



Friday, September 11, 2015 – Sacramento City College

3835 Freeport Blvd, Sacramento, CA 95822

Room: Learning Resources Center (LRC) 105

12:00 p.m. to 12:30 p.m. Lunch

12:30 p.m. to 3:30 p.m. Meeting

3:30 p.m. - 4:30 p.m. Open Forum on Accreditation

4:30 p.m. to 5:30 p.m. Discussion with Local Faculty Leaders

7:00 p.m. to 9:00 p.m. Dinner at Thai Basil - 2431 J Street, Sacramento, CA 95816

Saturday, September 12, 2015 – The Citizen Hotel

926 J Street, Sacramento, CA 95814

Room: Quorum

8:00 a.m. to 9:00 a.m. Breakfast

9:00 a.m. to 11:30 a.m. Meeting

11:30 a.m. to 12:00 p.m. Working Lunch

12:00 p.m. to 1:00 p.m. Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Sandra Sanchez at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Public Comment

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

D. Calendar

E. Action Tracking

F. Dinner Arrangements

II. CONSENT CALENDAR

A. August 21 – 22, 2015 Meeting Minutes, Stanskas

B. Standing Committee Appointments, Morse

C. Committee Priorities, Chairs

- D. CTE Regional Meeting Agenda, Goold**
- E. Resolutions to Honor Former Executive Committee Members, Morse**
- F. Curriculum Regional Meeting Agenda, Freitas**

III. REPORTS

- A. President's/Executive Director's Report – 30 mins., Morse/Adams**
- B. Foundation President's Report – 10 mins., May**
- C. Liaison Oral Reports (*please keep report to 5 mins., each*)**
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

- A. Legislative Update – 20 mins., Bruno/Davison**
The Executive Committee will be updated on recent state and federal legislation and take action as necessary.
- B. Workforce Taskforce Update and Direction – 30 mins., Bruno**
The Executive Committee will consider for approval next steps related to the recommendations from the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy.
- C. Fall Plenary Session – 75 mins., Morse/Adams**
The Executive Committee will consider for approval the preliminary program for the 2015 Fall Plenary Session.
- D. Recommendations and Feedback of the Bachelor's Degree Task Force- 45 mins., Stankas**
The Executive Committee will consider for approval the next steps for the ASCCC Bachelor Degree Task Force.
- E. Faculty Development Committee Direction and Charge – 30 mins., Rutan/Adams**
The Executive Committee will consider for approval the future direction of the Faculty Development Committee and its charge.
- F. CCCCIO Liaison to Executive Committee Meetings 10 mins., Freitas**
The Executive Committee will consider for possible approval inviting the CCCCIO Executive Board to send a liaison to Executive Committee meetings.
- G. Resolutions – 15 mins., Stankas**
The Executive Committee will discuss the resolution process and consider for approval possible resolutions for the Fall Plenary Session.
- H. Instructional Design and Innovation (IDI) – 30 mins., Rutan/Adams**
The Executive Committee will consider for approval the Call for Presentations for the IDI, particularly the topics for the event.
- I. Curriculum Processes and Effective Practices White Paper Proposal – 10 mins., Freitas/Bruno**
The Executive Committee will consider for approval a proposed to draft a white paper on curriculum processes and effective practices.

**J. Curriculum Committee Regional Coordination Survey - 20 mins.,
Freitas/May**

The Executive Committee will consider for approval a survey to gather information on the feasibility of and strategies for regional coordination of course offerings among colleges.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins., (Time certain 1:30 pm)

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

B. Open Forum on Accreditation – 60 mins. (Time certain: Friday 3:30 p.m.)

The Executive Committee will hold an open discussion of the recently released report by the Chancellor's Office Task Force on Accreditation and on accreditation in the system in general. Local faculty leaders are encouraged to attend and to participate in this discussion.

C. Discussion with Local Faculty Leaders– 60 mins. (Time certain: Friday 4:30 p.m.)

This time is reserved for local faculty leaders to engage the Executive Committee with questions and comments on any topic related to Academic Senate purview. All local faculty leaders are encouraged to attend, to listen to the discussion, and to bring their questions for the Executive Committee.

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

A. Standing Committee Minutes

1. Curriculum Committee Approved Minutes, August 4, 2015, Freitas
2. Curriuclum Committee Approved Minutes, August 19, 2015, Freitas

B. Liaison Reports

1. OEI Steering Committee Draft Charter Revision, Freitas
2. OEI Steering Committee Minutes, May 2015, Freitas
3. OEI Steering Committee Minutes, June 2015, Freitas
4. OEI Steering Committee Minutes, July 2015, Freitas

C. Senate Grant and Project Reports

1. C-ID, Rutan

VII. ADJOURNMENT



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **October Executive Meeting** – San Diego – October 2 to 3, 2015
- **Session Executive Meeting** – Irvine – November 4, 2015
- **2015 Fall Plenary Session** – Irvine – November 5 to 7, 2015

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

Reminders/Due Dates

September 16, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Oct. Executive meeting

October 20, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Nov. Executive meeting

December 17, 2015: Agenda Items, Committee Reports, and Action Tracking updates for Jan. Executive meeting

January 21, 2016: Agenda Items, Committee Reports, and Action Tracking updates for Feb. Executive meeting

February 18, 2016: Agenda Items, Committee Reports, and Action Tracking updates for Mar. Executive meeting

April 4, 2016: Agenda Items, Committee Reports, and Action Tracking updates for Apr. Executive meeting

May 12, 2016: Agenda Items, Committee Reports, and Action Tracking updates for May Executive meeting

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



**Academic Senate
for California Community Colleges**

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**2015-2016 EXECUTIVE COMMITTEE
MEETING DATES**

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

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 21 – 22, 2015	Los Angeles City College 855 N. Vermont Avenue Los Angeles, CA 90029	Embassy Suites 800 N. Central Avenue Glendale, CA 91203
Executive Meeting	September 11– 12, 2015	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822	Citizen Hotel 926 J Street Sacramento, CA 95814
Executive Meeting	October 2 – 3, 2015	MiraCosta College One Barnard Drive Oceanside, CA 92056	Hilton Resort & Spa 1775 East Mission Bay Drive, San Diego, CA 92109
Area Meetings	October 23 – 24, 2015	Various	Various
Session Executive	November 4, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Fall Plenary Session	November 5 – 7, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Executive Meeting	January 8 – 9, 2016	Cerritos College 11110 Alondra Boulevard Norwalk, CA 90650	Sheraton Cerritos 12725 Center Court Dr S Cerritos, CA 90703
Executive Meeting	February 5 –6, 2016	Folsom Lake College 10 College Pkwy, Folsom, CA 95630	Lake Natoma Inn 702 Gold Lake Dr, Folsom, CA 95630
Executive Meetings	March 4 – 5, 2016	Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789	Sheraton Fairplex 601 W. Mckinley Ave Pomona, CA 91768
Area meetings	April 1 – 2, 2016	Various	Various
Session Executive	April 20, 2016	n/a	Sacramento Convention Center
Spring Plenary Session	April 21-23, 2016	n/a	Sacramento Convention Center
Executive/Orientation	May 20 – 22, 2016	n/a	Metropole Hotel Catalina Island
Faculty Leadership	June 9 – 11, 2016	n/a	The Mission Inn
EVENTS²			
Career Technical Ed	January 14-15, 2016	n/a	Napa Valley Marriott
Innovation and Instructional Design	January 21-23, 2016	n/a	Riverside Convention Center/Mission Inn/Marriott
Accreditation Institute	February 19 – 20, 2016	n/a	Marriott Mission Valley San Diego
Academic Academy	March 17– 19, 2016	n/a	Sheraton Sacramento
Career Technical Edu. Institute	May 6 – 7, 2016	n/a	DoubleTree Anaheim
Curriculum Institute	July 7 – 9, 2016	n/a	DoubleTree Anaheim

¹ Times may be adjusted to accommodate flight schedules to minimize early travel times.

² Executive Committee members are not expected to attend these events.

Action Tracking as of August 27, 2015.xls - Outstanding

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	Incomplete		Pending--followed up with Julie B./Michelle P.	The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. As of April 2015, Bruno will craft language to address concerns raised by the Exec Cmte and bring back recommendations at a future meeting. 8/31/15-- Followed up with Julie B and Michelle Piliat--they will review the current documents and bring forward white papers this year.
Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete		Pending--Morse will follow up again with CoFO	Sept. 2014: The chair of the Education at Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
C-ID Future	3. October	2014	IV. A.	Morse/Adams	Future	Completed	July	2015	Senate leadership to work with the CO to provide for short-and long-term fiscal stability of C-ID. Adams to develop a grant packet to send to all colleges who submitted a Request for Interest providing what th Senate is illing to provide in support of the C-ID System.
Local Senate Survey	3. October	2014	IV. G.	Braden	Future	Completed	November	2014	Develop two questions with the Area Reps. and the executive director to inform how best to respond to this resolution. Completed. Data presented at the Fall 2015 Plenary Session. Recommendation was that the representatives are sufficient.
Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete		S&P chair will followup with CO	Unable to obtain legal opinion from the CO until a new legal counsel is chose. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015)
Accreditation Paper Outline	3. October	2014	IV. I.	Stanskas	Future	Completed	August	2015	The exec cmte approved the outline at Oct. 2014 meeting first draft read at April 2015 exec meeting to solicit feedback. Stanskas and Accreditation Committee will continue to work on writing an effective practices paper. Paper forwarded to the Fall 2015 Session for discussion and debate
Committee Communication	3. October	2014	IV. L.	Adams	Future	Incomplete			Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
Revision to Rule for Referring Resolutions	4. November	2014	IV. D.	Freitas	Jan. 2015	Completed			By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion. Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee. To be put on January 2015 agenda for further discussion and possible action. (Note from Jennifer: See February 2015 Agenda/Minutes Item V.C. Resolution Writing Deadline - is this the same thing? The minutes read, "Freitas reminded members of the resolution process.")
President and Executive Directors Job Descriptions	4. November	2014	IV. E.	Adams	Future	Completed		8/30/2015	The revised job descriptions were inserted into the policies and posted on the Executive Committee materials page.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Todd	Future	Incomplete		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	Future	Incomplete		Adams will bring something to the January meeting	Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant Rostrum articles including funding for its publication.
De-prioritizing Work on the DE Paper	5. January	2015	II. G	Freitas	Future	Incomplete		Only one article still needs to be completed and the 2015-16 Committee will address this item this year.	The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three Rostrum articles as noted in the agenda item.
Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Grimes-Hillman	Future	Incomplete		Need to research status	

