Equity: Expenditure Guidelines


Basic Elements of Student Equity Expenditure Guidelines:

All expenditures must:

- Meet the purpose, and address the Student Equity populations and indicators as defined in statute & title 5.
- Be based on the disproportionate impact study, goals and activities described in the college Student Equity Plan.

In addition:


- Colleges will be asked to provide an annual report on expenditures and progress toward goals.
- **No match is required.**



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Student Equity Plan Requirements

- Timelines for 2015-16:
 - Planning timeframe: minimum of 3 years
 - Annual Year-end Report
 - Initial plan due January 1, 2015
 - Revised plan due late November 23, 2015



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Reading the Plans - Questions

- Did the college:
- Have required elements in Title 5 – Signatures, Research, goals, activities, budget, evaluation?
 - Clearly ID disproportionately impacted groups?
 - Align Goals and activities with impacted groups?
 - Align budget with goals, activities and impacted groups
 - Collaborate and Coordinate with SSSP? Other Categoryals?
 - Align Evaluation with goals, activities and impacted groups?

- For each section:
- What was done well?
 - What needs to be improved?



Reading of the Plans – Practices

Institution-wide Initiatives:

- Bi-annual study sessions/updates for the BOT.
- College-wide process for publicizing and monitoring success indicators for groups experiencing an achievement gap.
- Integrate SE into the Education Master Plan and program review.
- Improve data collection and research for foster youth, veterans and low-income students.
- Conduct a campus climate needs assessment survey.
- Integrate student equity planning into resource allocation.
- Update website and student portal.



Reading of the Plans - Practices

Access:

- Develop/Revise outreach materials and websites in target group languages.
- Reach out to faith-based communities to better understand student barriers and solutions.
- Increase applications for financial aid by targeted groups.
- Ask affected students what barriers they face and what helps them to succeed. Disseminate results.



Reading of the Plans - Practices

Course Completion , ESL & Basic Skills Completion:

- Provide better prep prior to placement tests
- Make sure impacted groups receive an education plan.
- Provide targeted counseling to affected groups.
- Research and revise early alert process.
- Provide peer mentoring to ID and work on diversity issues.
- Expand 1st year programs and learning communities
- Integrate student equity planning with basic skills planning.
 - Publicize BS pathways to HS and existing students. Include info on “cost” in terms of time and money, and strategies to shorten the path.
 - Increase tutoring and supplemental instruction
 - Provide acceleration in BS programs



Reading of the Plans - Practices

Degrees & Certs:

- Increase student use of career center to help refine career & ed. goals
- Target activities toward students with 15 units who lack a comprehensive education plan.
- Promote scheduling practices to eliminate gaps in pathways to facilitate completion of academic goals.
- Schedule more evening courses.
- Develop as student communication management systems to notify them of deadlines, etc.
- Implement Year-end celebrations for targeted groups.



Reading of the Plans - Practices

Transfer:

- Improve messaging to students about benefits of transfer.
- Promote Associate Degrees for Transfer (ADT's) to targeted student groups.
- Promote collaboration among instruction and counseling on ADT's for targeted groups.



Reading of the Plans – Future Changes

Plans and Topics: Statewide Professional Development:

- What is student equity and why it is important?
- Best practices by indicator and target population
- Cultural sensitivity and competency
- Using SE data for program improvement:
 - Displaying data for decision makers and committees
 - Aligning student equity goals and activities with research
 - prioritizing student equity goals, activities and expenditures
 - Setting equity goals and establishing baseline data
- Integrating student equity, program evaluation and other planning efforts
- Developing "All Student Equity Coordinator" training.



Reading of the Plans – Future Changes

Changes to the Student Equity Plan Template:

- Include new requirements of SB 860
- Increased focus on collaboration
- Description of overall strategy for improving equity
- Better alignment of research, goals, activities and expenditures
- Reformat template so research, goals and activities, and budget are all a subset of each indicator: access, course completion, Basic skills and ESL completion, Degrees and Certificates and transfer.



