Academic Senate
for California Community Colleges

EXECUTIVE COMMITTEE MEETING

LEADERSHIP. EMPOWERMENT. VOICE.

<u>Wednesday, November 2, 2016 – Westin South Coast Plaza</u>

686 Anton Boulevard, Costa Mesa, CA 92626
Meeting Room: San Gabriel

11:20 a.m. to 12:00 p.m. Lunch
12:00 p.m. to 5:30 p.m. Meeting
Dinner – Free night

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 Annie Wilcox-Barlettani at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

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

II. **CONSENT CALENDAR**
  A. **September 30 – October 1, 2016, Meeting Minutes, Davison**
  B. **September 1, 2016, ASFCCC Meeting Minutes, A. Foster**
  C. **Change to Curriculum Committee Charge, Davison**

III. **REPORTS**
  A. **President's/Executive Director's Report – 30 mins., Bruno/Adams**
  B. **Foundation President's Report – 10 mins., May**

C. **Chief Instructional Officer Liaison Report – 10 mins.**
A liaison from the CCC Chief Instructional Officers organization will provide the Executive Committee members with an update of system-wide issues and projects.

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

IV. **ACTION ITEMS**

A. **Legislative Update – 25 mins., Stanskas**
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

B. **Proposed Regional Curriculum Processes Workshop – 10 mins., Davison**
The Executive Committee will consider for approval the creation of Regional Workshops for Curriculum Processes.

C. **Draft Program for Accreditation Institute – 20 mins., Rutan**
The Executive Committee will provide input and consider for approval the draft of the Accreditation Institute program.

D. **Mentoring Program for New Senate Presidents – 20 min., S. Foster**
The Executive Committee will consider for approval developing a mentoring program for new Senate Presidents.

E. **AB 1985 Implementation – 20 mins., May**
The Executive Committee will consider for approval a survey for the California Community Colleges to ascertain local practices for awarding College Board Advanced Placement credit for General Education Courses.

F. **2008 Ensuring the Appropriate use of Education Technology Outline Update – 20 mins., McKay**
The Executive Committee will consider for approval the outline to update the 2008 paper Ensuring the Appropriate use of Educational Technology: An Update for Local Academic Senates.

G. **Information and Services Request Policy Statements for ASCCC Website – 10 mins., Freitas**
The Executive Committee will consider for approval on the website policy statements.

H. **Outline for Paper on Educational Program Development – 20 mins., May**
The Executive Committee will consider for approval an outline for a paper on Effective Practices for Educational Program Development.

V. **DISCUSSION**

A. **Chancellor's Office Liaison Report – 45 minutes**
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. **Board of Governors/Consultation Council – 15 mins., Bruno/Stanskas**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Fall Plenary Session Final Planning – 15 mins., Bruno
The Executive Committee will discuss final plans for the Fall Plenary Session.

VI. **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
  A. Standing Committee Minutes
      i. Curriculum Committee, Davison
      ii. Educational Policies Committee 8.31.16 & 9.28.16, May
      iii. Equity & Diversity Action Committee Minutes, Beach/Smith
      iv. Legislative and Advocacy Committee, Stanskas
      v. Standards and Practices Committee 9.19.16 & 10.3.16, Stanskas
  B. Liaison Reports
      i. Chancellor's Office Scorecard Advisory Group, Rutan
      ii. Education Planning Initiative Steering Committee, Dumont
      iii. Student Services Portal Steering Committee, Dumont
      iv. Student Success and Support Program Advisory Committee, Ninh
  C. Senate and Grant Reports

VII. **ADJOURNMENT**

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Calendar		Month: Nov	Year: 2016
•Upcoming 2016-2017 Events		Item No: 1 D.	
•Reminders/Due Dates		Attachment: NO	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Annie Wilcox-Barlettani	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

- **Executive Committee Meeting** – Huntington Beach – November 30, 2016
- **Executive Committee Meeting** – Alameda/Oakland – January 6 -7, 2017

Reminders/Due Dates

November 13, 2016

- Agenda Items due for November 30th meeting.

December 14, 2016

- Agenda Items due for January 6-7, 2017 meeting.

January 16, 2016

- Rostrum articles due.

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

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/Inc omplete	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	January	In progress			Communication flowchart was approved by Exec at its May meeting and will be modified to include more connections. This item will be included in the Executive Committee Livebinder.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	TBA		EDAC will discuss this year.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
The Best of the Rostrum	5. January	2015	II. F.	Adams	December	In progress			Each standing committee reviewsx the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period. The Executive Director will work on how best to display this information.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Ccnan/Rutan	December	TBA		Need to research status	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	A. Foster	December	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module is in progress and will also be available in Fall. The Incarcerated student module outline is in process and should be available in Spring. SLO Symposium in progress.
Academic Senate Foundation Research	May	2016	IV. B.	May	December	In progress			ASFCCC to include description of the literature review on its website with a disclaimer. Standards & Practices to develop a process for how long the ASCCC/ASFCCC partners with other organizations on research
Part Time Faculty Committee - Recommendations of Priorities	May	2016	IV. D.	Adams/Gould	November	In progress			Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	Future	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading.
Local Senate Visits	Sept/Oct	2016	I. F.	Adams	Ongoing	In progress			Campus Visits Table will be brought back to each Executive Committee meetings so members can provide which colleges they have or will visit. Local Senates will develop talking points for Executive Committee review
MQ Regional Meeting Schedule	Sept/Oct	2016	II. D.	Freitas	November	In progress			Standards and Practices will develop guidelines for how Chancellor's Office staff are invited to participate in ASCCC activities.
Legislative Update	Sept/Oct	2016	IV. A.	Stanskas	November	In progress			Executive Committee will decide which day they will hold Legislative Day during the November meeting.
Instructional Design and Innovation Institute Call for Proposals	Sept/Oct	2016	IV. D.	Freitas/Adams	October	Completed			Adams and Freitas to make adjustments to the document as suggested before sending out on the listserv.
Survey on CTE Faculty	Sept/Oct	2016	IV. F.	Freitas/Slattery-Farrell	October	Completed			Once the changes have been made to the survey, it will be sent out to the field.
Institutional Effectiveness Partnership Initiative Professional Development	Sept/Oct	2016	IV. H.	Rutan	October/No vember	In progress			Members will send their suggestions for areas that the Academic Senate needs to be leading to Rutan, Bruno, and Adams.
Part-Summit	Sept/Oct	2016	IV. I.	Adams		In progress			Adams to create survey for Part-time Faculty to take before the summit.
Fall Plenary Session Planning	Sept/Oct	2016	IV. K.	Bruno/Adams	October	Completed			Adams to make adjustments to the 2016 Fall Plenary program as discussed.

Academic Senate
for California Community Colleges   **EXECUTIVE COMMITTEE MEETING**

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Friday, September 30, 2016 – Saturday, October 1, 2016

I. ORDER OF BUSINESS

A. Roll Call
President Bruno called the meeting to order at 1:00 p.m. and welcomed members and guests.

J. Adams, J. Bruno, C. Aschenbach, R. Beach, D. Davison, A. Foster, S. Foster, J. Freitas, G. Goold, G. May, C. McKay, C. Rutan, C. Smith, L. Slattery-Farrell, and J. Stanskas.

Liaisons Present: Raul Arambula, Specialist, Chancellor's Office; Courtney Cooper, Student Senate President; Jackie Escajeda, Dean of Curriculum and Instruction, Chancellor's Office; Jeffrey Michels, Executive Director, United Faculty of Contra Costa Community College District; Theresa Tena, Vice Chancellor for Institutional Effectiveness, Chancellor's Office; Pam Walker, Vice Chancellor for Educational Services, Chancellor's Office.

Guests Present: Gary Aguilar, Senate President, American River College;
Julie Clark, Senate President, Merced College; Dan Crump, Librarian, American River College; Frank Kobayashi, Interim Vice President of Instruction, American River College.

Staff Present: Annie Wilcox-Barlettani, Executive Assistant; Erika Prasad, Foundation Development Manager.

B. Approval of the Agenda
MSC (Freitas/Aschenbach) to approve the agenda.

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

Gary Aguilar, Senate President, American River College, welcomed members and thanked them for all of their efforts and work that is being accomplished.

Frank Kobayashi, introduced himself as the Interim Vice President of Instruction and welcomed members to the campus.

D. Calendar
Members were updated on upcoming meetings and deadlines. The deadline for *Rostrum* articles is October 3, 2016. A correction was made to the 2016 Fall Plenary Resolutions deadline. Submissions are due October 6, 2016.

E. Action Tracking
Members reviewed the action tracking spreadsheet and were asked to send updated items to staff as they are completed.

F. Local Senate Visits
The Executive Committee was briefed on the revival of the Campus Visits Table. Members were asked to keep track of all local senate visits completed and fill out the table accordingly. Members will continue to work on talking points and possibly target local senates in their area. Members were also urged to make calls and reach out to their local colleges

Action
Campus Visits Table will be brought back to each Executive Committee meetings so members can provide which colleges they have or will visit.

Local Senates will develop talking points for Executive Committee review.

G. Dinner Arrangements
Dinner arrangements were announced.

II. CONSENT CALENDAR
A. September 9 – 10, Meeting Minutes, Davison
B. CTE Leadership Committee Charge, Slattery-Farrell
C. Relations with Local Senates Charge, S. Foster
D. MQ Regional Meeting Schedule, Freitas
E. Periodic Evaluation of the ASCCC – Executive Committee Evaluation of Strategic Plan Progress, Freitas/Adams

Items II. D and II. E. were pulled from the consent calendar for further discussion.

MSC (Goold/McKay) to approve consent calendar as amended.

D. MQ Regional Meeting Schedule
Members discussed the Chancellor's Office presence at the Regional meetings, specifically the Minimum Qualifications Regional Meeting on October 28 – 29, 2016. The Executive Committee agreed that partnering with the Chancellor's Office is important and will provide balanced perspective to the attendees.

The Executive Committee agreed that committee chairs will determine with their committee if they would prefer to partner with the Chancellor's Office at the other regional meetings taking place throughout the academic year.

MSC (Foster/Beach) to approve inviting Chancellor's Office representatives to MQ regional meetings.

Action
Vice Chancellor Walker will determine who will represent the Chancellor's Office at the meetings.

Standards and Practices will develop guidelines for how Chancellor's Office staff are invited to participate in ASCCC activities.

E. Periodic Evaluation of the ASCCC – Executive Committee Evaluation of Strategic Plan Progress
Members discussed the survey for the Executive Committee Evaluation of the Strategic Plan. Concerns were shared that there were too many questions on the survey and that some appeared to be duplicative.

Members agreed to eliminate questions 3, 4, 6, 9, and 11. The final results of the survey will be provided to the Periodic Review Committee at their first meeting on October 25, 2016.

MSC (Smith/Rutan) to approve changes made to the Executive Committee Evaluation Strategic Plan.

III. REPORTS
A. President's/Executive Director's Report

President's Report – Julie Bruno
President Bruno and Adams met with Bill Scroggins, President and CEO of Mt. San Antonio College regarding the Guided Pathways Project. He provided information and background on how the pathway work was developed by Mt. SAC. He urged the members to read the book, *Redesigning Community Colleges* as an information source and to have continuous conversations with faculty.

Bruno briefed members on the Career Technical Education Data Unlocked Committee meeting. She stated the meeting was productive, with a strong collaboration by attendees, which included representatives from West Ed, the Chancellor's Office, the Academic Senate, Regional Consortia, and the Centers for Excellence. The committee also discussed the process and procedure for the TOP codes clean up project and resources for data. Currently, the ASCCC is partnering with West Ed on the TOP Code clean up project and is looking for faculty experts in TOP codes. In addition, West Ed has created a LinkedIn Group where colleges can go to recruit experts and consultants. The unvetted page is intended to be a clearinghouse for colleges and consultants. Goold volunteered to participate on a workgroup to investigate CalJOBs as a possible pilot to gather employment data faster. The Regional Consortia are investigating using disaggregated data by college and TOP code. The Regional Consortia will keep the ASCCC appraised of the work and how data and the related research questions may be used for program improvement so that the ASCCC may provide the necessary professional

development to faculty. Bruno urged members to attend the Regional Consortia meetings, if they are available.

Bruno updated members on the recent Intersegmental Committee of Academic Senates (ICAS) meeting. One topic of interest was the "Quantitative Task Force Report" which will be discussed at future ICAS meetings. In addition, the CSU wrote a draft letter to the legislature in regards to ACR-158 (Holden) Postsecondary Education: Transfers. It was determined at the meeting that the letter will be re-written to include the voice of the ASCCC and UC expressing the good work done related to the resolution. The awarding of an honorary degree by colleges and universities was also discussed at the ICAS meeting. Practices were shared by all three segments. Lastly, Bruno announced that May was appointed chair of the Intersegmental General Education Transfer Curriculum (IGETC) subcommittee.

Bruno briefed members on the recent Collegiality in Action meeting at San Diego Continued Education. The college is accredited under WASC and is noncredit. She noted that the senate president, Richard Weinwroth, is doing fantastic work with his faculty on shared governance.

Bruno continues to serve on the board of Wheelhouse: The Center for Community College Leadership and Research. Wheelhouse recently announced they will be holding an annual leadership institute for chancellors and presidents beginning in January 2017.

Lastly, Bruno met with Julius Sokenu, President of the California Community College Association for Occupational Education (CCCAOE) and discussed the possibility of engaging in a collaborative effort with CCCAOE, the Chief Instructional Officers (CIO) and Chief Student Services Officers (CSSO) regarding career pathways.

Executive Director – Julie Adams
Adams reminded members that her reports moving forward will include her two-year goals as requested by Executive Committee members.

Establish an organizational structure to ensure continuity and stability in the long-range work of the senate

Adams attended several committee meetings to support the chairs in accomplishing their priorities. In participating in these discussion, she explored how to institutionalize the work of the committees. For example, observations from past committee work has resulted in recent changes to the ASCCC website that will facilitate the archiving of information including past membership, minutes, agendas, etc.

In the Executive Committee binder, there is an old document that provides the accounting procedures. Last year, the Executive Committee approved the Accounting

Policy but the Accounting procedures were not updated. She is working with the Tax Office to update those procedures. She noted that the office is currently conducting an audit. For succession planning, she will begin a process for the office to prepare for an audit. The best succession planning has been the outsources of the accounting to the Tax Office.

Facilitate strategic planning process and implement the plan
Adams provided guidance and reinforced the role of ASCCC Standing committees in the implementation of the ASCCC Strategic Planning.

Adams briefed members that the Senate's Foundation Development Manager is creating a public relations and communication plan for both the ASCCC and the Foundation. Members should see fewer but regular messages sent out on the Listserv and branding consistency in all messages.

Adams is working on annual report, which will update the field on what we have been doing to accomplish the goals they set. She will be reaching out to all members to fill in more information about what they have been doing to address each of the strategic plans.

Help to strengthen relationships with other constituents and system partners
Adams met with Bruno, Freitas, Stanskas, Walker, and Chancellor's Office staff on minimum qualifications including addressing the ASCCC resolution to move the disciplines list from Title 5 to the Disciplines list, as well as changing the MQ process from two years to a one-year process to be responsive to the field, and addressing the Strong Workforce recommendations. The consensus of the group was to call together key groups—EOPS, DSPS, Health services, mental health, etc., to discuss moving disciplines out of Title 5. Concern was shared by Chancellor's Office associated with other constituents that these groups were concerned about removing language from Title 5 that has been in effect for more than 40 years. A group will be formed to have a discussion to assist other groups in understanding the intent behind the resolution.

Adams is continuing her conversations and partnership with Lynn Shaw (Chancellor's Office, Co-Chair) on all Strong Workforce Task Force matters. Additionally, with the grant received from the Chancellor's Office, the Academic Senate will be partnering with Association of California Community College Administrators (ACCCA) and the CIOs on a potential part-time summit which will take place next Summer.

Establish and implement the fiscal and organizational structure for the Academic Senate Foundation
Adams is working with the Foundation President on possibly using a digital badging application for the Academic Senate Foundation. Digital badges are awarded to recipients and are represented as digital tokens that appear as icons or logos on a webpage or social media platform. Research and a potential pilot project will be done

through the professional development college and will need to go through a final assessment before it can be approved.

Succession planning
In addition to giving her staff continuous feedback regarding their performance, Adams is preparing annual evaluations with the Senate staff over the next few weeks. These reviews will include a performance assessment, set expectations, creation of goals, and discuss the achievements of each staff member. In conjunction with the evaluations, each staff member will create a LiveBinder for their role, including operating procedures for their position, which will be due by January 2017.

Adams is working with Crump to create a "manageable" process for committee appointments to constituent groups.

Adams is also working on updating the Executive Committee binder including templates and other resources.

Other
Lastly, Adams shared with members the current level of registrants for upcoming events and meeting. The Academic Senate should expect another successful turnout for the Fall Plenary taking place November 3 – 5, 2016.

B. Foundation President's Report
May reminded members that a letter will be sent out to the field regarding Fall elections for the Foundation Board of Directors. Candidates will not have to give a speech, but will be required to fill out a questionnaire. Currently, there are three positions to fill, with a trickle down option.