Action Tracking as of August 27, 2015.xls - Outstanding

Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings	5. January	2015	IV. E.	Grimes-Hillman	Future	Complete	May	2015	The survey will return to a future meeting for discussion and possible approval. Survey was approved in April and sent to the field in May
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Freitas	Future	Incomplete		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.
CIO Curriculum Event	6. February	2015	II. D.	Grimes-Hillman	Future	Complete	April	2015	The chair of the Curriculum Committee will work with the CIOs to plan the event prior to the CIO conference. Event held.
ASCCC Certification	6. February	2015	III. D.	Adams	Future	Incomplete		Will be implemented with the Curriculum Module this fall.	Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
Technical Assistance Curriculum Visits	7. March	2015	II. C.	Grimes-Hillman	Future	Incomplete		Adams will cost it out and bring back a proposal to the January Meeting	Approved in concept -- revisit the cost component.
ASCCC Foundation – Research Development	7. March	2015	II. D.	Grimes-Hillman	Future	Incomplete		Foundation will bring back a plan in fall.	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
Professional Development College Technology	7. March	2015	II. J.	Adams	Future	Completed	May	2015	Adams will move forward with working with Bizvision to host the ASCCC curriculum modules. First module is currently under construction with Bizvision.
Norbert Bischof Award	6. February	2015	III. B.	Rutan	Future	Completed	May	2015	Feb 2015- Procedures for the nomination and selection criteria for the Norbert Bischof Award have been drafted by S&P and will be reviewed at the April Executive Committee meeting. May 2015 approved via consent.
Fall Session Debrief and Spring Session Planning	5. January	2015	IV. A.	Area Reps.	Prior to Area meetings	Completed	November	2014	Based on feedback from the fall plenary session feedback, Area Representatives will discuss methods to ensure the most efficient use of limited time during discussion at the meeting.
Part-time Paper	5. January	2015	IV. C.	Davison	Future	Completed	March	2015	Article on part time faculty and professional development in January Rostrum. Part time listerv created. Breakout on inclusion of part time faculty to be held at Spring Plenary. Deem completed.
Honoring Faculty - Emeritus	6. February	2015	II. C.	Rutan	Future	Incomplete	March	2015	Staff will include the emeritus language in policy documents.
May 29-31, 2015 Meeting Minutes	8. August	2015	III. A.	Staff	Future	Complete	August	2015	Staff to post the final minutes from the May meeting to the Senate website.
Foundation Board Nominations	8. August	2015	III. B.	Staff	Future	Incomplete		In progress -- will be updated when the new site is launched this month.	Staff will update the Foundation website to reflect the new membership of the Board of Directors.
Natural Sciences Competency Statement	8. August	2015	III. C.	Staff	Future	Incomplete			Staff will include the Natural Sciences Competency Statement in the Fall Plenary Session resolution packet and to ICAS
CTE Leadership Task Force	8. August	2015	III. F.	Staff	Future	Complete	August	2015	Staff will update the ASCCC website with the approved charge for the new CTE Leadership Committee standing committee of the ASCCC
ASCCC Standing Committee Appointments	8. August	2015	III. D.	Morse	Sept. 2015	Complete	Sept.	2015	Morse will work with the Vice President, Executive Director, and committee chairs to finalize additional committee appointments.
ASCCC Professional Development Committee Name and Charge	8. August	2015	III. E.	Adams	Future	Complete	August	2015	Adams will update the committee's revised name and charge on the Senate website.
Legislative Update	8. August	2015	V. A.	All Committee Members	Future	Incomplete			Executive committee members will send the president concerns and comments to inform the opposition letter.
Legislative Update	8. August	2015	V. A.	Morse	Future	Incomplete			Morse will send a letter of opposition for AB 968
2015-16 Budget	8. August	2015	V. H.	Adams	Future	Incomplete			Adams will include the budget in the ASCCC Livebinder for the Executive Committee future reference
Regional Meetings Standards and Guidelines	8. August	2015	V. I.	Adams	Future	Complete	August	2015	Adams will revise the standards and guidelines to include a no-show fee and post on the website.
Regional Meeting Dates	8. August	2015	V. J.	Freitas	Sept. 2015	Complete	Sept	2015	The committee chair will submit a draft agenda for the regional meetings for the September agenda.

Action Tracking as of August 27, 2015.xls - Outstanding

Instructional Design and Innovation Institute	8. August	2015	V. K.	Adams	Future	Complete	August	2015	Adams sent out an email message to the curriculum listserv promoting all ASCCC events for the 2015-16 year.
Student Support for Disenfranchised Students Survey	8. August	2015	V. M.	Freitas	Sept. 2015	Incomplete			TASSC will distribute the survey in early September
Caucus Recognition for the LGBT Caucus	8. August	2015	V. N.	Staff	Future	Complete	August	2015	Staff will update the ASCCC website to reflect the approval of the continuation of the LGBT Caucus
Exemplary Award Theme	8. August	2015	V. O.	Adams	Future	Complete	August	2015	The Exemplary Award application will be updated, posted on the website, and included in the emailing of the application

EXECUTIVE COMMITTEE MEETING

Draft Minutes

Friday, August 21, 2015 to Saturday, August 22, 2015 Meeting and Orientation

I. ORIENTATION

The Executive Committee received an orientation for new and continuing members regarding ASCCC Executive Committee practices, procedures, duties and responsibilities.

II. ORDER OF BUSINESS

A. Roll Call

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

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

Liaisons present: P. Walker, Chancellor's Office.

Guests present: Anna Bruzzese, Pierce College; Lee Gordon, Orange Coast College; and Jolena Grande, Cypress College.

Staff present: Sandra Sanchez, Executive Assistant

B. Approval of Agenda

The agenda was approved by consensus with the addition of item V. O. Exemplary Award Theme.

C. Public Comment

No public comment.

D. Calendar

Members were provided with an updated calendar of events and meetings, as well as a list of reminders and due dates. The deadline to submit articles for the next *Rostrum* is October 12, 2015.

E. Action Tracking

Members were asked to update the Executive Committee action tracking spreadsheet before the next meeting. Incomplete action items assigned to former members Kale Braden, Michelle Grimes-Hillman, and James Todd will need to be reassigned to new members who have assumed their positions.

F. Dinner Arrangements

Members discussed dinner arrangements.

III. CONSENT CALENDAR

- A. May 29-31, 2015 Meeting Minutes, Stanskas**
- B. Foundation Board Nominations, Morse**
- C. Natural Sciences Competency Statement, Rutan**
- D. ASCCC Standing Committee Appointments, Morse**
- E. ASCCC Professional Development Committee Name and Charge, Rutan**
- F. CTE Leadership Task Force, Adams**

Items III. D. and E. were pulled.

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

Action:

- Item A: Staff to post the final minutes from the May meeting to the Senate website.
- Item B: Staff will update the Foundation website to reflect the new membership of the Board of Directors.
- Item C: Staff will include the Natural Science Competency Statement in the Fall Session Plenary Session resolution packet and to ICAS.
- Item F: Staff will update the ASCCC website with the approved charge for the new CTE Leadership Committee standing committee of the ASCCC.

D. ASCCC Standing Committee Appointments

This item was pulled because some committees are still seeking appointments. It was suggested that Morse confirm remaining committee appointments.

MSC (Rutan/Aschenbach) to approve the current list of membership and delegate Morse, in collaboration with the Vice President and Executive Director, to finalize the ASCCC Standing committee appointments as recommended by the committee chairs.

By consensus, an updated ASCCC Standing Committee appointments list will return to the September Executive Committee agenda on the consent calendar.

Action:

Morse to work with the Vice President, Executive Director, and committee chairs to finalize additional committee appointments.

E. ASCCC Professional Development Committee Name and Charge

This item was pulled to discuss concern raised regarding the replacement of the word “professional” with “faculty” in the committee’s name and charge. It was suggested that the charge should emphasize the importance of professional development, which was not accomplished by the insertion of faculty development. The Executive Committee discussed the charge and suggested other modifications. By consensus, Adams, Davison, and Rutan will work on revised language.

MSC (Davison/Goold) to adopt the committee charge as amended.

Action:

Adams to update the committee's revised name and charge on the Senate website.

IV. REPORTS

A. President's/Executive Director's Report

President Morse began by welcoming the newest members of the Executive Committee. He then updated members on a recent Chancellor's Office Equal Employment Opportunity (EEO) and Diversity meeting where they discussed funding distributions. Notes on this discussion will be shared with the Consultation Council and a proposal will be considered for first reading in November. The EEO will be holding two summits on hiring and diversifying faculty. The northern summit will take place on November 2 and the southern summit on November 4.

Morse informed members of his upcoming local senate visits at College of the Desert and Golden West College. He reported on discussions concerning the 2015-16 Budget and explained that this year's focus will be on the need for professional development.

Morse updated members on three new appointments to the California Open Education Resource Council (Ca-OERC) under ICAS – Cheryl Aschenbach, Dolores Davison, and Dan Crump. He is hopeful that these additions will strengthen the connection between Ca-OERC and the Executive Committee.

Morse notified members that the new Accreditation Task Force has been finalized, which will be shared with constituents soon and presented to the Board of Governors in September. The charge of the task force was to make recommendations to the Board of Governors regarding possible changes or improvements to the accreditation for the California Community College System.

Morse presented his interest in facilitating the discussion around fiscal regulation and the 50% Law. He noted that these areas have deep structural issues for all constituent groups and suggested that these issues need to be evaluated in a systematic manner through a representative task force. The Chancellor has authorized the development of a Consultation Council task force on the 50% law this fall.

Morse concluded with an update on recent conversations with UC regarding transfer. UC has developed nine undergraduate prep patterns and would like to know more about how they can incorporate C-ID. The ASCCC leadership has arranged to present to the UC Council on C-ID and alignment with the transfer pathways.

Adams updated members of the status of the Professional Development College Curriculum module. It is anticipated that the module will be launched this fall and consists of five modules that will be certifiable by the Senate.

Adams informed members that work is being done to transition the C-ID operations to Mt. SAC. The curriculum responsibilities will remain with the ASCCC under the leadership of the C-ID Curriculum Director. She explained that the Chancellor's Office is seeking more funding to undertake C-ID for CTE courses, certificates, programs, and model curriculum. She is hopeful that the funding will be resolved by November.

Adams provided an updated members on operational issues including an upcoming audit and hiring of staff members.

B. Foundation President's Report

No report was provided. As approved by the Executive Committee, May will assume the role of Foundation President effective immediately and provide updates at future meetings.

C. Liaison Oral Reports

No reports were provided. For the knowledge of new members, President Morse reviewed the role of each of the organizations (AAUP, CCA, CCCI, CFT, FACCC, and CPFA) that are invited to provide the Executive Committee with an update.

V. ACTION ITEMS

A. Legislative Update

Members discussed AB 968 (Williams, July 18, 2015) *Transcripts: Expulsion Note*, which requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll. A few members were concerned that the notation would brand students for reasons other than academic, thus altering the integrity of an academic transcript. It was suggested that the Executive Committee oppose the bill and write a letter of opposition.

MSC (Stankas/Foster) to oppose the AB 968 (as of July 18, 2015) and send a letter of opposition with the ASCCC concerns.

Action:

- Executive Committee members will send the president concerns and comments to inform the opposition letter.
- Using comments/concerns provided by the Executive Committee, President Morse will send a letter of opposition for AB 968.

B. Effective Practices in Accreditation Paper

The Executive Committee discussed forwarding the Effective Practices in Accreditation paper to the 2015 Fall Plenary Session for discussion and debate. We talked about links, but were concerned that they change every year and concluded that a link to the main ACCJC website was sufficient.

MSC (Aschenbach/Bruno) to approve forwarding the Accreditation paper to the delegates at the 2015 Fall Plenary Session for discussion and debate.

C. Workforce Taskforce Update and Direction

On July 29, 2015, the Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy concluded its work by endorsing 23 recommendations designed to enhance career technical education in the California Community College system. Members were informed that the report from the taskforce will be presented in town hall meetings on August 25 and 27, announced through the Consultation Council on September 10 before going to the Board of Governors for a first reading in September. The ASCCC will hold CTE regional meetings in October to gather feedback. The second reading of the task force recommendations will be presented for final approval at the Board of Governors meeting in November at Mt. San Antonio College. Executive Committee members were asked to review the report with their committees and to bring any questions or concerns to the Executive Committee at its next meeting when implementation will be discussed.

D. Recommendations and Feedback of the Bachelor's Degree Task Force

Members were updated on the progress of the ASCCC Bachelor Degree Task Force. The task force met in April 2015 and devised a set of recommendations for the bachelor's degrees offered by the California community colleges. Since then, the task force discussed recommendations with representatives from the field at large and are now seeking direction from the Executive Committee.

