



**November 29 - 30, 2016 – Hilton Waterfront Beach Resort**

*21100 Pacific Coast Highway, Huntington Beach, CA 92648*

Tuesday, November 29, 2016  
Shades Restaurant located in the hotel.  
6:00 p.m. to 8:00 p.m.

Wednesday, November 30, 2016  
*Meeting Room: Tides Ballroom*  
8:30 a.m. to 12:00 p.m. Meeting  
12:00 p.m. to 12:20 p.m. Lunch  
12:20 to 5:30 p.m. Meeting Continues

*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](mailto: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](http://www.asccc.org/executive_committee/meetings).*

**I. ORDER OF BUSINESS**

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

**II. CONSENT CALENDAR**

- A. November 2, 2016, Meeting Minutes, Davison**
- B. Member Registration for Association of American Colleges & Universities' (AAC&U) 2017 Annual Meeting, Smith**
- C. Attendance at Association of American Colleges and Universities' 2017 Diversity, Learning, and Student Success Conference, Beach**
- D. CTE Regional Events, Slattery-Farrell**

### 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 – 15 mins., Stankas**

The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

**B. Outline to Update the 2008 Technology – 20 mins., McKay**

The Executive Committee will consider for approval the outline to update The 2008 Technology paper.

**C. Partnerships for Noncredit Summit Spring 2017 – 30 mins., Aschenbach**

The Executive Committee will consider for approval an ASCCC partnership with IEPI, ACCE, 3CSN, CLP and CCCCO Academic Affairs to produce a Noncredit Event in late Spring 2017.

**D. Revised Charge for Accreditation and Assessment Committee – 10 mins., Rutan**

The Executive Committee will consider for approval the revised charge of the renamed Accreditation Committee.

**E. System-wide Faculty Development Survey – 15 mins., Smith**

The Executive Committee will consider for approval the Faculty Development Committee's survey for approval and determine best time for dissemination.

**F. Apprenticeship Programs and State Requirements – 15 mins., Stankas**

The Executive Committee will discuss the current information gathered regarding apprenticeship and consider for approval a direction to the task force regarding further actions.

**G. Guidelines for Local Senate Visits – 15 mins., S. Foster**

The Executive Committee will consider for approval the revisions to the guidelines for local senate visits.

**H. Diversity in Faculty Hiring Regional Meeting – 15 mins., Beach**

The Executive Committee will consider for approval the agenda for the proposed Diversity in Faculty Hiring Regional Meetings.

**I. CTE Institute – 10 mins., Adams**

The Executive Committee will consider for approval holding the CTE Leadership Institute as proposed to IEPI without additional funding from IEPI.

**V. DISCUSSION**

**A. Chancellor's Office Liaison Report – 60 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 – 15 mins. Bruno/Stanskas**

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

**C. Board of Governor's Interviews – 15 mins., Freitas**

The Executive Committee will discuss the Board of Governor's interview process.

**D. EEO and Diversity Advisory Committee Update – 15 mins., A. Foster (Time certain 11:00 a.m.)**

The Executive Committee will be updated on the work of the EEO and Diversity Advisory Committee.

**E. Fall Plenary Session Debrief – 30 mins., Bruno/Adams**

The Executive Committee will discuss the recent 2016 Fall Plenary Session.

**F. Executive Committee Members Discussion – 60 mins., Bruno**

The Executive Committee will discuss current work load challenges and ways to communicate with internal and external stakeholders.

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

**A. Standing Committee Minutes**

- i. Accreditation and Assessment Committee, Rutan
- ii. Basic Skills 9.12.16 & 10.3.16, Aschenbach
- iii. Equity & Diversity Action Committee Minutes, Beach/Smith
- iv. Noncredit Committee 9.19.16 & 10.17.16, Aschenbach
- v. Standards and Practices Committee, Freitas

**B. Liaison Reports**

- i. Basic Skills Advisory Committee, Aschenbach
- ii. California Community College Curriculum Committee 9.15.16 & 10.20.16, Davison
- iii. California Community Colleges Chief Student Services Administrators Association Update, A. Foster

**C. Senate and Grant Reports**

- i. C-ID Advisory Minutes, Mica
- ii. Intersegmental Curriculum Workshop Minutes, Mica

**VII. ADJOURNMENT**





## Executive Committee Agenda Item

|                             |                         |                              |            |
|-----------------------------|-------------------------|------------------------------|------------|
| SUBJECT: Calendar           |                         | Month: Nov. 30               | Year: 2016 |
| •Upcoming 2016-2017 Events  |                         | Item No. I 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 <sup>1</sup> : | Julie Adams             | Action                       |            |
|                             |                         | Information                  | X          |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Alameda/Oakland – January 6 -7, 2017
- **Executive Committee Meeting** – El Camino College/Long Beach – February 3 – 4, 2017

#### Reminders/Due Dates

##### **December 2, 2016**

- Presenters list due to Julie Adams for the Accreditation Institute.
- Presenters list due to Julie Adams for Instructional Design and Innovation.

##### **December 14, 2016**

- Agenda Items due for January 6-7, 2017 meeting.
- Accreditation Institute first program draft due for reading at the January Executive Committee meeting.
- Instructional Design and Innovation first program draft due for reading at the January Executive Committee meeting.
- Spring Plenary first program draft due for reading at the January Executive Committee meeting.

##### **January 16, 2016**

- Rostrum articles due.

##### **January 18, 2016**

- Agenda Items due for February 3 -4, 2017 meeting.

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<sup>1</sup> 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/In complete | 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 Livereviewer.  |
| 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 reviews 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.             | Conan/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          |                |                              | ASFCOC 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/Goold | 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.   |
| Institutional Effectiveness Partnership Initiative Professional Development | Sept/Oct       | 2016          | IV. H.             | Rutan       | October/November | 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.  |
| Proposed Regional Curriculum Processes Workshop                             | November       | 2016          | IV. B.             | Davison     | January          | In progress          |                |                              | The Curriculum Committee chair will bring back to another Executive Committee meeting the agendas for the webinars and regional meetings.  |
| Draft Program for Accreditation Institute                                   | November       | 2016          | IV. C.             | Rutan       | January          | In progress          |                |                              | Draft program will come back on the January agenda for consideration.  |
| Mentoring Program for New Senate Presidents                                 | November       | 2016          | IV. D.             | S. Foster   | January/February | In progress          |                |                              | The Executive Committee will provide the chair of the Relations with Local Senates Committee with names of local senate president who might provide feedback on a mentor/coaching program for new local senate presidents.   |
| AB 1985 Implementation Information and Services                             | November       | 2016          | IV. E.             | May         | November         | Completed            |                |                              | The survey will be revised to reflect the changes and sent to the field.   |
| Request Policy Statements for the ASCCC Website                             | November       | 2016          | IV. G.             | Freitas     | November         | Completed            |                |                              | The Executive Director will include the procedure in an operational procedure manual and posted on the website.  |





# LOCAL SENATE CAMPUS VISITS

## 2016 – 17

(LS= member of Local Senates; IN = report submitted; ~~st#k#e#e#t~~ = planned but not done)

| COLLEGE                  | VISITOR                | DATE OF VISIT | VISITOR | DATE OF VISIT | NOTES                          |
|--------------------------|------------------------|---------------|---------|---------------|--------------------------------|
| <b>AREA A</b>            |                        |               |         |               |                                |
| American River           |                        |               |         |               |                                |
| Bakersfield              |                        |               |         |               |                                |
| Butte                    | Goold                  | 10/?/16       |         |               | Butte pilot office/ curriculum |
| Cerro Coso               |                        |               |         |               |                                |
| Clovis                   |                        |               |         |               |                                |
| Columbia                 |                        |               |         |               |                                |
| Cosumnes River           |                        |               |         |               |                                |
| Feather River            |                        |               |         |               |                                |
| Folsom Lake              | May/Goold              | 10/14/16      |         |               | Area A meeting                 |
| Fresno                   |                        |               |         |               |                                |
| Lake Tahoe               |                        |               |         |               |                                |
| Lassen                   |                        |               |         |               |                                |
| Merced                   |                        |               |         |               |                                |
| Modesto                  |                        |               |         |               |                                |
| Porterville              |                        |               |         |               |                                |
| Redwoods, College of the |                        |               |         |               |                                |
| Reedley                  |                        |               |         |               |                                |
| Sacramento City          |                        |               |         |               |                                |
| San Joaquin Delta        |                        |               |         |               |                                |
| Sequoias, College of the |                        |               |         |               |                                |
| Shasta                   |                        |               |         |               |                                |
| Sierra                   |                        |               |         |               |                                |
| Siskiyou, College of the |                        |               |         |               |                                |
| Taft                     |                        |               |         |               |                                |
| West Hills Coalinga      |                        |               |         |               |                                |
| West Hills Lemoore       |                        |               |         |               |                                |
| Woodland College         | Freitas/Rutan/Foster/A | 10/28/16      |         |               | MQ North Regional              |

|                                | dams                              |          |  |  |  |                             |
|--------------------------------|-----------------------------------|----------|--|--|--|-----------------------------|
| Yuba                           |                                   |          |  |  |  |                             |
| <b>AREA B</b>                  |                                   |          |  |  |  |                             |
| Alameda, College of            |                                   |          |  |  |  |                             |
| Berkeley City                  |                                   |          |  |  |  |                             |
| Cabrillo                       |                                   |          |  |  |  |                             |
| Cañada                         |                                   |          |  |  |  |                             |
| Chabot                         |                                   |          |  |  |  |                             |
| Contra Costa                   |                                   |          |  |  |  |                             |
| DeAnza                         |                                   |          |  |  |  |                             |
| Diablo Valley                  |                                   |          |  |  |  |                             |
| Evergreen Valley               |                                   |          |  |  |  |                             |
| Foothill                       |                                   |          |  |  |  |                             |
| Gavilan                        |                                   |          |  |  |  |                             |
| Hartnell                       |                                   |          |  |  |  |                             |
| Laney                          |                                   |          |  |  |  |                             |
| Las Positas                    |                                   |          |  |  |  |                             |
| Los Medanos                    |                                   |          |  |  |  |                             |
| Marin, College of              |                                   |          |  |  |  |                             |
| Mendocino                      |                                   |          |  |  |  |                             |
| Merritt                        |                                   |          |  |  |  |                             |
| Mission                        |                                   |          |  |  |  |                             |
| Monterey Peninsula             |                                   |          |  |  |  |                             |
| Napa Valley                    |                                   |          |  |  |  |                             |
| Ohlone                         |                                   |          |  |  |  |                             |
| San Francisco, City College of |                                   |          |  |  |  |                             |
| San José City                  |                                   |          |  |  |  |                             |
| San Mateo, College of          |                                   |          |  |  |  |                             |
| Santa Rosa Junior              |                                   |          |  |  |  |                             |
| Skyline                        | Davison/Beach/LSF/<br>McKay/Crump | 10/21/16 |  |  |  | Curriculum Regional Meeting |
| Solano                         | Stanskas/McKay/Smith              | 10/14/16 |  |  |  | Area B Meeting              |
| West Valley                    |                                   |          |  |  |  |                             |

| AREA C                   |                                    |          |  |  |  |  |
|--------------------------|------------------------------------|----------|--|--|--|--|
| Allan Hancock            |                                    |          |  |  |  |  |
| Antelope Valley          |                                    |          |  |  |  |  |
| Canyons, College of the  | Freitas/Stanskas                   | 10/21/16 |  |  |  | MQ & Equivalencies Presentations       |
| Cerritos                 |                                    |          |  |  |  |  |
| Citrus                   |                                    |          |  |  |  |  |
| Cuesta                   |                                    |          |  |  |  |  |
| East LA                  |                                    |          |  |  |  |  |
| El Camino                |                                    |          |  |  |  |  |
| El Camino Compton Center |                                    |          |  |  |  |  |
| Glendale                 | Rutan                              | 9/24/16  |  |  |  | Accreditation Committee                |
| LA District              |                                    |          |  |  |  |  |
| LA City                  |                                    |          |  |  |  |  |
| LA Harbor                |                                    |          |  |  |  |  |
| LA Mission               |                                    |          |  |  |  |  |
| LA Pierce                |                                    |          |  |  |  |  |
| LA Southwest             |                                    |          |  |  |  |  |
| LA Trade-Technical       | Smith                              | 10/21/16 |  |  |  | Formerly Incarcerated Regional Meeting |
| LA Valley Moorpark       |                                    |          |  |  |  |  |
| Mt. San Antonio          | Davison/LSF/Aschenbach/Beach/Rutan | 10/15/16 |  |  |  | Area C Meeting                         |
| Oxnard                   |                                    |          |  |  |  |  |
| Pasadena City            |                                    |          |  |  |  |  |
| Rio Hondo                |                                    |          |  |  |  |  |
| Santa Barbara City       |                                    |          |  |  |  |  |
| Santa Monica             |                                    |          |  |  |  |  |
| Ventura                  |                                    |          |  |  |  |  |
| West LA                  |                                    |          |  |  |  |  |

| AREA D                   |                                       |  |          |  |  |                              |
|--------------------------|---------------------------------------|--|----------|--|--|------------------------------|
| Barstow                  |                                       |  |          |  |  |                              |
| Chaffey                  |                                       |  |          |  |  |                              |
| Coastline                |                                       |  |          |  |  |                              |
| Copper Mountain          |                                       |  |          |  |  |                              |
| Crafton Hills            |                                       |  |          |  |  |                              |
| Cuyamaca                 |                                       |  |          |  |  |                              |
| Cypress                  |                                       |  |          |  |  |                              |
| Desert, College of the   |                                       |  |          |  |  |                              |
| Fullerton                |                                       |  |          |  |  |                              |
| Golden West              |                                       |  |          |  |  |                              |
| Grossmont                |                                       |  |          |  |  |                              |
| Imperial Valley          |                                       |  |          |  |  |                              |
| Irvine Valley            |                                       |  |          |  |  |                              |
| Long Beach City          |                                       |  |          |  |  |                              |
| MiraCosta                |                                       |  |          |  |  |                              |
| Moreno Valley            |                                       |  |          |  |  |                              |
| Mt. San Jacinto          |                                       |  |          |  |  |                              |
| Noro                     |                                       |  |          |  |  |                              |
| North Orange - Noncredit |                                       |  |          |  |  |                              |
| Orange Coast             |                                       |  |          |  |  |                              |
| Palo Verde               |                                       |  |          |  |  |                              |
| Palomar                  |                                       |  |          |  |  |                              |
| Riverside City           | Freitas/Stanskas/<br>Slattery-Farrell |  | 10/29/16 |  |  | MQ South Regional<br>Meeting |
| Saddleback               |                                       |  |          |  |  |                              |
| San Bernardino Valley    |                                       |  |          |  |  |                              |
| San Diego City           |                                       |  |          |  |  |                              |
| San Diego Cont. Ed.      | Rutan                                 |  | 10/15/16 |  |  | Area D Meeting               |
| San Diego Mesa           |                                       |  |          |  |  |                              |
| San Diego Miramar        |                                       |  |          |  |  |                              |
| Santa Ana                |                                       |  |          |  |  |                              |
| Santiago Canyon          |                                       |  |          |  |  |                              |
| Southwestern             |                                       |  |          |  |  |                              |
| Victor Valley            |                                       |  |          |  |  |                              |



**Wednesday, November 2, 2016 – Westin South Coast Plaza**

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Bruno called the meeting to order at 12:00 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: Jackie Escajeda, Dean of Curriculum and Instruction, Chancellor's Office; Irene Malmgren, Chief Information Officer Liaison, Vice President of Instruction, Mt. San Antonio College; Pam Walker, Vice Chancellor for Educational Services, Chancellor's Office; and Adam Wetsman, President-Elect, Faculty Association of California Community Colleges.

Guests Present: Dan Crump, Librarian, American River College; Michelle Sampat; Curriculum Chair at Mt. San Antonio College; and Lynn Shaw, Chancellor's Office Staff, Doing What Matters.

Staff Present: Annie Wilcox-Barlettani, Executive Assistant

**B. Approval of the Agenda**

**MSC (Goold/Beach) 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.*

No public comment was given.

**D. Calendar**

Members were updated on upcoming meetings and deadlines.

**E. Action Tracking**

Members were reminded to send staff updates as discussed regarding the Action Tracking items.

**F. Local Senate Visits**

Adams provided members with the Local Senate Visits spreadsheet which documents all campus visits made from July 1, 2016, to present day. Additional notes regarding the reason for the campus visit are sent directly to Adams. The spreadsheet will be passed around to members at each Executive Committee meeting.

**G. Dinner Arrangements**

Members are on their own for dinner.

**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**

**MSC (Slattery Farrell/McKay) to approve the consent calendar.**

**III. REPORTS**

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

**President's Report – Julie Bruno**

President Bruno updated members on the recent Common Assessment Initiative (CAI) meeting involving the ASCCC. The purpose of the meeting was to discuss ways to continue forward movement of the initiative as well as ways to provide support to local colleges this fall once access to Compass ends. Assistance provided to the colleges will include regional workshops, webinars, and Partnership Resource Teams (PRT).

Bruno provided members with a review of the RP Group's Strengthening Student Success Conference attended by Bruno and other ASCCC members. Bruno and Stankas presented a breakout on creating a culture of innovation and Rutan presented in a breakout covering Course Identification System (C-ID) and Associate Degree Transfers (ADT). Adams stated that the RP Group notified the ASCCC that they will no longer hold two breakout sessions for the Academic Senate's governance strand in the future. Instead, the Academic Senate will need to submit a proposal in the same manner as other groups that want to participate. The ASCCC will participate in breakouts with system partners such as the Chancellor's Office or the CIOs, if time permits.

Bruno thanked Beach and A. Foster for chairing the October Academic Academy in Costa Mesa. She appreciated the participation from everyone involved and found guests had a very positive experience.

Bruno briefed members on the California Guided Pathways Advisory Committee meeting. The advisory committee discussed the parameters of the California Guided Pathways including the application process for colleges wishing to

become pilot colleges. The advisory group consisted of members from Career Ladders, 3CSN, the California Community College Foundation, which is the fiscal agent, and others. Sonya Christian of Bakersfield College is chairing the committee and Bill Scroggins of Mt. San Antonio College is chairing the Policies and Procedures Committee in conjunction with the advisory committee.

Bruno reminded the Executive Committee of the regular meetings she is holding with the Interim Chancellor Erik E. Skinner from the Chancellor's Office. In their most recent meeting they discussed the status of Minimum Qualifications. Bruno is scheduled to have her first formal meeting with Incoming Chancellor Eloy Ortiz Oakley on December 9, 2016.

Bruno and Stankas are members of the Council for Faculty Organizations (CoFO). Discussions are taking place around possibly inviting key members to the upcoming CoFO dinners in an effort to build relationships. CoFO is looking at including Vice Chancellors, the Chancellor, Department of Finance, and legislators. If necessary, it will be brought to a future Executive Committee meeting for discussion.

Bruno informed members of the recent C-ID leadership meeting and the continued struggle with securing stable funding. Additionally, conversations around model curriculum are taking place and the Academic Senate will be looking to the Chancellor's Office to streamline their approval process for colleges that align with the statewide model curriculum. It was further determined that program learning outcomes (PLOs) would not be placed in Associate Degree Transfers (ADTs). Adams added that work is being done to develop a business plan to guide C-ID into the future and included in this plan will be budget forecasting, career technical development at the high school level, and continued partnership with the Chancellor's Office.

Bruno briefed the Executive Committee on the CIO conference and her presentation on the Strong Workforce program and provided an update on the work of the Academic Senate. Members from 5C are continuing to do excellent work towards curriculum changes and presented on the new curriculum framework for local approval, regional recommendations, and state chaptering. The next steps will be to plan curriculum workshops.

Bruno announced that the North/Far North meetings concluded and thanked members who were involved.

Bruno and Adams met with the Republican Strategic Policy staff regarding their interest in creating a policy to make college fees free for students who declare a pathway in ADTs, CTE certificates, and associate degrees. Continued discussions will take place between the ASCCC and Republican Strategic Policy staff.

Lastly, Bruno advised members of the current status of CTE Data Unlocked.

They decided to move forward with the TOP Code clean-up project along with identification of the pilot colleges. Currently, there are 15 colleges that have volunteered to be part of the pilot. Only five volunteers were identified to help with the clean up and the goal is to acquire 10 – 15 volunteers. The Academic Senate will encourage past curriculum chairs to consider volunteering in addition to the CTE Data Unlocked experts. Full training for the cleanup project is anticipated to roll out next spring.

**Executive Director Report– Julie Adams**

Adams informed members that the audit is complete and there were no findings. The auditors, however, suggested that the ASCCC collect payments for all events because the current bad debt is approximately \$60k in bad debt, which is mostly from unpaid registration fees. The office continues to make efforts in collecting the outstanding registration payments. The suggestion was to not allow any attendee to participate in an event unless their registration payment has been collected in advance or onsite, with no exceptions. A message will be sent from the office to the college accounting departments and will include in the email the faculty attending, the campus senate president, as well as their CIO.

Adams shared with members that the Periodic Review Committee held their first meeting at the Academic Senate’s office. The committee has determined it would be best to limit involvement by ASCCC Executive Committee members to providing factual information. The goal is to provide an unbiased and clean review. The committee will hold a breakout during the Fall Plenary. Stanskas is will attend the first half of the breakout to answer any questions from the body.

**B. Foundation President’s Report**

May briefed members on the upcoming elections taking place at the Fall Plenary on Saturday. There will be an orientation Thursday morning for those interested in running for a position on the AS Foundation Board. May also informed members on the ongoing Area Competition which is raising funds to support the Academic Senate Foundation. It was noted that Area D has a strong lead. The winner will be announced at the end of the Fall Plenary Session and awarded the Ostrich Trophy. May asked the committee to encourage others to run for the Foundation Board and donate to their Area. It was also mentioned that the Foundation is sponsoring the President’s Reception taking place on Friday evening.

May added that the Foundation is continuing its work drafting the literature review on the impact of full-time faculty on student success. The review is being done in partnership with the Faculty Association of California Community Colleges (FACCC).



### **C. Chief Instructional Officer Liaison Report**

Irene M. Malmgren, Chief Instructional Officer (CIO) liaison and Vice President of Instruction at Mt. San Antonio College provided members with an update from the CIOs.

- The CIO liaisons created a schedule identifying the CIO liaison who will attend the Academic Senate's Executive Committee meetings for the duration of the academic year. The liaison will rotate based on where the meeting is held.
- Strong Workforce Program – The CIOs are continuing to navigate through the process and provide awareness at the academic senate level and for the faculty. Good conversations are taking place with faculty.
- Curriculum – Significant progress has taken place that will impact all groups involved. The focus is on providing shared values, sustained constant training, and creating a shared agenda.
- Accreditation – The CIOs drafted a letter to the National Advisory Committee on Institutional Quality and Integrity (NACIQI) in an effort to join the Academic Senate's position with the Accrediting Commission for Community and Junior Colleges (ACCJC). Their letter states their continued support for a peer review process and restructuring of the ACCJC. The CIOs are considering joining the Academic Senate at the February 2017 NACIQI meeting.