May announced there will be a Crowdrise page created for this year's Area Contest. This allows for faculty and public to donate to a cause: Area A, B, C, and D. Funds received could assist in the faculty diversity hiring request put forth by the Equity and Diversity Advisory Committee. The page is open for donations starting early October through the duration of Fall Plenary. At the end of Fall Plenary, the Area winner will be announced and awarded a trophy for receiving the largest donations.

May added that the next Foundation meeting will take place on November 18th in Riverside. There will also be a two-day orientation in January for the new directors and the Foundation Board will begin planning for the 2017 Spring Fling.

C. Chief Instructional Officer Liaison Report
No report.

D. Liaison Oral Reports
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

Jeffrey Michaels, California Federation of Teachers liaison and Executive Director at United Faculty of Contra Costa Community College District briefed members on the most recent Chief Instructional Officer meeting. A reminder was given that the statewide conference is being held on October 26 – 28, 2016 in San Diego.

Michaels reviewed CFT's top priorities, particularly, the legislative due process rights for misconduct. It was found that the investigations are lengthy and some faculty were placed on administrative leave without reason. CFT is working towards representing the rights for faculty who are placed under misconduct investigations.

CFT is working in coalition with representatives from California State University (CSU) and University of California (UC), along with faculty and students on "reclaiming the California master plan". The coalition is working on producing a 40-page report. It was shared that if each household in CA contributed $43.00 a year, it would make tuition free for California Community College students. Members discussed the master plan and ways that it can be revived. The plan reflects interest for all three college systems.

Lastly, Michels noted that pressure is being put on the budget in order to allow for more full time hires and to compensate part time faculty accordingly.

Courtney Cooper, Student Senate President for the Student Senate for California Community Colleges (SSCCC) provided members with an update on recent issues:
- In July, the Student Senate implemented a new constitution, which has been seen to have a positive effect.
- The SSCCC Strategic Plan expires January 1, 2017. An Ad Hoc committee has been formed to work on a two- to five-year plan.
- The Student Senate sponsored seven pieces of legislation and five of the seven made it out of appropriations. Most important to the SSCCC was the passing of AB 1995 (Williams, 2016): *Homeless Students and Access to Shower Facilities*. Students who are in good standing are allowed showered access for 10 hours per week.
- A new Student Senate Director handbook is being created.
- Strengthening system partnerships is a priority for the Student Senate, with a focus on addressing housing and food scarcity. The SSCCC is looking to have collaborative conversations with the UC and CSU presidents. It was noted, the SSCCC will be going in front of the general assembly regarding this concern on November 11th in Sacramento.

IV. ACTION ITEMS
A. Legislative Update
The Executive Committee was updated on the recent action by the legislature. Special attention was given to the legislation that was signed or vetoed by the Governor.

MSC (Smith/Goold) to approve the adoption of all following five topics for the Academic Senate's priorities for 2016-17:
- Faculty diversification (pathways to community college teach)
- Audit fee
- Veterans support services
- Mental health
- Stable and sufficient funding for C-ID

Action
Executive Committee will decide which day they will hold Legislative Day during the November meeting.

B. ACCJC

Members discussed the final revised draft letter that will be sent to the U.S. Department of Education for the National Advisory Committee on Institutional Quality and Integrity (NACIQI) hearing. The purpose of the Academic Senate's letter is to outline the ASCCC experiences and concerns in working with the Accrediting Commission for Community and Junior Colleges (ACCJC) at the state level.

Members discussed the tone of the letter and acknowledge that the latest draft includes language that is more focused on the future which will send a more positive message. By consent, the final draft of the letter was agreed upon and will be formally sent to U.S. Department of Education from the Executive Committee.

MSC (Goold/Slattery-Farrell) to approve final draft of the letter to be sent to NACIQI.

Members discussed who should attend the NACIQI hearing in December in Washington, D.C. It was suggested that if the Executive Committee is representing the faculty, the ASCCC should have a presence at the meeting.

MSC (Rutan/Freitas) to approve out of state travel for members to attend NACIQI hearing.

C. Effective Curriculum Processes Document

The Executive Committee reviewed the Curriculum Briefing Document created to distill the most significant parts of the ASCCC paper *Ensuring Effective Local Curriculum Processes*. The list provides the curriculum committees and other stakeholders with practices which can assist in streamlining local curricular processes. The document will be used as a supplement to the original paper.

Members made suggestions to the list to streamline the approval process. Once corrections are made, members suggested sending the document out on the appropriate listserv. Davison will provide a synopsis of the document and attach it to a link in the email.

With its approval, the Curriculum Committee would like to present the paper and the Effective Curriculum Processes Document at the North Far North meeting in October.

MSC (Aschenbach/May) to approve the Effective Curriculum Processes Document with the changes made.

D. **Instructional Design and Innovation Institute Call for Proposals**
Members reviewed the Instructional Design and Innovation Institute Call for Proposals (CFP). The institute will be held in March 2017. The committee plans to send out the CFP in October. Doing so will allow for additional time (five months) between the distribution of the CFP and the finalization of the program to gather proposals. By consensus, members revised the categories to reflect the major areas for innovation in California community colleges. These areas include: structured pathways projects/college promise projects, contextualized teaching and learning in career technical education, basic skills innovation, student equity and bridging the instruction/student services divide, integration of technology into instruction, and regional collaboration efforts.

Members made suggestions to the call for proposals, including having proposals reflect more faculty driven programs. Clarification will be made once proposals are received and vetting takes place.

MSC (Rutan/Beach) to approve discussed changes to the Instructional Design and Innovation Institute Call for Proposals.

Action
Adams and Frietas to make adjustments to the document as suggested before sending out on the listserv.

E. **CTE Leadership Institute Funding**
Members discussed approving the application to the Institute of Effectiveness Partnership Initiative (IEPI) for a grant to fund the ASCCC Career Technical Education Leadership Institute. Funding from IEPI would allow the ASCCC to expand the targeted audience for the institute to include classified staff and deans. A partnership with the Association of California Community College Administrators (ACCCA) and the CIO will facilitate the development of a shared language and purpose for continued CTE leadership discussions at the college level and address strong workforce implementations. Members expressed their enthusiasm for the application and partnership with ACCCA and the CIOs. The application will be submitted to the Chancellor's Office for approval. The ASCCC is seeking $100k.

MSC (Goold/Aschenbach) to approve the grant application to IEPI and to partner with ACCCA and CIO.

F. Survey on CTE Faculty

Members reviewed the survey on Barriers to Hiring Career Technical Education (CTE) faculty. The Standards and Practices Committee was assigned the responsibility of addressing the recommendation made by the Strong Workforce Taskforce to, "Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience". It was agreed by both the Standards and Practices Committee and the CTE Leadership Committee that a survey should be distributed to the field to discover the actual barriers to hiring CTE faculty.

Members suggested an introductory paragraph to the survey to describe its importance and how it is directly connected to the people taking the survey. It was also suggested that the survey should be sent to senate presidents and the CIOs. This will give the CIOs an opportunity to send the survey to CTE Deans, and Academic Affairs Deans. The senate presidents and/or the CTE liaisons can distribute the survey to CTE faculty. The Standards and Practices Committee can then track the responses appropriately. Other clarifying changes were made to the survey.

MSC (Rutan/May) to approve changes to the survey as discussed by the members.

Action
Once the changes have been made to the survey, it will be sent out to the field.

G. Institutional Effectiveness Partnership Initiative Pathways Summit

The Executive Committee discussed the upcoming Institutional Effectiveness Partnership Initiative Pathways Summit and provided direction to the ASCCC appointees who represent the IEPI Pathways Planning Group. The group is developing two, two-day summits intended for faculty and administrators who would like to develop clearly delineated educational pathways for students at their colleges.

Members reviewed the program for the two-day summit. The first two-day summit will be held on December 7-8, 2016, where one day will take place in Northern California, and the second day will take place in Southern California. The same timeline is suggested for the second summit taking place January 26 – 27, 2016. Members stress the need for all training to include the recommendation of ensuring local senate and faculty involvement from the beginning to help construct the pathways for students' success to graduation.

The ASCCC appointees will continue their work on the program and include suggestions made by the Executive Committee. They will bring the revised program to the IEPI Pathways Planning Group meeting on October 5, 2016 to finalize.

H. Institutional Effectiveness Partnership Initiative Professional Development

The Executive Committee discussed how and where the Academic Senate should lead and/or partner with IEPI on the development of the professional development

workshops and materials for the Professional Learning Network (PLN). Members discussed the areas they would like to see the ASCCC's involvement, particularly positioning themselves in areas that fall under the Senate's purview. Areas discussed included: Student Learning Outcomes, Inmate/Re-Entry Education, Campus Professional Development, Noncredit, Minimum Qualifications, and Enrollment Management.

MSC (Smith/S. Foster) to approve discussed topics that the ASCCC has agreed is under faculty purview for the Professional Development Plan 2016 – 17.

<u>Action</u>
Members will send their suggestions for areas that the Academic Senate needs to be leading to Rutan, Bruno, and Adams.

I. **Part-time Summit**
   Members discussed the approval of holding a summit for Part-time Faculty in the Summer of 2017. For several years, various Executive Committee members discussed holding a professional development event for part-time faculty. The Chancellor's Office is providing the ASCCC $250,000 with an additional $100,000 coming from California Community Colleges Success Network (3CSN) for basic skills, providing the Senate with a total of $350,000 to use towards supporting part-time faculty. The institute was suggested to take place August 10-12, 2017 when most part-time faculty would be available to attend. The hope would be to cover most or all of the cost for attendees.

   The summit would provide additional instruction and strategies for part-time faculty and would cover teaching pedagogy, class management, interviewing skills, technology for basic skills, noncredit, and more. It is proposed that the Part-time Committee, Basic Skills Committee, and the Faculty Development Committee work together to coordinate the planning of the event and develop the criteria for which part-time faculty can attend. It was also suggested to send out a survey to a group of part-time faculty before the summit to find out which areas they would like to see covered and engage in the topics suggested by the committee.

   MSC (Smith/Aschenbach) to approve the ASCCC holding a Part-time Faculty Summit in August, 2017.

   <u>Action</u>
   Adams to create survey for Part-time Faculty to take before the summit.

J. **Sponsorship Criteria**
   Members discussed the criteria for potential sponsors for ASCCC events and considered the updated criteria for approval. Staff member, Erika Prasad, joined the meeting to review the sponsorship criteria with members and answer questions.

   It was noted that each sponsor that is approached or approaches the ASCCC will be

vetted by staff, as well as the ASCCC President and Executive Director. The contracts will be written and applied to each sponsor. It was stated that guidelines will be followed and kept on record. In addition, there will be ongoing consultation with the Executive Committee as necessary to discuss any sponsorship concerns.

Members were reminded that the ASCCC is not endorsing the sponsors, the ASCCC is simply providing them with an opportunity to share their product with interested attendees. The sponsors present at events are included because their product is in line with the ASCCC's values and mission.

MSC (Freitas/Davison) to approve sponsorship criteria and include changes discussed.

K. Fall Plenary Session Planning
The Executive Committee reviewed the modifications made to the preliminary 2016 Fall Plenary Program and were updated on the keynote presentations.

MSC (May/McKay) to approve changes to the Fall Plenary Program.

Action
Adams to make adjustments to the 2016 Fall Plenary program as discussed.

L. Fall Plenary Session Resolutions
Members reviewed, discussed, and edited Fall Resolutions.

MSC (S. Foster/Davison) to approve the 2016 Fall Plenary Session Executive Committee resolutions to forward to the Area meeting for discussion.

M. 2016 Norbert Bischof Faculty Freedom Fighter Award
Members discussed the approval of the recommendation for the 2016 Norbert Bischof Faculty Freedom Fighter Award. The award is given by the Executive Committee to "faculty leaders who have exhibited exceptional leadership skills by helping 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." City College of San Francisco submitted their nomination for their past president Lillian Marrujo-Duck to receive an award this year.

Members reviewed the new nomination process. Originally, a formal policy was not in place for how the nominations were received or given. There is now an established timeline, including an updated nomination criterion. The call for nominations occurs every year in January with a March submission deadline. If there are no nominations for the award, then the process does not continue and the award is not given for that year. It was noted, that there is no limit as to how many awards may be given.

MSC (Beach/Rutan) to approve the Freedom Fighter Award recipient Lillian Marrujo-Duck.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Theresa Tena, Vice Chancellor for Institutional Effectiveness updated members on the Institutional Effectiveness Partnership Initiative. She shared with members the recent newsletters that were disseminated on the listservs. The newsletter describes IEPI and the current innovations and activities taking place within the workgroups and committees.

Tena announced that the Chancellor's Office has established a relationship with lynda.com. Lynda.com is an educational network where participants can learn new skills online, which may be used as part of professional development. The partnership was launched in April with 400-700 users; it now has 3,500 users, indicating the success of the launch.

Tena shared with members that the leadership development grant application is due on September 30, 2016. She noted she received the ASCCC's application and will review it shortly. She is pleased to see many applications coming in that promote innovative partnerships. This will drive creative ideas to train leaders for successful initiatives.

Jackie Escajeda, Dean of Curriculum and Instruction briefed members on the following system-wide issues and projects.

- The Chancellor's Office Academic Affairs department has four dean's positions, three of which are now filled. The Chancellor's Office is in the process of reviewing applications to hire the fourth dean. This fourth position will oversee the Inmate Education program, in addition to other programs. The position will be a limited term specialist, as the CO has temporary funding for Inmate Education.
- The Financial Aid Curriculum Workshop was a great success with 400 attendees.
- Public Safety – Eric Nelson hosted two successful workshops. The July workshop took place in Woodland and the September one took place in Southern California. The CO is considering holding the workshops again in the future.
- The Chancellor's Office was asked to rewrite the Title 5 regulations on high school articulation. The revisions begin immediately with members from 5C.
- A webinar was held on September 20th for the new Curriculum Inventory system. There are three phases to the rollout. The first migration will include 8-10 volunteers to test in December. The second migration will go to the early adopters in February, 2017, and the third migration will be the mandatory switch in March, 2017.
- A Baccalaureate Degree meeting was held on September 21st and was well attended. Attendees discussed the three areas that fall under the Senate's purview: faculty minimum qualifications, lower and upper division course work, and number of college credits. In November, there will be a meeting to discuss the Baccalaureate Degree handbook. In addition, it may be required by some licensors in order to receive a degree. An example of an area of concern would be

dental hygiene. The Chancellor's Office will be inviting the Student Services department to provide input to the handbook.

- The Program and Course Approval Handbook (PCAH) changes were made and the PCAH will be sent out as soon as possible.

Raul Arambula, Specialist at the Chancellor's Office updated members on the Associate Degree for Transfer (ADT) progress report. Currently there are 2,070 ADTs approved, 133 ADTs were sent back with revision requests, which is higher than normal with reasons for corrections including missing or wrong documents submitted, and errors on the application.

Pam Walker, Vice Chancellor of Academic Affairs updated members on recent Chancellor Office topics.

- Walker met with the Chancellor of San Jose State and other administrators to discuss a future collaboration regarding the Title 5 California Code of Regulations.
- CAI Update – The media contacted the Chancellor's Office for information on the recent delays in the Common Assessment Initiative. The CO and other participants are focusing on developing a better plan in order to roll out the system's common assessment tool. The goal is to have the system fully functioning before implementing on college campuses.
- Walker shared that the Curriculum Inventory project is moving forward. The Chancellor's Office is working on ensuring timely curriculum certification processes. 5C has created a subcommittee that includes ASCCC representatives, CIOs, and CEOs to assist with the work. The work of this group will be quick with the project finalized in January and ready to bring to the Board of Governors (BoG) in March 2017.
- Walker is working with Helen Benjamin, Chancellor, Contra Costa Community College District, and Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District, to finalize the Chancellor's report to NACIQI in December. One area of discussion is the AB-404 (Chiu) Community Colleges: Accreditation. The bill requires constituency input on evaluating ACCJC. To meet the mandates of the bill, the CO will be surveying the Consultation Council.

B. Board of Governors/Consultation Council
Members received an update on the recent BoG and Consultation Meetings:

Consultation
- Vice Chancellor, Van Ton-Quinlivan provided updates regarding the new Strong Workforce Program website and the available resources.
- Mike Magee updated the council on legislation.