The task force recommended that the CCC bachelor's degrees should consist of at least 120 units. Members discussed this recommendation which included feedback from the field. The task force noted that the recommendation on general education received the most attention. This recommendation would require 43 to 45 semester units of the degree to be general education. In conversations with the pilot colleges, representatives are concerned with the loss of local degree autonomy and the number of units outside the field of study.

The task force will meet in September to develop draft recommendations to bring to the September Executive Committee meeting for consideration.

MSC (Smith/Freitas) to support recommendations from the Bachelor's Degree Task Force.

E. Bachelor's Degrees

The Executive Committee discussed an exploration of future strategies for oversight of the bachelor's degree. The 15 pilots approved by the Board of Governors have begun developing their degrees including the curriculum development. The ASCCC task force has participated in conversations with the pilot colleges to understand their challenges while assisting them with understanding the faculty responsibilities for specific degree requirements such as minimum qualifications, general education, and other topics that fit within the purview of faculty and their responsibility for academic and professional matters. The Chancellor's Office recognizes the role of faculty in the development of Bachelor's degrees and has requested that the ASCCC consider a structure that might be helpful in managing and shaping a CCC Bachelor degree.

By consensus Vice Chancellor Walker and Bachelor Degree Task Force chair will work together to ensure the effective implementation of the Bachelor Degree for CCC.

F. Committee Priorities

The ASCCC Standing Committee Chairs highlighted resolutions priorities for each committee, particularly how the resolutions relate to the ASCCC adopted Strategic Plan. Chairs were encouraged to share the priorities with their committee members for further feedback. By consensus, committee chairs will bring forward any changes to the Executive Committee for consideration at the next meeting.

MSC (Rico/ Stankas) to approve the priorities for the ASCCC Standing Committees.

G. Fall Plenary Theme

Members discussed the timelines for the Fall Plenary Session and were asked to consult with their committees and propose breakout topics for consideration at the September meeting. Members then discussed possible themes and keynote speakers. The committee agreed on *Converging Inspiration, Innovation, and Action* as the Fall Plenary Session theme.

MSC (Goold/Rutan) to approve "Converging Inspiration, Innovation, and Action" as the theme for the 2015 Fall Plenary Session.

H. 2015 – 2016 Budget

Members were presented with an overview of the ASCCC budget process for the benefit of the newly appointed members that included a discussion of the budget basics. The Officers recommendation included in this agenda item and reflected in the 2015-16 Budget were presented.

MSC (Goold/Aschenbach) to approve the recommendations of the officers regarding the 2015-16 Budget as submitted.

Action:

The budget will be included in the ASCCC Livebinder for the Executive Committee future reference.

I. Regional Meetings Standards and Guidelines

The Executive Committee discussed the standards and guidelines for the regional meetings including how to reduce the “no shows” at the events and the ultimate waste of resources because of these “no shows”. By consensus member agreed to charging a small fee for individuals who register for the meetings but do not show up.

MSC (Freitas/Davison) to approve the regional meeting standards and guidelines as amended.

Action:

Adams will revise the standards and guidelines to include a no-show fee and post on the website.

J. Regional Meeting Dates, Freitas/Adams

The Executive Committee discussed the dates for the fall regional meetings.

MSC (Foster/North) to approve the November 13 &14 meeting dates for the Curriculum Committee and the October 9, 10, 16, & 17 meeting dates for the CTE Leadership Committee.

Action

The committee chair will submit a draft agenda for the regional meetings for the September agenda.

K. Instructional Design and Innovation Institute

Members discussed event location, dates, program, call for proposals, and other relevant topics for this event including which ASCCC committees should be involved in the program development and possible breakout categories. In discussing the program development, members suggested a number of possible categories including collaborative efforts, innovation in the classroom, institutional innovation, innovations impacting student equity, and many more. By consensus, Adams will work with others to develop a call for nominations which captures this discussion of the possible topics. A revised call will be included on the September agenda.

Members requested that the advertisement of this institute be sent out as soon as possible as many colleges are already scheduling professional development.

Action:

- Adams will develop an email message to promote all upcoming ASCCC events.

- This item will return to the September meeting for consideration and possible approval.

L. Supplement for Curriculum Committee Regional Survey

This item was pulled and will be presented at a future meeting when further discussions can be had with the newly appointed Curriculum Committee.

M. Student Support for Disenfranchised Students Survey

In Fall 2014, delegates passed Resolution 20.01 *Developing a System Plan for Serving Disenfranchised Students* called for us to “work with the Chancellor’s Office and the Board of Governors to develop a long range plan that will increase services for disenfranchised students.”

There is little or no data on how colleges are addressing emotional and/or environmental issues that may hinder the success of disenfranchised students in the California Community College System. These issues include but are not limited to mental illness, homelessness, and/or unstable income. In support of the efforts outlined in Resolution 20.01, the Transfer, Articulation, and Student Service Committee (TASSC) would like to first collect data and learn more about “wrap around” services that are currently offered by distributing the proposed survey to the counseling departments at each of the community colleges.

MSC (Smith/North) to approve the distribution of the survey on Support Services for Disenfranchised Students.

Action:

TASSC will distribute the survey in early September 2015.

N. Caucus Recognition for the ASCCC LGBT Caucus, Stanskas

In May, the Executive Committee tabled the item for recognition of the LGBT Caucus until Stanskas could reach out to previous caucus members to determine if there is a collective interest to continue the caucus. The Executive Committee discussed the caucus and its membership to ensure the caucus met the requirements to be an ASCCC Caucus based on the adopted guidelines.

MSC (Goold/Beach) to approve the continuation of the ASCCC LGBT Caucus.

Action:

Staff will update the ASCCC website to reflect this action.

O. Exemplary Award Theme

The Executive Committee discussed the theme for the Exemplary Award and the importance of selecting a theme that will resonate with Board of Governors and their priorities.

MSC (North/Goold) to approve the theme *Contextualized Teaching & Learning for the 2015-16 Exemplary Award.*

Action

The Exemplary Award application will be updated, posted on the website, and included in the emailing of the application.

VI. DISCUSSION

A. Chancellor's Office Liaison Report

Vice Chancellor Walker provided a Chancellor's Office update and covered the following topics:

- **ADTs:** There are currently 1917 active ADTs and the deadline to submit is August 31. There are about 20 colleges that are 1 or 2 programs away. The Chancellor's Office is working closely with a few colleges to help them reach a resolution.
- **Governnet/CurricUNET:** Walker explained that the CIOs have asked the Chancellor's Office to reevaluate CurricUNET. It has been the source of many issues in the development of ADTs and the queue is quite large. In an effort to resolve this, the Chancellor's Office has been working with the CCC Technology Center at Butte College an inventory of dialogue.
- **Basic Skills:** Basic Skills has allocated \$20 million. The Department of Finance has also allocated another \$60 million for Basic Skills, as well as \$10 million to facilitate Basic Skills conversations between CSU and the Department of Education (CDE). The Chancellor's Office will present on Basic Skills at the Board of Governors retreat in September. The money is specifically for contextualized learning, best practices replication and scaling, and needs to show progress in the area of basic skills completion.
- **Inmate Education Pilot Program:** Snowden has been talking with the legislature about Senate Bill 1391 (Hancock). There is potentially a 3:1 match from the Ford Foundation. Inmate Education is on the Governor's agenda.
- **The Chancellor's Office is reorganizing.** Walker will oversee Educational Services, which includes Student Services and Economic Development. Vice Chancellor Skinner, Vice Chancellor Stewart, and Vice Chancellor Tena will undergo changes in their positions as well. Chancellor Harris is interested in incorporating a different set of influences, so Walker and Vice Chancellor Nolden are developing a Dean of Educational Services position. All of these changes will be reflected as they happen. Additionally, Dean McCullough retired from her position as Dean of Curriculum and Instruction. Dean Escajeda has accepted the interim position.

B. Board of Governors and Consultation Council Update

President Morse explained the role of the Consultation Council for new members and updated the committee on the major topics discussed at recent meetings. The focus of the June meeting was the budget and consultation; The July meeting was centered on the WFTF and legislation.

C. Educational Planning Initiative Update

Members were presented with a video on the Hobsons software product STARFISH—Early Alert System and discussed the helpful features for faculty.

D. C-ID and TMC Update

A written report was provided in the agenda. Sections of the report were highlighted and briefly discussed.

E. Institutional Effectiveness Partnership Initiative (IEPI) Update

IEPI was awarded \$12 million in the last budget partially to support the dissemination of effective practices. This item will be discussed in detail at a future meeting.

VII. REPORTS

A. Standing Committee Minutes

B. Liaison Reports

1. Accrediting Commission for Community and Junior Colleges (ACCJC), Beach
2. Chancellor's Office General Education Advisory Committee (GEAC), Stankas

C. Senate Grant and Project Reports

1. C-ID, Bruno
2. SCP, Adams

VIII. ADJOURNMENT

The Executive Committee meeting was adjourned at 1:00 p.m.

Respectfully submitted by

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



Executive Committee Agenda Item

SUBJECT: ASCCC Standing Committee Membership		Month: September	Year: 2015
		Item No. II. B	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the membership for the ASCCC Standing Committees.	Urgent: YES / NO	
		Time Requested: 5 mins.	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Members approved a tentative list of ASCCC Standing Committee membership at their August meeting. However, several committees still needed to confirm their membership for the 2015-16. The Executive Committee delegated to the president, in collaboration with the vice president and executive director, the task of finalizing the ASCCC standing committees faculty appointments. The attached list includes all appointments approved to date; however, given the timing of faculty returning to colleges, there are still a few committees that need members. The committee chairs will continue to recruit faculty participants and the president will confirm these appointments as necessary. All appointments will be posted on the ASCCC website.

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

Accreditation and Assessment

Randy Beach, Chair, English, Southwestern College
Craig Rutan, Exec 2nd, Physics, Santiago Canyon College
Kelly Cooper, Business/Computer Science, West Valley College
Stephanie Curry, Librarian, Reedley College
Jarek Janio, English/ESL, Santa Ana College
Gerri Santos, Counseling, Fresno City College
Alice Taylor, Art History, Humanities, West Los Angeles College

Career Technical Education Leadership Committee

Grant Goold, Chair, Health Science, American River College,
Dorothy Anderson, Advanced Transportation, College of the Desert
Robert Cabral, Business Accounting, Oxnard College
Donna Davis, Respiratory Care, Butte College
Bill Elarton, Energy/Utilities/Construction, Trade Tech
Jolena Grande, Health Science, Cypress College
Katherine Krolikowski, Biotechnology, Contra Costa College
Conan McKay, Child Development, Mendocino College
Catherine Shafer, Nursing, San Diego City College
Dustin Sperling, Agriculture, Woodland College
Lynell Wiggins, Career Counseling, Pasadena City College

Curriculum

John Freitas, Chair, Chemistry, Los Angeles City College
Ginni May, Exec 2nd, Math, Sacramento City College
Ryan Carey, EMT, El Camino College
Michael Heumann, English, Imperial Valley College
Diana Hurlbut, Biology, Irvine Valley College
Sofia Ramirez Gelpi, Spanish, Allan Hancock College
Tiffany Tran, Counseling, Irvine Valley College
Vivian Varela, Sociology, Mendocino College
Gerald Sirotnak, Treasurer, SSSCC, Norco College

Educational Policies

Dolores Davison, Chair, History - Women's Studies, Foothill College
Wheeler North, Exec 2nd, Aviation, San Diego Miramar College
Lillian Batista-Edwards, Allied Health, Mira Costa College
Julie Bruno, Vice President, Communications
Tonya Cobb, ESL, Cypress College
Jason Edington, Math, Mendocino College
Corinna Evett, English, Santiago Canyon College
Cynthia Reese, Art History, West Valley College