### **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.

Adam Wetsman of Rio Hondo College and President-Elect (June 2017) of the Faculty Association of California Community Colleges (FACCC) updated members with recent current affairs. FACCC will begin setting legislative priorities over the course of the next few weeks with their legislative committee. Specifically, they will be revisiting AB 2069 (Medina) Part-time Faculty Office Hours, a bill that was recently vetoed by the governor. The bill requires each community college district to post on their campus websites the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year. FACCC plans to work on legislative priorities with the ASCCC and other groups to open up more lines of communication.

FACCC will host the Annual Policy Forum on January 20, 2017, at Chabot College in Hayward, from 10:30 a.m. to 3:00 p.m. In addition, the Advocacy Policy Conference will take place in Sacramento on March 5 – 6, 2017. Students and legislators will be present, which will provide an opportunity to review the budget and other top items.

#### IV. ACTION ITEMS

##### A. Legislative Update

The Executive Committee was updated on the recent action by the legislature. Included in the report was a summary of the legislation that was signed or vetoed by the governor.

Members also discussed the proposed Legislative Day dates for 2016-2017. Members agreed on May 9, 2017 to be the Executive Committee's Legislative Day. It was suggested that the committee invite Jonathan Lightman, Executive Director of the FACCC to provide members again with Legislative Day training.

**MSC (Goold/Davison) to approve May 9, 2017 as the Executive Committee's Legislative Day.**

##### B. Proposed Regional Curriculum Processes Workshop

The Executive Committee discussed regional workshops for curriculum processes. It was suggested at the recent North Far/North meeting that the Academic Senate should consider creating a series of local workshops that would include articulation officers, faculty, administrators, and more. These workshops would develop a more effective curriculum process for colleges. As the workshops are focused on curriculum, the ASCCC will take the lead on planning and executing the workshops through out the state.

Members made suggestions to the proposed workshops and how they may be facilitated. It was recommended that the workshops take place in late Spring with webinars hosted in advance to prepare faculty, staff and administration for participation. It was mentioned that partnering with the CIOs would promote faculty and curriculum specialist attendance to the workshops.

**MSC (Rutan/Smith) to approve the creation of regional workshops for curriculum processes.**

##### Action:

- The Curriculum Committee chair will bring back to another Executive Committee meeting the agendas for the webinars and regional meetings.

##### C. Draft Program for Accreditation Institute

The Executive Committee reviewed the draft program for the Accreditation Institute in February 2017 developed by the ASCCC Accreditation and Assessment Committee. The suggested theme of the institute is *Charting the Course: Accreditation as a Tool for Institutional Excellence*.

Members offered suggestions for breakout topics and discussed the interest of the Accrediting Commission for Community and Junior Colleges' (ACCJC) desire to participate in the planning process of the event. Members discussed their concerns, as well as discussed the benefits of having the ACCJC present and

available to the faculty members attending the event.

It was also noted that the Accreditation Committee is requesting a partnership with the CIOs and others.

**MSC (Freitas/Smith) to approve the inclusion of ACCJC in the planning process of Accreditation Institute.**

**MSC (Freitas/A. Foster) to approve the draft program of the Accreditation Institute.**

**Action:**

The program will come back on the January agenda for consideration.

**D. Mentoring Program for New Senate Presidents**

Members discussed the development of a mentoring program for new senate presidents. In 2015, the Relations with Local Senates Committee (RwLS) surveyed the field and the results indicated the need for access to experienced senate presidents and a desire for a mentoring program.

Members examined what the training would entail and how the committee would facilitate coaching new senate presidents. Members voiced concerns surrounding the availability for the coaching sessions and identifying the mentors and/or coaches. In addition, the committee had questions regarding how to motivate new senate presidents to use existing resources, including the ASCCC Local Senates handbook.

Additionally, members were reminded to attend the breakfast being held on Thursday morning of the Fall Plenary Session for first time senate presidents.

**MSC (Aschenbach/Slattery-Farrell) to approve tasking the Relations with Local Senates Committee with exploring the coaching program to involve local and past senate presidents. Executive Committee members will help identify past senate presidents. It was also agreed upon that the committee will look at what the new senate presidents need for resources and provide the appropriate support early on. Once these items have been identified, the item will be brought back to the Executive Committee for consideration of approval.**

**Action:**

- The Executive Committee will provide the chair of the Relations with Local Senates Committee with names of local senate president who might provide feedback on a mentor/coaching program for new local senate presidents.
- The Relations with Local Senates Committee will gather information from the

**E. AB 1985 Implementation**

Members reviewed the survey for the California Community Colleges on local practices for awarding College Board Advanced Placement credit for general education courses. On September 2, 2016, Governor Brown signed AB 1985 (Williams) Advanced Placement Credit into law. Beginning January 1, 2017, the bill would require the Chancellor's Office, in consultation with the Academic Senate, to develop a uniform policy on awarding AP credit for general education courses. If a policy is not locally adopted and implemented for the entering class in the Fall 2017 academic term, the bill would require the California Community Colleges to adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

Members suggested modifications to the survey. Dave DeGroot of Allan Hancock College will be working with the Academic Senate in finalizing the survey to go out to the California community Colleges. The Educational Policies Committee would like to see the survey go out to the field shortly after the Fall Plenary Session.

**MSC (A. Foster/S. Foster) to approve the survey for the California community colleges to gather local practices for awarding College Board Advance Placement credit for general education courses.**

**Action:**

The survey will be revised to reflect the changes and sent to the field.

- F. 2008 Ensuring the Appropriate use of Education Technology Outline Update**  
The Executive Committee reviewed the outline to rewrite and/or update the 2008 paper on *Ensuring the Appropriate use of Educational Technology: An Update for Local Academic Senates*. In Spring 2015, the body adopted resolution 11.01 on directing the Online Education Committee to update the paper. This September, the committee met to discuss which areas to address. These areas included Title 5, accreditation, and technology. The committee would like to bring the updated paper to the body in Spring 2017 to be adopted.

Members proposed modifications to the outline and discussed the relevance of a paper written in 2008, considering the changes distance education and technology have experienced over the last eight years. It was suggested that the committee consider rewriting the paper. Bruno asked the chair of the committee to take the discussed suggestions back to the committee and define the focus of the paper. Once the paper is defined, it will be brought back to the Executive Committee for consideration for approval.

No action was taken.

- G. Information and Services Request Policy Statements for ASCCC Website**  
Members discussed the approval of the website policy statements. The ASCCC has received requests for information through the ASCCC website from individuals who are not senate presidents. The ASCCC practice is to include the local senate president on all inquires made when they are not submitted by the local senate president. Additionally, all local senate visits must be approved by the local senate president.

It was suggested by the Standards and Practices Committee create an ASCCC procedure to document this practice, as well as to post it on the website to prevent confusion for individuals making requests for campus visits or any other inquiry. The Executive Committee made suggestions to the draft language for the procedure which will be posted on the ASCCC website. Additionally, it was suggested that the local senate president be included on all correspondence. By doing so, this will expedite requests made by individuals and keep all lines of communication open.

**MSC (Goold/Smith) to approve the information and services request procedure language and be posted on the ASCCC website.**

**Action:**

The Executive Director will include the procedure in an operational procedure manual and posted on the website.

- H. Outline for Paper on Educational Program Development**

The Executive Committee reviewed the outline for a paper on *Effective Practices for Educational Program Development*. The draft outline for the paper was called for with Resolution 9.02 S16 and will be developed by the Educational Policies Committee of 2016 – 17. Members discussed the outline and offered suggestions including incorporating workforce taskforce recommendations into the outline.

**MSC (Freitas/A. Foster) to approve the outline for paper on Effective Practices for Educational Program development and incorporate changes as discussed by the Executive Committee members as appropriate.**

**V. DISCUSSION**

- A. Chancellor's Office Liaison Report**

Jackie Escajeda, Dean of Curriculum and Instruction and Pam Walker, Vice Chancellor of Academic Affairs updated members on recent Chancellor Office topics.

- The recent regional meetings were successful and the Chancellor's Office presentation on curriculum at the CCCCIO conference was well received. Walker emphasized the importance of the Academic Senate, faculty, CIOs, and Chancellor's Office collaboration on the curriculum efforts

taking place. The Chancellor's Office has suggested to college presidents and chancellors that curriculum approval should be on the agenda for every local Board of Trustees meetings. 5C is working on some recommendations to the field regarding local curriculum processes. The goal is to have a plan to the field by March 2017 on a new process. It was noted that change needs to be made on how colleges evaluate curriculum on a local level. The Chancellor's Office would then only be focusing on evaluating new curriculum.

- Inmate Education: The Chancellor's Office will be hiring an additional person to assist with Inmate Education. It will be a five-year position.
- Basic Skills Initiative: Kristen Corbin has calculated and certified the fiscal year 2016 – 17 Basic Skills Initiative (BSI) Advance Allocation. An additional \$10 million dollars have been allocated to the BSI and the Chancellor's Office is looking to leverage the money to provide additional opportunities.
- Accreditation: Walker announced that the CEO Accreditation Taskforce will reconvene because of the reopening of an accreditation lawsuit. The Chancellor's Office was named as a third party contributor and will be gathering documents requested by lawyers during the discovery phase.
- C-ID conversations regarding funding have recently taken place and the Chancellor's Office is hoping to provide more information shortly.
- Dual Enrollment: 13 colleges are actively involved. The Request for Applications (RFA) to fund six Middle College High Schools was released. There are currently 11 colleges who have Middle College High Schools on their campus.

## **B. Consultation Council**

Members received an update from the most recent Consultation meeting:

### **Consultation**

- Theresa Tena provided Consultation members with an update on the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators.
- The Student Senate (SSCCC) president shared that AB 1995 (Williams) – Homeless Student Shower facilities was signed by the governor. It was also noted that the Student Senate Fall General Session will take place on November 11 – 13, 2016, and needs additional presenters. Lastly, the SSSCC continues to work towards obtaining their 501c3 status.

## **C. Fall Plenary Session Final Planning**

The Executive Committee discussed the final plans for the Fall Plenary Session beginning on Thursday. Bruno and Adams informed new members about the process and protocol regarding participation in the plenary session. Members were also reminded to look for new senate presidents and introduce themselves. This year's plenary session is expecting 90 first-time attendees.

Lastly, the Academic Senate will be honoring three past board members at the general sessions. The members to be honored are David Morse, Long Beach City College; Wheeler North, San Diego Miramar College; and Cynthia Rico, San Diego Mesa College.

**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**

The meeting was adjourned at 4:37 p.m.

Respectfully Submitted By

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







## Executive Committee Agenda Item

|  |   |                                     |                   |
|--|---|-------------------------------------|-------------------|
| <b>SUBJECT:</b> Member registration for Association of American Colleges & Universities' (AAC&U) 2017 Annual Meeting |   | <b>Month:</b> Nov. 30               | <b>Year:</b> 2016 |
|  |   | <b>Item No. II B</b>                |                   |
|  |   | <b>Attachment:</b> No               |                   |
| <b>DESIRED OUTCOME:</b>  | Executive Committee will approve member's registration to attend national conference held in-state as a fulfillment of Objective 1.3 of the Professional Development Plan | <b>Urgent:</b> Yes                  |                   |
|  |   | <b>Time Requested:</b> 0 min        |                   |
| <b>CATEGORY:</b>   | Consent   | <b>TYPE OF BOARD CONSIDERATION:</b> |                   |
| <b>REQUESTED BY:</b>   | Smith   | Consent/Routine                     | x                 |
|  |   | First Reading                       |                   |
| <b>STAFF REVIEW<sup>1</sup>:</b>   | Julie Adams   | Action                              | x                 |
|  |   | Discussion                          |                   |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The AAC&U 2017 Annual Meeting (January 25-28, 2017 in San Francisco) will respond to the urgent need—expressed by educators from campuses across the country—for more effective approaches to restoring public trust in higher education and improving public understanding of how liberal education and inclusive excellence are valuable “public” and “private” goods. Rebuilding the public’s trust in higher and liberal education requires educators and leaders from across sectors to paint a more compelling and vivid picture of how colleges and universities are improving student learning and reinventing liberal education to serve today’s students and to solve today’s challenges.

Sessions and speakers will move beyond familiar dichotomous arguments that describe the purpose of higher education as either preparation for work or broad learning for life and citizenship. Rather than positioning liberal education as a contested alternative to pure vocationalism, AAC&U member institutions are offering students a liberal education that is engaged with the world—and preparing them for their futures as workers, citizens, and community members.

Front and center will be how today’s liberal education must serve the cause of equity in American society—educating and graduating students from all backgrounds equipped to lead and contribute to our diverse democracy.

Participants at the Annual Meeting will learn from one another and from the latest research and will develop together more effective approaches to deepening the impact of liberal learning and more effectively demonstrating its value to skeptics. With interactive sessions that engage participants in discussion, learning and action, the meeting will highlight the ways in which AAC&U members are advancing inclusive excellence—ensuring that all students achieve the most important outcomes and gain the benefits of a public-spirited liberal education.

The 2016 presidential race has underscored how fractured American society remains—and how

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

important American higher education is in building students' capacity for democratic discourse and action. Only through a liberal education enacted with a firm commitment to inclusive excellence will students gain the broad knowledge and transferable skills they need to connect knowledge with responsible problem solving and engagement with urgent challenges at home and abroad. Particularly highlighted in the 2017 Annual Meeting will be forms of liberal education that equip students for full participation in a diverse democracy through their active engagement with perspectives that differ from their own.

Participants will share transformative approaches to the design of curricular pathways from public, private, two-year, and four-year institutions. These approaches will form the basis for more compelling advocacy and communication about liberal education and inclusive excellence. Participants will return home well positioned with strong models and effective arguments to counter misleading narratives questioning the value of liberal and higher education.

The 2017 Annual Meeting will provide an opportunity for the entire AAC&U community to come together, commit to enacting our principle of inclusive excellence, and leave with clear plans of action. Sessions will focus on moving from intention to public commitment to practice—putting equity-minded policies into effect and shaping transformative learning experiences for students across majors and disciplines. The meeting will demonstrate how liberal education and inclusive excellence can be embraced by everyone on campus—administrators, faculty, staff, and students—and become the linchpins for effective institutional change and for compelling public narratives.



## Executive Committee Agenda Item

|   |   |                              |            |
|---|---|------------------------------|------------|
| SUBJECT: Attendance at Association of American Colleges and Universities' 2017 Diversity, Learning, and Student Success Conference    |   | Month: Nov. 30               | Year: 2016 |
|   |   | Item No: II C                |            |
| DESIRED OUTCOME: The Executive Committee approve registration and travel for Randy Beach to attend the AACU Conference in March 2017. |   | Attachment: NO               |            |
|   |   | Urgent: NO                   |            |
| CATEGORY: Action  |   | TYPE OF BOARD CONSIDERATION: |            |
|   |   | Time Requested:              |            |
| REQUESTED BY: Randy Beach   | STAFF REVIEW <sup>1</sup> : Julie Adams | Consent/Routine              | X          |
|   |   | First Reading                | X          |
|   |   | Action                       | X          |
|   |   | Information                  |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

*AAC&U's 2017 Diversity, Learning, and Student Success: Voices Leading Change conference will engage participants in exploring how the individual and collective voices of students, faculty, staff, and community partners can be catalysts for transformative campus and social change. Affirming that people will be the drivers of the institutional and structural transformation needed to support the success of today's postsecondary students and prepare these students for unscripted challenges, the conference will invite attendees to explore strategies for leading inclusive campus dialogues and strategic visioning that value and embrace diversity of thought, identity, and beliefs. Participants will examine diversity and equity as core values of an educated citizenry, and as critical components of a shared and socially responsible learning environment that promotes student success and engagement.*

*The conference will focus on several key questions about individual and collective voice: What do students' stories tell us about the work educators and community partners need to do to help create educational experiences that promote higher levels of learning and engagement? How do institutions value students' cultural capital and lived experiences when working to advance student success? How can institutions build capacity for educators to ask—and to respond to—questions about diversity, equity, and social justice? How do educators prepare students to be productive citizens in a diverse and inequitable society—and to advance the democratic ideals of our country?*

*Participants will also explore related questions about institutional change: How are campuses designing curricular pathways and learning experiences that encourage students to be intentional and culturally responsive learners, and that address the barriers to student success? What does the*

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

*intersection of diversity, learning, and student success mean for how institutions recruit and retain diverse faculty, students, administrators, and staff? What structures are in place to create accountability goals and measures? How can campus climates evolve to reflect and to respect diverse perspectives and identities as vehicles for growth and improvement?*

*The ASCCC Strategic Plan directs committee chairs to “Research and attend state and national conferences related to academic and professional matters.” This conference is directly related to the goals of the Equity and Diversity Action Committee, which I chair this year, surrounding cultural competency, diversity in faculty hiring, and creating inclusive campus environments. Also, as a member of the Educational Policies and Curriculum Committee, I can learn initiatives and effective practices from across the country regarding the creation of educational pathways that reflect student diversity. Attendance at this conference will require out-of-state travel, therefore I am requesting that the Executive Committee approve the funding for registration and travel expenses (airfare, hotel, meals).*



## Executive Committee Agenda Item

|                              |  |                              |            |
|------------------------------|--|------------------------------|------------|
| SUBJECT: CTE Regional Events |  | Month: November              | Year: 2016 |
|                              |  | Item No. II D                |            |
|                              |  | Attachment: NO               |            |
| DESIRED OUTCOME:             | The Executive Committee will consider for approval hosting CTE Regional events in partnership with the Strong Workforce Program. The Executive Committee will also approve dates for these events. | Urgent: YES                  |            |
|                              |  | Time Requested:              |            |
| CATEGORY:                    | ACTION   | TYPE OF BOARD CONSIDERATION: |            |
| REQUESTED BY:                | Lorraine Slattery-Farrell & John Freitas   | Consent/Routine              | X          |
|                              |  | First Reading                |            |
| STAFF REVIEW <sup>1</sup> :  | Julie Adams  | Action                       | X          |
|                              |  | Discussion                   | X          |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The ASCCC CTE Leadership Committee presented three sessions at fall plenary to provide guidance to the field on issues relating to the Strong Workforce Program and the role of faculty in the design and implementation of the local share funds. As a result of these sessions, and in discussions with senate leaders at plenary, it is evident the field could benefit from some more targeted events and guidance for CTE faculty. The CTE Leadership Committee has completed its work on securing CTE liaisons across our system and this would be an opportunity to bring them together to engage in discussion. Colleges are currently putting together plans to grow “more and better” CTE programs. These plans are due to the Chancellor’s Office on January 31, 2017. By partnering with the Strong Workforce Program to host these events we can leverage funding opportunities and provide consistent messaging to the field on faculty participation and leadership in this program.

Proposed dates:

December 16<sup>th</sup> and December 17<sup>th</sup> 2016.

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





## Executive Committee Agenda Item

|  |                 |                                     |            |
|--|-----------------|-------------------------------------|------------|
| SUBJECT: <i>Legislative Update</i>                       |                 | Month: Nov. 30                      | Year: 2016 |
|  |                 | Item No: IV. A.                     |            |
| DESIRED OUTCOME: Discuss recent legislation and election |                 | Attachment: YES (1)                 |            |
|  |                 | Urgent: No                          |            |
| CATEGORY: Action   |                 | Time Requested: 15 minutes          |            |
|  |                 | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY: John Stankas                               | Consent/Routine |                                     |            |
|  | First Reading   |                                     |            |
| STAFF REVIEW <sup>1</sup> : Julie Adams                  | Action          |                                     | X          |
|  | Information     |                                     |            |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

*The Executive Committee will be appraised of recent legislative action and 2016 election results.*

**DESIRED OUTCOME:**

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







**California Elections and Community College Measures  
November 2016 Election Round Up  
November 14, 2016**

***OVERVIEW***

While the election was last week, ballots are still being counted and final certified results are due to the Secretary of State for presidential electors on December 6, 2016, and for all other state contests on December 9, 2016. The Secretary of State will certify the statewide results by December 16, 2016. Until the results are certified, the outcome of close races may change from what is presented below.

Focusing on results affecting California Community Colleges, the election provided mostly positive results including the passage of the statewide bond measure, Proposition 51, as well as a number of local bonds. Californians passed several tax measures including Proposition 55, which will continue to provide funding for education. Voters in San Francisco passed an extension of the parcel tax to help fund the City College of San Francisco as well as another local measure that increases the transfer tax rate for sales of residential and commercial properties. Proponents state, that with the passage of this measure, the City of San Francisco could provide free community college. Funds from this local measure will go to the City’s general fund; however, in July, the Board of Supervisors passed a resolution making the City College of San Francisco free for residents a top priority for the new revenue. If results hold in the State Assembly, the Democrats will have gained a supermajority with three seats switching party hands. However, this could change because one of those seats remains a close contest in Assembly District 55 and all three changes are needed for a supermajority. Sharon Quirk-Silva (D) holds a small lead over Young Kim (R). In the State Senate, the Democrats will continue to be one vote short of a supermajority with one close contest in Senate District 29 with Ling Ling Chang (R) slightly ahead of Josh Newman (D).

***LOCAL BOND AND TAX MEASURE RESULTS***

Fourteen districts had facilities bonds on their local ballot. Of those, twelve were approved. City College of San Francisco also approved a parcel tax extension and a real estate tax that may provide funds for San Francisco residents to attend City College for free. All bonds required 55% of the vote.

|                        |                 |      |
|------------------------|-----------------|------|
| Butte – Glenn CCD      | \$190 million   | 65%  |
| Grossmont-Cuyamaca CCD | \$348 million   | 52%* |
| MiraCosta CCD          | \$455 million   | 62%  |
| Southwestern CCD       | \$400 million   | 69%  |
| Yuba CCD               | \$33 million    | 59%  |
| Kern CCD               | \$500 million   | 62%  |
| Hartnell CCD           | \$167 million   | 64%  |
| Los Angeles CCD        | \$3.5 billion   | 72%  |
| Santa Monica CCD       | \$395 million   | 64%  |
| Glendale CCD           | \$325 million   | 72%  |
| Shasta CCD             | \$139 million   | 54%* |
| Antelope Valley CCD    | \$350 million   | 67%  |
| Desert CCD             | \$577 million   | 69%  |
| San Jose Evergreen     | \$748 million   | 64%  |
| San Francisco CCD      | Parcel Tax      | 79%  |
| City of San Francisco  | Real Estate Tax | 62%  |

## ***KEY STATEWIDE BALLOT MEASURES FOR COMMUNITY COLLEGES***

### **Proposition 51: K-12 and Community College Facilities – Passes with a vote of 52%**

Proposition 51 authorizes the state to sell \$9 billion in general obligation bonds for education facilities. Of these funds, \$7 billion would be for K-12 public school facilities and \$2 billion for community college facilities. The \$2 billion community college funding is for any facility project, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. If passed by the voters, the Legislature and Governor would approve specific community college facility projects through the annual budget act. Their approval is in large part based on the process administered by the Chancellor's Office and approved by the Board of Governors.