Questions?





Executive Committee Agenda Item

SUBJECT: Senate Grant and Project Reports		Month: May	Year: 2015
		Item No: VI. C.	
		Attachment: Yes	
DESIRED OUTCOME:	Informational Update	Urgent: No	
		Time Requested:	
CATEGORY:	Information & Committee Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Various	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Reports from the following committees are attached:

1. Committee Minutes: C-ID, February 2015
2. Committee Minutes: Intersegmental Curriculum Workgroup, February 2015

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

V.I.C. I

Course Identification Numbering System (C-ID) Advisory Committee Minutes
February 25, 2015 • 10:00 a.m. – 12:00 p.m. • Conference Call

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Cathy Beane, Articulation Officer, CSU Long Beach
Dan Crump, C-ID Project Director, American River College/ASCCC
Wheeler North, Aviation Faculty, San Diego Miramar College/ASCCC
Bary Pasternack, Business, CSU Fullerton
Stephanie Ricks- Albert, Transfer Specialist, CCCCCO

Julie Adams, Executive Director, ASCCC/C-ID
Julie Bruno, Communication Studies, Sierra College/ASCCC
Mary Legner, Mathematics, Riverside City College
Cris McCullough, Dean, CCCCCO
Michelle Pilati, C-ID Faculty Coordinator, Rio Hondo College
Barbara Swerkes, Consultant, CSU System Office

Staff:

Krystinne Mica, Program Specialist, ASCCC/C-ID

I. Announcements and Approval of the Agenda

One additional item was added to the agenda: *IV. B. 1. Proposed Intrasegmental Descriptors*. By consensus, the agenda was approved with the additional item.

II. Approval of December 12, 2014 Meeting Minutes

A request was made to include background information on CB21 on pg. 5 of the minutes. The minutes were approved with the additional language on CB21. (Pasternack, Legner) MSC.

III. Reports and Discussion

A. ICW Update

The Advisory Committee was informed on ICW’s discussion of intersegmental model curriculum (ISMCs) and ICW’s clear interest in remaining involved on ISMC development and the process for approval. All disciplines that will be developing model curriculum, whether ISMCs or intrasegmental model curriculum (CCCMCs), will be vetted through ICW to ensure if their participation is needed. There was interest from the CSU system to send a representative to CCC FDRG meetings, particularly Biotechnology, to ensure that the CSU voice is present during the creation of descriptors, as Biotechnology could potentially have transferable components. A policy will be created on the deadline for CSU appointment to CCC FDRGs. It was reiterated that the newly formed Model Curriculum Faculty Workgroup (MCW) would oversee the process, approval, and implementation of CCCMCs and the implementation of ISMCs, though the process and approval of ISMCs would belong to the Intersegmental Curriculum Faculty Workgroup (ICFW). A policy document will be vetted through both the C-ID Advisory and ICW on the process of creation, approval, and implementation of ISMCs.

B. Chancellor’s Office January 28, 2015 Memo

The Advisory Committee reviewed the memo from the CCC Chancellor’s Office regarding the removal of the June 30, 2015 deadline for all courses in a degree to have C-ID approval. Several challenges were identified with the removal of the June deadline, including colleges that may take advantage of having already approved degrees not submitting those courses that still need C-ID approval, and the SB 440 legislation which mandates that colleges must submit degrees once areas of emphasis (AOE) TMCs are created by the beginning of fall 2015. CCC Chancellor’s Office representatives stated that a follow up memo would need to be released addressing these concerns.

C. COREs and Full-Time Faculty Requirement for CCC-only Disciplines

A request was made to reconsider the full-time faculty status for CCC C-ID course reviewers. It was argued that CCC part-time faculty now participates in curriculum development and has experience that is equal to full-time faculty. As more CTE disciplines are identified and create descriptors for C-ID, the full-time faculty requirement may need to be reconsidered as a number of CCC faculty who teach in CTE disciplines are not full time. The criteria for appointment of CCC course reviewers and CCC faculty discipline review group (FDRG) members will be revisited during the next meeting.