Equity and Diversity

Cleavon Smith, Chair, English, Berkeley City
Cheryl Aschenbach, Exec 2nd, English, Lassen
Bryan Hirayama, Communications, Bakersfield College
Carolyn Holcroft, Biology Foothill
Eartha Johnson, Counseling, Victor Valley College

Mario Rivas, Psychology, Merritt
Elton Robinson, Cosmetology, L. A. Trade Tech

Legislative and Advocacy Committee

Julie Bruno, Chair, Communications, Sierra College
Dolores Davison, Exec (2nd), History - Women's Studies, Foothill
Julie Adams, Executive Director
Kelsey Lino, Counseling, El Camino College
David Morse, President, English, Los Beach City College
Sam Foster, Chemistry, Fullerton College
Stacey Searle-Chapin, Political Science, Mt. San Jacinto College

Noncredit

Cheryl Aschenbach, Chair, English, Lassen College
John Stankas, Exec 2nd, Chemistry, San Bernardino Valley College
Diane Edwards, Counseling, Southwestern College
Alicia Munoz, English/ESL, Cuyamaca College
Melody Nightingale, Noncredit ESL, Santa Monica College
Julie Nuzum, Noncredit (Special Populations), Butte College
Jan Young, Noncredit, Glendale College

Online

Dolores Davison, Chair, History - Women's Studies, Foothill College
Wheeler North, Exec 2nd, Aviation, San Diego Miramar College
Gennean Bolen, English, Fresno City College
Joe Perret, Computer Science, Pierce College
Sanya Soyemi, Business, Mt. San Jacinto College
Fabiola Torres, DSPS, Glendale College
Laurie Vasquez, Ethnic Studies, Santa Barbara College

Part-time Task Force

Wheeler North, Chair, Aviation, San Diego Miramar College
John Freitas, Exec 2nd, Chemistry, Los Angeles City College
Julie Adams, Executive Director
Julie Ashmore, Basic Skills, Los Medanos College, PT
Roseann Berg, Biology, Foothill College, PT
Jacqueline Cooper, Credit/noncredit Basic Skills, Fullerton College, PT
Monica Hilario, English/ESL, Glendale College, PT
Arnita Porter, Real Estate, West LA College, PT
Lorraine Slattery-Farrell, Child Development, Mt. San Jacinto College

Professional Development

Craig Rutan, Chair, Physics, Santiago Canyon College
Julie Adams, Exec 2nd, Executive Director
Cleavon Smith, English, Berkeley City
Robert Cabral, Accounting, Oxnard College
Adrienne Foster, Education, West LA College
Kathy, Oborn, Social and Behavioral Sciences, LA Pierce

Katherine Schaefer, PT Anthropology, Foothill College
Diana Vera-Alba, noncredit ESL, San Diego Cont. Ed.

Resolutions

John Stankas, Chair, Chemistry, San Bernardino Valley College
Julie Adams, Exec 2nd, Executive Director
Randy Beach, Area D, Southwestern College
Rochelle Olive, Area B, Alameda College
Michelle Sampat, Reading, Area C, Mt. San Antonio College
Need Area A

Standards and Practices

John Stankas, Chair, Chemistry, San Bernardino Valley College
Randy Beach, Exec 2nd, Southwestern College
Julie Adams, Executive Director
Lisa Cook, ESL, Laney College
Alicia Rodriguez-Estrada, Psychology, LA Trade Tech
Michelle Sampat, Reading, Mt. San Antonio College
Paul Setziol, Music, De Anza College

Relations with Local Senate

Cynthia Rico, Chair, San Diego Mesa College
Ginni May, Exec 2nd, Sacramento City College

Area A:	Sara Pierce	Spanish, Lake Tahoe College
Area B:		
Area C:	Mary Rees	Biology, Moorpark College
Area D:	Alicia Muñoz	ESL, Cuyamaca College
	John Zaske	Math, Santa Ana College

Transfer, Articulation, and Student Services

Ginni May, Chair, Math, Sacramento City College
Dolores Davison, Exec 2nd, History - Women's Studies
Vicki Maheu, Business Office Technology, San Diego Continuing Education, Noncredit
Trevor Rodriguez, A.O., Long Beach City College
April Pavlik, Psychology, LA City College
Shuntay Taylor, Counseling, West Hills College Lemoore
Michael Wyly, English, Solano Community College



Executive Committee Agenda Item

SUBJECT: Committee Priorities		Month: September	Year: 2015
		Item No: II. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the priorities for the Standing Committees of the ASCCC.	Urgent: No	
		Time Requested: 5 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Committee Chairs	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August meeting, members discussed the priorities for the ASCCC Standing Committee based on the newly adopted Strategic Plan, the budget, and current climate of the California Community College System. The Executive Committee approved the committee priorities but asked committee chairs to seek input from their committees regarding any priorities or topics that might be missing with the understanding that any suggested changes to the priorities would need to return to the next Executive Committee meeting for approval.

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

II. C. 1. Committee Priorities.xlsx - Accreditation & Assessment Cmte



Accreditation and Assessment Committee Resolutions Report

General Information:

Year	Resolution	Resolution Name	Status	Strategic Priority	Comments
S15	2.01	<u>Disaggregation of Learning Outcomes Data</u>	Assigned	2015 - 16	Partner with the ASFoundation on the research component of this resolution
S15	2.02	<u>ACCJC Written Reports to Colleges on Sanction</u>	Assigned	1.1.E.	
F14	2.03	<u>Faculty Participation on ACCJC External Review Committees</u>	Completed		
S04	13.03	<u>Model Employment Application</u>	In Progress		Need Description



General Information					
Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	17.02	<u>Establishing Local CTE Liaison</u>	Assigned		Reassign to the CTE Leadership Task Force

II. C. 1. Committee Priorities.xlsx - Curriculum Cmte



General Information

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S15	9.01	<u>Curriculum Processes and Effective Practices</u>	Assigned	2015 -2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.
S15	9.02	<u>Chancellor's Office Interpretation of Education Code and Title 5 Regulations</u>	Assigned	4.1.A.	
S15	9.03	<u>The Carnegie Units Worksheet</u>	Assigned		Pending the PCAH finalization
F14	7.05	<u>Definition of Basic Skills</u>	Assigned		
F14	9.06	<u>Update the paper The Course Outline of Record: A Curriculum Reference Guide</u>	Assigned		The revision of this paper should occur after the PCAH is published.

II. C. 1. Committee Priorities.xlsx - Curriculum Cmte

S13	9.01	<u>Investigate Regional Coordination of Course Offerings</u>	In Progress	2015 -2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of this resolution. A survey has been drafted and awaiting approval 2015-16 committee. Consider guidelines paper.
F12	9.04	<u>Ensuring Availability of Major Preparation</u>	Assigned		Add to Curriculum Institute as a breakout with AOs; look at last year's CI topics; a possible Rostrum article for next year
S11	18.04	<u>Academic Credit for Veterans and Military Service Members</u>	Assigned	2015 -2016	CI in 2011 completed a breakout, Spring 2015; possible legislation AB 343. ASCCC is considering forming a task force to address this issue.
F10	9.01	<u>Developing a Reference Document for Curriculum</u>	Ongoing	Include in charge	Reviewed the website; repetition discussion board as tool; Held regionals; Committee should a reference to website at each Institute



Educational Policies Committee Resolutions Report

General Information

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S15	7.01	<u>System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty</u>	Assigned		
S15	14.01	<u>Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty</u>	Assigned		
F14	7.06	<u>Re-enrollment Information for Admissions and Records Staff</u>	Assigned		
F14	13.02	<u>Dual and Concurrent Enrollment</u>	Assigned	2015 - 16	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.
F12	17.01	<u>Approval of Grant Driven Projects</u>	In Progress		The committee created and distributed a survey to the field on what policies and procedures exist at the colleges regarding the approval of requests to apply for grants. The results will be reviewed and analyzed.
F11	13.20	<u>Supplemental Instruction Survey and Glossary</u>	In Progress	2015 -16	The committee engaged in discussions with representatives from 3CSN and ACTLA about partnering on this matter as they were in the process of preparing a survey to the field to collect the information requested in this resolution. The survey was to be distributed to the field in May 2015. The results will be shared with the committee and the results will be reported to the field accordingly.

II. C. 1. Committee Priorities.xlsx - Educational Policies Cmte

S09	17.04	<u>Resources for Senate/Bargaining Unit Relations</u>	In Progress	Pending ASCCC President direction	The committee reviewed the draft paper from spring 2011. The committee determined that attempting to fulfil the intent of the resolution would not be feasible without a partnership with the statewide leadership of the faculty unions and recommended to the Executive Committee that the potential for a joint paper of the ASCCC, CCCCI, CFT and CCA be explored.
F07	4.02	<u>Concurrent Enrollment for Secondary Students</u>	In Progress	2015 - 2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.
S12	21.02	<u>CTE Program Review</u>	Assigned		
S13	19.03	<u>Develop Training Guidance for Faculty Engaged in Peer Evaluations</u>	Assigned	2015 - 16	

II. C. 1. Committee Priorities.xlsx - Equity & Diversity Action Cmte

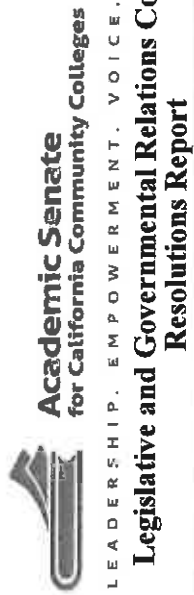


Equity and Diversity Action Committee Resolutions Report

General Information

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	13.01	<u>System-wide Collaboration on Violence Prevention Programs</u>	Assigned		
S14	3.01	<u>Infusing Cultural Competence</u>	In Progress	2.2.A.	Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S11	13.05	<u>Local College Participation in the LGBT-Friendly Campus Climate Index</u>	Assigned	2015 - 16	Needs to be addressed in 2015-2016. Possible Rostrum article.
S10	1.02	<u>Plan to Infuse Cultural Competence</u>	In Progress	2.2.A.	Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S10	1.07	<u>Faculty Hiring Resources</u>	In Progress	2015-16	Addressing the hiring of diverse faculty is a priority of the Chancellor's Office and the System. The ASCCC should partner with the Chancellor's Office to develop resources to address this resolution.
S10	13.07	<u>Changes in Traditional Student Makeup</u>	Assigned		
S09	1.02	<u>Assessment of Inclusive Practices</u>	In Progress	2.2.A.	
S09	3.02	<u>Support for Gay, Lesbian, Bisexual and Transsexual/Transgender (GLBT) Students and Staff</u>	Assigned	2.2.A.	
S07	3.01	<u>Honors Programs and Student Equity</u>	In Progress		
F05	3.01	<u>Accreditation and Equity Planning</u>	In Progress	2015-2016	This resolution is particularly relevant this fiscal year given the funding provided for equity plans. Reassign to Accreditation Committee.

II. C. 1. Committee Priorities.xlsx - Legis & Govmntal Relations Cmte



General Information

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	6.01	Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation	In Progress		The ASCCC submitted a "watch with concern" letter dated 12/02/14 to the author of SB42 in opposition to the legislation as written. In partnership with FACCC, the ASCCC submitted a letter on 4/27/15 to the chair of the Senate Appropriations Committee opposing SB42. The ASCCC will continue to oppose any legislation that is in contradiction to the principles stated in Resolution 6.01 S15
S15	6.02	Support Funding for Career Pathways and Coordination of Long Range Planning	Assigned	2.2.A.	The ASCCC representatives advocated for the inclusion of the support for and resourcing of structured career pathways in the Workforce Taskforce recommendations to the Board of Governors.