### **Proposition 55: Tax Extension for Education and Healthcare – Passes with a vote of 62%**

Proposition 55 extends the income tax increases on high-income taxpayers created by Proposition 30, which was passed by the voters in 2012. This tax is scheduled to end after 2018, and Proposition 55 extends it through 2030. Proposition 55 does not extend the increase in the sales tax created by Proposition 30, which is set to expire at the end of 2016. The income tax portion of Proposition 30 makes up roughly 70 to 80 percent of the revenue from Proposition 30.

## ***INCOMING STATE LEGISLATORS – COMMUNITY COLLEGE TIES***

In this incoming class of state and federal legislators, seven have ties to community colleges, including alumni, faculty and members of the local boards of trustees.

### **ASSEMBLY**

- **Monique Limon (D)** 37<sup>th</sup> District – Santa Barbara: Former California Student Opportunity and Access Program (CAL-SOAP) coordinator at Santa Barbara City College.
- **Sharon Quirk-Silva (D)** 65th Assembly District – Awarded an A.A. degree from Fullerton College.
- **Steven Choi (D)** 68th Assembly District – Instructor at several colleges, including Coastline Community College.

### **SENATE**

- **Scott Wilk (R)** 21<sup>st</sup> Senate District – Santa Clarita: Former board trustee at Santa Clarita Community College District, served in State Assembly 2012-2016.
- **Anthony Portantino (D)** 25<sup>th</sup> Senate District – Pasadena: Former member of Pasadena Area Community College District Bond Oversight Committee, served in State Assembly 2006-2012, Chair of Assembly Higher Education Committee 2007-2010.

### **CONGRESS**

- **Jimmy Panetta (D)** 20th Congressional District – Monterey Peninsula College alumnus.
- **Lou Correa (D)** 46th Congressional District – Instructor at Rancho Santiago CCD.

## ***INCOMING STATE LEGISLATORS – BRIEF BIOS***

- **Cecilia Aguiar-Curry (D) 4th Assembly District** - Cecilia Aguiar-Curry is the former Mayor of Winters and a co-owner of an 80 acre walnut farm. She is also an alumnus of San Jose State University.
- **Kevin Kiley (R) 6th Assembly District** – Kevin Kiley is a former California Deputy Attorney General. He earned a law degree from Yale, and has served as an Adjunct Professor of Law at University of Pacific, McGeorge School of Law.
- **Heath Flora (R) 12th Assembly District** – Heath Flora is a farmer, volunteer firefighter and small business owner.
- **Tim Grayson (D) 14th Assembly District** – Grayson is a general contractor and served on the Concord City Council. He is an alumnus of Christian Life College.
- **Marc Berman (D) 24th Assembly District** – Marc Berman served on the Palo Alto City Council. He earned his law degree at USC School of Law.
- **Ash Kalra (D) 27th Assembly District** – Ash Kalra served in the Santa Clara County Public Defender's Office before being elected to San Jose City Council. He is an alumnus of UC Santa Barbara and Georgetown Law School.
- **Anna Caballero (D) 30th Assembly District** - Anna Caballero was elected to the State Assembly in 2006. She left the Assembly in 2011 to serve as the Secretary of the Business, Consumer Services and Housing Agency under Governor Jerry Brown. She is an alumnus of UC San Diego.
- **Vince Fong (R) 34th Assembly District** – Vince Fong served as District Director for Congressman Kevin McCarthy. He earned a bachelor's degree from UCLA and master's degree from Princeton University.
- **Jordan Cunningham (R) 35th Assembly District** - Jordan Cunningham is a Deputy District Attorney for San Luis Obispo County. He is an alumnus of Point Loma University and obtained his law degree from the University of California, Berkeley.
- **Monique Limon (D) 37th Assembly District** – Monique Limon is the Assistant Director for the McNair Scholars Program at UC Santa Barbara. She also serves on the Santa Barbara City Council. She is an alumnus of UC Berkeley and Columbia University.
- **Dante Acosta (R) 38th Assembly District** – Dante Acosta is a small business owner and Mayor of Santa Clarita. His son served in the U.S. Army.
- **Raul Bocanegra (D) 39th Assembly District** –Bocanegra served in the State Assembly from 2012-2014. He is a UCLA alumnus and an instructor at CSU Long Beach.
- **Laura Friedman (D) 43rd Assembly District** - Laura Friedman serves on the Glendale City Council. She also serves as Metropolitan Water District Board member. She is an alumnus of the University of Rochester.
- **Blanca Rubio (D) 48th Assembly District** – Blanca Rubio is a K-12 teacher and member of the Baldwin Park Unified School District board. She is an alumnus of Azusa Pacific University.

- **Phillip Chen (R) 55th Assembly District** – Phillip Chen is a small business owner and serves on the board of the Walnut Valley Unified School District. He is an alumnus of USC.
- **Sabrina Cervantes (D) 60th Assembly District** – Cervantes is the District Director for State Assemblymember Jose Medina. She is an alumnus of UC Riverside and Kennedy School of Government at Harvard University. She replaces incumbent Eric Linder (R).
- **Sharon Quirk-Silva (D) 65th Assembly District** – Sharon Quirk Silva served in the State Assembly from 2012-2014. She received an A.A. degree from Fullerton College. Silva also is an alumnus of UCLA and CSU Fullerton. She is leading her opponent, incumbent Young Kim (R), in a close race with a vote of 50.9% to 49.1%.
- **Al Muratsuchi (D) 66th Assembly District** – Al Muratsuchi served in the State Assembly from 2012-2014. He also was on the Torrance Unified School District Board. He is an alumnus of UCLA and UC Berkeley. He replaces incumbent David Hadley (R).
- **Steven Choi (D) 68th Assembly District** – Steven Choi is the Mayor of Irvine. He earned a doctorate in library science at University of Pittsburgh. He has been an instructor at several colleges including Coastline Community College.
- **Randy Voepel (R) 71st Assembly District** – Randy Voepel is a U.S. Navy veteran and Mayor of Santee. He is an alumnus of St. Leo University.
- **Todd Gloria (D) 78th Assembly District** – Todd Gloria served on the San Diego City Council. He is an alumnus of UC San Diego.
- **Bill Dodd (D) 3rd Senate District** - Bill Dodd served in the State Assembly from 2014-2016. He was also a member of the Napa County Board of Supervisors. He graduated from Justin-Siena High School and California State University, Chico.
- **Nancy Skinner (D) 9th Senate District** – Nancy Skinner served in the State Assembly from 2009 to 2014. She is an alumnus of UC Berkeley.
- **Scott Wiener (D) 11th Senate District** – Scott Wiener served on the San Francisco Board of Supervisors from 2010-2016. He is an alumnus of Duke University and Harvard Law School.
- **Scott Wilk (R) 21st Senate District** – Scott Wilk served in the Assembly from 2012-2016. He also served on the Santa Clarita Community College District Board of Trustees. Wilk is an alumnus of Antelope Valley College and CSU Bakersfield.
- **Anthony Portantino (D) 25th Senate District** - Anthony Portantino served in the Assembly 2006-2012. He served nearly eight years on the La Canada Flintridge City Council and two terms as its Mayor. He is an alumnus of Albright College in Pennsylvania.
- **Henry Stern (D) 27th Senate District** – Henry Stern was senior policy advisor to California State Senator Fran Pavley. He is an alumnus of Harvard and UC Berkley Law.
- **Ling Ling Chang (R) 28th Senate District** - Ling-Ling Chang served on the Diamond Bar City Council, and as Mayor. Chang also serves on the Board of Cal Poly Pomona Partners-in-Education, and on the US Army Los Angeles Advisory Board. She is a National Fellows Alumnus with the Asian Pacific American Women's Leadership Institute. She is leading her opponent, Josh Newman (D) in a close race with 50.9% of the vote to 49.1%.

- **Steven Bradford (D) 35th Senate District** – Bradford served in the Assembly from 2010-2015. He also served on the Gardena City Council. He is an alumnus of CSU Dominguez Hills.
- **Toni Atkins (D) 39th Senate District** – Atkins served as Speaker of the Assembly from 2014-2016. Before that she served on the San Diego City Council.

### *New California Members of the 115<sup>th</sup> Congress*

- **Ro Khanna (D) 17th Congressional District** – Ro Khanna is a former Deputy Assistant Secretary at the U.S. Department of Commerce. He was appointed to the California Workforce Development Board by Governor Brown in 2012. He is an alumnus of Columbia University and Georgetown University.
- **Jimmy Panetta (D) 20th Congressional District** – Jimmy Panetta served as a Deputy District Attorney in Monterey County. He is a US Navy veteran and Monterey Peninsula College alumnus.
- **Salud Carbajal (D) 24th Congressional District** – Salud Carbajal served on the Santa Barbara County Board of Supervisors and is a UC Santa Barbara alumnus.
- **Nannette Barragan (D) 44th Congressional District** – Nannette Barragan served on the Hermosa Beach City Council. She is an alumnus of UCLA and USC Law School.
- **Lou Correa (D) 46th Congressional District** – Lou Correa is a former Assemblymember and State Senator. He also was an instructor at Rancho Santiago CCD and is an alumnus of CSU Fullerton and UCLA.

### *Kamala Harris Elected to the US Senate*

California Attorney General Kamala Harris was elected to the United States Senate with 63% of the vote. Ms. Harris earned an undergraduate Bachelor of Arts degree from Howard University, and a law degree from the University of California, Hastings College of the Law. As Attorney General of California, Kamala Harris won a billion dollar lawsuit against Corinthian Colleges for false advertising that misled students. She also took a role in campus safety by issuing guidance to colleges on recently enacted legislation. Under the California Constitution Governor Brown is responsible for appointing a new Attorney General. That appointment must be confirmed by a majority of the State Senate and a majority of the State Assembly. The appointee will hold office for the balance of the unexpired term.





## Executive Committee Agenda Item

|   |   |                              |            |
|---|---|------------------------------|------------|
| SUBJECT: Outline to update The 2008 Technology paper  |   | Month: Nov. 30               | Year: 2016 |
|   |   | Item No. JV 8                |            |
| DESIRED OUTCOME: The Executive Committee will consider for approval the Outline to update The 2008 Technology paper |   | Attachment: YES              |            |
|   |   | Urgent: YES                  |            |
| CATEGORY: Action  |   | Time Requested: 20 minutes   |            |
|   |   | TYPE OF BOARD CONSIDERATION: |            |
| REQUESTED BY: Conan McKay   | STAFF REVIEW <sup>1</sup> : Julie Adams | Consent/Routine              |            |
|   |   | First Reading                |            |
|   |   | Action                       | X          |
|   |   | Discussion                   |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

After receiving feedback at the November 3, 2016 Executive Committee meeting, the Online Education Committee met on Monday, November 7 and decide that a new paper outline was needed and approved a new outline. The committee also agreed to basically write a new paper. The committee also discussed breaking this this process into Three Parts. The first part is to write a series of *Rostrum* articles focusing on the following effective practice, curriculum, student support services, and accessibility. The second part would be to present the material at a variety of institutes by submitting proposals for the following: a proposal for the Accreditation Institute with the focus on online education with a specific focus on accessibility towards accreditation; submit a proposal for IDII for effective Online Teaching Strategies and Practices, and finally at the Spring Plenary. The third part is to create the paper by combining the different *Rostrum* articles into one paper. Attached is an outline of the Paper the Online Education Committee would like to follow. This outline will allow the Online Committee to start the writing process and hopefully be able to bring the paper back to Executive Committee for a first read by April 2017.

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





## Outline

### Working Title Effective Practices for Online Education

1. Intro
2. Best Practices for Online Education
  - a. Regular and Effective Student Contact
    - i. Sample ideas (ie addressing students by name when corresponding)
  - b. Problem Based Learning
  - c. Course Design
  - d. Personalizing/Humanizing the Online Course
    - i. Pictures
    - ii. Videos
    - iii. Podcast
3. Student Support Services
  - a. What Should be Available for the Student
    - i. Library
    - ii. Counseling
    - iii. Help Desk/Technical Assistance
4. Accessibility
  - a. Federal law/Office of Civil Rights
  - b. Basic of 508 Compliance
    - i. Closed Captions
    - ii. Alt Tags
  - a. Federal Law
    - i. 508 Compliance
      1. Closed Caption
      2. Alt Tag
      3. Descriptions of Pictures
  - b. State Law/State Law
    - i. Education Code
    - ii. Title 5
  - c. Chancellors Office Guidelines
  - d. Accreditation (what they are looking for in on-line courses)
- 5 Professional Development
  - a. Problem Based Learning
  - b. Regular and Effective Contact
- 6 Curriculum
  - a. Quality of Instruction
    - i. OEI Course Design Rubric
    - ii. Pedagogical soundness
    - iii. Should this class be offered
  - b. Distance Education Committee
    - i. De Addendum
    - ii. Other Local requirement for approval

- iii. Accessibility Review
  - c. Faculty Preview
- 7 Instructional Technology
  - a. Canvas
  - b. OEI Exchange
- 8 Conclusion



## Executive Committee Agenda Item

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| SUBJECT: Partnerships for Noncredit Summit Spring 2017 |  | Month: Nov. 30                      | Year: 2016 |
|  |  | Item No. IV. C                      |            |
|  |  | Attachment: NO                      |            |
| DESIRED OUTCOME:                                       | The Executive Committee will consider for approval an ASCCC partnership with IEPI, ACCE, 3CSN, CLP, and CCCCCO Academic Affairs to produce a Noncredit Event in late Spring 2017 | Urgent: YES                         |            |
|  |  | Time Requested: 30 minutes          |            |
| CATEGORY:  | Action   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:  | Cheryl Aschenbach  | Consent/Routine                     |            |
|  |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                            | Julie Adams  | Action                              | X          |
|  |  | Discussion                          |            |

*Please note: Staff will complete the grey areas.*

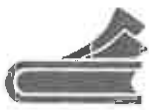
### BACKGROUND:

The Executive Committee previously approved efforts to partner with the Association of Community and Continuing Education (ACCE) for noncredit events and technical assistance. Discussions led to a greater partnership in an effort to produce an event in Spring 2017. Personnel from the Chancellor’s Office Academic Affairs, IEPI, ACCE, 3CSN, and Career Ladders Project have held three conference calls since mid-October in an effort to define outcomes and begin planning a noncredit professional development event, tentatively being called the Noncredit Summit. Targeted participants include colleges looking for more detailed information about implementation of noncredit, including program examples; colleges established in noncredit but looking for opportunities for staff and faculty to connect with other noncredit professionals; and colleges still wondering why noncredit should be considered for program development.

Some details still need to be worked out, particularly in regards to resources and logistics and shared responsibilities between all organizations involved. Executive Committee support of the collaborative effort is requested along with input regarding the ASCCC role in coordination with other organizations, ideas for breakouts, and whether or not the Curriculum/Noncredit Regionals scheduled for March 30 and April 1 should still be held as separate events.

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





## Executive Committee Agenda Item

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| SUBJECT: Revised Charge for Accreditation and Assessment Committee |  | Month: Nov. 30                      | Year: 2016 |
|  |  | Item No. IV. D.                     |            |
|  |  | Attachment: No                      |            |
| DESIRED OUTCOME:   | The Executive Committee will approve the revised charge of the renamed Accreditation Committee | Urgent: No                          |            |
|  |  | Time Requested: 10 minutes          |            |
| CATEGORY:  | Approval   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:  | Craig Rutan  | Consent/Routine                     | X          |
|  |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :  | Julie Adams  | Action                              | X          |
|  |  | Discussion                          |            |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:** The Accreditation and Assessment Committee reviewed their current charge and discussed resolution 9.06 Spring 2016 **Student Learning Outcomes Assessment is a Curricular Matter**. The committee is recommending a revised charge that clarifies that the Accreditation Committee assists colleges with outcomes assessment and how it fits into goal setting and institutional planning. The proposed charge showing changes:

### **Accreditation and Assessment Committee**

The Accreditation and Assessment Committee advises informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement assessment issues. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. supports faculty in the creation of self-evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or designated committee members of the committee provide

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

~~assistance assist faculty and to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues~~ institutional evaluation matters. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process. The committee also plans the annual Accreditation Institute that offers faculty with comprehensive training in accreditation issues, policies, and best practices.

The final version is:

### **Accreditation Committee**

The Accreditation Committee advises the Executive Committee and the faculty in matters related to accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the President, designated committee members assist faculty and local academic senates with accreditation and institutional evaluation matters. The committee also plans the annual Accreditation Institute that offers faculty with comprehensive training in accreditation issues, policies, and best practices.



## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| SUBJECT: System-wide Faculty Development Survey |  | Month: Nov. 30                      | Year: 2016 |
|   |  | Item No. IV E                       |            |
|   |  | Attachment: YES                     |            |
| DESIRED OUTCOME:                                | Executive Committee will review the Faculty Development Committee's survey for approval and determine best time for dissemination. | Urgent: No                          |            |
|   |  | Time Requested: 15 minutes          |            |
| CATEGORY:                                       | Actions  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                   | Smith  | Consent/Routine                     |            |
| STAFF REVIEW <sup>1</sup> :                     | Julie Adams  | First Reading                       | x          |
|   |  | Action                              | x          |
|   |  | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

*One ASCCC Strategic Plan Goal is to "lead FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM." Under that goal the ASCCC set a Professional Development Goal to "Deliver a comprehensive professional development program for all faculty in the California community colleges" with an objective to "Evaluate the effectiveness of ASCCC professional development activities" by "develop[ing] and distribut[ing] [a] professional development survey to be distributed to all faculty listservs each year about what professional development opportunities they would like to see from ASCCC in the coming year.*

*The attached survey lists the Faculty Development Committee's proposed questions. Feedback to this survey was provided during a Fall16 Plenary breakout session as well.*

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

## Faculty Development Committee Survey Questions (proposed):

1. Name of college?
  - a. North
  - b. South
  - c. Central
2. In position(s) do you serve on your college (select all that apply)
  - a. Contract/Full-time faculty
  - b. Part-time/Adjunct faculty
  - c. Articulation Officer
  - d. Campus Senate executive officer
  - e. Curriculum Committee
  - f. Professional Development Committee
3. Are you familiar with the Professional Learning Network?
  - a. Yes
  - b. No
4. Which of these areas of professional development offered through the PLN are you likely to access?
  - a. Program Review and Development
  - b. Teaching and Learning
  - c. Institutional Governance/Budgeting/Planning
  - d. Student Support Services
  - e. Programs for Special Populations
  - f. Professional Learning and Development
  - g. Community and Pre-collegiate Partnerships
  - h. Education Technology
  - i. Instructional Design
  - i. Likert scale
5. How are you currently meeting your professional development needs and/or obligations? (assign a percentage to each)
  - a. On campus
  - b. Off campus free (not including campus-curated online material)
  - c. Off campus fee
  - d. Online free
  - e. Online fee
  - f. Other (please explain)
6. What type of off-campus activities do you frequent
  - a. Academic Senate for the California Community Colleges (ASCCC)
  - b. Discipline-specific professional organizations
  - c. Institutional Effectiveness Partnerships Initiative (IEPI)
  - d. California Community College Success Network (3CSN)
  - e. Research and Planning Group (RP Group)
  - f. Career Ladders Project (CLP)
  - g. Others (please list)



7. What professional development opportunities would you like to see other than what's offered through the PLN and the PDC in the coming year?
8. What areas of interest or program topics that you would recommend we offer.
9. In what manner would you like to receive such training?
  - a. Online
  - b. Off-campus
  - c. 1-to-1
  - d. online self paced
  - e. online webinar
10. What groups on your campus do you feel are not being served?





## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| <b>SUBJECT:</b> <i>Apprenticeship Programs and State Requirements</i> |  | Month: Nov. 30                      | Year: 2016 |
|   |  | Item No. IV F                       |            |
|   |  | Attachment: No                      |            |
| <b>DESIRED OUTCOME:</b>   | Discussion and Possible Action providing direction | Urgent: No                          |            |
|   |  | Time Requested: 15 minutes          |            |
| <b>CATEGORY:</b>  | Action   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| <b>REQUESTED BY:</b>  | John Stanskas                                      | Consent/Routine                     |            |
|   |  | First Reading                       |            |
| <b>STAFF REVIEW<sup>1</sup>:</b>                                      | Julie Adams  | Action                              | X          |
|   |  | Information                         |            |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

*Currently, 21 colleges participate in apprenticeship programs to some extent with the vast majority housed in the top five colleges in the state. The apprenticeship programs, according to senate presidents and curriculum chairs, seem disconnected from the college review processes. There are curricular, regulatory, and fiscal requirements for these programs that vary from other programs and are governed by both federal and state regulations. In addition, the Strong Workforce Program includes recommendations to evaluate and expand apprenticeship programs as they have the potential to serve students well. A small task force has been looking into the current practices and regulations around apprenticeship programs in the California Community Colleges.*

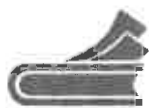
### DESIRED OUTCOME:

*The Executive Committee will discuss the current information gathered regarding apprenticeship and possibly provide direction to the task force regarding further actions.*

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





## Executive Committee Agenda Item

|   |   |                                     |            |
|---|---|-------------------------------------|------------|
| SUBJECT: Guidelines for Local Senate Visits |   | Month: Nov. 30                      | Year: 2016 |
|   |   | Item No: IV. G                      |            |
|   |   | Attachment: Yes                     |            |
| DESIRED OUTCOME:                            | The Executive Committee will consider revisions to the guidelines for local senate visits by the Relations with Local Senates Committee | Urgent: NO                          |            |
|   |   | Time Requested: 15 minutes          |            |
| CATEGORY:                                   | Action Items  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                               | Sam Foster  | Consent/Routine                     |            |
|   |   | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                 | 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 may provide visits to local senates as conduits of information between the Executive Committee and the field. To aid in previous local senate visits by the Relations with Local Senates Committee, some guidelines were developed for use by the committee.*

*Given that the most recent version of Local Senate Visit guidelines is from 2010 and that the scope of ASCCC has changes significantly since that time, the Relations with Local Senates Committee would like the Executive Committee to consider revisions to the guidelines to more closely correlate to ASCCC roles and responsibilities.*

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



## Campus Visits – Master Document

This document contains the following items to provide guidance for visiting college campuses:

1. Initial Inquiry Letter
2. The Visitor's Guide – Overview
3. The Visitor's Guide – Detailed
4. Handout for local senate visits

Dear \_\_\_\_\_

The Academic Senate for California Community Colleges is committed to supporting local senates. To that end, the Relations with Local Senates Committee is arranging for members of the committee and members of the ASCCC Executive Committee to make a visit to some local colleges this year. I am a member of the \_\_\_\_\_ committee, and if you are interested, I would like to come visit your senate at your convenience.