IV. Processes and Policies

A. Revised Process for Off-Cycle Reviews

An additional suggestion on the section on non-substantive changes was made by Pasternack to elaborate that the FDRG for the discipline is the body that determines whether a change is substantive or non-substantive. Pasternack will send edits to Pilati to incorporate into the document. The document was approved with the additional changes from Pasternack. (North, Legner) MSC.

B. Policies and Guidelines for Creation of Intrasegmental Descriptors

A draft document was brought forth which begins to outline the creation of intrasegmental descriptors and the criteria that would be used to determine whether a descriptor is intra- or inter- segmental in nature. Two questions were posed to the committee: how does C-ID determine the need for intrasegmental descriptors, and will C-ID accept requests from the field on the development of intrasegmental descriptors and if so, what information is necessary to support the creation of the intra-descriptors.

The committee's discussion was robust and brought forth lots of questions on the creation of intra-descriptors. Members voiced concern on placing too many (or not enough) restrictions on creating intra-descriptors; whether the current infrastructure of C-ID could handle the influx of the creation of intra-descriptors; whether new and emerging fields such as advanced manufacturing should have descriptors and what requirements should be met by those disciplines requesting intra-descriptors; whether a new numbering protocol would need to be in place in order to distinguish intra- and inter-descriptors; and can colleges submit courses that are transferable on their campus to an intra-descriptor. The discussion of the Advisory Committee will be used to direct the creation of the policy on development of intra-descriptors. This topic is agendaized for the next meeting.

1. Proposed Intrasegmental Descriptors

The Advisory Committee is being asked to consider the creation of intra-descriptors for several existing CTE courses taught at community colleges. The courses have been developed with industry input and are part of a number of different pathways. Concern was voiced by CSU faculty members regarding the content of the courses, as it appears to be upper division level course work. CSU faculty also recognized the need to identify the level of the student taking the proposed courses. Others agreed with creating intra-descriptors for the courses, outlining that descriptors could bring the courses to scale for community colleges. The question of need persisted throughout the conversation and the evidence necessary to demonstrate the need for an intra-descriptor for the courses.

More information is needed to move forward with the consideration of the development of intra-descriptors for the proposed courses. Committee members were encouraged to send Pilati questions to ask the person who brought forth the proposal. Pilati will circle back with the Advisory Committee once more information is available.

V. Model Curriculum

A. MCW Update

This section was discussed under *III.A. ICW Update*.

1. Information Technology

The Information Technology (IT) FDRG met and decided to add three additional course options to the ISMC. The descriptors for the courses are currently vetting on the C-ID website. In light of the conversation surrounding ICW and ISMCs, more information will be available once a clear process is established for how to handle ISMCs and CCCMCs.

VI. Future Agenda Items and Next Meeting Time/Place

The next meeting will be held on March 23, 2015 via conference call. A tentative in-person meeting is scheduled for April 22, 2015 in Sacramento.

Future agenda items include:

- ICFW and MCW roles for process and development of ISMCs and CCCMCs
- Revisiting criteria for CCC course reviewers and FDRG members
- Development of intra-descriptors & follow up conversation on proposed intrasegmental descriptors from the field

VII. Adjournment

Respectfully Submitted by,
Krystinne Mica, Program Specialist

V1.0.2

Intersegmental Curriculum Workgroup Minutes (Final)