II. C. 1. Committee Priorities.xlsx - Legis & Govmntal Relations Cmte

S15	6.03	<u>Support Expanding Dual Enrollment Opportunities For High School Students</u>	In Progress	The ASCCC submitted a letter in support of AB 288 supporting the benefits of dual enrollment for students transitioning from high school to community college.
S15	6.04	<u>Support Legislation on Full-time Faculty Hiring, Full-time noncredit hiring, and Part-time Office Hours</u>	In Progress	The ASCCC submitted a letter in support of AB 626 on 04/14/2015. The letter included strong support for establishing a full-time and part-time non-credit faculty ratio as well as hiring of full time faculty in counseling.
S15	6.05	<u>Support College Textbook Affordability Act</u>	Assigned	The ASCCC submitted a letter in support of AB 798 on 04/06/15. Included in the letter was specific reference to the importance of local academic senate support in implementation of the programs required by the legislation.

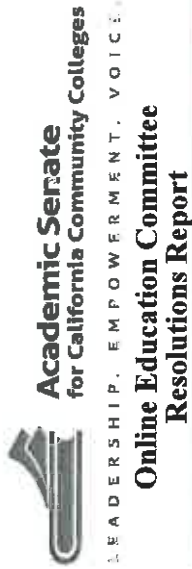
II. C. 1. Committee Priorities.xlsx - Legis & Govmntal Relations Cmte

S15	6.06	<u>Placing Limitations on Overload Assignments</u>	In Progress		Although SB 373 is currently a 2-year bill, the ASCCC will remain diligent in its advocacy of ensuring the health of educational programs by supporting flexibility for the faculty to appropriately offer classes and provide support for students.
S99	9.04	<u>ESL and CalWORKS</u>	In Progress		The ASCCC will research the interests expressed in this resolution to determine if there is still reason for concern.
S99	20.01	<u>Loan Forgiveness</u>	In Progress		The ASCCC will research the interests expressed in this resolution to determine if there is reason to pursue.
		Develop a legislative agenda aligned with goals of the ASCCC actively pursue bills of interest	Assigned	2015- 16	ASCCC Strategic Plan
		Include Legislative Advocacy topics at appropriate events	Assigned	2015- 16	ASCCC Strategic Plan
S15	17.03	<u>Establishing Local Legislative Liaison Position</u>	Assigned		



General Information

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
F11	9.02	Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment	Assigned	2015 - 16	
S15	17.05	Establish Local Noncredit Liaison Position	Assigned		



General Information

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S13	9.03	Conditions of Enrollment for <u>Online Instruction</u>	In Progress		The Distance Education Task Force submitted a survey to the field in fall 2013 to determine what the colleges are doing to prepare students for the online education environment. The survey results were reviewed and reported to the body as part of the "Hot Topics in Distance Education" breakout session at the Spring 2014 Plenary Session. Best practices in student preparation for distance education courses as identified in the literature were also reviewed by the task force and reported to the body as part of the same breakout. A Rostrum article is planned. Potential regulatory changes regarding required orientations would need to be reviewed by the CCCCCO.
S13	13.03	<u>Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses</u>	In Progress		The Online Education Committee brought forward a proposal at the January 2015 Executive Committee meeting to revise Title 5 to address this resolution. This has been carried forward to SACC for further review.
S12	11.01	<u>Creation of Distance Education Effective Practices Resource</u>	Assigned		



**Academic Senate
for California Community Colleges**
LEADERSHIP. EMPOWERMENT. VOICE.
**Faculty Development Committee Resolutions
Report**

General Information:

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
F14	12.03	Faculty Professional Development	Ongoing	2.1.A	
F14	12.01	Professional Development and the Academic Senate	Ongoing	2.1.A	



Relations with Local Senates Committee Resolutions Report

General Information

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	12.01	Faculty Recognition	Assigned		
S15	17.04	<u>Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures</u>	Assigned		
F14	17.01	<u>Consulting Collegially with Local Senates on Participation in Statewide Initiatives</u>	Assigned		
S07	1.02	<u>Ensuring Participatory Governance</u>	Ongoing	4.3.A	Move to charge
S06	1.02	<u>Assistance for Local Senates</u>	Ongoing	4.3.A	Move to charge
S05	1.04	<u>Topic Experts Provided by Academic Senate</u>	Ongoing	4.3.A	Move to charge
S01	17.01	<u>Urge Newly Elected Local Presidents to Attend Leadership and Sessions</u>	Ongoing	4.3.A	Move to charge



Standards and Practices Committee Resolutions Report

General Information

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
F14	10.01	<u>Revise the Paper Equivalence to the Minimum Qualifications</u>	Assigned	2015 - 16	
F13	10.01	<u>Adding Currency Requirements in the Disciplines List</u>	In Progress	2015 - 16	Standards and Practices created a survey to be distributed to the field that was brought to the October 2014 Executive Committee meeting. The Executive Committee requested a legal opinion about the legality of this request before distributing the survey. Legal opinion has not been available do to lack of legal counsel at the Chancellor's Office.
S11	10.12	<u>Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications</u>	Not Addressed		No progress was made on this resolution this year, but changes to title 5 could be submitted next year with the changes to the minimum qualifications.

II. C. 1. Committee Priorities.xlsx - Standards and Practices Cmte

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



Executive Committee Agenda Item

SUBJECT: CTE Regional Meeting Agenda		Month: September	Year: 2015
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the CTE Regional Meeting agenda topics.	Urgent: YES	
		Time Requested: 5 mins.,	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grant Goold	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee approved the following dates for the CTE Regional meetings: 10/9 (American River), October 10 (Irvine College), October 16 (Bay), and October 17 (Central). The Regional Meeting process requires the Executive Committee to approve the agenda for all regional meetings. The Executive Committee will discuss two key issues: 1) The Board of Governors Taskforce on Workforce, Job Creation, and a Strong Economy recommendations and discussion of next steps; and 2) CCC Bachelor Degree.

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



Executive Committee Agenda Item

SUBJECT: Resolutions to honor former Executive Committee Members		Month: September	Year: 2015
		Item No. II, E	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolutions to honor Dan Crump and Michelle Grimes-Hillman	Urgent: NO	
		Time Requested: 5 Minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC has a tradition of honoring former Executive Committee members with resolutions. Executive Committee policy 40.00, Honoring Faculty leaders, states, “The honoring of Executive Committee members who have served a full term or longer is under the discretion of the Executive Committee. A request to honor an Executive Committee member must be agendized for action at a regular meeting of the Executive Committee.” In the past five months, two members who served at least one term have left the Executive Committee, while four members who have left the committee did not serve a full term. The purpose of this agenda item is to approve resolutions honoring Dan Crump, who served for thirteen years on the Executive Committee, and Michelle Grimes-Hillman, who served for four full years. If approved, their resolutions will be presented in their area – Michelle Grimes-Hillman at the Fall 2015 Plenary Sessions and Dan Crump at the Spring 2016 Plenary Session.

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

40.00 HONORING FACULTY LEADERS

(Approved February 6, 2015)

There are times when a faculty member(s) or the Executive Committee may want to honor faculty who have served the Academic Senate by supporting the mission and vision through a variety of capacities (e.g., committee member, Executive Committee member, advisory group). The following are some of the ways that the ASCCC or the Executive Committee can honor faculty including:

- Emeritus status – retired faculty only (noted in bylaws)
- Emeritus status – retired faculty only (noted in bylaws)
- Resolution (honorary or adopted resolution)
- Contribution to the Academic Senate Foundation including to the level of Leadership Circle
- Contribution to a charitable organization suggested by the family of the deceased up to the amount of registration at one plenary session
- Proclamation
- Recognition in the *Rostrum*, a plenary session program, or other printed material of the ASCCC

If the Executive Committee or a faculty member(s), working through their Area, determines that a faculty member should be honored, the following criteria will be considered:

1. The faculty member must be a deceased, or retired community college faculty member, who has completed at least five (5) years of significant service to the Academic Senate for California Community Colleges.
2. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

The honoring of Executive Committee members who have served a full term or longer is under the discretion of the Executive Committee. A request to honor an Executive Committee member must be agendaized for action at a regular meeting of the Executive Committee.

Individuals that have been granted emeritus status are entitled to special recognition at senate events, free issues of the Academic Senate *Rostrum*, and free registration at all Academic Senate Plenary Sessions.



Executive Committee Agenda Item

SUBJECT: Fall Curriculum Regional Meetings		Month: September	Year: 2015
		Item No: JI, F	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will provide input and consider for approval the draft agenda for the curriculum regional meetings.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Curriculum Committee will host two Curriculum Regional Meetings, one in the north and one in the south, in the fall, with dates to be set by the Executive Committee. The Curriculum Committee has developed the following draft agenda for review and approval by the Executive Committee.

Curriculum Regional Meetings DRAFT AGENDA

9:00-9:30am Registration and Sign-in

9:30-9:45am Welcome and Introductions

9:45-10:30am Chancellor's Office Update

10:30-11:30am C-ID/ADT, UC Transfer Pathways Updates, Initiatives updates?

11:30-12:15 pm Lunch

12:15-1:25 pm

- Breakout #1: Topics for New(er) Curriculum Specialists, Curriculum Chairs, Curriculum Deans – Curriculum Inventory Training, DE Addendum, Other?
- Breakout #2: Workforce Task Force Recommendations and curriculum efficiency; Baccalaureate degree

1:35-2:45

- Breakout #3: What is CDCP/effective implementation and use; CTE Curriculum tools; Instructional design and equity(?)
- Breakout #4: PCAH update; SLOs and Course Objectives

2:45-3:15 Reconvene for Q&A: Questions from the field

Possible Guests: Jackie Escajeda, Pam Walker, Julio Sokonos (Moorpark CTE Dean)

Possible ASCCC Exec: Craig Rutan, John Stankas, Julie Bruno, Dolores Davison, Cheryl Aschenbach

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



Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: September	Year: 2015
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
CATEGORY:	Action	Time Requested: 20 minutes	
REQUESTED BY:	Bruno/Davison	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: Legislation continues to move through the two houses. As directed by the Executive Committee, the ASCCC submitted a position letter opposing AB 968 (Williams) Transcripts. A copy of the letter is included in this agenda item. Additional ASCCC position letters submitted on SB 42 (Liu), AB 490 (Alejo), AB 626 (Low), AB 770 (Irwin), AB 288 (Holden), and AB 798 (Bonilla) may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

The August 28, 2015 ASCCC Legislation Report is provided as an attachment. The most recent Chancellor’s Office State and Federal updates and the CO Legislation Matrix will be included as soon as they are available.