The purpose of my visit will be so that I can serve as a liaison between your senate and the ASCCC. I will be happy to suggest some resources that might assist you as you do your work and I can report any issues or topics to the ASCCC on your behalf.

I could come to meet with your entire senate and/or with your officers. Please let me know 1) If you'd like this visit and 2) 2-3 possible dates for me to come.  
*(You might suggest a month or time frame you'd prefer)*

Thank you; I look forward to hearing from you.  
Sincerely,



### **The Visitor's Guide to a Local Senate Visit - Overview**

1. Contact your local Senate President by phone, e-mail and letter to see if they would like a visit and how a visit works. Confirm the best day and time.
  2. Your role is to just listen to their discussions during their senate meeting, share the resources the ASCCC has to support them and gather their questions and concerns to forward onto the ASCCC President to respond to.
  3. Items to share about:
    - a. Automatic ASCCC membership
    - b. Handout for Local Senate Visits
    - c. Recently-adopted resolutions and papers
    - d. ASCCC papers they may have asked you to bring
    - e. Important dates of ASCCC events (e.g. plenary sessions and institutes)
    - f. Availability of scholarships to attend ASCCC events
    - g. Brief list of key ASCCC papers available for them to use and the recommendations at the end of each paper
  4. After your visit, type up your report and send it the Local Senates Committee chair, ASCCC Senate President and the Executive Director.
-

## The Visitor's Guide to a Local Senate Visit

### Visits With Local Senates Guidelines

#### **In Advance of your Visit:**

1. Determine who the current senate president is (ask others, check college and local senate website, call Academic Senate office).
2. Call, email or write a letter to the local senate president.
3. Explain the mission and intention: to observe, to learn from them, to be a conduit--NOT to tell them how to do things.
4. Arrange a mutually agreeable date to visit, ideally when you might observe the senate in action, or alternatively, when you can meet with the senate president and other senate officers and any others wishing to meet with you.
5. Ask if there are materials they would like for you to bring or arrange to have sent to them.

#### **While There:**

1. Explain that resolutions have directed us to share and to gather information at local senates.
2. If the local senate doesn't know what to share with you, you can initiate discussion by using the **Talking Points** on the following pages. Also share new papers and recommendations at the end of key papers.
3. Listen for sub-texts, hot topics, perhaps for discussion at Plenary sessions or Leadership Institute.
4. Observe their work, their meeting and interchanges.
5. Encourage faculty participation in our institutes and sessions (see dates on **Talking Points** sheet).
6. Make sure our local senate information about their college is up to date.
7. Share about their automatic membership in the ASCCC and pass out membership cards
8. Share senate website [www.asccc.org](http://www.asccc.org) and how to access important information such as papers, Rostrum articles, President's Updates, resolutions, and how to sign up for Institutes. Remind them of the scholarships available.

#### **After the Visit**

1. Don't hesitate to contact the ASCCC President or Relations with Local Senates Chair if there is urgency and you sense something needs to be done immediately.
2. Complete a visit report (see **Report Checklist**) and send electronically to the Local Senates Chair, the President and the Executive Director. And fill out an expense reimbursement form and mail/fax it to the ASCCC office. Remember that reimbursement for expenses incurred for the visit will not be processed until a visit report is submitted.
3. Follow up with a thank you letter or email to the college you visited.

We thank you for your willingness to help with this project!

*Members of the Relations with Local Senates Committee, 2009-10*

Academic Senate for California Community Colleges  
<http://www.asccc.org/>  
**Handout for Local Senate Visits**  
*Revised ----*

Dear Local Senates,

Resolution 1.16 S95 directs the Academic Senate for California Community Colleges (ASCCC) to visit local senates, so members of the Executive and Relations with Local Senates Committees are visiting colleges this year.

When local visits are made, time does not always permit our covering all topics of current interest. This Handout has been developed to provide local senates with particular information. We hope that you will be able to devote some time in an upcoming senate meeting to review any of these items with your faculty that were not addressed by the visitor to your college. As you are a member of the Academic Senate for California Community Colleges, we have a membership card to be of assistance to you and to share with others. We will provide these at our visit. Please remember that the ASCCC website, <http://www.asccc.org>, provides a wealth of information to assist the work of senates and that the Academic Senate is happy to assist further with questions that may arise.

**Information about the Academic Senate**

**Directory:** Please be sure the ASCCC has the most current contact information about your senate for the Local Senate Directory. Send any corrections to the ASCCC office.

**Events:** Encourage faculty at your college to attend the ASCCC sessions and institutes:

2016-2017 Dates

February 3, 2017 Student Learning Outcome Symposium, Anaheim  
February 10, 11, 2017 Faculty Hiring Regional Meetings  
February 17-18, 2017, Accreditation Institute, Napa  
March , 17-18, 2017 Instructional Design and Innovation, San Jose  
March 24 and 25, 2017, Area Meetings  
March 31 & April 1, 2017 Curriculum and Noncredit Regional Meetings  
April 20-22, 2017, Spring Plenary Session, San Mateo  
May 5-6, CTE Leadership Institute, San Jose  
June 15-17, 2017, Faculty Leadership Institute, Sacramento  
July 12-15, 2017, Curriculum Institute, Riverside

Registration information is available on the website under "Events."

**Publications:** Help increase your college's awareness of Academic Senate publications including the *President's Update*, *Rostrum*, papers, and the website <http://www.asccc.org/>. The *President's Update* and *the Rostrum* contain information on current hot topics and will help to keep you alert for issues that may be headed your way. When you give an orientation session to the senate, you might show them samples of paper publications and give a tour of the website. All publications are on the site for easy reference. Remember during the year to point out ASCCC resources to faculty from across campus--- whenever they work on such tasks as accreditation, hiring policies, equivalency committees, etc. We don't all have to "reinvent the wheel."

## Programs and Curriculum

**Accreditation and SLOs:** The ASCCC has adopted several papers---*The 2002 Accreditation Standards: Implementation, Working with the 2002 Accreditation Standards: The Faculty's Role* and *Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges*. The ASCCC does provide regional trainings for SLO coordinators and an annual Accreditation Institute. Check our website for dates and locations.

**Curriculum:** In addition to the annual Curriculum Institute, the ASCCC has adopted several papers on curriculum issues, the most recent being *Course Outline of Record: A Curriculum Reference Guide*.

**Math & English** graduation requirements. The ASCCC passed resolutions (9.01 and 9.02) in Spring 2005 to raise the minimum levels of mathematics and English. In September 2006, the Board of Governors unanimously approved the proposed change with an implementation date of Fall 2009. Alternate courses, suggestions for revisions, incorporating student services and additional materials are located on the Basic Skills Initiative website (<http://www.cccbsi.org>) in the Resources section.

**Noncredit:** Community college faculty and senate leaders are encouraged to use *The Role of Noncredit in the California Community Colleges*; and encourage local senates to work with their faculty and colleges to examine or re-examine the roles that noncredit might play in fulfilling their college missions.

**Basic Skills:** This Initiative provides statewide training and support to address the professional development needs of community college administrators, faculty, and staff in the areas of basic skills and ESL instruction. The BSI jointly addresses both credit and noncredit instruction as they apply to the broad basic skills areas, including appropriate English, mathematics, reading, writing and ESL instruction. Further information is located on the BSI web site (<http://www.cccbsi.org>).

**Disciplines List Process:** Additions, deletions, or modifications to the Disciplines List occur on an established two-year cycle. Voting on proposals takes place only once during the two-year time frame (the next time will be at the Spring 2011 Plenary Session), however applications may be submitted to the senate office at any time. The applications and other assistance with Disciplines List questions (minimum qualifications, equivalency, or credentials) may be found on the ASCCC website using the link to "Local Senates," then to "Disciplines List." Further questions may be directed to the ASCCC office.

**Technology:** The ASCCC sees the use of technology in all aspects of faculty efforts for student success and has adopted several papers on the topic, the most recent being *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*

## Political Matters

**Student voters:** Encourage senate participation in the Academic Senate's student voter awareness/mobilization campaign. Basic information is available from our website or email Leslie Smith at [votereg@ccsf.edu](mailto:votereg@ccsf.edu).

## Equity, Diversity, and Student Support Issues

**Plans:** As of January 2005 your local college has their Student Equity Plans on file at the System Office. Have you reviewed yours lately? How is your work going regarding your recommendations? How is it being implemented? How is it being incorporated/integrated into your Basic Skills efforts?

**Equity Report:** Colleges and senates have commitments under the Board of Governor's adopted report on Equity and Diversity. Local senate presidents received a hard copy in Fall 2003. Please ensure your senates are aware of their commitments. The recommendations are available online at [http://www.cccco.edu/divisions/hr/eo/eo%5Ffiles/tf%2Dequity%2Ddiversity/equity\\_tf-recommendations.doc](http://www.cccco.edu/divisions/hr/eo/eo%5Ffiles/tf%2Dequity%2Ddiversity/equity_tf-recommendations.doc)

**Student Grievances:** Senates should make sure that students are informed about their rights and be sure that grievance policies and procedures are made available to them. (e.g. some senates include them on their senate website). The ASCCC adopted a new paper on academic integrity called *Promoting and Sustaining an Institutional Climate of Academic Integrity*; look for it at our website.

## Faculty Issues

**Occupational Education:** Emphasize the importance of reaching out to and integrating occupational and academic faculty in all senate and college activities and committees. This may require meeting times to be adaptable to teaching schedules and may require others to support them by sharing other responsibilities with them. The ASCCC offers a Vocational Leadership Institute each year just for vocational faculty. It is held in March and has just a \$50 cost. In Fall 2007, new Perkins/VTEA regulations and plans were completed. This will affect vocational programs, funding to your college and accountability measures, so please go to the System website and review the plan.

**Academic Freedom Policy:** The ASCCC recommends that local boards and local academic senates adopt the AAUP Expanded Statement on Academic Freedom. The ASCCC has an ongoing relationship with AAUP and as such we have access to their resources. For more information, go to our website or <http://www.aaup.org>.

**Grades and Grading:** *Promoting Thoughtful Faculty Conversations About Grade Distributions.*

## Working with your Administration and Local Board

**Program Discontinuance:** Senates should have policies in place for program reduction and discontinuance and be involved in decisions concerning program discontinuance and/or reductions. There is an adopted paper on this topic, *Program Discontinuance: A Faculty Perspective*.

**Cost of consultants:** Since lots of money goes to consultants, be aware of the use/abuse of consultants in construction projects funded by the recent flurry of successful college bond campaigns. There are several resolutions on this topic: Resolution 13.02 Fall '05, 13.02 Fall '96, and 1.02 Spring '99.

**Retiree Benefits:** The recent (2007-08) GASB requirements mandate that retiree health benefit costs be *reported* on district books but do not require any specific funding plan. Unions should also know this. The subject often comes up during negotiations and Boards sometimes do not communicate this distinction. (Resolution 7.01, Spring '05).



## **Relations with Local Senates –Local Visit Reporting Form**

After your visit with a local senate, please submit a report to the Local Senates Chair, the President and the Executive Director with the following information.

Please do your best to submit the report within 30 days of your visit, while it is fresh in your mind. Also remember that any expenses incurred for the visit will not be reimbursed until the report has been received. Include these points in your report:

1. Name of college visited \_\_\_\_\_
2. Date of visit \_\_\_\_\_
3. Your name \_\_\_\_\_
  
4. Who you met with (local senate meeting, executive committee, specific officers of the local senate, curriculum committee chair)
  
5. Verification/update of Academic Senate directory information (names, email addresses, positions, etc.)
  
6. What I learned and observed
  
7. What the local senate asked of me (e.g., position papers, questions for referral, technical assistance)
  
8. What the local senate shared with me (e.g. local successes, local issues)







## Executive Committee Agenda Item

|   |              |                                     |            |
|---|--------------|-------------------------------------|------------|
| SUBJECT: Diversity in Faculty Hiring Regional Meeting, February 10 and 11, 2017   |              | Month: Nov. 30                      | Year: 2016 |
|   |              | Item No. IV. H.                     |            |
| DESIRED OUTCOME: The Executive Committee will consider for approval the agenda for two regional meetings on the topic of effective practices to encourage more diverse faculty pools from which to hire faculty that are more demographically representative of our student body throughout our system. |              | Attachment: Yes                     |            |
|   |              | Urgent: No                          |            |
|   |              | Time Requested: 15 minute           |            |
| CATEGORY:   | Action       | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:   | Randy Beach  | Consent/Routine                     | X          |
| STAFF REVIEW <sup>1</sup> :   | Julie Adarns | First Reading                       | X          |
|   |              | Action                              | X          |
|   |              | Information                         |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

*Resolution SP16 03.01 calls for the ASCCC to “provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations<sup>2</sup>.” To address this need and needs expressed in several other resolutions, the ASCCC Executive Committee voted in August to provide a regional meeting on the topic of diversifying faculty hiring pools. The meeting will be held twice:*

*Sacramento City College, Sacramento, CA February 10, 2017  
Southwestern College, Chula Vista, CA February 11, 2017*

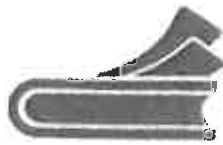
*This meeting will be held in conjunction with the California Community Colleges Chancellor’s Office (CCCCO) Legal Division and will focus on regulatory requirements, CCCCCO initiatives, and the work of the ASCCC Diversity and Equity Action Committee.*

*The Executive Committee will consider for approval the agenda for the meeting.*

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

<sup>2</sup> <http://asccc.org/resolutions/diversifying-faculty-enhance-student-success>





## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### Diversity in Faculty Hiring Regional Meetings Friday, February 11, 2017 and Saturday, February 12 2017 Friday = Sacramento City College, Sacramento, CA Saturday = Southwestern College, Chula Vista, CA

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|             |   |
|-------------|---|
| 9:00-9:45   | Registration and Sign-in  |
| 9:45-9:55   | Welcome and Introductions – Randy Beach,  |
| 9:55-10:15  | Legal Requirements Related to EEO and Diversity in Hiring, Jake Knapp, Acting General Counsel, California Community Colleges Chancellor's Office                            |
| 10:15-11:00 | Effective Practices Panel (Julie Bruno, Adrienne Foster, and Human Resources staff identified by Jake)  |
| 11:00-11:15 | Break   |
| 11:15-12:00 | Courageous Conversations/Cultural Competency<br>(Potential Presenters: Tom Brown, Calistoga; Dr. Soneil Shropshire (Academic Network); Zaretta Hammond; <del>others</del> ) |
| 12:00-12:45 | Lunch   |
| 12:45-1:45  | First Breakout Session (see descriptions for locations)   |
| 1:55-2:55   | Second Breakout Session (see descriptions for locations)  |

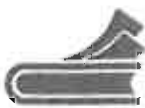
Meeting Concludes at the end of the second breakouts

#### Potential breakout sessions

- Asian american faculty, what are the numbers, how does the ratios of divers faculty match student diversity (Mandy)?
- Different types (?) for faculty diversity
- Recruiting faculty, developing a pipeline to encourage diverse faculty pool.
  - AA to MA project, where are we? Santa rosa has a program on teaching fellows, faculty mentor sponsors a student to act as a TA to give insight into teaching-ccsf Grow your own program. Identifies students interested in teaching. College will pay some part of their tuition to compelte the amsters dgree. Leading to a position. No more money
- Disaggregating data regarding ethnic subgroups of faculty. What does the performance data say about students and faculty from the same ethnic background working together?
- Creating professional development opportunities to help adjunct faculty become full time (mentoring part-time faculty)

- Specific strategies for increasing cultural competency IQ in the classroom (professional development) follow-up session more of a discussion than general
- Campus wide events on diversity. Who is doing what? What are exemplary practices-flex activities. Faculty and student collaborations. Campuswide diversity celebrations. Cultural performances to bridge gaps introduce students to diversity. More and more days and events focused on specific ethnic groups. Miramar has had a "visibility day". Promoting awareness and acceptance of marginalized groups.
- to develop a set of effective
- Effective practices for equity planning (cccco)
- Complying with SB-967 Student safety/sexual assault-Title 9 CLERY act

DRAFT



## Executive Committee Agenda Item

|   |   |                                     |                            |
|---|---|-------------------------------------|----------------------------|
| SUBJECT: CTE Leadership Institute Funding |   | Month: Nov. 30                      | Year: 2016                 |
|   |   | Item No: IV. I.                     |                            |
|   |   | Attachment: Yes                     |                            |
| DESIRED OUTCOME:                          | The Executive Committee will consider for approval holding the CTE Leadership Institute as proposed to IEPI without additional funding from IEPI. | Urgent: NO                          | Time Requested: 10 minutes |
| CATEGORY:                                 | Action  | <b>TYPE OF BOARD CONSIDERATION:</b> |                            |
| REQUESTED BY:                             | Julie Adams   | Consent/Routine                     |                            |
|   |   | First Reading                       |                            |
| STAFF REVIEW <sup>1</sup> :               | Julie Adams   | Action                              | X                          |
|   |   | Discussion                          | X                          |

Please note: Staff will complete the grey areas.

### BACKGROUND:

In September, members approved a request for funding from the Institute Effectiveness Partnership Initiative (IEPI) which would allow ASCCC to extend its CTE Leadership Institute to include partnerships with the Association of California Community College Administrators (ACCA) and California Community College Classified Senate (4CS), administrative and classified professional leaders in our system. The initial proposal expressed a need to provide adequate leadership and guidance to colleges within our system on CTE matters by uniting CTE faculty, administrators, and classified professionals to work together to ensure the funding is targeted to meet the overarching goals of the recommendations that are to increase availability of CTE programs and to improve the quality of CTE programs across the system. This coordinated training of college leaders across silos will allow for the development of a shared language for continued CTE leadership level discussions at the college.

The Executive Committee will discuss holding the training as proposed in the original request except without funding from IEPI.

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



## IEPI Leadership Development Funding

### Introduction

The Academic Senate for California Community Colleges (ASCCC) has held its annual leadership institute for career technical education (CTE) faculty over the past 15 years with an emphasis on providing faculty with opportunities to develop their leadership skills. This past year, the CTE Leadership Institute focused on the Strong Workforce Recommendations. Through 4 general sessions and 16 breakout sessions, attendees were provided opportunities to engage in key policy conversations through their interaction with representatives of the Strong Workforce Task Force, by learning about the implications of policy decisions on local programs and courses, and in participating in breakout sessions to better understand the college processes including topics on leadership, curriculum design, structured and career pathways, and regional coordination to name a few. In 2016-2017, CTE programs within the California Community College System have seen an infusion of funding and focus from the state with the implementation of the Strong Workforce Recommendations and the budget trailer bill. In addition, the ASCCC CTE Leadership Committee has been recognized in budget trailer bill as the appropriate leader in providing ***“assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensure that similar courses, programs, and degrees are portable among community college districts.”***

### Proposal

In order to provide adequate leadership and guidance to colleges within our system on CTE matters, the ASCCC CTE Leadership Committee has expressed a strong desire to better serve CTE students and programs by bringing together the faculty, administrators, and classified professionals who are vital to the efficacy of CTE programs to address the overarching goals of the Strong Taskforce Recommendations which are to increase availability of CTE programs and to improve the quality of CTE programs across the system. Funding from the Institute Effectiveness Partnership Initiative (IEPI) would allow the ASCCC to extend its leadership institute to include partnerships with the Association of California Community College Administrators (ACCCA) and California Community College Classified Senate (4CS), administrative and classified professionals in our system. This coordinated training of college leaders across silos will allow for the development of not only a shared language for continued CTE leadership level discussions, but also for overall assessment and motion towards a system wide implementation to further the goal of student success outcomes in the workforce. Thus, for collaboration to exist across silos there will first need to be a space provided where a catalyst for change can begin.

Our objective is to provide a CTE Leadership Institute over two days in May 2017 (May 5 – 6, 2017) in partnership with ACCCA and 4CS. The institute will accommodate at least 150 individuals and will be open to all 113 California community colleges. In order to increase participation and to reach as many stakeholders as possible, attendees will only pay the IEPI meeting rate of \$50 per person. Colleges will be required to bring at least three individuals -- a team of faculty, staff, and administrators. Other system partners, including members of the

## IEPI Leadership Development Funding

Legislative Analyst Office, Chief Instructional Officers, and the California Community College Chancellor's Office will be invited to provide real time updates to college leaders on emerging issues in CTE and an update on the Strong Workforce Recommendation implementation. Institute strands will be linked to the recommendations. For example, one strand could be on curriculum development and focus on effective practices around curriculum development and portability among districts. The ASCCC believes that by targeting the CTE faculty, staff, and administrators during this two-day event will allow for increased capacity to identify CTE organizational strengths and areas needing improvement for strategic conversation and planning. From partnership exploration, negotiations, breakthrough leadership moments, and personal commitments, the event can provide leadership professionals a space to effectively address challenges and institutional effectiveness.

The ASCCC CTE Leadership Institute outcomes align with the IEPI funding outcomes requirements. Below are responses to the IEPI questions.

1. Will the professional organization/association or center/institute be developing a new leadership development program, expanding/modifying an existing program or collaborating with other entities to meet the expected outcomes? Please explain.

The ASCCC will expand its already successful CTE Leadership Institute. The event averages about 150 to 200 CTE faculty attendees. Currently, the institute serves only CTE faculty. This proposal seeks to expand the participants through a partnership with ACCCA and 4CS. This collaborative opportunity would seek to ground essential discussions in leadership theory and focus on creating a shared language to successfully address challenges in the CTE field while taking into account challenges faced on the larger social, political, and economic scale that continues to impact institutional effectiveness and student outcomes.

2. Provide a list of leadership development offerings for 2015 - 16 and proposed offerings utilizing the new funding for 2016 - 17.

See attached program for 2015-16. The topics for the 2016 – 17 have not been developed yet. However, the program will be directly linked to the seven Strong Workforce Recommendation Areas: Student Success, Career Pathways, Workforce Data and Outcomes, Curriculum, CTE Faculty, Regional Coordination, and Funding (see attached). The funding from IEPI for 2016 - 17 would allow for the event to occur with intersecting allies immersed in the conversations. This would provide an expanded area of topics that advance profession specific leadership skills, but also provide an overlay framework to promote positive and effective collaboration on a systematic level.

3. What are the expected outcomes for the leadership development program?

The expected outcome of this institute is a greater understanding of each participant's role in serving students in our CTE programs to further the implementation of shared



## IEPI Leadership Development Funding

accountability to advance effective practices for student success. Through professional development and dialogue, participants will be able to work closer together on their college to enhance programs. Another outcome is to build a common understanding of the recommendations and how they influence their programs. There will be a survey provided at the event's conclusion that will assist in developing ongoing professional development resources in the areas of joint leadership. If there is a strong desire to continue conversations amongst CTE stakeholders, a diverse team made up of CTE faculty, administrators, and staff may be selected to hold additional events to have the opportunity to build community, grow as leaders, and tackle ongoing challenges in the field all in service of working collectively to strengthen CTE programs and forward Strong Workforce Recommended implementations.