February 24, 2015

Academic Senate Office—2nd Floor Conference Room

One Capitol Mall, Sacramento, CA

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Kevin Baaske, Faculty Affairs, CSU Academic Senate/CSU Los Angeles
Julie Bruno, ICW Meeting Facilitator, Vice President, ASCCC/Sierra College
Cris McCullough, Dean, CCCCCO
David Morse, President, ASCCC/Long Beach City College
Ken Nishita, Psychology Professor, CSU Monterey Bay
Ken O'Donnell, Senior Director, Student Engagement and Academic Partnership, CSU
Chancellor's Office
Michelle Pilati, C-ID Faculty Coordinator, ASCCC/Rio Hondo College
Jim Postma, Past Chair, CSU Academic Senate
Stephanie Ricks-Albert, Curriculum and Instruction, CCCCCO
Craig Rutan, South Representative, ASCCC/Santiago Canyon College
Mary K. Turner, Vice President of Instruction, Sacramento City College
Barbara Swerkes, Consultant, CSU System Office

Staff:

Krystinne Mica, C-ID Program Specialist, ASCCC

I. Announcements and Approval of the Agenda

The agenda was approved by consensus with the addition of the following item:

Item IV. C: Processes for ISMC and CCCMC

II. Approval of the Minutes

The minutes were approved with the addition of the following:

Pg. 2: "CCC" model curriculum.

Approved Baaske, Abma (MSC).

III. Discipline Updates

A. Allied Health/Exercise Science vs. Public Health Science

The Allied Health/Exercise Science FDRG met recently to discuss the creation of an AOE TMC in this health related area. The FDRG reviewed currently available programs at CSUs to determine whether a TMC in Allied Health/Exercise Science could align with the existing degrees. Their initial research showed that a majority of the degrees are heavy in Biology courses, and most are high-unit degrees. Privately, some members of the FDRG proposed that an Exercise Science TMC might be the best option.

More research needs to be done by the FDRG to move forward with the creation of a TMC in this area. O'Donnell offered to have CSU campuses review whether a proposed AOE TMC from Allied Health/Exercise Science could work for any CSU available programs. This offer will be made at the FDRG's meeting in March.

As the Public Health Science (PHS) TMC was put on hold to determine if the TMCs from Public Health Science and Allied Health/Exercise Science would be sufficiently different to warrant two, a motion was made to move forward with the release of the Public Health Science TMC as Pilati strongly believes that any resulting TMC from Allied Health/Exercise Science will be vastly different from the existing draft PHS TMC. ICW approved the release of the PHS TMC. The PHS TMC will be posted as final on the C-ID website once it is confirmed that all necessary processes have been completed.

B. Area of Emphasis TMCs

ICW reviewed a document containing the upcoming meetings scheduled for FDRGs. It was noted that the due date for the creation of the AOE TMCs is the beginning of the fall 2015 term. There is interest from Swerkes to join the AOE calls; Mica will forward the call-in information for the AOE FDRG meetings.

C. General Disciplines Updates

A brief update was provided on the upcoming meetings for Basic Skills FDRGs in Reading, ESL, Mathematics, and English, and CCC FDRG meetings for Biotechnology, and Emergency Medical Services (EMS). It was noted that CSU faculty are invited to the CCC FDRG meetings if a CSU faculty or representative is available from the discipline. The Biotechnology and EMS FDRGs are currently only looking at the creation of descriptors.

IV. Model Curriculum

A. Model Curriculum Workgroup Update

Since the last ICW meeting, a Model Curriculum Workgroup (MCW) comprised of faculty representatives from both the C-ID Advisory and Statewide Career Pathways Steering Committees, was established to oversee the approval and implementation of model curriculum. The Information Technology (IT) discipline is the first discipline to go through a review by the MCW. During the review, the IT FDRG came back and decided to include additional courses, which warranted vetting of three more descriptors. Because the IT MC is an ISMC, it will return to the ICFW for acceptance once the current version has been finalized by the FDRG.