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

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1															
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 128	Weber	Education Finance	X	X	X	X	X	X	X	X	X	X	X	X	Senate Budget & Fiscal
AB 176	Bonta	Data Collection: API Ethnic Groups (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 340	Weber	Campus Climate Reports (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 404	Chiu	Community Colleges: Accreditation	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 449	Irwin	Income Taxation: Savings Plans: ABLE Program	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 542	Wilk	Community College: Early and Middle College HS	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 573	Medina	For Profit College Closure: Student Assistance (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 626	Low	Community Colleges: Instructors	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 636	Medina	Postsecondary Education: Student Safety (Support)	X	0	X	X	X	X	0	X	X	X	X	X	Senate Floor
AB 653	Levine	Intersegmental Coordination: Information Technology (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 721	Medina	Student Financial Aid: Private Student Loans (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 767	Santiago	Community Colleges: Emergency Preparedness Standards	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development (Support if Amended)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 798	Bonilla	Course Materials Accessibility (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 913	Santiago	Student Safety: Sexual Assault	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 934	Bonilla	Education Technology: K-12 High Speed Network (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 963	Bonilla	Teachers' Retirement Law	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 967	Williams	Sexual Assault Case Procedures (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 968	Williams	Transcripts: Expulsion Note	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 986	Gipson	Community Colleges: Compton Community College District	X	X	X	X	X	X	X	X	X	X	X	X	Senate Rules
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
AB 1016	Santiago	Public Postsecondary Education: Student Transfer Act (Support)	X	X	X	X	X	X	Senate Floor
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X			Senate Ed.
AB 1091	Garcia E.	Student Financial Aid (Support)	X	X	X	X	X	X	Senate Floor
AB 1361	Burke	Student Financial Aid Cal Grant Program Veterans (Support)	X	X	X	X	X	X	Senate Floor
AB 1366	Lopez	Public Postsecondary Education: Dream Resource Centers (Neutral)	X	X	X	X	X	X	Senate Floor
AB 1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	X	O	Senate Floor
AB 1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X	X	Senate Floor
AB 1401	Baker	Veterans: Student Financial Aid (Support)	X	X	X	X	X	X	Senate Floor
SB 15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X	X		Asm. Higher Ed.
SB 42	Liu	Commission on Higher Education Performance (Concern)	X	X	X	X	X	X	Asm. Floor
SB 103	Leno	Education Finance	X	X	X	X	X		Asm. Budget
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)	X	X	X				Senate Floor
SB 150	Nguyen	Personal Income Tax: Exclusion: Student Loan Debt (Support)	X	X	X				Senate Floor
SB 172	Liu	Pupil Testing: High School Exit Examination: Suspension	X	X	X	X	X	X	Asm. Floor
SB 186	Jackson	Community College District: Removal, Suspension (Support)	X	O	X	X	O	X	Enrollment
SB 324	Pavley	Income Taxation: Savings Plans: Qualified ABLE Program (Support)	X	X	X	X	X	X	Asm. Approps.
SB 605	Gaines T	Community Colleges: Non Resident Tuition Exemption: Nevada (Support)	X	X	X	X	X	X	Asm. Floor
SB 725	Hancock	Pupil Testing: High School Exit Examination: Exemption	X	X	X	X	X	X	Asm. Approps.
SB 786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X	Asm. Approps.
SCA 1	Lara	UC: Legislative Control	X						Sen. Ed.
SCA 2	Nguyen	Public Postsecondary Education: United States Flag	X						Sen. Jud., E. & Con.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2									
AB 12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X	X	X	Senate Approps.
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force	X	X	X	X	X	X	Senate Approps. Suspense
AB 113	Weber	Local Government	X	X	X	X	X		Senate Budget & Fiscal
AB 147	Dababneh	Postsecondary Education: Animal Research	X	X	X	X	X	X	Senate Floor
AB 266	Cooley	Medical Marijuana (Professional Certification)	X	X	X	X	X	X	Senate Approps. Suspense

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 333	Melendez	Healing Arts: Continuing Education	X	X	X	X	X	X	X	X	X	X	X	Senate Floor	
AB 410	Obernolte	Reports Submitted to Legislative Committees	X	X	X	X	X	X	X	X	X	X	X	Senate Floor	
AB 532	McCarty	Collection of Data: Ancestry or Ethnic Origin	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. Suspense	
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. Suspense	
AB 854	Weber	Educational Service: Pupils in Foster Care	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.	
AB 882	Wilk	School Bonds: Portable Electronic Devices	X	0	X	X	X	X	X	X	X	X	X	Senate Gov. & F.	
AB 915	Holden	Public Education Employees: Accident or Illness	X	0	X	X	X	X	0	X	X	X	X	Chaptered	
AB 952	Garcia	Community College Governing Boards: Vacancies	X	0	X	X	X	X	0	X	X	X	X	Chaptered	
AB 1093	Garcia E.	Supervised Population Workforce Training: Grants	X	X	X	X	X	X	X	X	X	X	X	Chaptered	
AB 1269	Dababneh	Alternative Energy	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. Suspense	
AB 1270	Garcia E.	Workforce Innovation and Opportunity Act	X	X	X	X	X	X	X	X	X	X	X	Chaptered	
HR 7	Lopez	Adult Education	X	X	X	0	0	0	0	0	0	0	0	Adopted	
SB 222	Block	School Bonds: School facilities - Statutory Lien	X	0	X	X	X	X	0	X	X	X	X	Chaptered	
SB 418	Morrell	CSU: Military Students Interruption in Attendance	X	X	X	X	X	X	X	X	X	X	X	Chaptered	
SB 436	Liu	Education: Omnibus Bill	X	X	X	X	X	X	X	X	X	X	X	Assembly Floor	
SB 440	Liu	Postsecondary Education: Institutions	X	0	X	X	X	X	0	X	X	X	X	Enrolled	
SB 456	Block	Firearms Discharge on Campus	X	X	X	X	X	X	X	X	X	X	X	Assembly Floor	
SB 707	Wolk	Firearms: Gun-Free School Zone	X	X	X	X	X	X	X	X	X	X	X	Asm Approps	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3															
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act	X	X	X	X	X	X	X	X	X	X	X	Sen. Approps. Suspense	
AB 38	Eggman	California State University: Stockton Campus.	X	X	X	X	X	X	X	X	X	X	X	Senate Rules	
AB 145	Gomez	Public Benefits Reports	X	X	X	X	X	X	X	X	X	X	X	Senate Floor	
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X	0	X	X	X	X	0	X	X	X	X	Senate Floor - Inactive	
AB 313	Atkins	Enhanced Infrastructure Financing Districts	X	X	X	X	X	X	X	X	X	X	X	Senate Floor	
AB 331	Levine	School Districts Governing Boards: Membership Reduction	X	X	X	X	X	X	X	X	X	X	X	Chaptered	
AB 520	Levine	Apprenticeship	X	X	X	X	X	X	X	X	X	X	X	Senate L & I.R.	

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House						Second House			STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence		
AB 715	Daly	Residential Development: School Facilities Fees	X	0	X	X	X	X	0	X	X	Chaptered
AB 716	Low	California State University: Special Sessions	X	X	X	X	X	X	X	X	X	Enrollment
AB 731	Gallagher	Maintenance of the Codes	X	0	X	X	X	0	X			Senate Floor
AB 752	Salas	Private Postsecondary Education	X	X	X	X	X	X	X	X	X	Senate Floor
AB 768	Thurmond	Tobacco Ban: Baseball Fields	X	X	X	X	X	X	0	X		Senate Floor
AB 802	Williams	Residential, Nonresidential Buildings: Energy Savings	X	X	X	X	X	X	X	X		Sen. Approps. Suspense
AB 819	Irwin	UC & CSU: Alumni Associations	X	X	X	X	X	X	X	X	X	Chaptered
AB 991	Bonta	State Teachers' Retirement	X	X	X	X	X	X	X	X	X	Chaptered
AB 1000	Weber	CSU: Student Success fees	X	X	X	X	X	X	X	X		Senate Floor
AB 1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X	X	X		Senate Approps.
AB 1228	Gipson	Public Postsecondary Education: Campus Housing	X	X	X	X	X	X	X	X		Senate Floor
AB 1307	McCarty	Postsecondary Education	X	X	X	X	X	X	X	X		Senate Approps.
AB 1308	Perea	Apprenticeship Programs: Approval	X	X	X	X	X	X	X	X	X	Chaptered
AB 1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X	X				Senate Ed.
AB 1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X	X				Senate Ed.
ACR 39	Dababneh	Financial Aid and Literacy Month	X	X	0	0	0	0	0	0	0	Chaptered
SB 12	Beall	Foster Youth	X	X	X	X	X	X	X	X		Asm. Approps.
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	X	X	X	X	X				Asm. L. & E.
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	X	X	X	X	X	X	X	X		Asm. Approps.
SB 451	Lara	Pupil Instruction and Services: Counseling	X	0	X	X	X	X	0	X	X	Asm. Floor
SB 501	Wleckowski	Wage Garnishment Restrictions: Student Loans	X	0	X	X	X	X	0	X		Asm. Floor
SB 532	Leyva	Higher Education Facilities Bond Act Program	X	X	X	X	X	X	X	X		Asm. Approps.
SB 645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X	X	X	X		Asm. Approps.
SB 686	Pan	Higher Education Employer-Employee Relations Act	X	X	X	X	X	X	X	X		Asm. Approps - Suspense

BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education	X												Asm. Hum. S.
AB 6	Wilk	Bonds: Transportation - School Facilities	X												Asm. Trans. Failed
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X	X							Senate Ed.
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X	X											Asm. Approps Held
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X	X	X							Senate Ed.
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X												Asm. Higher Ed.
AB 148	Holden	School Facilities: General Obligation Bond Measure	X	X											Asm. Approps Held
AB 151	Rodriguez	Income Taxes: Credits: Apprenticeships	X	X											Asm. Approps. Held
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015	X	X											Asm. Approps. Held
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards (Support, if amended)	X	X	X	X	X	X							Senate Ed.
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program	X	X											Asm. Approps. Held
AB 209	Patterson	Tax Deductions: 529 College Savings Plans	X												Asm. Rev. & Tax Held
AB 280	Brown	Small Claims Court Jurisdiction: Community College Districts	X												Asm. Jud.
AB 343	Melendez	Academic Credit for Prior Military Experience													Introduced
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X	X											Asm. Approps. Held
AB 393	Hernandez	Veteran Resource Centers Grant Program (Support, if amended)	X	X											Asm. Approps. Held
AB 421	Calderon I	Community Colleges: Veterans Counselor (Support, if amended)	X	X											Asm. Approps. Held
AB 456	Patterson	Public Postsecondary Education: UC: CSU	X												Asm. Higher Ed.
AB 458	O'Donnell	Postsecondary Education: Instructional Strategies	X	X											Asm. Approps. Held
AB 482	Harper	Concurrent Enrollment in Secondary School and College													Introduced
AB 490	Alejo	Community College Extended Opportunity Programs	X	X											Asm. Approps. Held
AB 586	Campos	Student Opportunity and Access Program (Spot)	X												Asm. Higher Ed.
AB 616	Campos	Student Financial Aid: State Work-Study Program (Spot)	X												Asm. Higher Ed.
AB 677	Dodd	School Safety: Door Locks	X	X											Asm. Approps. Held
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X												Asm. A., E, S, T

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House		Second House				STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
AB 748	Lackey	Taxation: Exemptions: Public Schools	X						Asm. Rev. & Tax Held
AB 831	Bonilla	Student Financial Aid: Cal Grant Program	X	X					Asm. Approps. Held
AB 836	Rendon	Tour Guides: Regulations	X	X					Asm. Approps. Held
AB 837	Hernandez	UC: Employee Salaries	X	X					Asm. Approps. Held
AB 889	Chang	Concurrent Enrollment in School and Community College: STEM (No Position)	X	X					Asm. Approps. Held
AB 916	O'Donnell	Career Technical Education: Student Organizations	X	X					Asm. Approps. Held
AB 996	Medina	State Teachers' Retirement System	X	X					Asm. Approps. Held
AB 1088	O'Donnell	School Facilities: Bond Act: Greene Act	X	X					Asm. Approps.
AB 1112	Lopez	Adult Education: Consortia (Concern)	X						Asm. Higher Ed. Failed
AB 1165	Ridley-Thomas	Vocational Nursing: Secondary, Post-Secondary Education	X						Asm. B. & P.
AB 1181	Calderon I	Adult Education Programs: Federal Pell Grant Program	X						Asm. Ed.
AB 1212	Grove	Postsecondary Education: Freedom of Association	X						Asm. Higher Ed. Failed
AB 1224	Baker	Postsecondary Education: Cal Grant Awards	X						Asm. Higher Ed.
AB 1349	Weber	Public Postsecondary Education California First Act	X	X					Asm. Approps. Held
AB 1365	Baker	Sexual Assault Awareness and Prevention Program	X						Asm. Higher Ed.
AB 1372	Holden	School Facilities: Funding K-12							Introduced
AB 1433	Gray	Higher Education Facilities Bond (Support)	X	X					Asm. Approps. Held
AB 1466	Burke	Student Safety: Sexual Assault							Introduced
AB 1474	Chavez	Community Colleges: Technical Education Bond Act	X						Asm. Higher Ed.
AB 1481	Mullin	Workforce Development							Introduced
AB 1503	Perea	Telecommunications Universal Service Programs	X	X					Asm. Approps. Held
SB 8	Hertzberg	Taxation	X						Sen. Gov. and F.
SB 66	Leyva	Career Technical Education Pathways Program (Support)	X						Sen. Ed.
SB 150	Nguyen	Personal Income Tax Law: Exclusion: Student Loan Debt Forgiveness							Sen. Rules
SB 362	Vidak	Postsecondary Education: Reporting Requirements	X						Sen. Ed.
SB 373	Pan	California Community Colleges: Overload Assignments	X	X					Sen. Approps. Held