Board of Governors
- High school articulation Title 5 regulations were questioned by the Board of Governors and will be revised. The Title 5 language needs to be clarified and

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will return to the Board of Governors in November.
- Academic Record Symbols for Noncredit was approved.
- Secretary of State, Alex Padilla, addressed the Board to encourage districts and colleges to participate in the California Students Vote Project.
- The budget proposal was approved by the Board after much discussion regarding additional funding priorities. An additional $5 million towards homelessness and food insecurity was added, as well as an additional $5m for Veterans' Resource Centers. The budget proposal included a request for funds towards Integrated Library Services. The Council for Chief Librarians will bring forward a resolution to gather support for the proposal.
- Cooperating Agencies Foster Youth Educational Support (CAYFES) was approved.
- The nomination of officers of the Board took place - Cecilia V. Estolano, Vice President, was nominated for President. Dr. Joseph Bielanski, Articulation Officer at Berkeley City College, and Tom Epstein, Vice President, Public Affairs of Blue Shield were nominated for the Board Vice President. Nominations are open until November 2016.
- The Foster Youth Support Services representatives gave a presentation to the board.
- Administrators from El Camino Compton Center provided a public comment on their progress with their application for accreditation.
- Keetha Mills, President of the Foundation for California Community Colleges presented to the Board their goals and accomplishments, which included a revenue of $30m, of which $0.85 of every dollar goes directly towards supporting programs.
- An accreditation update was provided on the two workgroups. Workgroup I provided a report to the Accrediting Commission for Community and Junior Colleges (ACCJC) on improving policy practices based on how other accrediting commissions function. Workgroup II discussed four options for creating a long-term relationship with an accreditor. The options were narrowed down to the two that were most viable: creating a stronger relationship between the ASCCC and Western Association of Schools and Colleges (WASC) and having a single accreditor for the Western Region. The group will continue to look at other contributing factors and will meet again in late October.
- The Campaign for College Opportunity gave a presentation regarding Associate Degrees for Transfer (ADT).

C. Institutional Effectiveness Partnership Initiative (IEPI) Update

The Executive Committee was updated on the work of the IEPI Advisory Committee Workgroups. Implementation of IEPI began in January 2015 with the goal to help advance California Community Colleges' institutional effectiveness, including reducing the number of accreditation sanctions and audit issues. The IEPI Advisory Committee is divided into four workgroups: Institutional Effectiveness and Indicators; Policy, Procedure, and Practice; Professional Development; and Technical Assistance. The ASCCC members serving on the four workgroups provided an update to members. Breakouts about the IEPI workgroups were held at conferences throughout the year and the workgroups will continue to hold meetings throughout the remainder of the year. These breakouts and meetings are an opportunity to provide feedback to the IEPI on their progress and to focus on the areas that require more attention. It was noted that the efforts surrounding IEPI will not slow down, but gain momentum. IEPI is a heavily funded initiative that is vital to the effectiveness of the California Community College System.

Members provided feedback and made suggestions to the Executive Committee members serving on the workgroups.

VI.   **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
   A. Standing Committee Minutes
      i.   Curriculum Committee, Davison
      ii. Legislative and Advocacy Committee, Stanskas
   B. Liaison Reports
      i.   Cal-PASS Plus Advisory Board Meeting, Freitas
      ii. California Community College Curriculum Committee (5C), Davison
      iii. GEAC, May
      iv. SSSPAC Meeting, Jamshidnejad
   C. Senate and Grant Reports

VII. **ADJOURNMENT**
      The meeting was adjourned at 1:12 p.m.

      Respectfully Submitted By

      Annie Wilcox-Barlettani, Executive Assistant
      Julie Adams, Executive Director,
      Dolores Davison, Secretary

THE ACADEMIC SENATE
FOUNDATION
for California Community Colleges

MINUTES FOR THE ASFCCC
ASCCC Office
One Capitol Mall, Suite 340, Sacramento, CA 95814

Members in attendance: Virginia May, President; Adrienne Foster, Secretary; Craig Rutan, Treasurer; Lorraine Slattery-Farrell, Director; Julie Adams, ASCCC Executive Director; and Erika Prasad, guest.

1. Meeting was called to order at 10:15.

2. Welcome from the President of the ASFCCC and introductions of the members

3. Agenda was approved MSP

4. Approval of Minutes
   Directors approved the minutes from April 7, 2016 via email. Minutes were submitted to the ASCCC Executive Committee in May.

5. Bylaws Review - Directors reviewed the changes to the Bylaws to ensure changes have been accurately captured. Changes to the Bylaws were not accurately reflected and will be changed and reposted on the website. Other formatting changes were noted.

6. Fall Directors Election - Plenary Session
   It was recommended to have a breakout on the ASFCCC so as to help solicit members. Similar to the ASCCC Elections, candidates will complete a candidate statement which includes three questions. Three director positions are open, based on the revised Bylaws, with staggered terms—one, two, and three years. A letter with directions about procedures will go out to the body describing the upcoming elections in September. Elections will follow the process of ASCCC elections with one exception--there will be no speeches.

   In an effort to onboard the new directors, the Foundation will have an orientation January 12-13, 2017, preferably at the Mission Inn in Riverside.

   The Area Contest for the Fall Plenary Session will be a fundraising campaign using CrowdRise. The Area winner would receive "a new trophy", and and bragging rights. Directors discussed the Area party but concluded that with the two receptions, an Area party would not be feasible. The dollars raised are to support Foundation research.

7. Director Expectations and Responsibilities
   Directors reviewed the general responsibilities of directors' job descriptions and discussed the roles and responsibilities of directors at events. At future meetings, there will be a review of other positions.

8. ASFCCC Strategic Master Plan
   Directors reviewed and updated the Foundation Strategic Master Plan and set goals for
   2016 – 17.

9. Budget Development and Approval
   Directors reviewed the financial performance for last year. It was noted that the
   Foundation exceeded its fundraising goal of $20,000 ($24,588) but spent most of it on
   sponsoring receptions ($17,353). The directors determined that sponsorship of receptions
   will be reduced to only fall plenary session; instead, the Foundation will sponsor ASCCC
   events (i.e., faculty leadership and curriculum) in name only to keep the Foundation in
   front of the field. Directors were informed that the most successful fundraising activity is
   the general donations (10 + 1, ongoing donations, and C-ID donations -- $10, 776) and
   not the swag ($6,274). Additionally, the ASCCC has been informed that by requiring a
   donation for swag, the Foundation may be liable to pay taxes. Staff has recently
   completed research. Selling items would require a business license in every location that
   swag is sold. The Foundation directors discussed whether or not the donations they
   receive for swag would be worth the additional workload in securing business licenses
   and paying taxes. Directors decided to give away all the swag currently in house and to
   immediately stop seeking donations for swag. Directors then discussed the 2016 – 17
   budget. A formal budget will be provided at the next meeting for approval. At the next
   meeting, the directors will discuss what to do with the silent auction.

10. Fundraising and Marketing Plan
    Directors were presented with ideas for increasing the Foundation fundraising through
    marketing and other modes. Directors approved a target fundraising goal of $40,000 plus
    one grant. Sponsorship recommendations for ASCCC Events will be forwarded to the
    Executive Committee for consideration. ASFCCC is considering sponsorship of a Part-
    time Faculty Summit for Summer 2017. ASFCCC will consider requesting sponsorship
    for research from groups such as IEPI and the RP Group. Other modes of giving were
    discussed such as payroll deductions for monthly giving. Research will be done to
    determine if it's possible for faculty to have an automatic payroll deduction. Other
    fundraising platforms such as CrowdRise and Amazonsmile will be explored to increase
    the visibility of the Foundation donations.

11. Website
    Directors reviewed the website and discussed possible improvements.

12. Professional Development College
    Directors briefly discussed the Leadership Academy mentor goals and responsibilities.
    The directors do not have responsibilities for the Leadership Academy – the Foundation
    supports the Professional Development College but does not have a significant role in its
    development.

13. Research Projects
    Directors discussed the status of the research projects and provided direction for
    additional projects.
    a. Impact of Fulltime Faculty on Student Success (partnering with FACCC) – Richard
       Hansen will finish editing and forward it to Virginia May.

b. Effective Practices for Hiring Diverse Faculty (from EDAC) – Adrienne Foster will begin development of this research project. Dan Crump has done some work in this area, which will be sent to Foster.
c. Proposal for Foundation: Efficacy of Student Learning Outcomes Research – brief updates and presentation at Fall Plenary Session.
d. Holistic Approach to Professional Learning – recommendation was made to look at IEPI for collaboration and funding. C. Rutan will shop this topic around.
e. Additional research topics were mentioned – Evaluation Templates and Processes for Faculty/Staff Evaluations; and Formerly Incarcerated Students which would be aligned with social justice efforts

14. Next meetings are November 18, 2016 and January 12-13, 2017 (Orientation). It has been requested to have both meetings at the Mission Inn in Riverside.

15. Future Agenda Items

Respectfully submitted,
Adrienne Foster, Secretary

Executive Committee Agenda Item

SUBJECT: Change to Curriculum Committee Charge		Month: Nov	Year: 2016
		Item No: II C	
		Attachment: **NO**	
DESIRED OUTCOME:	Executive Committee will approval the change to the curriculum committee charge.	Urgent: **NO**	
		Time Requested: n/a	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Davison	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Recognizing a number of changes to what is assigned to curriculum committees, including, SLOs, the ASCCC Curriculum Committee proposes that the charge of the committee be changed to reflect the role of the curriculum committee in professional development and other work.

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, ~~and~~ implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, 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.

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

Executive Committee Agenda Item

SUBJECT: *Legislative Update*		Month: November	Year: 2016
		Item No: IV. A	
		Attachment: YES (1)	
DESIRED OUTCOME:	Discuss Legislation, Select Date for ASCCC Leg. Advocacy Day	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2016 legislative session concluded on September 30 for proposed bills that have fiscal impact.

DESIRED OUTCOME:

The Legislative and Advocacy Committee would like to set a date for the ASCCC Legislative Advocacy Day. The dates suggested by the committee are May 8 or May 15.

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

ASCCC Legislative Report
Summary of Passed and Signed Bills, 2016
Legislation with implications for academic and professional matters

Assembly Bills

ACR 158 (Holden) Postsecondary Education: Transfers
Expresses the concern of the legislature and requests that the academic senates of the UC, CSU, and CCC systems work together to ensure that general education courses transfer between systems and within systems. The Legislature *recognizes the necessity for a more cohesive, robust, and fair articulation process across the University of California, the California State University, and the California Community Colleges educational systems so students are not unduly burdened while trying to transfer and are able to graduate in a timely manner.* The dialog surrounding this resolution is focused on issues within the CSU system.

> **Status:** Chaptered by Secretary of State.

> **ASCCC Position/Resolutions:** The ASCCC has expressed support for better articulation between systems as evidenced in resolutions 9.07 (SP11), 15.01 (SP11), 9.12 (FA10) and 4.03 (SP10) among others. The ASCCC has also advocated for increased and sustained funding for C-ID as an appropriate mechanism to facilitate transfer as evidenced in resolutions 9.07 (FA14), 9.13 (FA14), 9.03 (FA12), and 15.01 (FA10).

AB 1741 (Rodriguez) California College Promise Innovation Grant Program
Establishes the California College Promise Innovation Grant Program, under the administration of the chancellor, which would require the chancellor to distribute multiyear grants, upon appropriation by the Legislature, to the governing boards of community college districts, who meet certain requirements, to support the establishment of regional programs with the goals of increasing college preparation, college access, and college success. Appropriates $25,000,000 from the General Fund to the chancellor for allocation to community college districts in order to establish the regional programs. Grant program requirements include the exclusion of CSU campuses with campus-wide impaction from the agreement of guaranteed admission.

> **Status:** Approved by the Governor (9/21/16)

AB 1914 (Bonilla) Academic materials: Textbooks: Access Codes
Prohibits that students be required to purchase an academic materials, including, but not necessarily limited to, textbooks, and access codes for purposes of accessing resources that are otherwise available to these students or for performing functions that can be otherwise accomplished at no cost to these students on their campuses. Requires that the total cost of academic materials from the immediately preceding academic year be provided to faculty as specified. Also included a requirement for a summary of the descriptors the campus bookstore may post next to the academic materials offered for sale and that the campus bookstore shall not post "required material" next to academic materials it offers for sale unless it has received

consent from the faculty member who assigned the material or from a staff member of the appropriate department. Includes that faculty be encouraged to consider free or inexpensive options in selecting academic materials to assign to their students.

Status: Approved by the Governor (9/9/16)

AB 1985 (Williams) Advance placement

Requires the California Community Colleges to develop, and each community college district to adopt, a uniform policy to award a student who passes an Advanced Placement exam with a score of 3 or higher credit for a course within this curriculum with subject matter similar to that of the Advanced Placement exam. Amendments include requiring the CO to collaborate with ASCCC in developing the AP policy and specifies CSU GE, IGETC or local GE when awarding course credit. Must begin development by January 1, 2017.

Status: Approved by the Governor (9/23/16)

ASCCC Action: Resolution 18.03 to oppose was adopted in spring 2016. A position letter was submitted on 04/26/16.

AB 2137 (Santiago) UC Student Transfers

Requests the regents to submit annual reports on the implementation of the recommendations of the Transfer Action Team convened by the President of the University of California and annual reports on specified topics relating to community college student transfers to the University of California including the number of students with an associate degree for transfer who were granted admission and those that were denied admission to the University of California, along with the average GPA, the number of students who used the transfer pathway framework who were granted admission and those that were denied admission to the UC, along with the average GPA and the years to graduation in both admission cases.

Status: Approved by the Governor (8/29/16)

Senate Bills

SB 66 (Leyva) CTE Pathways Program 2 year

Requires the Department of Consumer Affairs to make available, only to the extent specified, to the Office of the Chancellor of the California Community Colleges, any licensure information that the department has in electronic format for its boards, bureaus, commissions, or programs for the sole purpose of enabling the office of the chancellor to measure employment outcomes of students who participate in career technical education programs offered by the California Community Colleges and recommend how these programs may be improved. Also, urge the chancellor to align these measures with the performance accountability measures of the federal Workforce Innovation and Opportunity Act. Amended to take out gender identification information as of 8/12/16.

Status: Approved by the Governor. (9/28/16)

SB 906 (Beall) Priority Enrollment (CO Sponsor)

Removes the sunset date for priority enrollment for foster youth, EOPS, and DSPS students.

Status: Approved by the Governor. (9/21/16)

SB 1359 (Block) Education materials: Textbooks

Requires each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to disclose in the campus course schedule the most accurate retail price information and estimated total costs of required and recommended textbooks and supplemental materials.

This bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to identify in the online version of the campus course schedule its courses that exclusively use digital course materials, as specified, and communicate to students that the course materials for these courses are free of charge and therefore not required to be purchased. By imposing new duties on community college districts, this bill would impose a state-mandated local program. The bill would become operative on January 1, 2018.

Status: Approved by the Governor. (9/13/16)

Bills of Interest

AB 801 (Bloom) Postsecondary Education: Success for Homeless Youth in Higher Education Act

Establishes priority registration for homeless youth and former homeless youth, designates a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to homeless youth and current and former foster youth and provides other program and financial assistance to homeless youth. Homeless youth is defined as anyone under 25 years of age who has been verified as homeless 24 months immediately preceding application to college per the federal definition. That status, once established, is retained for 6 years.

Status: Approved by the Governor. (9/21/16)

AB 1449 (Lopez) CCC transfer Cal Grant Entitlement Program

Under the California Community College Transfer Cal Grant Entitlement Program, a student who transfers from a California community college to a qualifying institution that offers a baccalaureate degree receives a Cal Grant A or B award if the student meets specified requirements, among which is that the student graduate from a California high school or its equivalent during or after the 2000–01 academic year. This bill would instead require that the student receiving a California Community College Transfer Cal Grant Entitlement award either

graduate from a California high school or its equivalent during or after the 2000–01 academic year or, if he or she did not graduate from high school or its equivalent, be a California resident, as defined, on his or her 18th birthday.

This bill would *exempt a student from the requirement that the student graduate from a California high school or its equivalent* if he or she did not graduate from high school or its equivalent *and was* a California resident, as *determined pursuant to specified provisions of law,* on his or her 18th birthday. Includes reference to matriculation to upper division either at a CSU or at a CCC with a baccalaureate program.

Status: Approved the Governor. (9/21/16)

AB 1690 (Medina) Part time temporary employees (Previous bill AB 1010)
Specifies minimum standards for part time faculty to be included in collective bargaining agreements such as evaluation procedures, workload distribution, and seniority rights. Amended of 03/14/16 Amendments include removal of specific evaluation requirements and substitute reference to evaluation requirements as outlined in 87663.

Status: Approved by the Governor (9/30/16)

ASCCC Position/Resolutions: The ASCCC has many resolutions to address the academic and professional issues specific to the situations of part time faculty as well as the paper "Part Time Faculty: A Principled Perspective" which includes recommendations on hiring and evaluation processes and procedures and their implementation.

AB 1747 (Weber) Food assistance
Requires, as a condition of participation in the Cal Grant Program, each public and private postsecondary educational institution to ensure that surcharge-free transactions are accessible on each campus through the EBT system. Requires educational institutions that are located in a county that participates in the Restaurant Meals Program to apply to become an approved food vendor for the program, if the institution operates any qualifying food facilities on campus, or to provide contracting food vendors with specified information about the program. Includes public postsecondary educational institutions among the entities that may receive matching funds for conducting CalFresh outreach activities, as specified. Establishes the Public Higher Education Pantry Assistance Account in the Emergency Food Assistance Program Fund, and would require that moneys in the account, upon appropriation by the Legislature, be allocated to the department for allocation to food banks that support on-campus pantry and hunger relief efforts serving low-income students.