The CSU representatives emphasized the importance of CSU involvement when a discipline exists or may exist at the CSU. It was established that a standing agenda item would be included on the ICW agenda to present any disciplines that are being considered for descriptor, TMC, or MC creation. As CTE FDRGs are currently intended for the development of descriptor for the CCC system, a suggestion was made to give the CSU system four months from the start of the CCC FDRG recruitment to recruit a representative to be appointed for the FDRG. If after four months, the CSU does not have a representative, the FDRG will move forward with their work without CSU representation. The group did not reach a consensus regarding the four-month suggestion. During its discussion on the April 21, 2015 meeting, members agreed to agendaize this item for a future meeting.

B. Status of Information Technology

This section was discussed in *IV.A. Model Curriculum Workgroup Update*.

C. Processes for ISMC and CCCMC

The group discussed the creation of a document that outlines the specific process for the creation, approval, and implementation of ISMCs, CCCMCs, and TMCs, per the discussion outlined in *IV.A. Model Curriculum Workgroup Update*. As there are still questions on the role of ICFW and MCW, the document will also outline the responsibility of each group. This document will be brought back to the next meeting for review.

ACTION:

- Bruno and Pilati will draft a document outlining the creation, approval, and implementation of ISMCs, CCCMCs, and TMCs and the role of ICFW and MCW.

V. TMCs Policies and Processes

A. TMC Criteria & Evaluation Process for Review of TMCs during 5-Year Review

A combined document for the *TMC Criteria and Evaluation Process for Review of TMCs during 5-year Review* was presented to the committee for consideration and feedback. The discussion on the combined document was centered mostly on the need to emphasize that any changes to existing TMCs need to be considered carefully, as the changes could potentially impact existing degrees and CSU determinations of similar for the discipline. The original intent was to have a one-year review process that mirrors the review process for the descriptors, but the additional year was incorporated to make sure that research can be conducted thoroughly on any suggested changes and the potential impact. In addition, members were advocating for the FDRG to provide a cost benefit analysis of any suggested changes to existing TMCs. Part of the cost benefit analysis could include the CSU Chancellor's Office sending hypothetical degree changes to CSU campuses to see what kind of impact the changes may have prior to the finalization of the TMC. Members would like the document to more strongly emphasize the need for the discipline FDRG to strongly consider the effects of changes to the TMC.

Suggestions will be sent to Baaske for incorporation into the new combined document. This document will be brought forth to the next meeting.

Members were asked to consider moving forward with the review of the three TMCs that are due for their 5-year review this past fall 2014: Communication Studies, Psychology, and Sociology. By consensus, members approved moving forward the TMC review for the three disciplines.

ACTION:

- Baaske and Pilati will incorporate recommendations and changes to the combined *TMC Criteria and Evaluation Process for Review of TMCs during 5-year Review* document and will bring a revised version to the next ICW meeting.

B. Discipline Criteria Selection

The document provided to the group was a review of the existing disciplines to date that have TMCs and MCs (or are currently under development), along with additional documentation for ICW's decisions to move forward for each discipline. There was a request to provide an explanation on the discipline of "pre-nursing" to account for why a degree was not developed. Suggested changes and additional language for "pre-nursing" will be sent to Pilati to incorporate for approval of the document at the next ICW meeting.

ACTION:

- Pilati will include additional language on "pre-nursing" in the *Discipline Criteria Selection* document. The document will be discussed at the next ICW meeting for possible approval.

VI. CSU GE Breadth or IGETC and ADTs

Because the availability of IGETC and CSU GE Breadth for STEM has reinvigorated discussions and concerns regarding the CCC Chancellor's Office's position that degrees can only be awarded with a transfer GE pattern that the college can demonstrate permits degree completion in 60 units, this topic was agendaized and discussed. While Senate Bill 1440 (Padilla, 2010), permits students to use either transferable GE pattern, the CCCCO has asserted that a college can't award an ADT when the student completes CSU GE Breadth and the degree was approved for IGETC (or vice versa). ICW determined that this question should be brought to the System Advisory Committee on Curriculum (SACC) for consideration, as ICW is not the appropriate body to discuss the issue. Leadership of the CCC Chancellor's Office and the ASCCC will confer on how to bring this topic to SACC.