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 8/27/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		Floor
SB 381	Huff	School Employees: Reeducation in Workforce	X						Sen. Ed. Held	
SB 403	Liu	California Community Schools Act	X	X					Sen. Approps. Held	
SB 430	Cannella	Career Technical Education Pathways Program							Introduced	
SB 480	Pan	Taxation: Qualified Heavy Equipment	X	X					Sen. Approps. Held	
SB 521	Liu	CalFresh Employment and Training Program	X	X					Sen. Approps. Held	
SB 634	Block	Postsecondary Education: Interstate Reciprocity (Support)	X						Sen. Ed.	
SB 665	Block	Postsecondary Education: Rape and Sexual Assault	X	X					Sen. Approps. Held	
SB 668	Leyva	Sexual Assault Counselor-Victim Privilege	X						Sen. Pub.S.	
SB 691	Morrell	Postsecondary Education: Student Code of Conduct	X						Sen. Ed.	
SB 791	Hertzberg	Student Financial Aid: Golden State Scholarshare Trust	X	X					Sen. Approps. Held	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget										
AB 93	Weber	Budget Act of 2015	X	O	X	X	X	O	X	Chaptered
AB 104	Weber	Budget Act of 2015 Education Omnibus (Incl. Adult Education)	X	O	X	X	X	O	X	Chaptered
SB 78	Leno	Budget Act of 2015 Education Local Control Formula	X	O	X	X	X	O	X	Chaptered
SB 81	Leno	Budget Act of 2015: Postsecondary Education Trailer Bill (Incl. VACA align)	X	O	X	X	X	O	X	Chaptered
Status										
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.										
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.										
Contact: Raul Arambula. Governmental Relations - rarambula@ccc.co.edu; (916) 327-6227										
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov										

ASCCC Legislative Report

August 28, 2015

(Note: As of August 28, amendments to many bills were not posted so detailed descriptions were not available for analysis and are not included in this report.)

Assembly Bills

AB 176 (Bonta) Data Collection

Requires the segments of higher education to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016. The bill calls for 10 additional categories. There is discussion around affects of disaggregating the data including concerns around identifying individual students and the loss of data. Amendments include specific reporting requirements and compliance with FERPA. **Additional amendments include delineation of categories. Last amended 7/14/15. Latest amendments to remove the Department of Healthcare Services. (Latest amendments not yet available at the time of this report.)** (CO Supports)

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 7/14/15 – hearing date 08/17/15. Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: The ASCCC has Resolution 2.01 F03 on the protection of privacy and data that stresses adherence to FERPA and the AAUP statement on privacy. There is also Resolution 3.01 F13 that requests the expansion of demographic categories to provide students with choices when choosing identities to illustrate the demographic realities of our colleges and assist in planning. It appears that a balancing act between the two positions may be required depending on the shaping of the bill.

AB 288 (Holden) College and Career Access Pathways Partnership

This bill would authorize a community college district to enter into a CCAP partnership with a K-12 school district to develop pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Amendments include language to address employment concerns, the 15 units per term maximum, service areas, CCAP agreements, and reporting requirements. **Amendments include Chancellor's Office responsibilities, parameters of CCAP agreements, a 10% cap on total number of FTE statewide and a sunset date of 1/1/22. Of concern is language stating that remedial courses offered through a CCAP agreement "shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation." Amended on 07/13/15. Latest amendments include preventing oversubscribed courses from being offered through CCAP. (Latest amendments not yet available at the time of this report.)** (CO Sponsored/Support)

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations - hearing date 8/17/15. Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: Resolution 6.03 S15 specifically endorsed the intent of this bill. In addition, the ASCCC has several other resolutions that generally support expanding opportunities for dual and concurrent enrollment (4.01 F07 and 4.02 F07). While the ASCCC does not have anything specifically on this legislation, those resolutions seem to generally apply. We also have a resolution requesting limitations on concurrent enrollment (15.02 S09). Recently, resolution 13.02 F14 requested guidance on regulations and effective practices for dual and concurrent enrollment as well clarifying terminology. We also have two *Rostrum* articles on the concurrent enrollment in the December 2007 issue.

ASCCC Action: Letter of support submitted 4/16/15.

AB 340 (Weber) Campus Climate Report

Requires CSU and CCC, and urges UC, to submit a report once every two years to the legislature on campus climate and for each to post the report on its website. Amendments include specifications for the content of the report and language on campus program developments that impact campus climate. **Latest amendments include language about costs being borne by the state if it is determined that this is mandated. Last amended on 7/08/15.**

Status: Passed in Assembly and Senate Education; Senate Appropriations 7/15/15 Hearing set for 8/17/15. Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: The ASCCC has resolutions that allude to support for creating emotionally supportive and positive campus climates (e.g., Resolution 13.01 F94) but not one that speaks directly to this issue.

AB 404 (Chiu) Accreditation

Adds to the duties of the board of governors by requiring it to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a systemwide evaluation of the accrediting agency based on the criteria used to determine an accreditor's status. Minor amendments 4/13/15 and 6/10/15.

Status: Senate Education Committee to Senate Appropriations. Suspense file 7/13/15. Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: The ASCCC has numerous resolutions on Accreditation. Positions relevant to this bill include Resolution 2.02 F13 that states, "Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified in evaluations by the U.S. Department of Education (USDE) Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document and make public what steps it will take to address any areas of non-compliance." In its current form, this bill appears to advance the interest inferred from the

resolution.

AB 542 (Wilk) Early and Middle College High Schools

Grants the same enrollment priority consideration to Early College High Schools as is authorized under current law for Middle College High Schools. Also allows colleges to claim apportionment for ECHS and MCHS students in physical education courses beyond the 5% statutory cap and exempts these students from the 10% cap on summer course enrollment. Amendments include specifying criteria for claiming apportionment and reporting requirements. **Last amended 7/08/15.**

Status: **Passed Senate Education Committee to Senate Appropriations 7/8/15. Senate Appropriations – Held under submission 8/27/15.**

ASCCC Position/Resolutions: Generally, the ASCCC has passed resolutions that call for considering potential impact on students before assigning priority enrollment for any student population. (Resolutions F11 13.11 and Sp11 18.01)

AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. Closures

Provides financial and educational assistance to students affected by the closing of CCI campuses in California. Waives CCC fees for CCI students until July 1, 2018. Restrictions apply and are delineated. Also provides funds for CO to support statewide media campaign to inform CCI students of educational opportunities at CCCs. Recent amendments include provisions of legal aid and student loans assistance. **Amended 07/09/15 Amendments includes specifying Heald College in some sections, requiring affected to students to have demonstrated need as determined enrolling college, and providing restoration of award years for student who received a California National Guard Education Assistance Award and attended Heald College. Amended 08/18/15. Latest amendments include removing distance education and add clarifying changes. (Latest amendments not yet available at the time of this report.) (CO Supports)**

Status: **Senate Appropriations 7/15/15. Passed Appropriations to Senate Floor 8/27/15**

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

AB 626 (Low) Instructors

Requires colleges to use portions of program improvement allocations to be used to make progress on the policy of 75 percent of credit hours to be taught by full time faculty. Also, the bill requires the board of governors to work with the Academic Senate for California Community Colleges and other relevant entities to develop goals for the full-time to part-time faculty ratio in noncredit education. Amendments include direction for the CO to convene a workgroup of stakeholders every 4 years to develop recommendations on spending strategies to achieve 75 percent standard and support part-time faculty including office hours. **Last amended on 6/01/15. (FACCC Sponsored)**

Status: In Senate Education as of 7/1/15. Hearing set for 7/8/15 but cancelled at request of author.

ASCCC Position/Resolutions: Resolution 6.04 S15 specifically endorsed the intent of this bill. In addition the ASCCC has numerous resolutions supporting progress on the full time obligation (75/25 ration). The most recent, Resolution 13.01 F14 states, “Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.” Regarding faculty in noncredit education, the ASCCC has a number of resolution in support including resolution F92 12.11 that states “Resolved that in order to enhance the academic quality in our colleges, the Academic Senate for California Community Colleges support the following position: The Senate should explore avenues to insure a core of full-time noncredit instructors in each district offering noncredit programs with a long-term goal to increase the percent of hours taught by full-timers to 75%.” Furthermore, Resolution F07 19.02 states, “Resolved, That the Academic Senate for California Community Colleges urge local senates to educate their faculty, staff, administrators, and trustees who may not be familiar with this issue, about the need for an appropriate number of full-time noncredit faculty and how their college and students benefit.” Finally, F14 7.01 states, “Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to restructure the calculation of the Faculty Obligation Number (FON) in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.”

ASCCC Action: Letter of support submitted 4/13/15.

AB 770 (Irwin) Basic Skills and Professional Development

Establishes a financial grant and professional development funding program for adopting or expanding the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals. Delineate the specific criteria required to award the grant funds as well as reporting requirements. **Amendments include levels of funding and grant criteria and reporting requirements as well as provisions for technical assistance from the CO. Last amended on 7/01/15. Amended 8/15/15 (CO support, if amended)**

Status: Passed Senate Education; Appropriations 07/15/15. Senate Appropriations – Held under submission 8/27/15

ASCCC Position/Resolutions: The ASCCC passed Resolution 9.01 F11 requests that the ASCCC “support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction.”

ASCCC Action: Letter of support, if amended submitted 4/14/15.

***AB 798 (Bonilla) College Textbook Affordability Act**

Accelerate the adoption of OER to reduce the students' cost and improving access to materials through the OER Adoption Incentive Fund. Requires grants to be used for activities such as faculty professional development, OER curation activities, and technology support for faculty. Requires local academic senates, in collaboration with students and administration, to pass resolution in support. **Amendments include removal of UC, require CaOERC to provide oversight of meeting plan requirements and determination of plan approval. Grant recipients would submit progress reports to CaOERC. ICAS is required to report to the legislature. Last amended on 7/01/15 Latest amendments include benchmarks requirements for grant recipients and changes to the use of the money at local colleges. The ASCCC president is working with Bonilla's staff 8/27/15 (CO support, if amended)**

Status: Senate Appropriation 07/08/15 - hearing date 8/17/15 Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: Resolution 11.01 F12 calls for the ASCCC “support the appropriately expanded use of Open Educational Resources (OER) resources and work with our higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” –licensed materials; and...to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.” Bonilla's office has been working with ASCCC, as well as other higher education senates and organizations, to amend the bill. Resolution 6.05 S15 specifically endorsed the intent on this bill. However, recent discussions between Assemblymember Bonilla's office and the CaOERC could necessitate a reevaluation of that support.

ASCCC Action: Letter of support submitted 4/14/15.

***AB 968 (Williams) Transcripts**

Require districts to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.