Status: Approved by the Governor (9/12/16)

AB 1995 (Williams) Homeless Students Shower Facilities (SSCCC)
Require a community college campus that has shower facilities for student use to grant access to those facilities to any homeless student who is enrolled in coursework, has paid enrollment fees,

and is in good standing with the community college district and require the community college to maintain records relating to, among other things, student participation in the program, and to create a plan of action to implement this requirement that includes, among other things, conducting outreach to homeless students at each community college campus relating to available services. Bill requires a minimum of 2 hours access to showers per weekday that does not interfere with intercollegiate athletic programs.

Status: Approved by the Governor. (9/21/16)

AB 2455 (Chiu) California New Motor Voter Program
Requires the California State University and the California Community Colleges to implement a process and the infrastructure to allow a person who enrolls online at the institution, to submit an affidavit of voter registration electronically on the Internet Web site of the Secretary of State by July 1, 2018.

Status: Approved by the Governor. (9/21/16)

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.
^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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

Executive Committee Agenda Item

SUBJECT: Proposed Regional Curriculum Processes Workshops		Month: November	Year: 2016
		Item No: IV. B.	
		Attachment: NO	
DESIRED OUTCOME:	Exec will consider for approval the creation of regional workshops for curriculum processes	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The North Far North consortium recently hosted a two day convening of curriculum chairs to review local processes and discuss suggestions for improvement of efficiency. Interest has been expressed in expanding this pilot to include the other regions in the state. Because these workshops would be focused on curriculum, it has been suggested that the ASCCC should take the lead on planning and leading the workshops throughout the state.

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

Executive Committee Agenda Item

SUBJECT: Draft Program for the Accreditation Institute		Month: November	Year: 2016
		Item No: IV. C	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide input and approve the draft of the Accreditation Institute program.	Urgent: **YES**	
		Time Requested: 20 minutes	
CATEGORY:	Approval	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Accreditation and Assessment Committee met on Saturday September 24 at Glendale College to discuss the Accreditation Institute which is scheduled for February 17th – 18th, 2017 at the Napa Valley Marriott. The suggested theme is **Charting the Course: Accreditation as a Tool for Institutional Excellence** and the breakouts are broken into four stands:

1. Introduction to Accreditation
2. Moving Beyond the Basics – More Advanced Topics in Accreditation
3. Outcomes, Assessment, and Data
4. The Accreditation Standards

The draft program includes three general sessions: The Future of Accreditation in the California Community Colleges, Issuing Course Credit/Awarding Degrees and Certificates Based on Completion of Learning Outcomes, and Disaggregation of Data. There are four rounds of breakouts with four breakouts per sessions (16 total sessions).

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

2017 ASCCC Accreditation Institute

Charting the Course: Accreditation as a Tool for Institutional Excellence

Strands for Breakout Sessions

1. Introduction to Accreditation
2. Moving Beyond the Basics – More Advanced Topics in Accreditation
3. Outcomes, Assessment, and Data
4. Accreditation Standards

Friday February 17th, 2017

General Session I (9:30 AM – 11:00 AM)

Welcome from AAC Chair
Future of Accreditation in the California Community Colleges

Breakout Sessions I (11:15 AM – 12:30 PM)

1. Accreditation 101[1] (Overview of Accreditation, Accrediting Commission, the Standards)
2. Being Part of a Site Visit Team from Start to Finish[2] (Getting on a team, preparing for a visit, impact on your real job)
3. Moving SLOs from Meeting Accreditation Requirements to Improving Student Learning[3]
4. Mission, Academic Quality, and Institutional Effectiveness (Standard I)[4]

General Session II (12:30 PM – 2:15 PM)

Lunch
Welcome for ASCCC President
Welcome from ASCCC Foundation
Issuing Course Credit/Awarding Degrees and Certificates Based on Completion of Learning Outcomes

Breakout Sessions II (2:30 PM – 3:45 PM)

1. What data do we need for meaningful program review and integrated planning?[3]
2. Accreditation 102[1] (substantive change, two-year rule, annual reports)
3. The Quality Focus Essay[2]
4. Student Learning Programs and Support Services[4] (Standard II)

Breakout Sessions III (4:00 PM – 5:15 PM)

1. DE and Accreditation – Going beyond describing Regular and Substantial Contact[2]
2. Meeting the Standards for Every Student[1] (equivalent services for sites, online, etc)
3. Institution set standards, federal scorecard, and graduation standards – What are accreditors and DOE looking at?[3]
4. Governance, Local Boards, and Multi College Districts[4] (Standard IV)

Saturday February 18th, 2017

Breakfast (7:30 AM – 8:30 AM)

Breakout Sessions IV (8:30 AM – 9:45 AM)

1. All About Resources[4] (Standard III)
2. Helping the Site Team Evaluate Your Institution[1]
3. Minimum Qualifications and Accreditation – Are Baccalaureate Degrees Just the Beginning?[2]
4. Student and Support Services Outcomes[3]

General Session III (10 AM – 11:45 AM)

Data Disaggregation
Closing Remarks by AAC Chair

Possible Additional Topics

1. SLOs on Syllabi and CORs – Do we really need to do this?
2. SLOs and Evaluation of Faculty, Staff, and Administrators
3. Trends in Recent Actions by ACCJC
4. Local Senate Role in Institution Set Standards and Annual Reports

Executive Committee Agenda Item

SUBJECT: Mentoring Program for New Senate Presidents		Month: November	Year: 2016
		Item No. IV. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider developing a mentoring program for new senate presidents.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As part of the outreach to local senates, the Relations with Local Senates Committee surveyed the field in the fall of 2015 and summarized the results in the Spring of 2016. Among the items requested from those filling out the survey was access to experienced senate presidents and a desire for a mentoring program.

Given that the large number of new senate presidents and that many senate presidents are thrust into the position suddenly and forced to learn on the job, the Relations with Local Senates Committee would like the Executive Committee to consider developing a mentorship program for new local senate presidents.

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

Executive Committee Agenda Item

SUBJECT: AB 1985 Implementation		Month: November	Year: 2016
		Item No. IV. E	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval a survey for the California Community Colleges to ascertain local practices for awarding College Board Advanced Placement credit for General Education Courses.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ginni May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

On September 23, Governor Brown signed AB 1985 Advanced Placement Credit into law. Beginning January 1, 2017, the office of the Chancellor of the California Community Colleges in collaboration with the ASCCC is required to begin development of, and require each community college district to begin adoption and implementation of, a uniform policy to award a student who passes a College Board Advanced Placement (AP) examination course credit for certain requirements in a course with subject matter similar to that of the AP examination. Each community college is required to post the most recent AP credit policy on its Internet Web site. If such a policy is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges must adopt and implement, commencing with the 2017–18 academic year, the AP policy adopted by the California State University.

Dave Degroot, Allan Hancock College was tasked with the initial development of a survey to go out to the California community colleges (right after fall plenary) to ascertain the following:

Do colleges have an AP credit policy? If so, how is that AP credit is applied, what score they are using for GE courses, do they align with CSU and UC, and how often, if ever, do they review the awarding of credit? In addition, examples of best practices are sought.

Ginni May, Education Policies Committee Chair will begin the work on creating an AP Credit Policy, looping Adrienne Foster, TASSC Chair and others as needed and appropriate.

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

SECTION 1. The Legislature finds and declares all of the following:

(a) It is the intent of the Legislature to establish a uniform Advanced Placement (AP) credit

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

policy for general education within the California Community Colleges. It is the intent of the Legislature that the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for the California Community Colleges, consider, when adopting the uniform policy, granting course credit to a pupil who passes an Advanced Placement examination with a minimum score of three.

(b) Studies consistently find that pupils who earn AP exam scores of three and higher are likely to demonstrate multiple measures of college success.

(c) The lack of a uniform AP credit policy often serves as an academic and financial barrier for students enrolling in California Community Colleges and is a transfer obstacle for many pupils.

SEC. 2. Article 9 (commencing with Section 79500) is added to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 9. Advanced Placement Credit

79500. (a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

(1) Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement examination.

(2) Periodically review and adjust the policy adopted pursuant to subdivision (a) to align it with policies of other public postsecondary educational institutions.

(b) If the policy to be adopted pursuant to subdivision (a) is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges shall adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

Survey

On September 23, Governor Brown signed AB 1985 Advanced Placement Credit into law (Ed Code §79500). Beginning January 1, 2017, the office of the Chancellor of the California Community Colleges in collaboration with the Academic Senate for California Community Colleges is required to begin development of, and require each community college district to begin adoption and implementation of, a uniform policy to award a student who passes a College Board Advanced Placement (AP) examination course credit for certain requirements in a course with subject matter similar to that of the AP examination. Each community college is required to post the most recent AP credit policy on its Internet Web site. If such a policy is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges must adopt and implement, commencing with the 2017–18 academic year, the AP policy adopted by the California State University, the California State University General Education Advance Placement List (CSU GE AP List). (Link to AB 1985 http://www.legtrack.com/bills/leginfo.public.ca.gov/pub/15-16/bill/asm/ab_1951-2000/ab_1985_bill_20160923_chaptered.htm)

The Academic Senate for California Community Colleges in collaboration with the California Community Colleges Chancellor's Office needs your assistance in the creation, adoption, and implementation of a policy that will best serve the students of the California community colleges. Please disseminate this survey to the appropriate college personnel for the most accurate and comprehensive information. This survey must be completed and submitted by xx/xx/2016.

Your responses will be confidential, and will be used to ascertain practices of the California community colleges.

General Education Area AP Equivalency
1. Does your college apply AP scores for fulfillment of your local General Education (GE) Area requirements?   Yes or No

2. If you answered YES to question #1, does your college align with
   a. Both CSU and IGETC AP Lists?   Yes or No
   b. Just CSU GE AP List?   Yes or No
   c. Just IGETC AP List?   Yes or No

3. If your college has a GE Area AP Equivalency list please attach it.

Course-to Course AP Equivalency
4. Does your college apply AP scores for fulfillment of course credit?
                                                      Yes or No

5. If your college has a course-to-course AP Equivalency list please attach it or a link to it.

6. How does your college determine AP GE Area and/or course-to-course equivalency?
      List of options and include an "other" option for free response
   a. Discipline faculty review the AP examination   Yes or No
   b. Compare CSU AP course credit to local college

articulation to that CSU course   Yes or No
  c. Compare UC AP course credit to local college
      Articulation to that UC course   Yes or No
  d. Review by curriculum committee   Yes or No
  e. Approved by Board of Trustees   Yes or No
  f. Other

7. Does your college formally review policies and processes on awarding of AP credit?
                                                    Yes or No

8. If you answered YES to question 7, what is the review process and how often does it take place?

9. What is your college?

10. What is your position at the college?
    a. Academic Senate President
    b. Articulation Officer
    c. Curriculum Committee Chair
    d. Curriculum Committee Specialists
    e. Student Services Administrator
    f. other

Executive Committee Agenda Item

SUBJECT: 2008 Ensuring the Appropriate use of Education Technology Outline Update		Month: November	Year: 2016
		Item No: IV. F	
		Attachment: YES (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Outline to update The 2008 Technology paper	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Conan McKay	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Last spring the body adopted resolution 11.01 directing the Online Education Committee to rewrite/update the 2008 paper <u>Ensuring the Appropriate use of Educational Technology: An Update for Local Academic Senates</u>. The Online Education Committee meet face to face in September to discuss how best to update/rewrite the 2008 Technology Paper. Attached is an outline of the Paper the Online Education Committee would like to follow. This will allow the Online Committee to start the rewriting process and hopefully be able to bring the paper back to exec for a first read in February 2017.

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

Outline for updating Ensuring the Appropriate Use of Educational Technology: An update for Local Senates

I.   Abstract

II.   Intro/Context

A. Current trends

B. Reference Resolution

C. Bullet points of historical work of ASCCC on Online Ed

III.   Regulatory Framework

A. AS role in distance education

B. Title 5 regs

C. Accreditation

D. Regular Effective Contact

E. Definitions/Modalities

    1. Hybrid definition

    2. Ed Technology in f-f classes

    3. Metrics/disaggregation of data (equity)

F. FERPA/508 compliance

    1. Federal and State

G. Authentication, Fair Use, Assessment, Copyright

IV.   College Structures

A. Curriculum committees

    1. Basic Skills and Noncredit online

    2. Dual Enrollment

    3. Z degrees

B. Distance Education (DE)/Technology Committees (TC)

    1. The roll of DE/TC committees for using Technology in Face-to-face classrooms

    2.

C. Enrollment Management

    1. Scheduling

D. Support Services

E. Planning Documents

IV. Professional Matters

A. Evaluations

B. OER and Publisher materials

C. Quality of Instruction

    1. Rubric

D. Training and ongoing PD

E. Senate-Union overlap

    a. Contact hours

    b. Online office hours (OEI hours; part time faculty hours)

    c. Enrollment caps

F. OEI Exchange

G. Part time faculty

V. Recommendations

VI. Bibliography/Resource list

VII. Appendices

Executive Committee Agenda Item

SUBJECT: Information and Services Request Policy Statements for ASCCC Website		Month: November	Year: 2016
		Item No. IV. G	
		Attachment: NO	
DESIRED OUTCOME:	The board will approve the website policy statements	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

There are frequently requests for information submitted through the ASCCC website by individuals who are not senate presidents. ASCCC practice is to include the local senate president on all inquiries when they are not submitted by the local senate president. Recently there was a request for a local senate visit submitted under false pretenses by an individual pretending to be the local senate vice president. Local senate visits must be approved by the local senate president. The Standards and Practices Committee discussed these issues and is recommending the following statements be posted on the ASCCC website in the appropriate location(s):

ASCCC Policy on Requests for Information

The ASCCC represents all California community college faculty in academic and professional matters, and all faculty are welcome to submit inquiries. The ASCCC also recognizes academic senate presidents as the officially recognized representatives of their senates to the ASCCC. Therefore, senate presidents will be included in all responses to inquiries submitted to the ASCCC.

ASCCC Policy on Requests for College Visits

As part of its ongoing mission to strengthen and support the local senates of all the California community colleges, the ASCCC provides opportunities for college visits to provide professional development and technical assistance. All requests for college visits by the ASCCC must be approved by the college senate president. Any request for a college visit submitted by an individual who is not the college senate president require confirmation with the college senate president by the ASCCC before action is taken to fulfill the visit request.

Executive Committee approval of these statements is sought.

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

Executive Committee Agenda Item

SUBJECT: Outline for Paper on Educational Program Development		Month: November	Year: 2016
		Item No. IV. H	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval an outline for a paper on Effective Practices for Educational Program Development	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Ginni May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Educational Polices Committee 2016-17
Draft Outline for Paper called for in Resolution S16 9.02
Develop a Paper on Effective Practices for Educational Program Development
http://asccc.org/resolutions/develop-paper-effective-practices-educational-program-development

I. Introduction
    a. ED Code §66050
    b. Mission
    c. Alignment with educational master plan or other
    d. college plans
II. Justification for paper
III. Definitions of Programs
    a. Title 5
    b. Accreditation
IV. Types of Programs (certificates and degrees)
    a. CTE program (certificate and degree) development
        i. workforce development
        ii. advisory boards
        iii. labor market data
        iv. industry needs
        v. regional Consortia
    b. Stackable certificates
    c. Dual and concurrent enrollment programs
    d. Grant-funded certificates and degrees
    e. Community services and contract Ed certificates
V. Process for Developing New Program

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

       a.   Before the Curriculum Committee
       b.   Faculty involvement (tenured and non-tenured)
       c.   Administrative involvement
       d.   Resource discussions
       e.   Conversations with external groups
       f.   Consideration of Community Need

VI. Program Review/Revisions
       a.   Main driver for program revision
       b.   Program statistics/data
            i.   Completion
            ii.   Student Demographics
           iii.   PSLO assessment data
       c.   Continuing Industry need
       d.   Updating to current industry standards
       e.   Ongoing resources
            i.   Institutionalization of grant-funded

VII. Impacts on Existing Programs due to development and review
       a.   Benefits
       b.   Drawbacks

VIII. Program Discontinuance

IX. Use of data
       a.   program development
       b.   program revision
       c.   program discontinuance

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: November	Year: 2016
		Item No V. B.	
		Attachment: YES (1)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW¹	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stanskas will highlight the Board of Governors and Consultation meetings for September. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx

http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx

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

CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
http://www.ccco.edu

AGENDA
Consultation Council
Thursday, October 20, 2016
Chancellor's Office, Room: 6ABC
9:30 a.m. to 2:00 p.m.
1102 Q St, 6th Floor
Sacramento, CA 95811

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

1. Student Senate Update

2. IEPI Framework of Indicators

3. State and Federal Legislative Update

4. Accreditation Update

5. Other

Future 2016 Meeting Dates:

November 17, 2016 (CCLC Annual Conference, Riverside)

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Final Planning		Month: November	Year: 2016
		Item No. V C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for the Fall Plenary Session.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1].	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the final planning for the Fall Plenary Session beginning on Thursday. New members will be informed about processes and protocol regarding participating in the plenary session.