ACTION:

- Leadership of the CCC Chancellor's Office and the ASCCC will confer on how to bring this topic to SACC.

VII. Chancellor's Office January 28, 2015 Memo

The group reviewed the January 28, 2015 memo from the Chancellor's Office regarding the removal of the June 30, 2015 deadline for any courses using C-ID descriptors in degrees to have C-ID approval. There are issues identified by the Chancellor's Office with the release of the memo and Chancellor's Office representatives at the meeting stated they would need to send a follow up memo to clarify the intent of the January 28 memo.

VIII. LAO Paper

The Legislative Analyst's Office (LAO) released a recent publication on the status, implementation, and successes of Senate Bill 1440. Members discussed the content of the paper, including a commendation from the LAO on the collaborative efforts of the CCC and CSU systems, and the need to have more data on graduation rates for students who transfer using the Associate Degree for Transfer (ADTs).

IX. Music Theory Courses and CSU GE

It was shared with ICW that the CSU Chancellor's Office identified three CCC course outlines that could be count as general education and for the music major. The courses will be sent to the AO listserv as samples for colleges developing course who wish or need to take advantage of this "double-counting" opportunity.

X. Online Counselor Toolkit Demonstration

This item was not covered at the meeting.

XI. Reports

- A. Senate Updates

CCC Academic Senate

A brief update was provided on the upcoming Spring Plenary session and marketing of the ADT degrees. The ADT paper is close to being completed for a second-read by the ASCCC Executive Committee. The C-ID RFA was also released and community college districts were sent a letter from the ASCCC to partner with ASCCC to ensure faculty voice remains present in C-ID and curriculum development.

CSU Academic Senate

No official report was provided.

B. IOC Report

During the November 19, 2014 IOC meeting, one of the topics of conversation was marketing of ADTs. Members are in agreement that the use of ADTs should be incentivized for students and IOC may be the correct body to promote this idea, along with marketing of the degrees. There was also suggestion that IOC is the appropriate body to conduct data collection to provide a better mechanism of tracking whether ADTs are working. A list of items to bring forth for the next IOC meeting is on section *XII. Prepare for Future IOC Meeting*.

C. CCC CO Report

CCC Chancellor's Office representatives reported that they foresee difficulties with meeting SB 440 mandates of creation of an additional 350 ADT degrees to meet the legislation. They are seeking an extension of the deadline from August 2015 to December 2015. It was noted that the 1,600 ADT goal was met for SB 1440.

D. CSU CO Report

CSU Chancellor's Office representative updated the group on the following items including a new approach to data reporting and a reconfiguration of how frequently reports will be disseminated; and funding legislation for the CSU system and how the CSU system would spend any additional dollars granted by the CA Department of Finance including the potential for students to receive bonus financial aid for completing an ADT. ICW was presented with an idea to use the ADTs as a mechanism to capture non-traditional students (veterans and adult students returning to college). In a traditional model, when a student transfer to a CSU with prior work and military experience, CSU doesn't know how to translate that experience into their programs. It is believed that the use of ADTs would solve this issue for CSU and in the future, ICW may be asked to provide approval for a pilot program.

An issue with the three AG TMCs was discussed. Of the four CSU campuses, one campus could not make any of the three TMCs work for their program and wanted to offer changes to the TMC. Members discussed the challenges of opening up a forum for outside review of TMCs.

XII. Prepare for Future IOC Meeting

The following topics will be brought forth the upcoming IOC meeting on April 17, 2015:

- Marketing for ADTs
- Data collection on student transfer and graduation rates
- Historical perspective/providing context for new personnel
- Update on documents and processes from ICW
- Updates on area of emphasis (AOE) disciplines

XIII. Future Agenda Items and Next Meeting Date

The next ICW meeting is scheduled for Tuesday, April 21, 2015 in Sacramento.

XIV. Adjournment

Respectfully Submitted by
Krystinne Mica
C-ID Program Specialist