4. What are the projected counts of individuals, teams, and/or institutions you expect to train?

As with our past attendance at the institute, we hope to have at least 150 attendees. If everyone brings a team, there should be 50 teams. We will monitor, however, the registration to ensure that only teams attend. As a result of the event, by developing a cohort program, there can be a sustained movement that will continue to impact the CTE field. The cohort program can continue to create resources, research positive outcomes, and collaborate across disciplines.

5. What approach will the professional organization/association or center/institute take to achieve the overall goal of coordinated leadership development?

The approach will be based on transformational leadership theory. The trajectory of discourse will begin with an evaluation of current institutional operations that will later welcome a space to consider paradigm shifts at the college, local and state level. The institute will have facilitated sessions, hands on activities, and interactive conversations on the Strong Workforce Recommendations to assist in informing and guiding outcomes.

6. What is the anticipated timeframe for implementing the selected approach?  
May 5 – 6, 2017

7. Provide the rationale for the amount of funding requested. Please include the percent of funds devoted to content development, content delivery, and other expenses.

We are requesting \$100,000 to cover the costs of the meeting including food, sleeping rooms and travel for presenters and staff, hotel space, materials, and staff time to coordinate this event. One hundred percent of these funds will go towards the planning and holding the event.

## IEPI Leadership Development Funding

70% of the funds will cover the event logistics including, but not limited to:

- Food and beverage
- General session/breakout rooms
- Audio visuals
- Room blocks
- Travel costs for presenters/staff

30% will be dedicated to the development of the program and marketing materials:

- Program guides
- Resource development
- Marketing materials
- Staff time

The ASCCC has over 20 years of experience in planning and implementing successful events and thus, has a successful track record of conference attendance and engagement. We also believe that holding a joint institute with CTE faculty, staff, and administrators provides a unique opportunity for the ASCCC to address the Strong Workforce Recommendations with input from staff and administrators, particularly on topics that are under the purview of the ASCCC such as curriculum development. We hope that IEPI believes that this institute is a worthy activity and will invest in this proposal.



## Executive Committee Agenda Item

|   |  |                              |            |
|---|--|------------------------------|------------|
| SUBJECT: Chancellor's Office Liaison Discussion |  | Month: Nov. 30               | Year: 2016 |
|   |  | Item No. V A                 |            |
|   |  | Attachment: NO               |            |
| DESIRED OUTCOME:                                | A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects. | Urgent: NO                   |            |
|   |  | Time Requested: 60 minutes   |            |
| CATEGORY:                                       | Discussion   | TYPE OF BOARD CONSIDERATION: |            |
| REQUESTED BY:                                   | Julie Bruno/John Stankas   | Consent/Routine              |            |
|   |  | First Reading                |            |
| STAFF REVIEW <sup>1</sup>                       | Julie Adams  | Action                       |            |
|   |  | Discussion/Information       | X          |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

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

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





## Executive Committee Agenda Item

|   |   |                                     |            |
|---|---|-------------------------------------|------------|
| SUBJECT: Board of Governors/Consultation Council Meetings   |   | Month: Nov. 30                      | Year: 2016 |
|   |   | Item No: V B                        |            |
| DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings. |   | Attachment: YES (2)                 |            |
|   |   | Urgent: NO                          |            |
| CATEGORY: Discussion  |   | Time Requested: 15 minutes          |            |
|   |   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY: Julie Bruno/John Stankas  | STAFF REVIEW <sup>1</sup> : Julie Adams | Consent/Routine                     |            |
|   |   | First Reading                       |            |
|   |   | Action                              |            |
|   |   | Information                         | X          |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings for November. 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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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



## STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

## CONSENT CALENDAR

**September 19-20, 2016, Board Meeting Minutes (Paul Feist)** **Item 1.1**  
This item presents the minutes from the September 19-20, 2016 board meeting.

## ACTION

**Approval of Contracts and Grants (Paul Feist)** **Item 2.1**  
This item recommends that the Board of Governors approve entering into the contracts and grants described in the November 2016 agenda.

**Board of Governors Meeting Dates for 2018 (Paul Feist)** **Item 2.2**  
This item presents the 2018 Board of Governors meeting dates.

**Election of Board Officers (Paul Feist)** **Item 2.3**  
This item calls for the election of board officers for 2017.

**Relocation of the Palmdale Center, Antelope Valley Community College District (Mario Rodriguez)** **Item 2.4**  
This item seeks approval for the Antelope Valley Community College District to relocate the existing programs at Antelope Valley College's Palmdale Center to a new location within the same community.

**Implementation of Fall 2017 Faculty Obligation Number (Mario Rodriguez)** **Item 2.5**  
This item presents information for the Board of Governors' consideration in determining whether the *Budget Act of 2016* provides adequate funding to support an increase in districts' full-time faculty hiring obligations for Fall 2017.

**Institutional Effectiveness, Framework of Indicators (Theresa Tena)** **Item 2.6**  
This item requests the Board of Governors' adoption of a framework of indicators pursuant to the requirements of Education Code section 84754.6.

**Appointment of Kathryn Williams to the Board of Directors of the Foundation for California Community Colleges (Keetha Mills)** **Item 2.7**

This item requests the appointment of a new Foundation Board member, filling the role of public member, to the Board of Directors of the Foundation for California Community Colleges (Foundation) for a four-year term.

## **INFORMATION AND REPORTS**

**State & Federal Legislative Update (Michael Magee) Item 3.1**

This item presents the Board of Governors an update on recent state and federal activities.

**Associate Degrees for Transfer Update (Pamela D. Walker) Item 3.2**

This item presents an update on the implementation of Associate Degrees for Transfer.

**Update on Student Success Technology-Enabled Initiatives - Online Education Initiative, Common Assessment Initiative, and Education Planning Initiative (Debra Connick) Item 3.3**

This item will provide the Board with an update on three major student success technology-enabled initiatives: Online Education Initiative; Common Assessment Initiative; and Education Planning Initiative. In addition, the Board will be briefed on efforts to improve our system's information security.

**EEO and Diversity Best Practices Handbook (Jacob Knapp) Item 3.4**

This item provides a report on the development of an Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook based on the EEO Fund certification forms submitted by local districts for fiscal year 2016 -2017.

**Board Member Reports Item 3.5**

Board members will report on their activities since the last board meeting.

## **PUBLIC FORUM**

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

## **NEW BUSINESS**

## **ADJOURNMENT**



**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLORS OFFICE**

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



**AGENDA  
Consultation Council  
Thursday, November 17, 2016  
Riverside Convention Center, Room: Raincross B (UC)  
9:00 a.m. to 1:30 p.m  
3637 Fifth Street  
Riverside, CA 92501**

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

- 1. Student Senate Update**
- 2. State Authorization Update**
- 3. State and Federal Legislative Update**
- 4. Accreditation Update**
- 5. Other**

**Future 2017 Meeting Dates:**

January 19, 2017  
February 16, 2017  
March 16, 2017  
April 20, 2017  
May 18, 2017  
June 15, 2017  
July 20, 2017  
August – No Meeting  
September 21, 2017  
October 19, 2017  
November 16, 2017 (San Jose, CCLC Convention)





## Executive Committee Agenda Item

|   |   |                                     |            |
|---|---|-------------------------------------|------------|
| SUBJECT: Board of Governor’s Interviews |   | Month: Nov. 30                      | Year: 2016 |
|   |   | Item No V C                         |            |
|   |   | Attachment: YES                     |            |
| DESIRED OUTCOME:                        | The Executive Committee will discuss the Board of Governors interview process | Urgent: YES                         |            |
| CATEGORY:                               | Discussion  | Time Requested: 15 minutes          |            |
| REQUESTED BY:                           | J. Freitas  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| STAFF REVIEW <sup>1</sup> .             | Julie Adams   | Consent/Routine                     |            |
|   |   | First Reading                       |            |
|   |   | Action                              | X          |
|   |   | Information                         |            |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The ASCCC is responsible for identifying and recommending to the Governor of California candidates for the faculty seats on the Board of Governors. Each year, the ASCCC solicits nominations from local academic senates, screens applications, conducts interviews, and forwards to the Governor its recommendations for appointment to the Board of Governors. The full policy, procedures, and process for the nominating and recommending to the Governor faculty appointees to the BOG are attached.

Following its interviews of the candidates for the Board of Governors in January 2016, the Executive Committee discussed the interview process. Questions were raised about the interview process, including whether the interviews were needed, and how much leeway should be given to the Executive Committee in considering information not revealed during the interviews themselves. The Standards and Practices Committee discussed this at its November 7 meeting. The consensus of the committee is that:

1. Interviews should continue to be part of the process.
2. Because BOG members are political appointees of the governor, and not employees, the Executive Committee has broad latitude within its policy for how it considers candidates for BOG seats.
3. The current BOG interview process should be continued.

Therefore, no changes are recommended at this time.

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



**Academic Senate for California Community Colleges**  
**Board of Governors – Faculty Appointee Nomination**

**Policy and Procedures**

**Policy**

Each year by January 31<sup>st</sup> the President of the Academic Senate will present to the Governor of the State of California a list of at least three faculty nominees to fill any vacant California Community Colleges Board of Governors faculty member positions. The names submitted may be that of those of sitting Board of Governors members.

**Procedures**

1. The Senate Office will implement the Board of Governors (BoG) faculty member nomination process in September, closing no later than December 31<sup>st</sup>.
2. The Senate Office will promote recruitment of nominees via the website or other publications as appropriate.
3. Candidate interviews will be conducted by the Executive Committee during its January Executive Committee meeting.
4. The President will forward the list of nominees to the Governor by January 31<sup>st</sup>.

**Process**

Each year the President of the Academic Senate or his/her designee shall initiate and oversee the recruitment and selection process to ensure timely submission of nominees to the Governor's Office.

1. **QUALIFICATIONS**

a. Required:

- i. Tenured faculty member (See Education Code §71000-71004)
- ii. Extensive and sustained leadership experience in an academic environment.
- iii. Demonstrate understanding of California community college issues at a state level.
- iv. Demonstrate ability to present a reasoned argument in educational policy through interview questions presented by the Executive Committee.
- v. Demonstrate understanding of the role of the BoG.
- vi. Upon appointment, agree to resign from the executive board of any statewide community college organization. The Academic Senate will only forward the name of those candidates who agree to this requirement.

b. Desirable:

- i. Academic senate leadership experience at local level such as senate officer, Executive Committee member, or committee chair.
- ii. Experience at statewide level such as Academic Senate committees, Chancellor's Office advisory committee, or other statewide faculty organization.

2. **REQUIREMENTS**

- a. Any college or district senate or an Executive Committee member of the Academic Senate for California Community Colleges may endorse a candidate for nomination. A letter of support from the candidate's local senate is desirable.
- b. Applicants must submit a statement of intent of why he/she would be an effective member of the Board of Governors, which includes, but is not limited to a commitment to students and the mission of community colleges, and a reference to qualifications for the position, an application, and a résumé.

- c. Any faculty member previously considered who wishes to be reconsidered must submit a letter of intent and may update his/her application if necessary.

3. PROCESS AND TIMELINE

- a. In early September, the Senate Office will send out an announcement letter to each campus through the senate president. At the same time, previous nominees will receive an announcement inviting them to reactivate their file.
- b. The application process for potential nominees will close by October 31<sup>st</sup>.

4. RECRUITMENT PROCESS

- a. The Executive Committee, Outreach and Recruitment, Standards and Practices and Local Senates Committees will recruit candidates for nomination to the Board of Governors.

5. INTERVIEWS

- a. **September:** The Executive Committee will determine whether or not to seek nominations for the Board of Governors taking into consideration the Governor's appointment process and the need to submit names.
- b. **October/November:** The Senate Office will initially screen the applications to assess if the candidates meet the nomination requirements and will be responsible for scheduling interviews for qualified candidates. The Officers and Executive Director will paper screen the applications based on criteria listed in the qualifications section of this process and determine who will be interviewed by the Executive Committee.
- c. **November:** The President of the Academic Senate shall develop questions that the Executive Committee will use in the interviews of candidates. The President may use questions suggested by Executive Committee members. To preserve the confidentiality of the process and to ensure fairness to nominees, the Executive Committee will review the interview questions in closed session.
- d. **December:** Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
  - i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate's name forward to the Governor for appointment.
  - ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
  - iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
  - iv. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor's Office as nominees to fill the Board of Governors appointment(s).
- e. If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new candidates for nominations.

Note: nominee selection is not comparative. One, several, or all candidates may be selected to be forwarded for nomination.

6. INTERVIEW RECUSAL

Any Executive Committee member may elect to recuse him/herself from the process.

- a. The recused member may sit in as a non-participating observer. If desired, the minutes will note that the member was recused.
- b. The recused member may elect to recuse him/herself from one or all of the interviews.

Note: Recusal shall mean noninvolvement of an Executive Committee member in any discussion of, and decision regarding, the relevant matter to ensure that the member's independence of judgment is not compromised, that the public's confidence in the integrity of the Executive Committee is preserved, and that the Senate's mission is protected.

7. NOTIFICATION PROCESS

- a. The Academic Senate Office will notify candidates whether their names will be forwarded to the Governor's Office the week following the interviews.
- b. The President will transmit the Executive Committee's recommendations to the Governor's Office by January 31<sup>st</sup>.
- c. Candidates forwarded to the Governor will be informed about the process for submitting applications to the Governor's office, including how to submit a Governor's application and expectations of interviews with the Governor's staff.

8. REVIEW PROCESS

The Standards and Practices Committee will review the process yearly and recommend any changes by May.

Approved: August 12, 2011

Revised: December 26, 2011

Approved: February 3, 2012







## Executive Committee Agenda Item

|  |   |   |            |
|--|---|---|------------|
| SUBJECT: EEO and Diversity Advisory Committee Update |   | Month: Nov. 30  | Year: 2016 |
|  |   | Item No: V, D   |            |
|  |   | Attachment: YES (online)  |            |
| DESIRED OUTCOME:                                     | The Executive Committee will be updated on the work of the EEO and Diversity Advisory Committee. The Executive Committee will have an opportunity to provide feedback on the Handbook that will be distributed to colleges. | Urgent: YES   |            |
|  |   | Time Requested: Time certain at 11:00am so that David Morse can join the discussion. 15 minutes |            |
| CATEGORY:  | Discussion/Action   | <b>TYPE OF BOARD CONSIDERATION:</b>   |            |
| REQUESTED BY:  | A. Foster   | Consent/Routine   |            |
|  |   | First Reading   |            |
| STAFF REVIEW <sup>1</sup> :                          | Julie Adams   | Action  | x          |
|  |   | Information   |            |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The EEO and Diversity Advisory Committee has developed a Handbook which speaks to the nine (9) Multiple Methods that need to be addressed in college’s EEO Plans. Faculty hiring, pre-, during and post-hiring recommendations need to be discussed by the Executive Committee.

You can find the handbook on the ASCCC website or by using the below link:

<http://www.asccc.org/content/executive-committee-meeting-2016-11-30-160000-2016-12-01-013000>

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





## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| SUBJECT: 2016 Fall Plenary Session Debrief |   | Month: Nov. 30                      | Year: 2016 |
|  |   | Item No. V E                        |            |
|  |   | Attachment: NO                      |            |
| DESIRED OUTCOME:                           | The Executive Committee will discuss the recent 2016 Fall Plenary Session | Urgent: NO                          |            |
| CATEGORY:                                  | Discussion  | Time Requested: 30 minutes          |            |
| REQUESTED BY:                              | J. Bruno/Adams  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| STAFF REVIEW <sup>1</sup> :                | Julie Adams   | Consent/Routine                     |            |
|  |   | First Reading                       |            |
|  |   | Action                              |            |
|  |   | Discussion                          | X          |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Fall Plenary Session was held on November 3 - 5, 2016, in Costa Mesa California. Members will debrief about the Fall Plenary Session including the discussion about the program structure, breakout topics, keynote presentations, and any other issues/concerns and successes.

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





## Executive Committee Agenda Item

|   |                 |                              |            |
|---|-----------------|------------------------------|------------|
| SUBJECT: Executive Committee Members Discussion   |                 | Month: Nov. 30               | Year: 2016 |
|   |                 | Item No. V F                 |            |
| DESIRED OUTCOME: The Executive Committee will discuss current work load challenges and ways to communicate with internal and external stakeholders. |                 | Attachment: NO               |            |
|   |                 | Urgent: NO                   |            |
| CATEGORY: Discussion  |                 | TYPE OF BOARD CONSIDERATION: |            |
| REQUESTED BY: J. Bruno  | Consent/Routine |                              |            |
| STAFF REVIEW <sup>1</sup> : Julie Adams   |                 | First Reading                |            |
|   |                 | Action                       |            |
|   |                 | Discussion                   | X          |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

In recent years, the work of the ASCCC has expanded in scope and complexity. With this expansion, the Executive Committee members are considerably busier with a continued demand to do more and more. This demand has created an environment where members find that they are moving from one issue to another without much time to check in or more importantly reflect on their work and the work of the organization.

As a result, members are frequently engaged in work that falls not only within their assignments but also influences the work of other members. Members are communicating with Chancellor’s Office colleagues as well as internal and external system partners. This communication is often informal, such as brief hallway conversations, emails, or text messages. This type of communication is difficult to track and could lead to miscommunication or the lack of communication with those that have a need to know.

During this agenda item, members will discuss how to engage appropriately with Chancellor’s Office staff, to communicate with each other, to make space to reflect on the work of the organization, to create or maintain a sense of work life balance, as well as to share the work load with others on the Executive Committee or outside of the board. Each member will be asked to share lessons learned and current challenges.

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





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Accreditation and Assessment Committee Saturday September 24<sup>th</sup>, 2016 Glendale College - Room SF101

**Members Present:** S. Foster, J. Janio, L. Marchand, V. Martin, Z. O'Connor, C. Rutan, F. Torres, D. Wanner

Meeting began at 10:04 AM

### 1. Committee Charge

The committee reviewed the current charge and agreed that the charge should be revised to reflect the part of outcomes assessment that the committee is responsible for. L. Marchand and C. Rutan will work on a revised charge and share it with the committee for input. The goal is to approve the revised charge at the October meeting and bring it to the January Executive Committee meeting.

### 2. Committee Priorities

C. Rutan shared the resolutions and recommendations for the workforce task force that have been assigned to AAC. The majority of the assigned recommendations are related to CTE Data Unlocked and C. Rutan is already working with representatives from CTE Data Unlocked on the TOP Code alignment project and will update AAC with any progress on those recommendations. Some recommendations from the task force call for collaboration between AAC, the curriculum committee, and educational policies committee. The three chairs of these committees will be meeting in November and C. Rutan will update AAC members following that meeting.

### 3. Letter from ASCCC Executive Committee to NACIQI about ACCJC

The committee discussed the request from ACCJC for letters of support and the email that was sent out encouraging senate presidents who chose to write a letter that included their title to seek the support of their senate first. Several members of the committee did receive requests, but none were asked to submit the letters by their college. C. Rutan also shared the official letter from the Department of Education to ACCJC about the need for ACCJC to demonstrate they are "widely accepted by educators." The committee members were not sure that ACCJC would be able to do this, but there had heard that many faculty felt that they needed to submit letters of support because their college was being visited in the next year.

C. Rutan also shared a possible letter from the ASCCC Executive Committee to NACIQI about ACCJC. C. Rutan reported that a letter would necessary if the Executive Committee decided to send a representative to testify about ACCJC.

### 4. Review of Reports from CEO Accreditation Workgroups

C. Rutan reported on the two workgroups created by the CEOs to look at accreditation in the community colleges. Workgroup I is looking at possible changes that ACCJC could make that

would improve the accreditation process for colleges. Workgroup II is looking at moving to a single regional accreditor for all colleges and universities in the western region. C. Rutan will provide updates to the committee on the progress of these workgroups at future meetings. In addition, there will be a breakout at the fall plenary session related to the work of these workgroups.

## **5. Accreditation Institute Planning**

AAC is responsible for planning the Accreditation Institute that will take place on February 17<sup>th</sup>-18<sup>th</sup>, 2017 at the Napa Valley Marriott. The committee suggested a theme of **Plotting the Course: Using Accreditation as a Tool for Institutional Excellence** and that the institute will be structured around four strands: New to Accreditation; Nuts and Bolts of Accreditation; Outcomes, Assessment, and Data; The Accreditation Standards. The institute will have three general sessions and four rounds of breakouts, with four breakouts each. The committee discussed possible sessions and C. Rutan will put together a draft of the program based on the committee's suggestions. The Executive Committee will review the draft at the November meeting and the committee will make changes at its November meeting based on that input. The final program must be approved at the January Executive Committee meeting. All members of the committee are planning to attend the institute.

## **6. Fall Plenary Session Breakouts**

AAC will have two breakouts at the Fall Plenary Session. One is on the expansion of outcomes in the latest accreditation standards. L. Marchand will join C. Rutan and R. Beach on this presentation. The other presentation will be on strategies to survive your college's accreditation site visit. This presentation will be done by C. Rutan and S. Foster. All committee members are encouraged to attend any accreditation breakouts if they are able to attend the plenary session. C. Rutan encouraged members to speak with their college presidents about providing financial support for committee members to attend plenary and to emphasize how valuable their service on an ASCCC committee is to their campuses.

## **7. Upcoming Meetings**

October 24, 2016: 4:30 PM – 6 PM via Zoom  
November 14, 2016: 4:30 PM – 6 PM via Zoom  
December 12, 2016: 4:30 PM – 6 PM via Zoom  
January 11, 2017: 4:30 PM – 6 PM via Zoom

## **8. Other**

S. Foster, chair of the Relations with Local Senates Committee, mentioned a resolution assigned to RwLS related to local senates being responsible for developing policies related to student learning outcomes. RwLS is planning to write a Rostrum article to satisfy this resolution and AAC member J. Janio volunteered to help members of RwLS on the article.