Excerpted from the Executive Committee Responsibilities Document:

PLENARY SESSION RESPONSIBILITIES

Regardless of whether a plenary session is held in the North or South all members of the Executive Committee share responsibilities for planning, attending and carrying out a worthwhile, informative, productive statewide meeting. Executive Committee members are asked to chair breakout discussions and to prepare written material for these breakouts for mailings and distribution at the sessions. Executive Committee members are responsible for arranging (by phone, e-mail, letter, or personal contact) the participation of various resource persons at the sessions. During and after the session, Executive Committee members are expected to act as hosts for those resource persons they have invited, greeting them as they arrive, and sending written thank-you letters following the session.

Expected Activities of Executive Committee Members at plenary session:

- Attend the Plenary Session
- Participate in general and breakout sessions
- Participate in Area meetings held during the plenary session
- Participate in the Resolution Breakout on the first day of the Plenary Session (may be excused with permission from the President)

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

- Attend the Executive Committee meeting scheduled for the second day of plenary to consider urgent resolutions if needed.
- Vote in the proceedings on third day of the plenary session (all Executive Committee members are delegates)
- Other duties as assigned by the President.

Executive Committee members may be asked to volunteer for any of the following:

- Help host plenary session receptions.
- Post signs when meeting locations are moved.
- Give directions to the registration desk, meeting rooms.
- Distribute material such as the treasurer's report at the plenary sessions.
- Welcome new delegates, answer questions and help make them feel welcome.
- Help presenters find meeting rooms, registration area, their discussion leaders, lunch or dinner.
- Encourage completion of turn-around surveys.
- Host presenters at meals or receptions.
- Encourage submission of an Application to Serve at the State-level form available onsite at the registration table.
- Evaluate the breakouts and session, including speakers, hotel arrangements and General Sessions.

After Session
Executive Committee members are expected to do the following:

- Fill out the evaluation form provided at the session.
- Contribute to the discussion of the plenary session at the subsequent Executive Committee meetings.
- Note what to do differently in planning for future sessions and include it in your committee binder
- Write letters of thanks to breakout presenters including committee members.
- Plan for future sessions.
- If appropriate, write an article for the *Rostrum*, highlighting the findings and remarks of session presenters, or identifying new issues to be considered.
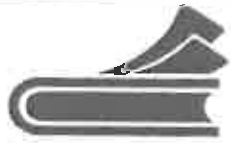
Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Curriculum Committee Meeting
Date: Saturday, 24 September 2016
10:00 AM – 3:00 PM
Location: Los Angeles Valley College
Student Services Conference Room (SSC 110)
5800 Fulton Ave, Valley Glen, CA 91401
Parking in Lot A: No Permit Required
CCC Confer
Passcode: 727937
1-719-785-4469 or
1-888-450-4821

MINUTES

I. Call to Order –10:10am
II. Committee members present; Dolores Davison (chair); Randy Beach (second); Michael
Bowen, Karen Daar, Darryl Isaac, Michelle Sampat, Michael Wyly
Committee members absent: Dorothy Hendrix, Bernard McFadden

III. Welcome and Introductions + Notetaker
Randy and Michelle will both keep notes.

IV. Logistics:
Dolores explained the logistics associated with travel and reimbursements. Hyperlinks to
useful documents are included on the agenda. For the Curriculum institute, committee
travel, mileage and hotel are covered. For regionals, mileage is covered, but not hotel.
Travel form at: http://www.asccc.org/content/flight-and-travel-request
Reimbursement forms at:
http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

V. Discussion items, with action as needed
The committee discussed the regional meetings and potential breakout topics. Skyline will
host North Regional on Friday, 10/21 and Mt. San Antonio College in the South
on Saturday, 10/22. Michael W, Dolores, Randy will be at North meeting. Dolores, Randy,
Cheryl and Lorraine will lead the presentations and work with others to complete them. The
regionals will feature breakouts on the following topics:

- Dual Enrollment (Michael W)(Michael B in South facilitate)
- COCI and PCAH (Dolores)
- Noncredit and Contextualized Learning (Cheryl)
- Z degrees (LeBaron and Dolores)
- CCCCO Update (Jackie)
- Workforce recommendations on curriculum (Lorraine) (Darryl in South work with

The committee discussed developing a survey for the event that includes open-ended questions about what participants would like to see more of in the regionals.

a. Curriculum Paper on Course Outlines of Record

The timeline to write and present the paper for approval is aggressive. All revisions are due to Dolores no later than November 14. The timeline is as follows:

- First read at the January ASCCC Executive Committee
- Second read and approval at the February Executive Committee meeting.
- Paper will be included with resolutions packet made available to the field prior to the area meetings.
-

Assignments

- Abstract, Intro and How to Use (Dolores and Randy)
- Planning COR and Components of COR (Karen-Lead, Michael B, and Michelle)
- Elements that apply to credit Michael W-Lead and Darryl)
- Elements that apply to noncredit (Michael W-Lead and Darryl)
    o Randy will work on SLO portion of these.
    o The discussion of credit hours is in the new PCAH. This section should be recreated using what is in the new PCAH.
- Relevant Course Outline (Dolores-Lead, Michael W)
- General Curriculum Consideration (Karen, Michelle-Lead, Dolores)
    o This section should include a section on stand alone courses.

Editing and revision will be done by Dolores and Randy

Dolores will reach out to Tiffany at Santiago Canyon for example course outlines

Dolores will discuss the paper with Dorothy and assign sections to her based on her interests and comfort level.

b. Assigned resolutions and WFTF priorities for the Curriculum Committee (attached)

F15 9.12 Randy and Dolores will draft a rostrum article with input from the committee

F15 913 This resolution will be reassigned to the task force on C-ID.

S13 9.01 The committee will reevaluate this after the CCCCO task force on Curriculum reports out in October

S15 9.02 Language addressing this resolution has been added to the PCAH.

S15 9.03 Language addressing this resolution has been added to the PCAH.

S16 18.02 A survey to the field will be needed.

S16 9.12 This resolution is being addressed through the Data Unlocked work being done by WestED in cooperation with ASCCC.

S16 9.06 The committee will revise its charge and present to the ASCCC Executive Committee for action.

S16 9.10-Pam Walker and the CCCCO task force will be reviewing this topic. The committee will reevaluate this after the CCCCO task force on Curriculum reports out in October.

Recommendations of the Strong Workforce Task Force will be addressed by other committees in conjunction with curriculum at plenary, etc..

c. Plenary Session

Committee members attending plenary may be asked to assist giving breakouts.

Currently there are two breakouts on curriculum on hot topics and guided pathways.

d. Plenary Resolutions on Curriculum
   Dolores discussed resolutions coming to plenary in November from the Curriculum. Committee. One resolution is on dual enrollment and one on maintaining a single process for all curriculum approval. Michael W offered some revisions to the resolution on dual enrollment to include an emphasis on developing sustainable dual enrollment programs.
e. Curriculum Institute – 12-15 July 2017 in Riverside
   Dolores discussed logistics and planning for the institute.
f. Meeting Schedule

12/6/16   8:30-10 AM Phone Meeting
1/17/17   8:30-10 Phone Meeting
2/25/17   10-3, Face to Face-Mt. San Antonio College
3/21/17   8:30-10 AM Phone Meeting
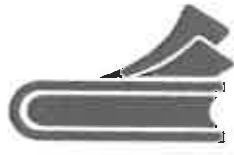4/18/17   8:30-10 AM Phone Meeting
5/6/17   10-3, Face-to-Face Meeting (Los Angeles Valley College)

VI.   Announcements
No new announcements

VII.   Adjournment
3:25 PM

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Educational Policies Committee
September 28, 2016
10:30 am – 3:30 pm
Mira Costa College
1 Bernard Dr.
Oceanside, CA, 92056

CCC Confer
Dial your telephone conference line: 1-913-312-3202*
Presenter Passcode: 6851837
Participant Passcode: 375573
*Toll free number available: 1-888-886-3951

MINUTES

Members Present: Ginni May, Randy Beach, Donna Greene, Catherine McKay*, ~~Michael Flores~~, Andrea Devitt, ~~Saleem Moinuddin~~, Lillian Batista-Edwards

*on phone
other members were unable to attend due to schedule conflicts – the next in person meeting will be scheduled in an attempt to meet their schedules

Guests:

1. Introductions were made.

2. Select note taker – Randy Beach

3. Approval of Agenda - approved

4. Approval of minutes – The August 31, 2016 minutes were approved via email.

5. Committee Charge and Expectations:
   The 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. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of

the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

More information about the committee can be found at http://asccc.org/directory/educational-policies-committee.

In general, you can expect to:
- Have 2 or 3 all day in-person meetings (the ASCCC will cover travel costs) throughout the academic year. These meetings will be determined based on committee member availability.
  The committee agreed that 2nd or 4th Wednesdays at 3:00 pm would work for phone meetings. The committee will look to have an in person meeting near late January on a Friday or Saturday.
- Meet once or twice a month by telephone (CCC Confer) for about 1 to 1.5 hours as needed, and based on committee member availability.
- Participate in committee work as described in the Charge.

Committee work may include:
- Writing a Rostrum Article – *Ginni May is writing one this time.*
- Writing a White Paper
- Writing Resolutions
- Writing a Position Paper – *The committee drafted an outline for a Position paper to address Resolution Spring 2016 9.02. Ginni May will bring to the November 2, 2016 Executive Committee meeting. The draft outline includes the ability to address other resolution and Workforce Task Force directives as appropriate.*
- Presentation at ASCCC Event
- Others?

6. Committee Priorities – attachment sent
   The committee made recommendations on the resolutions and Workforce Task Force Recommendations. Comments will be shared with the Executive Committee and may be included in the ASCCC documents.
   a. Resolutions
      F07 4.02 – Committee recommends that this was completed for Ed Pol Committee and remaining work would fall within in the scope of the DE task force
      F11 13.20 – Pending results of a survey given near November 2015
      F12 17.01 – This is pending information possibly with ASCCC office which may survey results. Ginni May will consult ASCCC to determine the status and details of the survey.
      F14 7.06 – Committee comments included: Unclear if any action has been taken. This impacts AEBG and CTE significantly. Consider a survey on effective practices then communicate to the field ensure that the CCCCO is on the same page. Consider SWTF recommendations and bring CCCCO on board to present, share Title 5 language, write Rostrum article, present breakout at plenary or other events. STWFTF Recommendation #12 -CCCCC should be involved.

F14 13.02 – Committee recommends that this was completed for Ed Pol Committee and remaining work would fall within in the scope of the Dual Enrollment Task Force

S09 17.04 – Ginni May to inquire if this is more appropriate for the Standards and Practices Committee and will seek direction from Julie Bruno and link to Resolution S13 19.03

S12 21.02 – As the Strong Workforce Task Force moves on, this could be covered by that effort. Could we time something to impact the evaluation of colleges program review process in early spring? Work with Accreditation and Assessment Committee on this. Number 9 on workforce recommendations

S13 19.03 – Link with Resolution S09 19.03

S15 7.01 – Consult with Julie Bruno regarding CCCCO Legal Counsel

S15 14.01 – Recommend to be addressed by 5C

S16 9.02 – Committee drafted an outline for a Position Paper that may address other resolutions and Strong Workforce recommendations as well.

S15 6.03 – Recommend that this is completed as it is being addressed by the Dual Enrollment Task Force.

b. Workforce Task Force Recommendations

1.b. – Recommend that this go to TASSC

3.d. – Elements could be included in the paper addressing S16 9.02 Resolution, but should be sent to the Curriculum Committee

5.c. – Advise as needed

7.d. – Elements could be included in the paper addressing S16 9.02 Resolution

9.b. – Elements could be included in the paper addressing S16 9.02 Resolution. Ginni May to meet with committee chairs of Accreditation and Assessment and Curriculum Committees

14.b. – It was recommended that this would be handled best by the Standards and Practices and CTE Committees

17.b. – will wait for direction from ASCCC

19.b – will wait for direction from ASCCC

c. Other – It was recommended that Ginni May work with the Accreditation and Assessment Committee Chair and the Curriculum Committee Chair to address some of the Workforce Task Force recommendations

7. Future Meetings: The committee did not have time to address the dates for these meetings and will do via email.
   - 2nd or 4th Wednesdays, 3:00 pm
   - In person meeting

8. Future ASCCC Events (not all events are listed):
   - ASCCC Executive Committee Meeting, September 30, American River College
   - ASCCC Area A, B Meetings, October 14
   - ASCCC Area C, D Meetings, October 15
   - ASCCC 2016 Fall Plenary Session, November 3-5, The Westin South Coast Plaza
   - ASCCC Area A, B Meetings, March 24
   - ASCCC Area C, D Meetings, March 25
   - ASCCC 2017 Spring Plenary Session, April 20-22,

- ASCCC 2017 CTE Leadership Institute, May 5-6, San Jose
- ASCCC Faculty Leadership Institute, June 15-17, Sacramento
- ASCCC Curriculum Institute, July 12-15, Riverside
- ASCCC Events

9. Travel Forms http://asccc.org/resources/forms
   - Flight Travel Request Form
   - Expense Reimbursement Form and Policy

10. Adjourned at 3:25

Educational Policies Committee
August 31, 2016
2:00-3:00
CCC Confer
Dial your telephone conference line: 1-913-312-3202*
Presenter Passcode: 7508858
Participant Passcode: 647904
*Toll free number available: 1-888-886-3951

MINUTES

Members Present: Ginni May, Randy Beach, Donna Greene, ~~Catherine MeKay~~, Michael Flores, Andrea Devitt, Saleem Moinuddin, Lillian Batista-Edwards

Guests:

1. Select note taker—G. May

2. Approval of Agenda – approved by all

3. Approval of minutes – no minutes to approve. It was agreed that we would approve future minutes through email.

4. Committee Charge and Expectations:
   The 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. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

   More information about the committee can be found at http://asccc.org/directory/educational-policies-committee.

   Committee members shared personal contact information. It was agreed that this information

would not be shared outside of the committee.

In general, you can expect to:
- Have 2 or 3 all day in-person meetings (the ASCCC will cover travel costs) throughout the academic year. These meetings will be determined based on committee member availability. Several committee members offered their colleges for future meetings: College of the Desert, LA Valley, and a K-12 School District near Ontario airport.
- Meet once or twice a month by telephone (CCC Confer) for about 1.5 hours as needed, and based on committee member availability.
- Participate in committee work as described in the Charge. More detailed committee work will be discussed at the September 28 meeting.

5. Travel Forms http://asccc.org/resources/forms
   G. May discussed travel policies.
   - Flight Travel Request Form
   - Expense Reimbursement Form and Policy

6. Future Meetings:
   - September 28, 2016, Mira Costa College, 10:00 am – 3:00 pm, not all members are able to attend this meeting in person, so they will have the option to call in via CCC Confer. There will be an attempt to arrange the next in-person meeting to accommodate committee members that were unable to attend this meeting.
   - Conference call meetings will be scheduled for 2nd or 4th Wednesdays, 3:00 pm – 4:00 pm.

7. Future ASCCC Events (not all events are listed):
   - ASCCC Executive Committee Meeting, September 30, American River College
   - ASCCC Area A, B Meetings, October 14
   - ASCCC Area C, D Meetings, October 15
   - ASCCC 2016 Fall Plenary Session, November 3-5, The Westin South Coast Plaza
   - ASCCC Area A, B Meetings, March 24
   - ASCCC Area C, D Meetings, March 25
   - ASCCC 2017 Spring Plenary Session, April 20-22,
   - ASCCC 2017 CTE Leadership Institute, May 5-6, San Jose
   - ASCCC Faculty Leadership Institute, June 15-17, Sacramento
   - ASCCC Curriculum Institute, July 12-15, Riverside
   - ASCCC Events
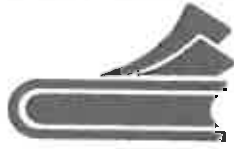
Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee Meeting
Monday, 26 September 2016
10:00 AM – 3:00 PM
3:00 PM – 4:00 PM
Location: Zoom Conferencing
Join from PC, Mac, Linux, iOS or Android: https://cccconfernow.zoom.us/j/770585885
Or iPhone one-tap (US Toll): 16465588656,770585885# or 14086380968,770585885#
Or Telephone:
Dial: +1 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll)
Meeting ID: 770 585 885

MINUTES

I. Call to Order –10:10am
II. Committee members present: Randy Beach (chair) Martin Ramey, Robin Fautley, Cleavon Smith (Exec Second), Mandy Liang
    Committee members absent: Bryan Hirayama, Elton Robinson
III. Welcome and Introductions + Notetaker
    No note taker was identified. Randy will create notes based on input from committee.