Meeting Adjourned at 2:10 PM

Respectfully submitted,

Craig Rutan

Approved by AAC on October 24, 2016





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Basic Skills Committee

### Minutes

September 12, 2016

2:30-3:30pm via CCC Confer

1. Agenda approval and note-taker assigned; Roll call
2. Welcome and introductions
  - Cheryl Aschenbach, Lassen College - present
  - Geoff Hagopian, College of the Desert - present
  - Michael Heumann, Imperial Valley College - present
  - Conan McKay, Mendocino College - present
  - Mickey Micic, Cerritos College - absent
  - Alicia Munoz, Cuyamaca College - present
  - April Pavlik, Los Angeles City College - present
  - Lisa Romain, Palomar College - present
3. Reviewed Important Dates and Information
  - Academic Academy – Oct 7-8, 2016 at Westin South Coast Plaza
  - Agenda Items due for Nov 2 Exec meeting – Oct 17, 2016
  - Curriculum Regionals – Oct 21-22, 2016 Skyline College/Mt. SAC
  - MQ and Equivalency Regionals – Oct 28-29, 2016 TBD
  - Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - Formerly Incarcerated Student Regionals – Nov 18-19, 2016 TBD
  - \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 TBD
  - Common Assessment Regionals – Dec 9-10, 2016 TBD
  - Agenda Items due for January 6-7 Exec meeting
4. Reviewed Committee Charge
 

*The Basic Skills Committee reviews policies and recommends to the Executive Committee positions and actions on issues related to meeting the needs of under-prepared community college students. In addition, the Basic Skills Committee gathers information on best practices in providing instruction and support services to under-prepared students and conveys this information to the field through breakouts, workshops, and papers.*

Website: <http://www.asccc.org/directory/basic-skills-committee>
5. Established Meeting Dates/Times for 2016-2017
  - Monday, October 3, 2016 at 2:30pm via CCC Confer
  - Monday, October 24, 2016 at 2:30pm via CCC Confer
  - Monday, November 14, 2016 at 2:30pm via CCC Confer
  - Monday, November 28, 2016 at 2:30pm via CCC Confer
  - Monday, January 23, 2017 at 2:30pm via CCC Confer
  - Monday, February 13, 2017 at 2:30pm via CCC Confer
  - Monday, March 6, 2017 at 2:30pm via CCC Confer
  - Monday, April 3, 2017 at 2:30pm via CCC Confer
  - Monday, May 1, 2017 at 2:30pm via CCC Confer
  - Additionally, committee will explore dates for live meetings in late October and May
6. Reviewed Committee Priorities Spreadsheet (from Executive Committee)
  - Work Force Task Force recommendations impact basic skills, which is part of motivation behind Contextualized Basic Skills regionals to be held in December. This committee will play a part in brainstorming presentation ideas and may help present.
  - Need to express to others the unintended consequences of Basic Skills funding changes – impacts noncredit significantly, plus may not take in to account transfer and non-transfer students take basic skills classes.

7. Resolution Ideas for Fall Plenary

This committee can send resolution ideas forward from the committee, through Area meetings, or introduce at session. Time is short, so Area meetings or at session may be most likely means if we identify anything needing a resolution.

8. Breakout Ideas for Fall Plenary

- Tentative breakout on innovation grants to highlight things being done – who's doing what (contextualization, acceleration/basic skills curriculum redesign, embedding tutors, multiple measures placement, etc)
- Idea: Role of geometry in basic skills

9. Other

- Consider ideas for Rostrum articles
- Reference works – can this committee gather references of use to the field and post on website?

10. Future Agendas

11. Adjourn



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Basic Skills Committee

### Minutes

October 3, 2016

2:30-3:45pm

### CCC Confer

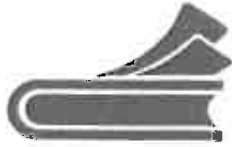
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1. Agenda approval and note-taker assigned; Roll call
2. Approve minutes from September 12, 2016 (with thanks to Geoff for notes)
3. Important Dates and Information (Fall semester)
  - a. Agenda Items due for Sept 30-Oct 1 Exec meeting – September 14, 2016
  - b. Academic Academy – Oct 7-8, 2016 at Westin South Coast Plaza
  - c. Agenda Items due for Nov 2 Exec meeting – Oct 17, 2016
  - d. Curriculum Regionals – Oct 21-22, 2016 @ Skyline/Mt. SAC
  - e. Formerly Incarcerated Student Regionals – LA Area @ LA Trade Tech College
  - f. MQ and Equivalency Regionals – Oct 28-29, 2016 @ Woodland/Riverside
  - g. Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - h. Formerly Incarcerated Student Regionals – Nov 18-19, 2016 @ Delta/TBD
  - i. \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 @ Skyline/TBD
4. Plenary Breakout
5. Future meetings – preference CCC Confer or Zoom?
6. Live Meeting Date + procedures
7. Basic Skills Reference Bibliography
8. Contextualized Basic Skills Regionals (Dec 2 @ Skyline College; Dec 3 TBD)  
Need South location  
Ideas for presentations / identify colleges using contextualized basic skills
9. Other
10. Future Agendas
11. Adjourn

#### Future meetings:

- Monday, October 24, 2016 at 2:30pm via CCC Confer
- Monday, November 14, 2016 at 2:30pm via CCC Confer
- Monday, November 28, 2016 at 2:30pm via CCC Confer
- Monday, January 23, 2017 at 2:30pm via CCC Confer
- Monday, February 13, 2017 at 2:30pm via CCC Confer
- Monday, March 6, 2017 at 2:30pm via CCC Confer
- Monday, April 3, 2017 at 2:30pm via CCC Confer
- Monday, May 1, 2017 at 2:30pm via CCC Confer





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Equity and Diversity Action Committee Meeting

Date: Monday, October 24, 2016

1:30 PM – 3:30 PM

CCC CONFER PARTICIPANT INVITATION

Dial your telephone conference line: 1-913-312-3202\*

Participant Passcode: 630044

\*Toll free number available: 1-888-886-3951

### MINUTES

#### I. Call to Order

Randy noted that two members have either resigned from the committee or not responded to repeated contact. Randy has reached out to the ASCCC president for replacement members.

#### II. Welcome and Introductions + Notetaker

Robin will keep notes along with Randy

#### III. Academic Academy Institute Recap (3 minutes)

Randy noted that we've heard positive reviews for the academy. The survey is out and we should get the results soon. Randy mentioned that Exec will discuss whether an Academic Academy will be held in the future and if so what it will look like.

#### IV. Fall Plenary (November 3-5, 2016 Costa Mesa)

Randy will be involved in a breakout with the CCCCCO on integrating initiatives. EDAC will be called on to provide breakouts for the spring plenary as well.

#### V. Discussion items, with action as needed

##### a. EDAC Strategic Plan

A task group of EDAC committee members will meet on Monday, November 21 at Santa Rosa College from 1-4 to discuss next steps on the Strategic Plan. Committee members include Randy, Robin, Marty, Oliver, and Mandy

##### b. Research Proposal for Focus Groups

A task group of EDAC committee members will meet (tentatively) on Tuesday, November 15. The task group will consist of Randy, Marty, and Cleavon. The meeting is tentatively planned for Mt. San Antonio College.

##### c. February Regional Meeting on Diversity in Faculty Hiring

The group discussed topics and logistics for the regional meeting on Diversity in Faculty Hiring. The regional meetings will be on Friday, February 10 (Sacramento City College) and Saturday, February 11 (Southwestern College). Randy submits a draft of the agenda at the November 30 meeting, and a final approval at the January 6-7 Exec meeting. A draft of the agenda will be sent to EDAC as soon as possible in order to receive feedback for the November exec meeting. The meeting will focus on retaining and recruiting diverse faculty. List of potential topics includes:

- Tom Brown: cultural competency general discussion Calistoga
- Asian American faculty, what are the numbers, how does the ratios of divers faculty match student diversity (Mandy)?
- Case studies of how ethnic diversity in the classroom benefits student populations
- Different definitions of faculty diversity

- Recruiting faculty, developing a pipeline to encourage diverse faculty pool.
- AA to MA project, where are we statewide? Santa Rosa has a program on teaching fellows, faculty mentor sponsors a student to act as a TA to give insight into teaching-CCSF Grow your own program. Identifies students interested in teaching. College will pay some part of their tuition to complete the master's degree leading to a position.
- Disaggregating data regarding ethnic subgroups of faculty. What does the performance data say about students and faculty from the same ethnic background working together?
- Creating professional development opportunities to help adjunct faculty understand the processes for becoming full time (mentoring part-time faculty)
- Specific strategies for increasing cultural competency IQ in the classroom (professional development) follow-up session more of a discussion than general
- Campus wide events on diversity. Who is doing what? What are exemplary practices-flex activities. Faculty and student collaborations. Campus wide diversity celebrations. Cultural performances to bridge gaps introduce students to diversity. More and more days and events focused on specific ethnic groups. Miramar has had a "visibility day." Promoting awareness and acceptance of marginalized groups. Oliver is doing work on this with the Student Senate.
- Effective practices for equity planning (CCCCO)
- Complying with SB-967 Student safety/sexual assault-Title 9 CLERY act
- Potential panel on what's happening at various colleges to improve faculty diversity in hiring.

**d. Partnership with A<sup>2</sup>MEND - <http://a2mend.org/>**

The committee discussed the CFP for the A<sup>2</sup>MEND Conference. Randy encouraged committee members to reach out to colleagues or suggest presentation topics for the conference. Make sure to bring back your ideas to the November 28 meeting

**e. SB 967 Student Safety Sexual Assault (Resolution FA 14 07.04)**

SB 967 was discussed as a potential component of the regional meeting

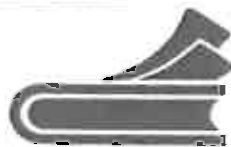
**f. Rostrum articles**

Next deadline, mid-November Randy wrote on article for October rostrum on AB 1995. Randy mentioned that Rostrum articles ideally come from the committees and we can look to the resolutions for possible article topics. Please let Randy know if you have an idea for an article.

**VI. Resolutions**

- 3.01 SP 2016 is part of the EDAC strategic plan. Strategic planning group should consider this when developing action steps.
- 3.01 SP 2014 Randy noted that the Exec did have a training at its August meeting. Other components of other resolution need addressing, specifically creating a cultural competency plan.
- 19.03 SP 16 It was recommended that the CCCCCO give a presentation on effective equity plans at the regional meeting.
- 13.05 SP 11 Completed. Randy will let the office know.
- 7.04 FA 14 This is a major issue for many and Marty told an anecdote of struggles his campus has had writing this policy. This could be addressed at the regional meeting.

**VII. Adjourned at 3:30 pm**



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee Minutes September 19, 2016 Conference Call

1. Agenda approval and note-taker assigned; Roll call  
*Agenda was approved. Cheryl took notes.*  
*Present: Cheryl Aschenbach, John Freitas, Matthew Jones, Vicki Maheu, Laura Manyweather, Jan Young, Madelyn Arballo*  
*Unable to attend: Grant Goold, Silvester Henderson, Donna Necke*
2. Introductions  
*Members introduced themselves and shared some of their experiences and interests related to noncredit.*
3. Important Dates and Information  
*Cheryl reviewed dates for upcoming ASCCC and ACCE events.*
  - Academic Academy – Oct 7-8, 2016 at Westin South Coast Plaza
  - Agenda Items due for Nov 2 Exec meeting – Oct 17, 2016
  - ACCE North Conference – Oct 21, 2016 @ Chancellor's Office (9:00-3:00)
  - Curriculum Regionals – Oct 21-22, 2016 TBD
  - MQ and Equivalency Regionals – Oct 28-29, 2016 TBD
  - Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - ACCE South Conference – Nov 10, 2016 @ North Orange School of Continuing Ed (9:00-3:00)
  - Formerly Incarcerated Student Regionals – Nov 18-19, 2016 TBD
  - \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 TBD
  - Common Assessment Regionals – Dec 9-10, 2016 TBD
  - Agenda Items due for January 6-7 Exec meeting
  - ACCE Statewide Conference – Feb 1-3, 2017 @ The Dana, Mission Bay
4. Committee Charge  
*The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities. <http://www.asccc.org/directory/noncredit-committee>*
5. Meeting Schedule for 2016-2017  
*The committee will meet 3:15-4:30pm via CCC Confer on the following dates: 10/17, 10/31, 12/5, 1/30, 2/27, 3/20, 4/24, and 5/15. Face-to-face meeting dates will be determined later.*
6. Committee Priorities (spreadsheet + other ideas)  
*The committee reviewed the priorities established by ASCCC Executive Committee. One item, S15 17.05 Establish Local Noncredit Liaison Position, was completed in 2015-2016. Another item regarding FON should have remained on the list from 2015-2016 since work was still being done. Two of the WFTF items, 3.h. and 10.b. will be worked on in collaboration with other groups. Item 12.b. can be best addressed through continued conversation about noncredit function, benefits, guidelines, and program examples. Additionally, Noncredit SSSP Implementation for 2017-2018 will need to be communicated to the body in Spring 2017 and an on-going effort to link noncredit faculty to the rest of campus, including consistent hiring processes, is necessary.*
7. Resolution Ideas for Fall Plenary  
*The new BS funding formula not serving noncredit could be a focus and may warrant a resolution.*
8. Fall Plenary Breakout: Noncredit Progress Indicators and Other Updates  
*Suggestion to frame indicators and updates within big picture – scorecard metric to show student improvement, AEBG accountability. Also include an update on professional development progress and efforts.*

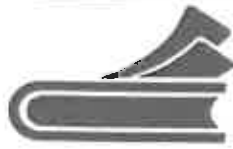
9. Other

*ACCE, ASCCC, CLP, IEPI and the Chancellor's Office need to collaborate to address noncredit professional development needs; recommended that ASCCC should take the lead. Cheryl will work with Madelyn to follow-up on this.*

10. Future Tasks / Agendas

11. Adjourn





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee Minutes

October 17, 2016 @ 3:15pm via Call Confer

1. Present: Cheryl Aschenbach (Chair), Donna Necke, Grant Goold, Jan Young, Laura Manyweather, Madelyn Arballo (ACCE)
2. Agenda approved
3. Important Dates and Information reviewed
  - a. ACCE North Conference – Oct 21, 2016 @ Chancellor's Office (9:00-3:00)
  - b. Curriculum Regionals – Oct 21-22, 2016 @ Skyline College / Mt. SAC
  - c. MQ and Equivalency Regionals – Oct 28-29, 2016 @ Woodland College /
  - d. Fall Plenary – Nov 3-5, 2016 at Westin South Coast Plaza
  - e. ACCE South Conference – Nov 10, 2016 @ North Orange School of Continuing Ed (9:00-3:00)
  - f. Formerly Incarcerated Student Regionals – Nov 18-19, 2016 TBD
  - g. \*Contextualized Teaching and Learning Regionals – Dec 2-3, 2016 @ Skyline / TBD
  - h. Agenda Items due for January 6-7 Exec meeting
  - i. ACCE Statewide Conference – Feb 1-3, 2017 @ The Dana, Mission Bay
4. ACCE update + Upcoming regional events (Madelyn, Jan)  
*The North drive-in meeting at the Chancellor's Office on 10/21 will be more of a Noncredit 101 while the South event on 11/10 at North Orange School of Continuing Ed will be more advanced. One topic under discussion is how to address CCCApply barriers.*
5. Plenary breakout – Jan will be at Plenary and will present with Cheryl
6. Plenary – resolutions  
*Donna Necke and Dana Miho at Mt. SAC worked on a resolution to increase awareness of the barriers created for noncredit students by requiring use of CCCApply online and address alternatives to continue serving noncredit students. Supported by Area A and Area C at the regional meetings last week. Committee members can advocate for the resolution by making sure colleagues know about it and encouraging their local Senate presidents or Plenary delegates to support it. Cheryl will see about sending info out on the noncredit list serve. Jan and Madelyn can use the ACCE network, while others can use discipline networks as well.*
7. Future meetings – preference CCC Confer or Zoom?  
*Cheryl posed the question whether the committee would like to continue to use Call Confer for meetings or change to Zoom. The committee agreed to stay with Call Confer because it has a toll free number; Zoom does not.*
8. Live meeting date – December?  
*The committee agreed to December 8 as a live meeting date. Jan volunteered Glendale College. Meeting will be at 10 or 10:30 – Cheryl will confirm once flight options from Sacramento are explored.*
9. Breakout ideas for Instructional Design & Innovation Institute (March 2017)  
*The committee was encouraged to consider presentation ideas for the IDI in March, and the share the opportunity to submit a presentation proposal with colleagues. It would be great to have a few colleges doing presentations to showcase what is being done in noncredit. The committee should also consider whether or not any presentations by the Noncredit Committee should be submitted.*
10. Spring Noncredit Curriculum Regionals

*The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities. <http://www.asccc.org/directory/noncredit-committee>*

Cheryl Aschenbach, Lassen College  
Grant Goold, American River College  
Matthew Jones, Bakersfield College  
Laura Manyweather, Santa Monica College  
Jan Young, Glendale College

John Freitas, LA City College  
Silvester Henderson, Los Medanos College  
Vicki Maheu, San Diego Continuing Ed  
Donna Necke, Mt. San Antonio College  
Madelyn Arballo, Mt. San Antonio College, ACCE Liaison

*There are regional events scheduled for March 31 & April 1 with an intended focus of curriculum and noncredit. ASCCC and ACCE will be having a conversation with IEPI, Career Ladders Project, and the Chancellor's Office on October 19 about putting together a collaborative noncredit event. Updates will continue as conversations continue and plans develop.*

**11. Noncredit Paper**

*Per resolution, our committee has been charged with writing a paper for adoption by the body at Spring Plenary 2017. Last year's committee worked on the outline, and Executive Committee provided initial feedback. It's time to start drafting our document. Cheryl will put the document online using Google docs or Dropbox in order to edit the document together. The following schedule needs to be kept in mind:*

- a. Submission to Exec by Jan 18 (for 2/3/17 meeting)*
- b. Revisions & Resubmission to Exec by Feb 15 (for 3/3/17 meeting)*
- c. Tentative adoption at Spring Plenary*

**12. Other**

*The committee needs to start considering guidelines for the use of noncredit as prerequisites or co-requisites to credit courses; CCC Curriculum Committee (5C – formerly SACC) is looking for our input. This will be on the agenda at the next meeting.*

*Laura shared that her college, as with many, has a need for more professional development related to noncredit to help faculty and administration understand what is possible, what is allowable, and how it all works.*

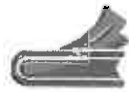
**13. Future Tasks / Agendas**

**14. Adjourn**

*The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities. <http://www.asccc.org/directory/noncredit-committee>*

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**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

Date: October 17, 2016

Time: 3:00pm to 4:00pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Sam Foster, Julie Adams, Eric Narveson, Eve Adler

Recorder: Eve Adler

| TOPIC   | DISCUSSION  | DISPOSITION   |
|---|---|---|
| I. Call to Order and Adoption of the Agenda   |   | Agenda adopted. Oct. 3, 2016 minutes approved   |
| II. Assigned Resolutions and Strong Workforce Recommendations   |   |   |
| i. Resolutions: 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16                              | Not discussed.  |   |
| ii. Strong Workforce recommendations: 13(a), 14(a), 14(e), 14(f)  | Not discussed.  |   |
| III. Fall regional meeting planning – October 28 (Woodland Community College) and 29 (Riverside City College) |   | Chancellor's Office representation will join the regional meetings on behalf of the Chancellor's Office to hear the presentations.              |
| a. Activity Planning – review of group activity prompts/ scenarios  | Eric will not be at North meeting.<br><br>Participants aren't expected to answer all the minimum equivalency prompts. | Sam and John will be at the North meeting.<br><br>Eric and John will do scenarios in the South<br><br>Eve will take the lead and kick off group |

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|  | <p>Although It would be good for participants to find MQs at ASCCC website, internet access may not be available. Therefore,</p> <p>Can we get a scenario about minimum qualifications from CTE?</p> <p>The needs Assessment Questionnaire will be edited to ask participants to choose top 4. Add a question asking participants what additional information would they like to see covered</p> | <p>discussion on Equivalency processes at the South meeting.</p> <p>There will be Q&amp;A panel with all of the committee members present including representatives from the Chancellor's office.</p> <p><b>ACTION:</b> The committee will print out 2 sets of 3 MQ scenarios. Roughly 10 minutes each.</p> <p><b>ACTION:</b> Eric will create a scenario on an Associates Equivalency.</p> <p>Let John know if there are additional guiding questions that you can think of.</p> <p>The primary question to report out will be #6: <i>"What are the overall strengths of the process being evaluated? Are there components of this equivalency process that would work well at your institution? Are there pitfalls that you believe should be avoided at your college?"</i></p> |
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|  |   | <b>ACTION:</b> John will email prompts to committee members   |
| b. Logistics   | Participants will sign in followed by a continental breakfast.<br><br>Eric, Julie, John and Eve will be in the South.   | Committee members should arrive at 8:30am.  |
| c. Next steps  |   | <b>ACTION:</b> Committee members need to register for regional meetings.<br><br>A reminder will be sent out this week that the registration deadline is Friday. |
| IV. ASCCC Inquiry/<br>Request for Services<br>Submission Protocols |   |   |
| a. Draft statement for web page                                    | ASCCC Policy on Requests for Information and ASCCC Policy on Requests for College Visits were reviewed.<br><br>These would be separate statements on the website. | <b>ACTION:</b> Both policies will be placed on the exec agenda.   |
| V. Fall plenary  |   |   |
| a. Resolutions   | There was discussion at the area meetings there was discussion about moving program approval to an annual process.<br><br>There was also discussion about MQ      | This was pulled from the consent agenda.<br><br>If people want to submit written testimony they should be forwarded to John and Julie.                          |

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|   | processes being placed on college websites.                  |  |
| b. Disciplines List Hearing                         |  |  |
| VI. Awards Deadlines                                |  | Check in binder for deadlines for awards   |
| a. Exemplary Programs                               | Applications due Nov. 8, 2016 selection due Dec. 1, 2016     |  |
| b. Hayward  | Applications due Dec. 23, 2016; selections due Jan. 20, 2017 |  |
| c. Diversity  | Applications due Feb. 3, 2017; selection due March 6, 2017.  |  |
| VII. Items for Future Agendas                       |  |  |
| a. Board of Governors Selection process             |  | Will have to look at how the interview process is conducted. Need to be approved by exec before January. |
| b. Disciplines List Revision Process update         |  |  |
| c. Future MQ and equivalency workshops with IEPI    | Will be discussed at the next executive committee meeting.   |  |
| d. Chancellor's liaisons to/ interaction with ASCCC |  |  |
| e. Publication Guidelines                           |  | <b>ACTION:</b> S & P committee will discuss publication guidelines at the next meeting.                  |

|                               |  |   |
|-------------------------------|--|---|
| VIII. Announcements           |  |   |
| a. Next meeting               |  |   |
| b. ASCCC Fall Plenary Session |  | November 3-5, Westin South Coast Plaza, Costa Mesa. |
| IX. Adjournment               |  | 4:00pm  |





BSAC Meeting – September 15, 2016  
CCC Confer

Present:

Madelyn Arballo (ACCE) and Cheryl Aschenbach (ASCCC), co-chairs  
Kelli Fowler (CIO)  
Deborah Harrington (3CSN)  
Ed Bush (CEO)  
Mario Rodriguez and Kirsten Corbin (CCCCO)

Focus of conversation was the new Student Success for Basic Skills (SSBS) Funding Formula

Concerns about language as it is:

A redesigned course (co-req for college level as an example) may not qualify as best practice (BSOT High Impact Practices). Does this fit under placement? (Prong 3)  
How are high impact practices going to be identified for noncredit courses? (Prong 3)  
Practices across a course or just sections? How to flag individual sections to determine FTES? (Prong 3)  
How to count other efforts related to basic skills but not in classes? (Prong 3)

The 50% calculation doesn't include noncredit, nor does BOGfw 25% calculation include noncredit.