IV. Logistics:
    Committee members should use the travel and reimbursement forms linked below. You can expect reimbursements three to four weeks after submittal. Flights should be scheduled directly with ASCCC office.
    Travel form at: http://www.asccc.org/content/flight-and-travel-request
    Reimbursement forms at:
    http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

V. Discussion items, with action as needed
    a. Academic Academy Institute
    Randy explained the background of the Academic Academy Institute and the challenges faced in planning, which began in August. Some committee members had been scheduled to attend; however, as the schedule changed the responsibilities of individual committee members changed. At the September Executive Committee meeting the program breakouts were reduced as well. The committee agreed that planning should begin earlier.
    b. EDAC Strategic Plan
    The Strategic Plan is one of the first responsibilities the committee should address. Randy will create a Google Drive folder and share it with the committee so they can access the plan as well as other documents.

c. February Regional Meeting on Diversity in Faculty Hiring
The committee will focus on planning the February 10 and 11 regional meeting on Diversity in Faculty Hiring. Randy is working with ASCCC staff to identify locations. Randy will update the committee at our next meeting. This meeting should involve the California Community College Chancellor's Office.

d. Rostrum article ideas
If any committee member has an idea for a Rostrum article, please let Randy know as soon as possible. The Rostrum is a useful way to communicate ideas to the field and as a teaser to plenary. There is Rostrum deadline monthly, approximately.

e. Partnership with A^{2}MEND
At a future meeting EDAC should discuss what kind of relationship ASCCC could have with A2MEND. This will come back as a future agenda item.

VI. Plenary
The ASCCC plenary is November 3-5 in Costa Mesa. There is one breakout related to EDAC that focuses on integrated plans at colleges such as Equity plans, Basic Skills plans, SSSP plans, etc. One possible future plenary breakout form EDAC could be something on Cognito. The committees usually put forth resolutions. EDAC will discuss resolutions to put forward at future meetings. If any committee member wishes to put forth a resolution they can, but not in the name of the committee.

VII. Future Meetings
Face-to-Face meeting October 24 11-4 at City College of San Francisco.
Phone meetings will be held on Mondays, 3-4 PM
October 24, 2016
November 28, 2016
December TBD
January 23, 2017
February 27, 2017
March 27, 2017
April 24, 2017

VIII. Upcoming Events
a. Executive Committee Meeting, American River College (Sacramento), Friday 30 September 2016 – October 1 2016
b. Academic Academy, Westin South Coast Plaza, Friday and Saturday, 7-8 October 2016
c. Area Meetings, 14-15 October 2016 (locations vary)
d. Curriculum Regionals, 21-22 October 2016
e. Formerly Incarcerated Student Regional Meeting - LA Trade Technical College, 21 October 2016
f. Minimum Qualifications and Equivalency Regional Meetings 28-29 October 2016
g. Executive Committee Meeting, Wednesday 2 November 2016, Westin South Coast Plaza
h. ASCCC Fall Plenary Session, Thursday – Saturday, 3-5 November 2016, Westin South Coast Plaza

IX. Adjournment
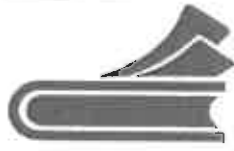
Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Legislative and Advocacy Committee
Agenda
October 7, 2016
10:00AM-11:00AM

CCC Call Confer
888-450-4821
Participant Passcode: 743001
Presenter Passcode: 7196187

Membership:

Julie Adams, Executive Director ASCCC	julie@asccc.org
Julie Bruno, President ASCCC	jbruno@sierracollege.edu
*John Freitas, Treasurer ASCCC	freitaje@lacitycollege.edu
*Wendy Brill-Wynkoop, College of the Canyons	brillwynkoop@gmail.com
*Cindi Reiss, West Valley College	cynthia.reiss@westvalley.edu
*John Stanskas, Vice President ASCCC, Chair	jstanskas@valleycollege.edu

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.

1. Important Dates and Events
    a. Plenary Session Breakout November 3-5, Costa Mesa
       Description for Legislative Breakout

Review Term	*John Stanskas*
What We Expect from the Next Term	
Legislative Cycle	*Wendy Brill-Wynkoop*
ASCCC Priorities	*Cindi Reiss*
How to Influence the Outcome of Legislation	*John Freitas*
Why Legislative Liaisons Are Important	*Julie Bruno*

       Workplan
       Work on PowerPoint Slides from October 21 – 29
       Send John S. slides by October 29
       John S. compile slides and send to committee by morning of October 31

    b. In Person Committee Meeting – January or February?
    c. Spring Plenary April 20-22, San Mateo
    d. ASCCC Legislative Action Day, Spring, Sacramento
       Potentially May 8 or 15, 2017
       Communicate to Legislators about what we do

2. Looking forward:
    a. ASCCC Legislative Agenda Items – Approved by Executive Committee 9/30/16
       Full-Time Faculty and Faculty Diversification (Pathways to Community College Teaching)
       Audit Fee
       Veteran's Support Centers/Services
       Funding for Mental Health Services
       Permanent and Sustainable Funding for C-ID

    b. Legislative Quarterly Update

i. Issue I maybe late October -- *draft due October 21*

Review Term   *John Stanskas*
    What We Expect from the Next Term   *(may hold to January)*
Legislative Cycle   *Wendy Brill-Wynkoop*
ASCCC Priorities   *Cindi Reiss*
How to Influence the Outcome of Legislation   *John Freitas*
Why Legislative Liaisons Are Important   *Julie Bruno   (may hold to January)*

ii. Issue II maybe January with an update of the legislative process? (new 2-year cycle begins)
VC Rodriguez is going to write up a short summary.

c. Legislative Liaison Positions for local senates
Connection between colleges and the ASCCC Leg. Committee. Push out information to provide feedback, questions, or communication between local and state. Direct connection to senates about legislation and express importance of being connected local to state. <u>Request Senate Presidents to appoint one again and list liaisons on directory information?</u>

Legislative Update Oct/Nov
Breakout
Request to Senate Presidents after Plenary
Legislative Update January
Request again in January

3. Next Steps: Tasks & Future Agenda Items / Meeting dates?

October 31, 1:30-2PM, Phone Meeting about Plenary Breakout

4. Adjourn

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Date: October 3, 2016, 4:00pm to 5:00pm
Meeting: Standards and Practices Committee
Chair: John Freitas
Attendance: John Freitas, Eve Adler, Christina Johannsen, Sam Foster, Julie Adams, Eric Narveson
Recorder: Eve Adler

TOPIC	DISCUSSSION	DISPOSITION
I. Call to Order and Adoption of the Agenda		Agenda adopted. 9/19/16 Minutes approved.
II. Assigned Resolutions and Strong Workforce Recommendations		
i. Resolutions	Survey that was drafted to address Resolution 10.02 was approved by the executive committee with the deletion of one question about minimum qualifications being appropriate. Executive committee expressed concerns about #6 of the survey re: competitive salaries between CCC and industry. Question #4 asked about unsuccessful searches. Resolution 10.01	**ACTION:** Survey will be sent to senate presidents, CIOs, Senate Presidents, and CTE Liaisons. A paragraph of instructions will be included. John will email to the committee for feedback. Will be moved into question #5. Will add ranges to the number of searches, and add a question about which disciplines. **ACTION:** John

			will craft a message to send to the Chancellor's Office legal counsel.
ii.	Strong Workforce Recommendations	13a 14f Apprenticeship	Addressed by the survey. A taskforce on apprenticeship will be convened. John and Julie will report back.
III.	Fall regional meeting planning – October 28 (Woodland Community College) and 29 (Riverside City College)	Items will be mailed to colleges 1½ weeks before the event.	John and Julie Adams will go to both meetings. Julie Bruno will Attend north meeting. John Stanskas will be at the South meeting. Eric, Tina, and Eve will attend the South meeting. Sam will attend the north meeting.
a.	Executive Committee feedback	Regional meeting agenda approved by the Executive Committee. Chancellor's office will be there, but not giving a formal presentation.	
b.	Activity Planning	1) Participants will bring local equivalency policies and procedures. 2) Create discussion prompts for first and second activities. 3) Develop a	**ACTION:** Eric will create a minimum of four equivalency prompt draft scenarios (activity #2) **ACTION:** Sam

		questionnaire: What info, activities from the AS would be helpful? 4) Pam Walker may attend the meeting on 10/29.	will create discussion prompts for comparing equivalency policies (activity #1) **ACTION:** Julie and John will work on the questionnaire. Due by 10/17/16
c.	Next steps		Resend the email that was sent a few weeks ago as a reminder.
IV	Disciplines List and Minimum Qualifications		
	a. Process discussion i. Planning for changing from biennial to annual process	The resolution about moving to an annual process for updating the handbook will be presented at Plenary.	Committee will read the Disciplines List Handbook to determine if the process is efficient and revise as needed.
	ii. Application form update	A one page rationale or summary can be added to the application.	
	b. New Disciplines List change proposals		
	i. New discipline – Public Safety	A new discipline in Public Safety was received from Crafton Hills College. Application looked complete. It will encapsulate courses in Emergency and disaster management, fire	Committee agreed the proposal can go forward to the hearing.

		technology, and law enforcement.	
V.	ASCCC Inquiry/Request for Services Submission Protocols	Should requests only be from Academic Senate presidents? A statement should be supportive of faculty. Senate president can be included in the response.	Review for discussion at October 17th meeting. **ACTION:** John will draft a statement that can be included on the inquiry page.
VI.	Fall plenary planning – Plenary is November 3-5	There will be a breakout on MQs and the Disciplines List on Thursday.	Sam volunteered to participate.
	a. Resolutions	Five resolutions were sent to the Executive Committee meeting. One was pulled (Pathways for Faculty). There were concerns about the internship programs that already address this.	
	b. Disciplines List Hearing		Will happen the Friday of plenary. All committee members should be there.
VII	Awards Deadlines		
	a. Exemplary Programs	Not discussed.	
VIII	Announcements		
	a. Next meeting		October 17, 3-4pm
	b. Academic Academy		October 7-8, Westin South Coast Plaza, Costa Mesa
	c. ASCCC Area meetings	Locations vary. Contact your area representatives.	October 14 and 15
	d. ASCCC Fall Plenary sessions		November 3-5, Westin South Coast Plaza, Costa Mesa
	e. Fall Regional Meetings	Curriculum, MQs and	

	equivalencies, formerly incarcerated students, common assessment initiative, contextualized teaching and learning.	

Date: September 19, 2016
Meeting: ASCCC Standards and Practices Committee
Chair: John Freitas
Attendance: Eric Narveson, Stacey Searl-Chapin, Christina Johannsen, Sam Foster, Eve Adler, Julie Adams
Recorder: Eve Adler

Topic	Discussion	Disposition
I. Call to Order and Adoption of Agenda		
II. Meeting Calendar for Fall 2016		Meeting calendar for Fall 2016 set. Next in person meeting on January 9, 2017 in Sacramento.

III. Review of the Committee responsibilities
 	
Responsibilities include:
  a. Awards
  b. Disciplines List and Hearing
  c. Minimum Qualifications
  d. Board of Governors Nominations
	Live Binder Demonstration at www.livebinders.com
	
	All agendas, attachments are on the Live Binder website.
	
	In addition to the responsibilities listed, the Strong Workforce Taskforce assigned to this committee.
		At Plenary the Disciplines List Hearing will be on Friday, 11/4 at 4pm.
		
		BOG nominations and interview process will be on a later agenda.

IV. Review of Committee priorities for 2016-2017
  a. Executive Committee priorities assigned to Standard and Practices.
    i. Past resolutions
	Resolution 10.01 S13 Adding Currency Requirements in the Disciplines List.	**ACTION:** J. Adams will send an inquiry to the Chancellor's office and feedback from Legal about how best to address this.

	Resolution 10.02 S10 Clarification of Minimum Qualifications for Disciplines Not Requiring a Master's Degree	S&P committee may make recommendations to the ASCCC Executive Committee after dialog has occurred with the leadership from various organizations who represent the faculty whose MQs are in title 5.
	Resolution 10.02 S16 Explore changes to minimum qualifications Resolution 10.03 S10 Removing Faculty Minimum Qualifications from Title 5 Resolution 10.12 S11 Supplemental Learning Assistance and Tutoring Center Coordinator Minimum	Will be brought to CTE leadership committee for discussion and ideas on how to proceed. Survey will be discussed at 10/3 S&P meeting. **ACTION:** J. Freitas will contact ACTLA leadership to discuss possible survey to the field. E. Narveson and S. Searl-Chapin to draft survey questions.

1

	Qualifications. A survey will be created to assess if people have been converted from tutoring coordinator non faculty to faculty. Target of survey will be Senate Presidents.	
		In the future need to address where licensure fits into the minimum qualifications. New resolution to explore: Minimum Qualifications for emerging fields.
ii. Strong Workforce recommendations	13a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.	Survey will be done with the CTE Committee leadership to identify barriers to hiring CTE instructors. **ACTION**: T. Johanssen and E. Adler to draft questions. J. Freitas to submit agenda to approve survey for September 30 Exec meeting
	14a. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.	An agenda item will be created for the next executive committee meeting 9/30 to 10/1. (Tied to recommendation 13a) Sample questions about barriers for CTE faculty will be written by 9/23. Conjoint survey will be done with CTE Committee. Survey results can be used to target disciplines, with plan to convene discipline faculty in March 2017.
	14f. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.	Will wait until after discussion about Apprenticeship minimum qualifications on 9/21/16.
	14e. Develop and promote guidelines to implement Title 5 section 53502, faculty Internship Minimum Qualifications, for those disciplines for which a	Clarification needs to be done in following areas: Licensure requirements, number of units that constitutes one year, do all CTE disciplines have licensure

	master's degree is not expected or required.	requirements that need to be updated regularly. **ACTION** - The S&P committee will develop questions by September 30th to address lack of clarity.

V. Fall regional meetings – October 28 (Woodland College) and 29 (Riverside City College)
    a. Agenda development and meeting format
    b. Next steps
	S & P Committee is charged with having regional meetings on minimum qualifications and equivalency.
	
	Designed for senate presidents, future senate presidents, and equivalency committee members.
	
	S & P committee members should email the equivalency processes from their institutions to ASCCC.
	
	Attendees can bring their local equivalency policies.
	
	Equivalency application scenarios with prompts will be developed by S & P committee members.
		Agenda for regional meetings will be discussed more at subsequent meetings.
		
		A message will be sent to the field about the upcoming regional meetings.
		
		Additional ideas for scenarios should be submitted by the end of the month.
		
		Draft agenda is being moved forward to the Executive Committee for approval.

VI. Disciplines List and Minimum Qualifications a. Update: Chancellor's Office meeting on MQs		Conversations will occur with involved parties.
b. Process discussion: changing from biennial to annual consideration of Disciplines List changes	Discussions have occurred about moving to an annual process. Applications are taken throughout the year. Action will be taken on Disciplines List at Spring Plenary.	A draft resolution about moving to an annual process is in the live binder.
c. Disciplines List change proposals	Proposal has been made for Communication studies minimum qualifications need to be more restrictive.	Consensus by the S & P committee that the proposal is complete and can move to the next step.
d. Communication to the field on MQs – use of discipline faculty and CTE listservs, posting of ASCCC process on Chancellor's Office website		Use various listservs when the Disciplines process begins. Post process on Chancellor's office website
VII. Periodic Evaluation of the ASCCC – Instrument for assessing progress towards meeting	Original questionnaire developed for Executive Committee Spring 2015.	**ACTION** - Consensus by the S & P committee that the questionnaire to forward to the

3

strategic plan goals	Questions will be answered on a Likert scale.	Executive Committee for approval.

VIII. Fall plenary planning (November 3-5)
   a. Breakout sessions
   b. Possible resolutions
	Draft resolutions will be the focus.	By consensus, the committee agreed to move forward with draft resolutions on collaborating with representatives of faculty whose MQs are in title 5 to move them to the disciplines list, posting local equivalency processes on college/district websites, and moving to an annual disciplines list process. S & P Committee also decided to draft resolution about establishing a Pathway to AA for industry professionals who want to become faculty, and on the ASCCC developing a model equivalency process.

IX. Announcements		a. Next meeting 10/3 on line b. Academic Academy, 10/7-8, Westin South Coast Plaza, Costa Mesa c. ASCCC Area meetings, 10/14 and 10/15 d. ASCCC Fall Plenary Session, 11/3-5 e. Fall Regional Meetings
X. Adjournment		3:06pm

4

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Scorecard Advisory Group Report		Month: November	Year: 2016
		Item No: VI. B i.	
		Attachment: YES (online)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the recent presentation given at the Scorecard Advisory Group meeting.	Urgent: NO	
		Time Requested: None	
CATEGORY:		**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

You can find the power point presentation given at the most recent Scorecard Advisory Group meeting on the ASCCC website or go to the below link:

http://www.asccc.org/sites/default/files/VI.%20B.%20i.%20Scorecard%20Advisory%20Meeting.pdf

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

Education Planning Initiative Steering Committee Meeting
Wednesday September 14, 2016
Embassy Suites San Diego

Attendees: Barb Fountain, Bryan Miller, Chelley Maple, Clinton Slaughter, Crystal Hernandez, Cynthia Sommer, David Shippen, Dave Quintanilla (online), Ireri Valenzuela, Jay Field, Jon Fanucchi (online), Margie Carrington (online), Michelle Stricker, Mick Holsclaw, Monica Green, Nancy Pryor, Norberto Quiroz (online), Pam Cox-Otto, Pedro Avila, Rick Snodgrass, Russell Grant, Stephanie Dumont, Stephanie Murguiay, Terry Kinney, Theresa Tena, Victoria Rosario, Warren Whitmore, and Zachary Hall.

Welcome and Roll Call.
Approval of Minutes.
Calendar.

Legislative and Grant Updates:
New Chancellor starting December 19th
Providing him as much information as possible about the initiatives.

EPI reports to Student Services, to TRIS for technology aspects, but also to IEPI, Workforce, and Communications. This project needs to remain aware of all of those connections. Discussion about delay in implementation of Common Assessment.

Risk Update:
Some risks relevant early in the project are no longer concerns, but there are a new set of risks as the project moves to pilot and production:

1) Incomplete integration: Currently movement of data is challenging and not fully automated. This includes data from college to Hobsons and from Education Planning tool or Early Alert back to the SIS. Colleges extract data and ship it in a slow, outdated flat file process. Mitigating this risk will include marketing. The challenge from the vendor side is that PeopleSoft, Colleague, and Banner are all very different, so vendors have to solve integration problems three times. Glue accepted the challenge beginning with the OEI Course Exchange. It is working with the ability to talk to all three platforms, so they have a good foundation to build on to unify the data exchange. Then Glue will work with CAI, and the necessary EPI data exchanges will be on its horizon. Eventually there will be connection and integration with OEI, CAI, and EPI.

2) Transition from pilot to production use: There is an expectation that pilots will have problems and that is what they do, work on fixing the problems that come up. However, in transition to production everything is expected

to run pretty smoothly and sometimes there are points that are not yet fully robust. Mitigating this risk will involve working with pilot schools to capture issues on a list to make sure they are made more robust and smoothed out.

3) Requirements gap: There is a long list of requirements for Hobsons and many are not done yet. Integration with ASSIST is not done yet, and involves two moving targets that need to meet up. Additionally, ASSIST is not under our control. Transmission of the Education Plan into the local SIS is another that completed, but a work plan and timeline are under discussion. The gaps are real but as more colleges move from pilot to production they need to be addressed.
Mitigations:
   - Help colleges understand the development cycle. This includes pressing vendors for a work plan that can be communicated so colleges know how long they need to work around the gap.
   - Identify how colleges successfully work around the gap on an interim basis and communicate that.
   - Articulate the benefits of the product, even at the current stage with the gap.
   - Put together a technical work group to develop the technical requirements needed to bridge gaps.

Members felt it would be helpful to have a formal presentation outlining gaps and what is planned to bridge those gaps. Pilot colleges have been working hard for a year and some need the reminder of what is coming and that there is a "light at the end of the tunnel, not a train."

Update on what Glue already does with enrollment for the Course Exchange. It verifies that local sections are closed, allows enrollment in an Exchange course, and writes into the SIS. Those are big elements and it is very encouraging news for when Glue gets to working on the EPI tools; it already knows how to talk to the three big SIS systems. Request for Project Glue update at meetings on a regular basis.

Action Item:
Provide a regular Project Glue update in EPI SC meetings.

Frustration expressed that OEI seemed arbitrarily selected to get Glue integration first. OEI is first because that project is funding Glue development of the Exchange. Right now it is functioning between Ventura College and Foothill; they have done a successful test end to end with each of the major vendors. OEI provided technical requirements to Glue. EPI needs to be ready with our technical requirements when Glue gets to us; we don't have them at this point.

At the beginning of this project, time was spent writing user stories regarding how students move through the system from unattached, to attached, and so on. However, those stories were never fleshed out a technical level. What data

needs to move with students as they change from unattached to attached, how will the data move if that college is a Colleague one, how will it move for a PeopleSoft school, what does Banner want to see, what is the Colleague format, etc.?

The project is recommending that EPISC convene a technical work group to write requirements needed to fill gaps for the tools that exist today: Hobsons, Early Alert, Career Coach, CCCApply, etc. These requirements would cover what the college needs in terms of data movement. How does it need to be structured? For example, when a student finishes their online orientation, how does that information come back, and what does it look like? The technical work group would come up with those things, bring them back for review by the Steering Committee, and be ready for Project Glue when they come to EPI. There will still need to be an interim solution until Glue is ready.

The committee discussed the fact that at the state level there is an interest in unattached students, but the college is interested in attached students. That has to do with a combination of how funding comes to the college for attached students and not for unattached students, as well as colleges having concern for "their students."

The group also discussed whether the requested Technical work group should also include other stakeholder representation, and members of the user community. Ultimately they decided that it would be inefficient to create another representative body, when the Technical work group would be reporting back and allowing EPISC to serve that function. Members of the Steering Committee will be able to point out if there are missing functional details in the technical specs when they come back for review.

Action Item
Motion to establish a Technical work group to develop the technical specs for the user stories and technical gaps and bring that work back to the EPISC governing body for review. Motion seconded. Passed unanimously.

Marketing Plan Review:
Review of the marketing plan developed by CA Focus (partnership of CCCO Foundation and Interact Communications). EPI plan is part of a unified strategic plan for the Technology Center including, EPI, CAI, OEI, the Technology Center, Accessibility Center and the Information Security Center, which all touch and influence each other in different ways. Project Glue and Federated login hold all of the projects together and will help them accomplish their goals with regard to accessing and integrating data.

There is a strategic plan, and now the team will develop a tactical plan connected to the implementation calendar for each project.
EPI specific marketing goals:

1) Increase student awareness "CCC MyPath" student portal's tools and functionality.
2) Persuade community college counselors and student services leaders to adopt the EP and "CCC MyPath" student portal.
3) Ensure that all EPI information is accessible and easily understood.

CA Focus team will take time to understand the products better by coming to more meetings, and working with users to find out what they want and need. They want to work with the project teams on changing project language away from a focus on the technology, to a focus on what the project is doing as a service to students, in language that makes sense to them.

Members expressed their concerns that the product doesn't yet do what it is going to do. It frightens them to talk about marketing because they are afraid the messaging will get pushed out too early. The CA Focus team explained that they will be able to tell the real story in a realistic way about a process and an evolving product. Having clarity about what is ready and what isn't will enable them to ready the audience without selling an unrealistic picture. There should also be an internal communication plan to address stakeholder anxiety and worries about delivery timelines. We want to express the truth and recommend to other colleges how they can use these tools while clearly communicating both where the vision is going and where the tools are now. Right now MyPath is really a link portal; eventually with integration it will consolidate services from initiatives, but it is not fully formed at this point. Right now it can have great value for connecting unattached students to information and services they need. There is clarity about where the project wants to go and it is headed in the right direction.

Action Item:
Request to have CA Focus give the same marketing presentation to the Portal (SSP) Steering Committee at their January meeting.

RP Evaluation Plan:
Scope of the evaluation plan needed to be reduced this year due to budget limitations. Shift to focus on areas that provide the most useful information at this point in the process. Evaluation is important because it tells the EPI story: how were the colleges before EPI and what were the changes after EPI? Data can also be used to help make good decisions, with strategic planning, and can inform the scale up of tools. RP and marketing can work well together and inform each other's work.

In previous evaluations the researcher visited colleges and spoke to counselors, etc. about existing systems and business processes. A common theme that came up was college readiness: not enough staff to do transcript evaluation, not enough staff to implement the Education Plan, etc. Recommendation made that current evaluation focus on capturing this readiness information. Then when additional colleges come on, they have information that is not just technical, but also information about how critical it is to have the ability to maintain these tools. Another area of interest is adoption readiness, college willingness to look at how they do things, and the readiness to change practices. Los Medanos, for example, had an Education Planning tool that was implemented just two years ago; counselors were told to just use it. Now, two years later for the Hobsons transition, Los Medanos took care to nurture groups along and create a culture of wanting to adopt the tool. Ninety-nine percent of colleges have been doing paper education plans; this is not an easy switch for them. If the project can understand what colleges might be experiencing, understand the bigger culture, and be pre-emptive by offering strategies that might work, they could be effective in bringing about institutional change.

We will survey stakeholders again this year regarding governance and communication. The goal is to find out the extent to which Steering Committee members are informed about elements they are working on, as well as the work of others. She will look at member engagement with the project and whether things are being communicated back from other projects.

RP Group writes a legislative brief including measurable objectives that can be tracked from MIS data; Members were concerned that some of the measures did not seem to connect well with the work plan and elements that will actually be impacted by the EPI tools. It can be hard to isolate impacts, but members thought the measures listed were not the ones that should be used. They also thought it might not be possible to attribute any particular change to any one activity in an initiative or even to any one initiative. Members voiced concern statistics that were misunderstood or used in the wrong context could be dangerous.

Action Item:
Form subcommittee of EPISC to review measurable objects for the legislative brief against the objectives in the work plan, and craft ones that are more relevant or beneficial.

Goal is by 2017/18 when pilots are fully in production mode with their students, and there is enough of a critical mass, we can gather data about how students, counselors, and colleges are being impacted by use of the tools, and whether it is streamlining processes.

Professional Development:

Presentation was made on a draft professional development matrix with intent to communicate to different users, at different skill levels. For example, in education planning for Starfish there might be training for: counseling faculty, non-counseling faculty, and students. The goal is to create training modules for each user group and have work groups take each aspect and break it down to cater to the needs of that group. Material will also be broken down into skill levels: basic, intermediate for those using the tool daily or frequently, and advanced for on campus subject matter experts (who will "train trainers"). We need people in each area to help design the basic outline for the modules. Would make them available in video format that could be hosted on the EPI website and on the PLN.

Members discussed the distinction between need for technical user manuals, versus training on using a tool, and teaching how use the tools being created to help a student achieve academic success (which was more in the typical realm of "professional development")." And for faculty, professional development falls under the purview of the ASCCC and thus, any content that is truly professional development as opposed to technical user training should be created by faculty.

The foundational first piece will be a series of technical videos that will be short and easier to use in a variety of ways. It is important not just to teach people how to use the tools, but also to convince them of their value. If they learn how to use a tool, but don't like it, adoption won't happen as hoped.

Suggestion is to have a joint chairs' meeting between SSP, EPI, and EPT/DAS to look at individual modules and determine who should be involved. Recommendation was made to bring on @ONE It would be helpful to build a rough outline for each course module, determine if it is technical training or professional development, and whether it requires faculty to help design it or not. It might be useful to include administrative deans and institutional researchers that have the ability to look at research and cohort groups.

Upcoming Events Where EPI Will Be Represented:

SSSP & Equity Sept 27-29
CCCAOE Sept 27-29
RP Group Oct 5
AS Academic Academy October
AS Plenary November

The project continues to track events and conferences for opportunities to make presentations to stakeholder groups. Upcoming presentations include ones at the Student Success Conference, EOPS, and the CCLeague.

Action Items and Milestone Update:

A high level overview of project milestones were provided along with a project summary. The presentation covered the scope of EPI work, including Curriculum, Articulation, and Transcripts. There are a total of eight Steering Committees under EPI, including EPISC, SSPSC, EPT/DAS, CO-CI, and C-ID. All of these projects interconnect and their issues and dependencies impact each other. For example, in the realm of curriculum, CO-CI and C-ID are being maintained until they are retired while the new versions are being developed. In the area of articulation, education planning is very connected to ASSIST, but ASSIST Next Gen is being developed outside of the CCC so tracking its progress can be elusive. CCCApply's most recent release allows for colleges to opt into including eight multiple measures questions that can help assess multiple measures and eventually connect with CCCAssess. The Chancellor's Office Curriculum Inventory (CO-CI) has been looking at business processes about how course approval works which also connects with the rewrite of the Program Course Approval Handbook (PCAH).

There are also a number of connections in the career area, including the new contract with Career Coach while also looking at incorporating or folding in other career information that has been developed or where grants have ended.

MyPath student portal is going live at Santa Rosa Junior College on October 23rd with the second "Bakersfield" release. The development of the portal is following an iterative release process with additional features in each new release. The Bakersfield release includes all the basic tool sets and links out to Career Coach. The next release "Chico" will include machine learning and a recommender engine to allow an "Amazon-like" experience recommending particular tools that might be of use to a student who is a Veteran, or needs childcare, etc.

Accessibility has been a risk throughout the system and the Technology Center is now requiring every product to have a third party accessibility assessment. Tech for All is the vendor which has been contracted to make sure all products meet Web Content Accessibility Guideline (WCAG 2.0 AA).

There are now thirteen colleges at various stages of implementation in the Starfish pilot, with State Center going live in September/October and Santa Rosa Junior College launching in March 2017. The second phase of piloting will include eighteen colleges coming on using DegreePlanner and/or Early Alert. There may be an opportunity to bring on additional colleges since over ninety colleges are implementing Canvas, and that CMS works well with Starfish.

There is a lot going on with EPI and the Project Management Office is looking at how success is defined now that the project has twenty-two months left. They are working on grant renewal, annual reports, hiring, procurement, and integration with other statewide initiatives.

Next Meeting:
The next EPI SC meeting will be on Zoom, October 18th from 3-5 pm.
The next in person EPI SC meeting will be on January 25, 2017 in Sacramento.

Adjournment:
The meeting was adjourned at 3:28 pm.

Student Services Portal Steering Committee Meeting
Tuesday September 13, 2016
Embassy Suites San Diego

SP SSC Attendees: Angela Baucom, Barb Fountain, Brianna Hays, Brook
Oliver, Bryan Miller, Crystal Hernandez, Cynthia Sommer, Dave Dillon, David
Quintanilla (online), David Shippen, Diane Berkland (online), Freyja Pereira
(online), Jay Field, Jerry Thao, Jon Fanucchi (online), Kira Tippins, Lisa Romano,
Margie Carrington (online), Marilyn Harvey, Merrie Wales (online), Mike Caruso,
Nancy Pryor, Paul Feist, Paul Rentfrow, Pedro Avila, Ralph Plaza (EMSI)
(online), Richard Loucks, Rick Snodgrass, Rita Jones (Career Café), Russell
Grant, Ryen Hirata, Stephanie Dumont, Susan Coleman, Theresa Tena, Warren
Whitmore, and Yamonte Cooper.

Report on SRJC Student Testing:

September 11th the project was able to conduct live testing with students on the
actual product to help evaluate portal content layout. The team took each student
through a page of hypothetical scenarios to determine if they could figure out
how to afford to pay for college, etc. There was a very positive response in exit
interviews. Students were asked to grade their experience; 88% gave a grade of
A or B, only a few didn't like a couple of things and graded it lower. In particular,
search functionality and the app launchers received praise. A lot of students used
"simple" to describe use of the portal. One student had trouble figuring out where
to go in their account; as a result the team will test out incorporating a universal
header.

In order to fine tune the portal, there will be other opportunities for testing.
September 21st at Butte College's Spirit day there will be testing to collect more
data. Actual testing with students who have not yet applied is planned.

Update on Action Items:

1) Cross-representation with the CAI is in the works.
2) At the last meeting, the committee expressed interest in allowing not just
   unattached but also unauthenticated students to have some level of
   access to Career Coach. EMSI (Career Coach vendor) is fully onboard to
   support and make those changes.
3) Stephanie was concerned about making sure that Career Coach focus not
   only on CTE but also on academic pathways. Industry clusters in
   EMSI/Career Coach have a professional/academic and CTE/technical
   balance. The product shows students who are on that path a variety of
   possible exit points. Stephanie's concern was satisfied.

4) Come up with a proposal for developing/reviewing/revising content portlets with Chancellor's Office collaboration. The chairs' group will coordinate with Theresa and other Chancellor's Office staff by the end of September to determine the right resources in the field for developing, reviewing, revising, and vetting portal content. They will report back on progress at the next Steering Committee meeting.
5) The letter of invitation to join the Technical work group was sent out. There will be further discussion of the role of that group later in the meeting. That group should set its first meeting date by the time the SSP Steering Committee next meets.

Professional Development Matrix:

Presentation on a professional development matrix addressing item on professional development in the project work plan. The intent is to communicate to different users, at different skill levels, in three areas: non-technical admins, technical admins, and students. The goal is to create training modules for each user group and have work groups take each aspect and break it down to cater to the needs of that group. Material will also be broken down into skill levels: basic, intermediate for those using the tool daily or frequently, and advanced for on campus subject matter experts. SSPSC members will participate in designing the basic outline for the modules, initial videos, later to be built into webinars, and then used in regional professional development going forward. The videos could be hosted on the EPI website and on the PLN as well.

Suggestion made to form a subcommittee to look at the modules and figure out the audience and appropriate people to build content.

Members discussed the distinction between need for technical user manuals, versus training faculty on using a tool, and teaching counselors how to best use a tool with students (which the group felt was more in the typical realm of "professional development").

Suggestion made to have a joint Chairs' meeting to look over the modules, determine if they make sense, and what should come first.

A large user 40 page pdf user document has been written, but there is probably also value in having modules. Users might be more likely to view a short video rather than read a full manual.

Members felt that levels should be changed to include, one for administrators on using the tools, another for technical training for counselors and others on using the tool, and finally an instructional piece for counselors and others on how to engage students using MyPath. There is a difference between the mechanical non-pedagogical things that need to be learned and the instructional elements. For MyPath there will need to be training on how to use the different applications

but also on how to help empower students to be self-directed with the tool. The first layer of implementation will be on how to use the tools.