For some noncredit students at lower levels, their educational goal is not transfer, so they will not end up at college level.

25% BOGw does not include noncredit students. Is there a workaround?

One workaround could be qualification for BOGw rather than receipt of BOGw. Right now no mechanism to apply for BOGw unless they do CCCApply. This metric may need to be collected – Promise programs need this info too.

Workaround: 25% on percentage of BOGfw credit students OR number of students in noncredit

50% completing

Workaround: subset formula that measured metrics for noncredit instead of college-level course completion. Consider alternate measure of completion or progression for noncredit. For noncredit, how can we measure progress: persistence, completion of certificates, completion of courses? These could be seen as successes as a workaround for the performance funding piece.

Consider course completion rate at the below college-level course in addition to 1-year and 2-year movement. Or consider completion of a certificate within 1 or 2 years CTE – success is a student completing a single course to improve employment skills.

Mario and Kirsten would like to run comparisons given different metrics.

College level versus transfer level

Beginning algebra is college level (1-below, degree applicable) at some colleges, which creates an advantage for funding prioritization.

If intent is to get students out of the basic skills trap, what alternatives do we have to promote and measure this?

Course success, enrollment in next course of sequence (with or without time frame), completion of college level (with time frame)

Point: has to be emphasis on getting students through the track faster since most of basic skills students enter 2 levels below college English and 3 levels below college math.

Run scenarios with data compared against the current \$18 million distributions rather than increased grants.

California Community College Curriculum Committee (5C) Meeting  
 October 20, 2016  
 CCC Chancellor's Office - Conference Room 601

**Meeting Minutes**

|                             |   |
|-----------------------------|---|
| Committee Members Present:  | ASCCC: Cheryl Aschenbach, Adrienne Foster, Nili Krischner, Craig Rutan, Tiffany Tran<br><br>CCCCIO: Leandra Martin<br><br>Liaisons: Kim Harrell (CCCAOE); Valentina Purcell (ACCE)<br><br>Chancellor's Office: Kirsten Corbin, Jackie Escajeda, Marilyn Perry, Pam Walker |
| Committee Members Absent:   | Kelly Fowler (CCCCIO), Ginni May (ASCCC), Robin Steinbeck (CCCCIO)  |
| Committee Members by Phone: |   |
| Guests:                     | Julie Bruno (ASCCC), Debra Jones (CCCCO), Lynn Shaw(CCCCO), Rachel Stamm (by phone: COCI)   |
| Chairs:                     | Dolores Davison and Virginia Guleff   |
| Meeting Location:           | Chancellor's Office   |

**Meeting called to order – 10am**

**Meeting summary** from 15 September 2016 approved as written.

**Constituent group reports:**

- ASCCC: Dolores Davison reported on upcoming ASCCC Curriculum, Formerly Incarcerated Students, and Minimum Qualifications/Equivalency regionals, and ASCCC Fall Plenary. Information about events can be found at [asccc.org](http://asccc.org)
- CIO: Annual conference is next week starting with Randy Lawson 411. The pre-conference institute will focus on an update regarding the COCI and the roll-out of the new PCAH One emphasis will be working with WFTF recommendations and strategic plan especially in regard to clarifying local curriculum processes and regional endorsement roles. The final session is "The Greatest Show on Earth" with the Chancellor's Office staff and ASCCC partners.
- CCCAOE: Handout provided via email. There were 568 people at AOE Conference earlier in October, with an increasing number of faculty. The spring conferences will be in Sacramento for the next 3 years (8-10 May 2017). CCCAOE Leadership Academy is in June. They are doing a lot of advocacy for CTE, and that has put CTE in a very good spot right now.
- ACCE: Handout provided. Two drive-in events coming: Oct 21 at Chancellor's Office at Nov 10 at North Orange School of Continuing Education. Some topics include integrated planning and how noncredit fits into it at local and state level, noncredit being included in IEPI goal indicators. SP has been approved, so now would like to collaborate with other stakeholders to recommend guidelines and how to documents for using SP.

**Workgroup reports**  
 Catalog Rights

Talked about the factors of speeding up curriculum and the potential impact on other areas. Conversation centered on identifying internal and external factors but more conversation is necessary. Internal factors to consider include frequency of submission of curriculum to boards, rolling catalog rights and impact on degree audit/student educational plans, and practice of producing catalog addendums. External factors being investigated for impact include submission of articulation to UC and CSUs, ACCJC catalog expectations and substantial change process, system-wide and intersystem articulation, and Veteran's Administrations requirements for catalogs. Virginia will share the rough notes and list of planned actions with everyone. Workgroup will be meeting again sometime mid-November.

#### Basic Skills

- A couple of pieces need to be examined: definition of what is and isn't basic skills. Currently Title 5 "non-degree applicable basic skills credit courses", so automatically anything degree applicable cannot be basic skills. Should degree applicability be the guide, or should levels below college or competency level? Competency level is important because of the difference between math competency and college levels. Changes could require Data Element Dictionary changes as well as Title 5 changes. The current basic skills allocation formula based on FTES is changing, and that emphasis will be lowering that emphasis a little, so now is a good time to explore a basic skills redefinition.
- There is also the question of whether ESL is basic skills or not. Some ESL faculty say no, but there are some ESL courses that prepare students for Freshman Composition. Those that are preparation should be coded differently than those that do not. CB21 was implemented incorrectly for ESL; only those courses intended for freshman composition were to be basic skills, but the CI requires CB21 for all ESL courses with an ESL TOP code. Supplemental courses in mathematics have a different TOP code than mathematics, but the same TOP code structure does not exist for English. Those courses are instead coded as basic skills which causes incorrect data reporting in the Basic Skills Tracker. This may be a TOP code addition or a technology coding (MIS) change. The workgroup wants to connect with ESL faculty to get a stronger sense of what ESL is in regards to basic skills. This will need to happen once the basic skills definition is established.
- If we stay with current basic skills structure, then we need to have Intermediate Algebra and one level below Freshman Comp changed in Title 5 to not be degree applicable so they can be included in basic skills.
- There is a need for a second set of TOP codes for noncredit courses serving students with disabilities. Existing TOP codes for these students are tied to basic skills in CB22. Kirsten's proposal is to add three new TOP codes: new ones to be basic skills because there are more currently coded as substantial disabilities (CB22: E) than basic skills. How long does it take to create a new TOP code? Kirsten was told a new TOP code is created within Academic Affairs, so 5C will work on a recommendation to create the new TOP codes for students with disabilities.
- This workgroup will meet again in November, date TBD.

#### 5C Curriculum Workgroup report

Dr. Pam Walker created the workgroup to look at curriculum processes. Membership includes some of 5C plus CEO reps and additional Chancellor's Office staff. The intention is to look at streamlining all curriculum processes and identifying ways to speed up approval of curriculum. There are different sections of the process to look at: local process through Board approval, Board approval through Chancellor's Office submission, and external processes including ACCJC, financial aid, and more. Background: In an effort to examine and come up with recommendations for the first process, the local

process, an external grant had been awarded to North Far North Consortium to pull stakeholders together. That group started looking at processes, first CTE-specifically then broadened to all curriculum, that led to convening of NFN curriculum chairs, curriculum deans, and other interested team members from local colleges. At that meeting, college teams were tasked with mapping out their processes while also looking at how much time on task it takes to approve curriculum and how much time is spent waiting between steps. Eight of ten colleges were able to move curriculum from submission to Board approval in less than three months. As a result of this process exploration and given that curriculum is the purview of the faculty, ASCCC is beginning to plan small-scale regional meetings to facilitate a similar process evaluation.

An authority chart is being developed to help identify what the authority is at the different points in the process. The central finding is that most of the authority established by Title 5 is local, regions have “recommendation” authority through title 5 which is based on assessing the need for a program, with some authority remaining at the Chancellor’s Office.

The workgroup met October 19 with Dr. Walker facilitating conversation around potential barriers across all parts of the process as well as looking at how we got to where we are in terms of the current level of Chancellor’s Office curriculum approval. Participants were encouraged to think outside the box and consider all possibilities, including much more responsibility for approval at the local level and less at the Chancellor’s Office. The conversation is on-going and two follow-up meetings have been scheduled for November 15 and December 14. The intention is to have recommendations for process updates by the end of the semester.

#### **PCAH and Submission Guidelines Update**

The submissions guidelines are a complete draft but need to be reviewed to determine if the document can be shortened since it’s approximately 300 pages. There is some interest in creating more visual 1-2 page documents that can be used more easily by the field. A group is meeting next week. Release date for guidelines and PCAH could be December to coincide with COCI release, but that is still to be determined.

#### **COCI Update**

Rachel Stamm provided updates. Resources have been added to the development efforts (additional developers) in order to speed it up as well as to split MIS data migration and user interface efforts. Coding of new course process is about 80-90% complete. Coding of new program process is 100% complete today. Steps, screens, and validations needed for new program submission are still under development. Programs will be completed before courses. Developers expect that coding for course screens and more will be similar to coding for program screens. Vendor Integration workgroup will be kicking off Monday 10/24. Two vendors are confirmed to participate, the webinar will be recorded, and a space in Basecamp will be utilized. There may be additional vendors in the future, which is why the materials are being retained in Basecamp. It’s important that it remain a vendor agnostic workgroup. Submissions cut-off date for the old system and the start of submissions in the new system will be dependent on amount of time needed to clear the queue in the old system because in-progress courses and programs cannot be part of the migration. The number of pilots will influence amount of time needed – specific dates are not determined yet. Seventeen colleges will be pilots, although more could be added once announced to CIOs. It was suggested that there be no more than 25 pilot colleges, and those colleges should have experienced curriculum specialists. There needs to be a check-in with those colleges expressing an interest in being pilots to ensure they’re ready to participate. It was also suggested that there be an advance date when new submissions cannot be made in order to have as little in progress as possible prior to migration.

### **CIP/SOC/TOP Codes Alignment Project update**

ASCCC is working with Centers for Excellence, RP Group, and West Ed to look at alignment of codes, specifically CTE program codes, to better ensure similar programs are compared. The first college to be reviewed is College of the Canyons. College will need to identify which programs to look at initially, identify which occupations the programs are intended to meet, and which SOC codes are being used. Centers of Excellence will look at that data and then convert to CIP codes. The question was asked whether the revised TOP to CIP crosswalk can be used? Jackie will provide it. The visiting teams will be a combination of a CTE Data Unlocked representative, a curriculum chair, and a Centers for Excellence representative. They will help local colleges with the codes and identify courses linked to programs. Colleges will also look at SAM coding – application to occupation. This project could involve changing TOP codes in the CI, which right now is a substantial change. Can a process be developed by December (maybe as late as spring) to help these substantial changes go through quickly at the Chancellor's Office? Jackie explained there needs to be some determination of what should be sub versus non-sub changes for programs. Another question that needs addressing is whether these changes will have any negative impact on students through federal agencies – for example, gainful employment, financial aid, and Veteran's. The goal is to get instructional documents finalized this fall through piloting, then work with clusters of colleges and a curriculum chair to get everything completed in spring. Each college must commit to paying the curriculum chair we're sending in, and most colleges are likely to use some of the \$50,000 everyone received for CTE Data Unlocked. Colleges also should be reminded that support for the CTE faculty involved in the conversations on their campuses may also be necessary.

### **Area of Emphasis Degrees**

The original request from the field was for guidance about how many electives should be allowed/included in the local university studies/area of emphasis degrees. Sending a survey to CIOs may be helpful to gather information initially and determine the scope of the problem. There was also a question about which units could be double counted (similar to double-counting with ADTs). A workgroup will look at this? Or is it going to ASCCC curriculum??

### **ASCCC Resolutions and Prioritizations**

Most of the resolutions are being addressed through the committee's work or are being worked on in workgroups. We'll continue to monitor progress on the ASCCC resolutions assigned to 5C. The ASCCC Curriculum Committee is working on a course outline of record paper and a discussion of major prep.

### **Short Term Vocational Public Safety Courses**

Kirsten Corbin is hoping to get approval for a change to TOP codes in order to send out a single advisory to the field that includes guidance on short term vocational public safety courses. It will come to 5C prior to distribution to the field.

### **Collaborative Programs**

Previously referred to as conjoint programs, collaborative programs are programs shared between two or more colleges or districts. For these programs, an MOU must exist that defines roles for all involved, including specifying which college gets credit for which students. Kim Schenk and Jackie have met, and Kim is developing a document that Jackie needs to review further. An update will be provided at the next meeting, and the result will either be an advisory or inclusion in the PCAH submission guidelines.

### **Program Substantial versus Non-Substantial Changes**

This was looked at for courses, and now it's time to look at for programs. Given the little time left in the meeting, this item will be held until the November meeting. We may also look at courses. Tiffany agreed to bring a list of the items UCs consider substantial and require resubmission of course outlines.

### **Chancellor's Office Updates**

**C-ID:** Raul Arumbula is the Chancellor's Office lead for both SB440 and C-ID now. An RFP is being worked on solicit a college to handle the C-ID grant.

**Baccalaureate Degrees:** Ten colleges started in the spring; they had 206 student enrollments. Oct 13-14 was a symposium. Nov 1 will be a hearing called by Senator Marty Block in San Diego. The focus of the hearing isn't clear yet, but he may be looking for someone in the legislature to champion expansion of the baccalaureate degrees.

**Curriculum Specialist List Serve:** a two-way list serve has now been created for the curriculum specialists to network and interact. This will be publicized at curriculum regionals.

**Stand Alone Courses:** a memo is going out the field that specifies that CIO certification is needed for the following proposals: non-substantial changes to existing courses, substantial changes to existing courses, standalone proposals, and new course proposals to existing credit programs. Certification will be due by July 31 each year.

**Approval Process/Inventory:** a handout noting the number of items in the queue was provided via email prior to the meeting.

**Credit/Community Service Class Guidelines/Comingling:** this will be updated at the next meeting. It may need a workgroup to discuss items that arose in the legal review.

**Dual Enrollment:** presentations were held as a post-RP conference breakout and a breakout at the ASCCC Academic Academy. The toolkit continues to be improved. Concerns have been expressed about FTES chasing with dual enrollment.

**Military Education/Credit for Prior Learning:** on hold until Chantee is back in the office. Jory Hadsell will continue to be involved with CPL even as he assumes his new role as OEI Executive Director in December. There is a lot of interest in what can be done. The Chancellor's Office's goal is to have an advisory regarding processes for evaluating credit for prior learning by the end of the academic year, and that can be covered at the 2017 Curriculum Institute.

**Adult Education (Debi Jones)** – an RFA for technical assistance is out. November 1-2 is a summit in Sacramento about moving the adult education needle, and recognition of the completion of one year of services. Best practices will be highlighted. Center for Law and Social Policy (CLASP) has been evaluating the program, and their results will be presented. Efforts are underway to further engage the field around 5 areas agreed to between CCC and Dept. of Education: policy & governance, fiscal, professional development, communications, and data & accountability. Additional conversations about pathways are happening and will have impact in the future.

### **Announcements**

- AB1985: it has not been assigned to 5C by ASCCC, but instead has been assigned to Ed Policies and possibly Transfer, Articulation, and Student Success.
- Co-chairs will explore the use of an action log to track actions and activities in progress.

Next meeting is Thursday, November 10 at the Chancellor's Office.







CALIFORNIA COMMUNITY COLLEGES  
CHIEF STUDENT SERVICES  
ADMINISTRATORS ASSOCIATION

**CSSO EXECUTIVE BOARD MEETING**  
**OCTOBER 28, 2016**  
**8:00-9:30AM**  
**CCC CONFER**

| Agenda Item  | Summary   |  |
|--|---|--|
| In attendance:                                     | Fontanilla<br>Lopez<br>Pierson<br>Moberg<br><br>Dorsey-Robinson<br><br>Rodriquez<br><br>Suarez<br>De Haro | Linda<br>Kim<br>Karen<br>Kathleen<br><br>Sylvia<br><br>Teresita<br><br>Angelica<br>Oscar |
| Not present:                                       | Cobian<br>Green<br><br>Dadabhoy   | Oscar<br>Monica<br><br>Zav   |
| Welcome by<br>President, Sylvia<br>Dorsey-Robinson | Overview of agenda for today: Our main focus is putting the pieces in place for the conference            |  |
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| MAP update, | Updates tables until the next meeting  |
| Conference  | <p><b>Sponsors:</b><br/> We have received a sponsorship for \$5K from Innovative Educators<br/> We need to finish rounding out sponsorship packages; we have</p> <p>Platinum Sponsorship: \$10,000</p> <ul style="list-style-type: none"> <li>•booth/table</li> <li>•5 minute comments and welcome at opening session</li> <li>•invited presentation at conference in partnership with a CCC</li> <li>•full-page ad in conference brochure</li> <li>•inclusion in listing as "poster session" during a break</li> <li>•offer to include separate break-out session as "consultation-session" during conference</li> <li>•offer to organize/invite smaller groups of CSSOs to dinner session hosted by sponsor</li> </ul> <p>Gold Sponsorship: \$5,000</p> <ul style="list-style-type: none"> <li>•A reduced set of options from above</li> </ul> <p>Silver Sponsorship: 2,500</p> <ul style="list-style-type: none"> <li>•A limited set of options from above...</li> </ul> <p>Bronze: Donation( added at today's meeting)<br/> A reduced set of options from above</p> <p>Kim needs a list of possible sponsors<br/> Linda has a commitment from her president for \$1000.<br/> Other reps will ask their presidents for similar donations.<br/> Email was discussed but it was decided that each representative would ask their presidents in whichever way seemed best to them.<br/> Action Item: Jolie: Send sponsor confirmation letter to all region reps.</p> <p>Logo: We are working with Melinda Wilhelm to develop a conference logo and program. We have agreed to pay her the quoted fee of \$1240, representing 20 hours of work. She is authorized to provide copy for up to 12 pages. Deadline Nov. 4 for the logo design.<br/> Action Item: Jolie: Get Printing Deadlines and communicate to the board</p> <p>Speakers/Presenters<br/> Our keynote and session speakers were discussed.<br/> Action Item: Linda: Contact David Bugay to present at Dean to CSSO Pre conference training session. Bob Bemucci (SP) will be contacted for a key note after luncheon on Thursday.</p> |

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|              | <p>Action Item: Sylvia: Contact Eloy Ortiz to see if he could present as the morning key note speaker on Thursday</p> <p>Action Item: Angelica: Francisco Rodriguez will be contacted for the key note on Friday morning.</p> <p>It was suggested to have certificates available for those attending the training sessions.</p> <p>Action item: Angelica will contact PPL for the CSSO-CEO Training session. They did it for free last year but not sure about this time. We may have to add to budget.</p> <p>Action item: Jolie: Get \$50 gift cards for presenters</p> <p>Break out sessions 9 and 10 were incorporated into other sessions.</p> <p>Sylvia will revise agenda and post on basecamp.</p> <p>Regional Meetings:</p> <p>It was decided to move the time for the regional meetings from 1:45 to 10:45 as many leave after lunch.</p> <p>Closing will be at 1:30 instead of 3:00pm</p> <p>Hotel:</p> <p>We have a challenge with our location as it is a very busy month in Sacramento. It was discussed that we could request 4 break out rooms, plus keep the exec. Board room for the Chancellors office and have one break out session in the general sessions room. We will resend our RFP to outlying Sacramento hotels in hope of finding a space for our conference. The RFP will also be sent to other Northern California Locations , that are near airports, to give the board more options. The goal is to find and book a hotel by November 11. We want to open registration at this time. Registration will be on our website; either the IT team or John Mauceri or a combination will set it up.</p> |
| June Meeting | <p>.Our June Meeting is set for June 21 and June 22 and will be held in Southern California. An RFP will be prepared within the next 2 weeks using our September meeting as a guide.</p>   |
| ASCCC        | <p>Adrienne requested our input on resolutions going before the State Senate. She will send out a list of these, highlighting the most important ones, through the listserve.</p>  |

|                              |  |
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| Senate                       | Rhonda gave a report on the status of the Integrated Plan for SSSP and Equity. The team will be getting started to review the plan and want to have a report ready by February. Some allocations were dropped and negatively impacted 5 colleges. She will review with Pam on Monday. Linda noted that some colleges are already doing work on creating a Plan Template and it might be a good idea to reach out to them for assistance. Rhonda will do this via the list serve for both CSSO and CIO's. |
| Insurance                    | A proposal have been received from AON for general coverage as well as D&O insurance. The Finance Team will review and report at our next meeting.<br>Action Item: Jolie: Send proposal to Zav , Teresita and Angelica   |
|                              |  |
| Meeting adjourned<br>9:22am  | Next Board Meeting: November 18, 2016 8-10am   |
| Ex-officio, Jolie<br>Pollard |  |

**C-ID Advisory Committee Minutes (Final)**  
**May 10, 2016**  
**Academic Senate Office – 2<sup>nd</sup> Floor Conference Room**  
**One Capitol Mall, Sacramento, CA**  
**11:30 am – 3:30 pm**

*In Attendance:*

Deanna Abma, Articulation Officer, City College of San Francisco  
Julie Adams, Executive Director, ASCCC  
Kyle Burch, Articulation Officer, CSU East Bay  
Robert Cabral, C-ID CTE Director, Oxnard College  
Jackie Escajeda, Dean of Curriculum and Instruction, CCCCCO  
Grant Goold, Emergency Medical Services Faculty, American River College  
Mary Legner, Mathematics Faculty, Riverside City College  
Joumana McGowan, Executive Dean of Instructional Services, Mt. San Antonio College  
Juliette Parker, Articulation Officer, San Diego Mesa College  
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC, Santiago Canyon College  
Erik Shearer, C-ID Advisory Chair, Napa Valley College  
Barbara Swerkes, Consultant, CSU System Office  
Mark VanSelst, Psychology Faculty, San Jose State University

*Via Telephone:*

Barry Pasternack, Business Faculty, CSU Fullerton  
Nancy Purcille, Transfer Articulation Coordinator, University of California - Office of the President

*Guests:*

Rachel Stamm, California Community Colleges Technology Center

*Staff:*

Krystinne Mica, Associate Director, ASCCC  
Miguel Rother, Administrative Assistant, ASCCC

- I. **Announcements and Approval of the Agenda**  
By consensus, the agenda was approved as presented.
  
- II. **Approval of February Meeting Minutes (a. I)**  
Typographical errors were corrected. By consensus the meeting minutes were approved as corrected.