Action Item:
Discuss training/professional development issues in the Chairs' group and come back to the Steering Committee with more information.

Career Coach:

Reviewed timeline for work with EMSI/Career Coach. Phase one development was focused on making the tool ready to be used by all of the CCC colleges at once. Phase two involved mapping the college programs to careers and in that development EMSI also made the user interface mobile responsive. They are now taking labor market data for the state and dividing it up into geographic regions; the user interface will be done by December 1st. Development will also include application interface for user integration, to be able to take the student's career selection and pull that into the application and the Starfish Education Plan.

Will be integrating 125 Salary Surfer videos which addresses the missing video element for Career Coach. The first segment of about ten videos will be available by the end of November.

There are two asks that are pending with EMSI beyond the MVP:
1. separating out labor market data by zip codes and
2. access for unauthenticated students to some of the Career Coach materials.

They are willing to do both of these things, but the project must determine which has priority for development first.

Career Coach provides its own training for use and will need to be marketed to students by having it visible, even if only for a short period of time, on the front page of the portal. There will also need to be priority given to having counselors and instructors trained on how to best use the tool with students. There may need to be some training for students as well. Planning for a series of webinars for late fall into spring.

Development will be done December 1st, and then WCAG 2.0 AA (accessibility) compliance review is scheduled with a third party company. Should be complete by January 2017.

EMSI uses CO-CI extract information to map college programs from schools. Career Coach is divided into industry clusters which college programs are then mapped to. As students go through the assessment they may be directed to industry clusters and the careers show up in those clusters. Colleges will also be able to map some occupations that exist for individual colleges, as well as that

map to that cluster in their region. Industry regions are determined by the TOP codes, which EMSI is transferring into CIP codes.

Students will get to Career Coach in two ways, through the college branded MyPath portal if the student is attached, or through the Chancellor's Office statewide version of MyPath for unattached students. If a student starts as unattached, but has been authenticated, they have a CCCID, and when they become attached to a school their data will transfer over. In a few months, when the unauthenticated path is available, students will be able to do some surfing, but once they want to do an assessment, or dive deeper, they would be guided to create a CCCID, and will bring their data with them when the attach to a college.

Career Coach currently has a mobile application with a six-question assessment. Future: students will be able to view Chancellor's Office videos, do searches by zip code, connect with internship opportunities, and more.

There are two upcoming communication elements:
- CCCAOE conference which has the theme Access and Equity. Will have representatives discussing equity as it relates to MyPath and the tools in it, including Career Coach.
- Letter to go out to college presidents in December about the suite of products that will be rolling out, including information about the portal, portlets, and the fact that Career Coach will now be available for free through the MyPath portal.

Committee discussed concerns about making sure the presentation to the CCCAOE conference fits with the theme of Access and Equity, and is not just focused on Career Coach. Members emphasized that the basis of the presentation should be equity and access from a CCC representative rather than a vendor presentation.

Action Item:
Review communication and the upcoming presentation calendar at the start of each agenda.

MyPath Rollout:
Need to ready colleges rollout of MyPath and Career Coach together. Will need to be an admin user guide. At its core the portal is designed for use by someone who is not particularly tech savvy.

Along with the rollout guide, all of the accounts that are configured inside the portal will have the college bar that is already configured inside CCCApply copied and applied to the portal. That will put some branding in place to begin with and there is more that colleges can add themselves using the admin user guide.

The project wants to put out training videos. Important to provide some quick informative videos on how to do things like set up a content portlet. Those videos can then be provided to any college that adopts the portal.

Update on Content Portlets:

Current list of possible content portlets: financial aid, Degree with a Guarantee, information from Step:Forward, the Chancellor's Office counseling page, Veteran's office, foster youth, and textbook affordability. The intention is not to create a complete viable set of content, but just to seed the portal and create a working baseline for colleges to build upon.

Action Item:
The team will work the Chairs' group and Chancellor's Office to prioritize creation of additional portlets. Suggestion made to follow the process of PLN to ensure a curation and vetting process.

Update on Technical Work Group:

Primary focus will be providing insight into product development and decision making from a technical standpoint. This group could also produce an archive of resources for college to use to solve problems that come up.

The Technical work group will develop implementation documents and specs for the field. Documentation can be provided on how a problem was solved. A MyPath work flow for users that don't have a CCCID, is an excellent example Another would be how to consolidate retrieval of the CCCID for users that are prompted to create them, for students who applied before CCCApply was adopted at the college.

Helpdesk support will be provided as part of the standard rollout process The rollout process is intended for anyone who is going to implement the tool.

State Center is willing to share implementation documents.

Could develop a "train the trainer" program for initial pilot support teams and record those trainings for future implementations.

MyPath- Accessibility and User Types Update:

MyPath must have third party vendor review before launch, and that process has begun. Tech for All, the accessibility vendor, will also be reviewing CCCAssess. They will test both the student and admin sides of the portal interface. Any issues will be resolved ahead of the October launch.

Project manager demo'd current pilot environment as it exists at Santa Rosa including messaging, the pin board, advisor cards, and how the portal resizes

and changes appearance of some elements in mobile form. Next meeting there will be a demo of the Recommender Engine, intending to make recommendations to a student about items specifically useful to that student.

Currently the Common Assessment platform is being launched separately, but eventually there will be a link in the portal, perhaps with messaging that comes back from CCCAssess. The portal will also be linked with the Exchange for OEI. The development roadmap includes bringing education plan data in from Hobsons. The technical work group will engage on both the behavior side about rules for education plan data and also how data is made available.

Career Café grant ends December 31st. Discussion about using relevant verified content.

Action Item:
Conversation about reallocation of work groups and where they are going.

Action Item:
Discussion needed on what success looks like for the project. How many colleges should be on the portal? What other metrics should be looked at?

Next Meeting:
The next SSP Steering Committee will be October 19th from 3-5 pm on Zoom. The next in person meeting will be in Sacramento in January.

Adjourn:
The meeting was adjourned at 3:40 pm.

NSSSPAC Meeting Notes

August 20, 2016

Committee Membership - Attendance:

Name	College	Constituency	Absent (A), By Phone (P), In Person (IP)
Vaniethia Hubbard	North Orange CCCD	NSSSPAC Co-Chair	IP
Nilo Lipiz	Rancho Santiago CCD	SSSPAC Representative	A
Liza Becker	Mt. San Antonio College	ACCE Representative	IP
TBD		Academic Senate - Instructional	A
TBD		Academic Senate - Career Technical Education	A
Khanh Ninh	North Orange CCCD	Academic Senate - Counseling	IP
Esther Matthew	SDCCD	Academic Senate - Counseling	A
Christy Figueroa	SDCCD	Classified Senate	A
Brian Ellison	Merced College	Chief Instructional Officers (CIO)	A
Russi Egan	Palo Verde College	Chief Business Officers (CBO)	IP
Debra Ludford	NOCCD	Chief Information Systems Officers Association (CISOA)	A
Beverly Heasley	Mt. San Antonio College	CISOA (Alternate)	P
Mia Ruiz	Cuesta College	CCC Student Success and Matriculation Professionals Association (CCCMPA)	P
George Bradshaw	Mt. San Antonio College	College Registrars and Admissions Officers (CACCRAO)	A
Bri Hays	San Diego Mesa College	Research and Planning Group (RP Group)	P
Frances Southerland-Amsden	Crafton Hills College	California Community College Assessment Association (CCCAA)	A
Rhonda Mohr	Chancellor's Office	Dean, Student Services	A
Kirsten Corbin	Chancellor's Office	Dean, Basic Skills and Special Programs	IP
Chris Graillat	Chancellor's Office	Specialist (Co-Chair)	A
Michael R. Quiaoit	Chancellor's Office	Specialist	IP
Debra Sheldon	Chancellor's Office	Specialist	A
David Lawrence	Chancellor's Office	Specialist	IP
Patty Falero	Chancellor's Office	Support	IP

Welcome, Introductions, Travel Forms, CCCCO Update (Michael R. Quiaoit)

CCCCO Update

- Staffing - New Chancellor of Eloy Ortiz Oakley will start on December 19th, 2016. He has had several meetings with Vice Chancellors already. Staff has shared challenges and program related issues in writing to the incoming Chancellor.
- David Lawrence is a new SSSP and Student Equity (SE) staff person focusing on allocations and funding
- Student Services is still without a Vice Chancellor. Dr. Denise Nolden left last January and the Chancellor's Office will wait for the new Chancellor to come on board to hire a new Vice Chancellor. SSSP has been reporting to Pam Walker in the interim.
- The third dean position in Student Services is now filled by Margaret Ortega and she started in June of 2016. She is overseeing Transfer & Articulation, DSPS and Health Services, Student Senate, Meeting /Conference Planning, and Mental Health. Student Services has been restructured and SSSP and SE will no longer report to Sarah Tyson (EOPS/CARE, CAYFES, CalWORKS, Veterans, and FKCE), but Rhonda Mohr.
- Rhonda has over 30 years of experience in higher education, predominantly in financial aid. Her areas of responsibility will now be: SSSP, SE, and Financial Aid. Student Services has been without the third dean for 18 months and now all three are in place.

PRT and Integrated Planning (Michael R. Quiaoit)
Why? Overview of how the Chancellor's Office arrived at suspension of plans and budgets

- Partner Research Teams (PRT) through Institutional Effectiveness. Teams can be sent to colleges that request it for help. For example, enrollment management help, the CEO can request a visit to the college a total of 3 times and makes suggestions on how to improve.
- Different plans requiring same people to frontload thousands of hours. Chancellor Harris sent a request for Chancellor's Office to have a PRT. A group was formed and led by Bryan King from Los Rios District, and staffed by 10 instructional, student services, admins, and came to Chancellor's Office with 3 goals: 1) Improvement and alignment and Integration of SE, SSSP, BSI; 2) Better alignment in budget reporting; and 3) Better alignment of technology projects and initiatives. PRT on June 10th had a list of recommendations. In the PRT's 2nd visit they met with the Chancellor and Vice Chancellors, and Staff of the Chancellor's Office. All participants were collaborative and open to change.
- Suspension of plans until Chancellor's Office can wrap head around how they can do it better.
- A memo was sent to colleges so that the Chancellor's Office can do a better job in helping colleges and relieve administration of workload during this process.
- A consultant/expert may be hired to help the Chancellor's Office integrate the plans and initiatives.
- The Chancellor's Office would like to form an integrated advisory group

Chancellor's Office Action Items:

- The Chancellor's Office needs to send out a memo to the colleges explaining what is expected from them during the 2016-17 year with regards to changes to their SSSP credit and noncredit plan and budget.

CAI Update (group)
- Chris Graillat was not available to directly answer CAI questions due to her absence (she sits on the advisory group, but the members still had a few questions:
    o When does CAI plan to include noncredit indicators?
    o Who is the representative for noncredit on CAI?
    o Why aren't there any noncredit programs in the testing process?

Chancellor's Office Action Items:
- Chris Graillat will research the questions surrounding CAI and noncredit and communicate the answers back to the advisory committee.

Basic Skills Update (Kirsten Corbin)
- Monthly webinar recorded and posted on BSI website (including changes to BSI).
- 64 Colleges were awarded a transformation grant. Changing assessment/placement, integrated student services and instruction
- Partnership Pilot program – 5 grants awarded. Chancellor's Office working with CSU's to provide instruction in basic skills for currently enrolled CSU students and entering CSU students.
- BSI – Old BSI of 2007 no longer exists. Student Service Basic Skills (SSBS). Gives schools more money. BSI has limped along last 9 years with 20 million for all colleges (19MM), with the new SSBS program, an additional 30 million of ongoing funds allocated (total of 50 million for SSBS). 5% will go to 3CSN and the rest goes to Colleges.
- Allocation formula will change. It was formerly FTES in BSI
- New formula is based on 50% performance, 25% low-income (BOG fee waiver), 25% FTES in courses that are using high impact practices (outlined in transformation grant).
- Members raised the concern that under the new funding formula, 25% of the funding would be based on the BOG fee waiver, which noncredit students don't receive.
- Challenges with the formula, due to tracking (FTES of courses that have high impact practices – not all sections may be using those practices). More requirements in this new program and what colleges have to do, but more allowable on how colleges can spend the money.
- This year, 2016-17 legislature directed Chancellor's Office to provide 30 million to those that applied for the Transformation Grant. In 2017-18 colleges will see this funding for SSBS. Funding will remain the same for the current year. More to come as formula gets ironed out.
- Noncredit specific questions:
    o How do you address the population (or pathway) where a student does not have success in credit, goes to noncredit and has success, then returns to credit

- o Suggest that Chancellor's Office to ~~have~~ include a great focus on noncredit success criteria, including course completion and noncredit certificates
- o 40% or more of Basic Skills students are noncredit
- o Chancellor's Office needs to consider the diversity of noncredit programs – (i.e., large and small programs have different needs due to populations they serve) --- can we get VCs to visit campuses?

- Funding Formula Questions:
  - o Colleges are contacting the Chancellor's Office with concerns that SSSP only covers specific program types (ESL, ABE, STV, and Workforce Prep). Liza Becker wonders if these questions are coming from colleges that do not have noncredit programs, in which case they may be stand-alone courses or noncredit labs that serve credit students.
  - o Members also shared a concern that noncredit SSSP funding may be directed to serving credit students who may already receive core services through credit SSSP.

Chancellor's Office Action Items:
- Chris Graillat will share with Deans and VC's the group's concerns regarding the Chancellor's Office lack of understanding of noncredit programs.

LaunchBoard Presentation/Discussion (Gary Adams)

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on the effectiveness of career and technical education (CTE) programs. This information is intended to facilitate local, regional and statewide conversations about how to improve students' educational and employment outcomes.

www.doingwhatmatters.cccco.edu

The Opportunity
For community colleges to become essential catalysts to California's economic recovery and jobs creation at the local, regional and state levels.

The Strategy
Doing What MATTERS for jobs and the economy is a four-pronged framework to respond to the call of our nation, state, and regions to close the skills gap. The four prongs are:

- Give Priority for Jobs and the Economy
- Make Room for Jobs and the Economy
- Promote Student Success
- Innovate for Jobs and the Economy

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regional and statewide conversations about how to improve students' educational and employment outcomes. **View short videos** or **see a sample of the data** available in the LaunchBoard.

The LaunchBoard is one of several statewide data tools available to practitioners and technical assistance providers. Read more about the **various tools** and **the data they provide**.

LaunchBoard Tools
The LaunchBoard includes several data tools:

- **Program Snapshot**: graphical reports and detailed data tables on college offerings, students' educational attainment, employment outcomes, and regional labor market demand
- **Strong Workforce Program**: all of the Strong Workforce Program metrics are currently in the Program Snapshot tab of the LaunchBoard. A separate tab that is specific to these measures, including benchmarking tools to support goal setting, will be available in fall 2016.
- **CTEOS**: makes Career and Technical Education Outcomes Survey (CTEOS) responses more broadly available to faculty and administrators
- **CCPT**: a voluntary tool that supports data collection for California Career Pathways Trust (CCPT) grant consortia

Logging into the LaunchBoard
The LaunchBoard is only available to employees of California community colleges, participating institutions in CCPT consortia, and Chancellor's Office grantees. **Request a password.**

Stakeholder Updates

Liza Becker (ACCE Representative) –

- Membership is up in ACCE (more than 25% to 30%); there are new Board Members; a Spring Conference is coming up in February 2017. Liza edited the reporting section of the SSSP Handbook.

Vaniethia Hubbard (Co-Chair) –

- Common Assessment Initiative – no discussion on noncredit inclusion before implementation; How is CAI going to work for noncredit (need CCID to use CAI); noncredit programs are not part of the pilot; and noncredit administrator are not receiving any feedback from CAI

Russi Egan (CBO Representative) –

- Currently working on editing the Finance section of the SSSP Handbook

Bri Hays (RP Group) –

- Currently not much noncredit research being requested or available

CCCApply Update (Vaniethia Hubbard)
- Noncredit students will need to access CCID # from CCCApply to use CAI
- Performed an informal survey to ACCE members
- Chris and Vanietha also sent out a formal survey to all institutions
- Does a paper application process comply with all residency or Title 9 regulations?
- Vanietha share a PPT with the group with the results of the survey (PPT will be an attachment to the email)

Chancellor's Office Action Items:
- Michael will send the survey PPT to Pat Donohue (Product Manager – CAI)
- Chris or Michael will check with Elias Regalado regarding the intent behind his residency guidance to CCCApply

Noncredit SSSP Formula Discussion
- Group felt that colleges have had plenty of time to get their programs in line with regulatory guidance
- Group agreed with upcoming formula because it aligns with matriculating students to degrees or certificates

Wrap Up, Action Items, Next Meeting
- Noncredit has issues with Student Equity indicators that do not clearly address noncredit (colleges believe it is only for credit)
- Pathways from credit to noncredit have not been addressed
- There varied noncredit pathways that may lead back to credit
- Possible session for Student Equity "How were you successful in getting funding for noncredit" • Need to identify how to prove noncredit contributes to student success