### **III. General Updates**

#### **A. Discipline Input Group (DIG) – April Meetings**

Mica provided an update regarding the Discipline Input Group (DIG) meetings which took place in April 2016. 70 Career Technical Education (CTE) faculty attended the meetings held on April 2 and April 8. A total of 31 descriptors and four Model Curricula (MC) were developed during the meetings by disciplines including: Real Estate, Paralegal Studies, Environmental Control Technology, Energy Systems Technology and Maintenance, Water and Wastewater Technology, and Machining and Machine Tools. Faculty Discipline Review Groups (FDRG) are currently being formed to discuss drafting the descriptors and MC produced during the meetings.

Law and Public Policy Area of Emphasis (AOE) DIG meetings were held on April 2 and April 30. 70 CCC and 13 CSU faculty attended from disciplines including: Communication Studies, Political Science, Criminal Justice Studies, and Philosophy. As a result of the meetings there is now a proposed AOE Transfer Model Curriculum (TMC) based on the existing Law and Public Policy Pathway as well as three descriptors to be drafted by the FDRG once it is formed.

#### **B. General Disciplines Update**

Mica gave an overview on the current status of the 5-year review process. 10 disciplines have begun the process this year and nine disciplines are set to start in the fall. The Faculty Discipline Review Group (FDRG) for each of the disciplines beginning their review met to discuss possible changes to their discipline's TMC. The disciplines undergoing this process include: Administration of Justice, Computer Science, Early Childhood Education, Geology, Kinesiology, Studio Arts, Theatre, History, Mathematics, and Physics. Any significant changes the FDRGs propose to their discipline's TMC or descriptors, will be posted to the C-ID website.

#### **C. Math Stats Prerequisite Update**

Shearer updated the group on the recent developments surrounding the Math 110 descriptor. The Math FDRG opened the Math 110 descriptor for a 30 day statewide review in February. As a result of this 30 day review the FDRG revised the content and objectives sections of the Math 110 descriptor to clarify certain components and allow more flexibility in how colleges ensure that courses submitted for this C-ID designation retain the broad scope of a general, introductory course in statistics. Furthermore, the FDRG recommended that the prerequisite listed on the descriptor be changed from "Intermediate Algebra" to state "eligibility for college-level mathematics as determined by college assessment or other appropriate methods". Finally, the Math FDRG decided to suspend development of C-ID MATH 111. Though these changes do not require re-submission of courses for continued C-ID

designation, the Math FDRG considered them significant enough to warrant an additional 30 day review period in April.

Simultaneous to the latest 30 day review period of Math 110, C-ID determined there are currently 14 disciplines with TMCs containing the Math 110 descriptor. The FDRG for each of the 14 disciplines has been contacted and asked to assess any affects the proposed changes to C-ID Math 110 may have on their discipline's TMC. The Math FDRG will be convened to review all of the materials and information gathered and decide the course of action regarding the Math 110 descriptor.

**ACTION:**

This item will be placed on the next meeting agenda.

**IV. Course Review Process and ADT/CTE**

Shearer gave an overview of an issue with the course review process, in which C-ID is experiencing difficulty recruiting course outline of record evaluators (COREs) for certain disciplines. As a result, course outline of record (CORs) from these disciplines submitted for C-ID designation, are sitting in the system awaiting review. This is problematic for colleges with Associate Degree for Transfer (AD-Ts) which contain these CORs, as the CORs lack C-ID designation and the colleges are unable to attain Chancellor's Office approval of the AD-T. The group discussed the possibility of creating a process that could be used in instances where COREs are unavailable for a discipline.

**ACTION:**

This item will be placed on the next meeting agenda.

**V. C-ID Curriculum Development Team (a. II)**

Shearer announced that he will be stepping down as the C-ID Curriculum Director at the end of the 2015 – 2016 academic year. Adams gave an overview of the attachment, which stated that the ASCCC has been assessing the growing needs of C-ID as it has continued to expand into new areas such as basic skills and career technical education (CTE). As a result of this assessment, C-ID will be forming a new team of faculty to oversee specific areas of curriculum and the review process. The new C-ID Curriculum Development Team will be comprised of three members to oversee the areas of transfer, review and process, and CTE.

**VI. TOP Codes in Descriptors**

Adams provided a background on the challenges that colleges encounter due to Taxonomy of Programs (TOP) Codes not aligning properly with CTE course data. The group discussed the necessity that this data align in order for colleges to accurately inform their CTE programs of student outcomes and labor market conditions, as well as ensure federal funding is available for their CTE programs. C-ID will be working in conjunction with the Academic Senate for California

Community Colleges (ASCCC) and the (CCCCO), to analyze whether C-ID can be utilized to align the TOP codes to CTE courses.

## **VII. C-ID Technology (a. III)**

### **A. C-ID Technology**

Rachel Stamm of the California Community Colleges Technology Center (CCCTC) provided a presentation regarding the development status of C-ID 2.0. The CCCTC completed a draft assessment of the minimally viable product (MVP) for a release of C-ID 2.0. This assessment forecasted a completion date late in 2017 and was deemed unacceptable. CCCTC has since taken corrective actions to produce a reliable estimate and begin documentation and review of C-ID 1.0. The technology center has brought on a full time senior developer to serve as the C-ID 2.0 development lead who is currently working to provide a new MVP assessment while the CCCTC team works to document the current system and design the new C-ID 2.0 platform. C-ID 2.0 is being designed with several new features in mind including security, speed, ease of use, as well as the ability to scale up while allowing for integration with other systems as C-ID grows.

#### **ACTION:**

This item will be placed on the agenda at the next meeting. The CCCTC will post monthly updates on the Education Planning Initiative (EPI) website.

### **B. Textbook only resubmits – policy**

Mica provided an overview of the proposed policy regarding textbook only resubmissions. Colleges are currently required to resubmit their COR for a full review if the textbook does not meet the C-ID seven year publishing date requirement. In order to help refine the review process and alleviate some of the backlog in reviews, this policy proposes that in the instance of a textbook only edit, these CORs should be expedited through the review process. The group discussed possible ways that a textbook only resubmit could receive an expedited review. Textbook only resubmissions will be returned to the primary reviewer for expedited approval.

## **VIII. Processes and Policies (a. IV, V, VI)**

### **A. Approval for:**

#### **1. Process for Overruling Primary Reviewer (a. IV)**

Shearer advised the group that the title of the document had been updated to state "Process for Reassessing the Final Determination of a Primary Reviewer". The group agreed that C-ID should move forward with implementing this policy.

#### **ACTION:**

Motion to adopt a. V. (Cabral, Goold MSC)



2. **Policy on Lowering Status on a Previously Approved COR (a. V)**  
A typographical error was found in section I of the document. The group agreed that the implementation of this process should proceed.

**ACTION:**

Motion to adopt a. V with corrections. (Cabral, Goold MSC)

3. **CORE Removal Process (a. VI)**  
Shearer informed the group of an addition to section III. Removal Process, which included criteria for the removal of a CSU CORE.

**ACTION:**

Motion to adopt a. VI with corrections. (Cabral, Goold MSC)

**B. Creation of Non-credit Descriptors (a. VII)**

Rutan gave a synopsis of the attachment titled Noncredit Courses and C-ID Designations. The creation of the Career Development and College Preparation (CDCP) program has encouraged colleges to consider noncredit courses as a means of providing instruction in the areas of basic skills and CTE. In order to allow colleges to use noncredit courses that align with C-ID descriptors in basic skills and CTE, this document suggests that the following modifications be made: removal of the minimum number of units, prerequisites contain a placement option, and the review of these descriptors be assigned to CCC faculty only.

**ACTION:**

The committee will review the document and this item will be placed on the next meeting agenda.

**C. Documentation of Descriptor Vetting Process**

The group discussed the documentation and storage of the descriptor vetting process data. The committee agreed that retaining data from the descriptor development process is necessary for transparency and C-ID should archive all data collected. The group discussed the details surrounding the storage of the data, as well as publishing the data in an effort to enhance the transparency of the vetting process. A concern was raised with regard to the publishing of data which could divulge individual faculty member's information. The group discussed protecting faculty anonymity by creating and implementing a descriptor checklist, similar to the TMC checklist currently used to summarize TMC vetting.

**ACTION:**

Mica will create a descriptor vetting summary checklist. All data collected during the descriptor development process will be archived.

**D. CCC FDRG and Number of Faculty Appointed**

Mica provided a background regarding disciplines which lack sufficient faculty interest in serving on the FDRG. These disciplines are at risk of remaining unable to finalize descriptors due to an incomplete FDRG. The committee discussed the question of allowing FDRGs, containing CCC faculty only, to begin work with fewer members while recruitment efforts continue. The group expressed the importance of requiring a complete FDRG for the finalization of any descriptors in order to maintain the integrity of work completed by C-ID.

**E. FDRG Term Limits**

The group revisited the discussion of implementing FDRG member term limits. A suggestion was made to create a policy which would open the position of FDRG lead for renewal after a set term limit, in order to allow other interested faculty the opportunity to participate.

**ACTION:**

This item will be placed on the next meeting agenda.

**IX. Textbook Policy and use of Online Publishers**

**A. Open Educational Resources**

Rutan provided background on a formal request C-ID recently received from the Open Educational Resources (OERs) Council. The OER Council requested that OER materials be included as suggested textbook materials on C-ID descriptors. Rutan noted that currently C-ID descriptors contain only suggested text and FDRGs are able to include any materials which they feel are appropriate for their discipline. Therefore, while the FDRG is not required to include specific materials on the descriptor, the FDRGs already have the ability to include OER materials if they deem the materials appropriate. The group discussed the possibility of encouraging FDRGs to consider inclusion of OERs during the descriptor development, and 5 year review processes.

**ACTION:**

This item will be placed on the next meeting agenda.

**X. Conditional Approval Deadline**

Shearer provided an overview of the conditional approval deadline proposal. Currently if a college receives a conditional approval determination for a COR submission, the college has one year from the date of determination to resubmit.

Since colleges have many COR submissions to C-ID, tracking the deadline dates to resubmit has proven difficult. The conditional approval deadline proposes that C-ID use set dates as deadlines for all resubmissions. The group agreed that this proposal would be very advantageous and that February 1<sup>st</sup> and September 1<sup>st</sup> should be set as the deadline dates for resubmission.

**ACTION:**

Motion to adopt. (Goold, Swerkes) MSC.

**XI. Workforce Taskforce (WTF) Implementation (a. VIII)**

Adams provided an overview of the attachment, which outlines several of the 25 WTF recommendations. The ASCCC and C-ID will be working with one another on developing and implementing the recommendations. Any changes implemented will be CTE related and will not change the current C-ID process. Additional information will be provided during the next C-ID Advisory Committee meeting.

**XII. Future Agenda Items and next meeting time/place**

- Workforce Taskforce Implementation (Adams)
- Creation of Non-credit descriptors (Rutan)
- Strategy to increase faculty participation (Goold)
- Formal review process for the structure of C-ID (Shearer)
- Ongoing roles of Articulation Officers in the C-ID process (Parker)
- CTE descriptor review process duration (2- vs 5- year review cycle) (Rutan)

**XIII. Adjournment**

Respectfully submitted by,  
Miguel Rother  
Administrative Assistant



**Intersegmental Curriculum Group (ICW) Minutes (Final)**  
**Academic Senate Office - 2<sup>nd</sup> Floor Conference Room**  
**One Capitol Mall, Sacramento, CA**  
**May 26, 2016**  
**10:00 am – 3:00 pm**

*In Attendance:*

Deanna Abma, Articulation Officer, City College of San Francisco  
Julie Adams, Executive Director, ASCCC  
Raul Arambula, Specialist, Curriculum and Instruction, CCC Chancellor's Office  
Kevin Baaske, Communication Studies Faculty, CSU Los Angeles  
Julie Bruno, President Elect, ASCCC/Sierra College  
Kyle Burch, Articulation Officer, CSU East Bay  
Dawn Digrius, Senior Project Manager, CSU Stem Collaborative, CSU Office of the Chancellor  
Jackie Escajeda, Dean of Curriculum and Instruction, CCC Chancellor's Office  
Mary Legner, Mathematics Faculty, Riverside City College  
James Locascio, Engineering Faculty, California Polytechnic State University  
Ken Nishita, Psychology Faculty, CSU Monterey Bay  
Ken O'Donnell, Senior Director Student Engagement & Academic Initiative & Partnership, CSU Office of the Chancellor  
James Postma, Consultant, CSU Office of the Chancellor  
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC/Santiago Canyon College  
Erik Shearer, C-ID Curriculum Director, Napa Valley College  
John Stanskas, Vice President Elect, ASCCC/San Bernardino Valley College  
Barbara Swerkes, Consultant, CSU System Office  
Mary K. Turner, CCCCIO Representative, Sacramento City College

*Staff:*

Krystinne Mica, Associate Director, ASCCC  
Miguel Rother, Administrative Assistant, ASCCC

- I. **Announcement and Approval of the Agenda**  
Agenda was approved by consensus.
- II. **Approval of the Minutes (a. I)**  
By consensus the minutes were adopted.
- III. **General Updates**
  - A. **C-ID Advisory Committee Update**
    - C-ID Curriculum Directors Team (a. II)**  
Mica informed the group that C-ID Curriculum Director, Erik Shearer, will be stepping down as the 2015-2016 academic year comes to a close.  
Mica provided an overview of the attachment which states that the

ASCCC assessed the growing needs of C-ID as it continues to expand into new areas such as basic skills and career technical education (CTE). As a result of this assessment, C-ID is forming a new C-ID Curriculum Development Team to oversee specific areas of curriculum and the review process. The current C-ID CTE Director will oversee the area of CTE for the team and C-ID will be recruiting two additional members to oversee the areas of transfer, and the review process.

**ACTION:**

This item will be placed on the next meeting agenda for an update.

**B. Update on AOE DIGS (a. III)**

Shearer updated the committee regarding the recent Law and Public Policy Area of Emphasis (AOE) DIG meetings held on April 2 and April 30. 70 CCC and 13 CSU faculty attended from disciplines including: Communication Studies, Political Science, Criminal Justice Studies, and Philosophy. As a result of the meetings, the proposed name going forward is *Public Policy, Law, and Society*. There is a proposal to create an AOE Transfer Model Curriculum (TMC) based on the existing Law and Public Policy Pathway, along with three descriptors to be drafted by the FDRG once it is formed.

Revisiting their discussion on creating a fourth AOE, members expressed the importance that an understanding, in relation to the direction and development of the fourth AOE, is reached. Shearer informed the group of the research recently conducted on the possible creation of a STEM AOE. The research indicated that although STEM looks promising for the creation of an AOE, there are currently TMCs in this area which the AOE may conflict with. The group agreed that the impact of creating a STEM AOE will need to be determined before a decision can be made. It was suggested that the previous document drafted for research on a STEM AOE, be revised for further research and distributed to CSU faculty in order to gauge the viability of moving forward with a STEM AOE.

**ACTION:**

This item will be placed on the next meeting agenda. Shearer will revise the research document and forward to O'Donnell for CSU input.

**IV. Membership of CSU for C-ID Advisory Committee**

The group discussed possible changes in CSU membership of the C-ID Advisory Committee for the upcoming 2016-2017 academic year. Baaske stated that the Academic Senate for California State Universities (ASCSU) recently held elections and any changes involving the CSU representatives would be discussed at the upcoming ASCSU Executive Committee meeting. Baaske will update this committee on any changes discussed by the ASCSU Executive Committee.

A question was raised in relation to the C-ID Curriculum Development team and which member will replace the C-ID Curriculum Director as the C-ID representative on the ICW committee. Bruno advised the group that the composition and number of representatives will not change. However, it is yet to be determined which Curriculum Development Team member will fill this role. Bruno will update the group at the next meeting once a decision is made.

**ACTION:**

This item will be included on the next meeting agenda.

**V. Transfer Model Curriculum**

**A. Math 110 Implications for ADTs**

Shearer discussed recent developments relating to C-ID Math 110. The Math FDRG opened the Math 110 descriptor for a 30 day statewide review in February. As a result of this 30 day review, the Math FDRG revised the content and objectives of C-ID Math 110 to clarify certain components and allow more flexibility with respect to how colleges ensure that courses submitted for this C-ID designation retain the broad scope of a general, introductory course in statistics. Furthermore, the FDRG recommended that the prerequisite listed on the descriptor be changed from "Intermediate Algebra" to state "eligibility for college-level mathematics as determined by college assessment or other appropriate methods". Finally, the Math FDRG decided to suspend development of C-ID MATH 111. While these changes would not require re-submission of courses for continued C-ID designation, they are significant, therefore the Math FDRG conducted an additional 30 day review period in April.

Simultaneous to the latest 30 day review period of Math 110, C-ID determined there are currently 14 disciplines with TMCs containing the Math 110 descriptor. The FDRG for each of the 14 disciplines was contacted in order to assess any affects the proposed changes to C-ID Math 110 may have on their discipline's TMC. The Math FDRG will be convened to review all of the materials and information gathered and decide the course of action for C-ID Math 110.

A discussion occurred unrelated to the agenda item. O'Donnell informed the group of a topic which is being discussed by both CSU and CCC faculty with respect to creating a minor with a sustainability focus. The goal is to create a minor that will work across multiple CSU campuses while satisfying GE breadth requirements. The group discussed how a minor in this area would affect C-ID with respect to the creation of descriptors for sustainability courses.

**ACTION:**

This item will be included on the next meeting agenda.

## **VI. High-unit Degrees**

Rutan gave a background on challenges pertaining to AD-T compliance, which some California Community Colleges (CCCs) are experiencing. In certain transfer disciplines, many colleges are unable to offer an AD-T aligned to a TMC, due to the 120 unit maximum outlined in SB 440. CCCs have found that the restriction would hinder their ability to ensure students are properly prepared for upper-level college coursework in these disciplines. Many colleges will soon be out of compliance with SB 440 once the September 2016 deadline passes and they are still unable to offer an AD-T in these disciplines. The group discussed beginning the 5-year review early for these disciplines in order for FDRGs to evaluate the functionality of the TMC for their discipline.

## **VII. Model Curriculum**

### **A. Model Curriculum FAQ Document (a. IV)**

Rutan gave a brief synopsis of the attachment. Since there was some confusion surrounding Intersegmental Model Curriculum (ISMC) with regard to the differences between Model Curriculum (MC) and TMCs, this document was drafted in order to provide answers to the most common questions. It is noted that this document is currently in draft form and will be subject to change.

#### **ACTION:**

The group will take the document for review. This item will be placed on the next meeting agenda.

### **B. Engineering FDRG Recommendations**

Locascio gave an overview of the attachment that outlined recommendations and motions made by the California Engineering Liaison Council (ELC) and Engineering FDRG. Based on motions recently passed by the ELC, the Engineering FDRG recommended that the same benefits, including the guarantees of admission students receive when earning an AD-T, should be granted to students completing degrees in an inter-segmentally approved model curriculum. The group agreed that these recommendations are beneficial to students and discussed moving forward with research surrounding the details of creating such policy changes. It was noted that changes should remain discipline specific and grant students earning either an associate degree or MC certificate aligned with an AD-T the highest possible admission priority.

#### **ACTION:**

Motion to move forward with the investigation and development of policies based around guarantees associated with degrees and certificates aligned with ISMC. This item is to be placed on the next meeting agenda. (Swerkes, Postma, MSC)



**VIII. Integrated Courses of Study for College Freshmen and Sophomores (O'Donnell) (a. V)**

O'Donnell presented the attachment to the group for consideration. The document outlines a project which plans to create three demonstration sites which will implement lower-division integrated curricular reform. The objective is to reduce attrition at critical transfer points and close student achievement gaps during freshman and sophomore years. O'Donnell stated that there are two upcoming meetings at which this topic is to be discussed and that the ICW Committee will be apprised of any future developments.

**IX. Campaign for College Opportunity Report (a.VI)**

Rutan gave an overview of the attachment; a publication which portrays ICW's work completed since the passage of SB 1440 in a distorted context by citing data which does not encompass the entirety of C-IDs progress. The group discussed the need to attain accurate data, on AD-Ts in particular, in order to prevent inaccurate or incomplete information from influencing similar publications in the future.

**X. Reports**

**A. Senate Updates**

Bruno provided an update on the Academic Senate for California Community Colleges (ASCCC). The ASCCC recently held their annual Plenary Session in Sacramento, CA. The event was organized in collaboration with colleagues from the CCC Chief Instructional Officers (CCCCIO), CCC Association for Occupational Education (CCCAOE), and the CCC Chief Student Services Officers Administrators Association (CCCCSSAA). ASCCC elections were held at the event; new ASCCC Executive Committee elected officers will begin their terms in June.

Recent legislation brought forth many new projects and the ASCCC is working on integrating into current policy. The most active of which is the development and implementation of recommendations set forth in the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy (WTFE). Additionally, the ASCCC is monitoring and actively opposing legislation that will require CCCs to set the Advanced Placement (AP) rate at three.

Baaske provided an update for the Academic Senate for California State Universities (ASCSU). Due to the Governor's Revised Budget Summary which ties CSU funding to graduation rates, the ASCSU discussed national averages relating to first time students who graduate within four years of enrollment. Furthermore, the ASCSU and CSU Chancellor's Office are considering setting new student success targets and working to close any achievement gap among Pell eligible students.

The ASCSU is exploring options on how to resolve recent issues, on the CSU requirement of a grade of C or better in the golden four. Some CSUs found

ambiguity in this requirement and were accepting a grade of C- in golden four courses. This is problematic due to the lack of consistency for students between campuses and has caused the CSU to consider lowering the requirement to a C- in order to avoid repercussions which could potentially arise. The ASCSU disagrees with the decision to lower the requirement and is attempting to form a task force to look into this issue and consider other possible solutions.

**B. CCC CO Report (CCCCO Representative)**

Arambula updated the group on the CCC Chancellor's Office. The CCCCCO is working on reviewing submitted AD-Ts for approval, bringing the number of AD-Ts to 2021. In addition, the CCCCCO is working with the ASCCC with respect to the creation of policies pertaining to the WFTF recommendations.

**C. CSU CO Report (O'Donnell)**

O'Donnell provided the CSU Chancellor's Office report to the group. The CSUCO is closely examining student success targets and achievement gaps. The CSUCOs work towards previous targets have caused achievement gaps to be reduced by as much as fifty percent. However the CSUCO is considering setting new targets, with the goal of eliminating achievement gaps entirely. In addition, the CSUCO is discussing creating a 12<sup>th</sup> grade high school applied math course. Such a course could better prepare students for enrollment in CSU by helping them gain confidence and proficiency in quantitative reasoning.

**XI. Future agenda items and next meeting time/place**

Rutan advised that scheduling of the next meeting will take place once a new C-ID Curriculum Director has been identified.

**XII. Adjournment**

Respectfully submitted by,  
Miguel Rother  
Administrative Assistant