Status: Passed in Assembly and Senate Education Committee; re-referred to Appropriations 7/08/15 Passed Appropriations to Senate Floor 8/27/15

ASCCC Action: Letter of opposition written to be submitted 8/30/15.

AB 1010 (Medina) Part time temporary employees

Specifies minimum standards for part time faculty to be included in collective bargaining agreements such as evaluation procedures, workload distribution, and seniority rights. **Last amended on 04/27/15.**

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations Committee - suspense file 07/06/15 Senate Appropriations – Held under submission 8/27/15.

ASCCC Position/Resolutions: The ASCCC has many resolutions to address the academic and professional issues specific to the situations of part time faculty as well as the paper “Part Time

Faculty: A Principled Perspective” which includes recommendations on hiring and evaluation processes and procedures and their implementation.

AB 1016 (Santiago) Student Transfer Act

Requires the CO to report to the Legislature the status of each community college’s compliance with creating the associate degrees for transfer (ADTs). Requires CSU to submit 2 reports to the Legislature on campus acceptance of transfer model curricula by concentration. Requires the CSU to publicly post all available data on the number of students admitted with an ADT, the extent to which the CSU admitted associate degree transfer students to the students’ first choice campus and to a program that is similar to their transfer degree, the number of redirected students that ultimately enrolled at CSU, and the proportion of students with an ADT who graduated from CSU. Last amended on 7/08/15 to change all March dates to December of the same year. (CO Support)

Status: Passed in Assembly and Senate Education Committee and Senate Appropriations Committee after third reading ordered 7/14/15. Senate Floor. Ordered to the Assembly, Senate amendments concurred in. To Senate Floor 8/27/15

ASCCC Position/Resolutions: Resolution Sp12 9.06 states “Resolved, That the Academic Senate for California Community Colleges participate in Chancellor’s Office data collection on SB 1440 (Padilla, 2010) degrees and gather its own evidence for evaluating the effectiveness of the degrees for students and faculty.” Additionally, the information from CSU would assist counseling and discipline faculty when advising students on associate degrees and associate degrees for transfer.

AB 1366 (Lopez) Dream Resource Centers

Require CCCs that have at least 500 currently enrolled students meeting the requirements set forth in title 5 section 68130.5 to create Dream Resource Centers on each campus to assist students by streamlining access to all available financial aid and academic opportunities for those students. The Dream Resource Centers would seek to empower and create a safe and welcoming environment for those students and increase enrollment, transfer, and graduation rates among this population. Amendments include provisions to accept gifts, bequests, or donations to fund DRCs. Additional amendments include requirements for colleges that do not meet the minimum student requirement to establish a DRC to have a designated staff person to fulfill specified functions. New amendment includes language to allow centers to offer support services, including, but not necessarily limited to, state and institutional financial aid assistance, academic counseling, peer support services, psychological counseling, referral services, and legal services. Last amended on 7/08/15. Latest amendments removes mandate for center and requires a Dream Resource liaison and the space where the liaison is located may be designated as a Dream Resource Center 08/18/15. (CO neutral)

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 07/15/15 Passed Appropriations to Senate Floor 8/27/15

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

Senate Bills

***SB 42 (Liu) Commission on Higher Education Performance**

Changes the composition of and renames the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education. Regardless of substantial amendments, the makeup of the commission is still without segment representation. **Significantly amended on 7/14/15 to include on the advisory committee the chairs from both the Assembly Higher Education and Senate Higher Education, require an annual report on higher education to the Governor, and require the commission to review the pursuing of cross segmental initiatives.**

Status: Passed in the Assembly Committee on Higher Education; Senate Appropriations 07/14/15. Passed Appropriations to Assembly Floor 8/27/15

ASCCC Position/Resolutions: In response to this legislation, the ASCCC passed Resolution 6.01 S15: “Resolved, That the Academic Senate for California Community Colleges oppose SB 42 (Liu, 2015, as of December 2, 2014) and any further legislation that would seek to create an oversight body for California higher education that is not primarily composed of segmental representation; and Resolved, That the Academic Senate for California Community Colleges oppose legislation that proposes to expand the former role of CPEC into areas that intrude on decisions properly made by representatives of the California higher education segments themselves. “

ASCCC Action: “Watch with Concern/Oppose as written” letter submitted to Senator Liu on 3/18/15. Joint opposition letter with FACCC submitted on 4/27/15.

SB 786 Adult Education Regional Consortia

Provides process and requirements for apportioning funds to joint powers of authority to support maintenance of effort for adult education. **Latest amendments on 8/19/15.**

Status: Passed from Assembly Education Committee on 07/15 2015 to Appropriations with recommendation to be placed on consent calendar. Assembly Appropriations – Held under submission 8/27/15.

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals and resolutions in support of adult education but not one that speaks directly to this issue.

Higher Education - Watch

AB 636 (Medina) Student Safety

Authorizes the identification of the alleged assailant, even if the victim does not consent to being identified, if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and the immediate assistance of police is necessary to contact or detain the assailant. **Last amended 4/29/15**

Status: Passed in Assembly and Senate Education Committee; Senate Public Safety Committee

07/16/15 Passed from Senate Public Safety to Senate Floor 8/27/15

AB 653 (Levine) Intersegmental Coordination Information Technology

This bill was amended significantly in June and no longer specifically allows for the sharing of contracts with UC and CSU for the purchase of goods and services. It does allow CCC districts to publish a notice for bids and proposals to an internet site or bidding platform instead of a newspaper. It also declares that there is nothing in Ed Code or Public Contract Code that precludes a CCC district from purchasing similar materials or services under the same terms and conditions in a contract awarded by UC and CSU. Last amended 6/30/15 (CO Support)

Status: Passed Assembly and Senate Education Committee; Senate Appropriations 7/14/15
Senate amendments concurred in – Senate Floor 8/27/15

AB 801 (Bloom) Homeless Youth in Higher Education

Establishes priority registration for homeless youth and former homeless youth, designates a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to current and former homeless youth and current and former foster youth and provides other program and financial assistance to homeless and former homeless youth. Last amended 6/01/15

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 07/08/15
Passed Appropriations to Senate Floor 8/27/15

AB 967 (Williams) Sexual Assault Case Procedures

Require the adoption and implementation of a uniform process for disciplinary proceedings relating to any claims of sexual assault and report, on an annual basis, specified data relating to cases of alleged sexual assault in a manner that provides appropriate protections for the privacy of individuals involved. Includes a 2-year minimum suspension for specified violations. Last amended 7/14/15

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 7/14/15,
hearing date 8/17/15 Passed Appropriations to Senate Floor 8/27/15

AB 969 (Williams) Community College Districts: Removal, suspension or expulsion

Allows districts to discipline a student for an offense that happens off campus but threatens the safety of students and the public, whether the behavior occurred on or off campus. Also expands a board's authorization to deny enrollment to an individual who has been expelled in the last 5 years or is currently undergoing expulsion procedures for a sexual assault or sexual battery offense from another community college district. Authorizes a community college district to require a student seeking admission to inform the community college district if he or she has been previously expelled from a community college in the state for rape, sexual assault, or sexual battery. Last amended 6/24/15 (CO Support)

Status: Passed Assembly and Senate Education Committee; Senate Appropriations – third hearing; Passed Appropriations to Senate floor 7/16/15

AB 1385 (Ting) Accreditation

Prohibit accrediting agencies from imposing a special assessment to pay for the agency’s legal fees unless a majority of the CEOs, or their designees vote to do so. Latest amendments would excuse compliance if the CO determines that the accrediting agency’s compliance would violate federal law. **Last amended 7/08/15**

Status: **Senate Education Committee 07/16/15. Passed to Senate Floor 8/27/15.**

AB 1397 (Ting) Accreditation Public Comments

The bill went under significant revision since being introduced. Amendments include defining the composition of visiting teams to include an appropriate percentage academics, public decision-making, prohibiting participation of persons with conflicts of interest, preservation of review documents, making documents public, and an appeal process. Latest amendments include specific criteria to determine conflict of interest. **Last amended 7/08/15.**

Status: **Passed by Senate Education Committee: referred to Senate Appropriations 07/15/15, hearing date 08/17/15. Passed to Senate Floor 8/27/15.**

SB 186 (Jackson) Community College Districts: Removal, suspension or expulsion

Existing law provides for the removal, suspension, and expulsion of a community college student, as specified, for good cause, as defined and prohibits a community college student from being removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or attendance. This bill would add to the definition of good cause, for the purpose of removal, suspension, and expulsion of a community college student, the offense of sexual assault and sexual exploitation, regardless of the victim’s affiliation with the community college and authorize the governing board of a community college district to remove, suspend, or expel a student for sexual assault and sexual exploitation, regardless of the victim’s affiliation with the community college, even if the offense is not related to college activity or attendance. **Last amended 4/16/15.**

Status: **Passed by Senate Education Committee and Assembly Higher Education; Assembly floor 7/15/15. Enrolled and presented to Governor 8/20/15**

SCA 1 (Lara) University of California: Legislative Control

Proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.

Status: **Referred to Senate Education and Elections and Constitutional Amendment Committees 01/15/15**

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



Executive Committee Agenda Item

SUBJECT: Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy		Month: September	Year: 2015
		Item No: IV. B	
		Attachment: Yes (sending separately)	
DESIRED OUTCOME:	Discuss responses to the Workforce Taskforce Report and determine if action is required	Urgent: NO	
CATEGORY:	Action	Time Requested: 20 minutes	
REQUESTED BY:	Julie Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy concluded its work on July 29 by endorsing 23 recommendations designed to enhance Career Technical Education in the California Community College system. The final report is now complete and may be found on the Strong Workforce Taskforce website:

<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

The report has been presented at two Town hall meetings in August (North and South) and will be discussed at Consultation Council on Thursday, September 10. The ASCCC CTE Leadership Committee will be reviewing the recommendations at the following regional meetings:

ASCCC CTE Regional Meetings

North, Friday, October 9, 2015

South, Saturday, October 10, 2015

Bay, Friday, October 16, 2015

Central, Saturday October 17, 2015

Finally, the report will be presented to the Board of Governors for a first and second reading:

Monday, September 21, 2015, Sacramento, First Reading

Monday, November 16, 2015, Mt. San Antonio College, Second Reading

The ASCCC Executive Committee will consider the reception the report received at the town hall meetings as well as Consultation Council and determine if action is required.

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



Executive Committee Agenda Item

SUBJECT: Fall Plenary Session		Month: September	Year: 2015
		Item No: IV. C	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the plenary program for the 2015 Fall Plenary Session.	Urgent: Yes	
		Time Requested: 75 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2015 Fall Plenary Session is just a few months away – November 4 – 7, 2015 in Irvine, California. At its last meeting, the Executive Committee approved the theme “Converging Inspiration, Innovation, and Action”. The next step in the planning process is the development of the program. Members were asked to send to Adams breakout topics by September 8, 2015. Once the topics are received, a preliminary program will be sent to members (and posted on the Executive Committee agenda website for the public) for discussion and approval. Members will also discuss ideas for keynote speakers, breakouts, and timeline.

Attached: Fall Session Timeline with the preliminary program sent separately.

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

2015 Fall Session Timelines

Due in August 2015

- Draft papers by Agenda Deadline—August 4, 2015 for first reading (Send with Agenda item)
- Executive Committee to approve theme at the August Executive Committee Meeting
- Possible Breakout Topics due to Julie – August 26, 2015 (for September Agenda)

Due in September 2015

- Area meeting information due by September 7, 2015 to Tonya
- Session Save the Date Emailed: September 14, 2015
 - This mailing introduces the theme and directs people to the website.
- Draft papers by Agenda Deadline—September 16, 2015 for second reading (Send with Agenda item)
- Pre-session resolutions due – September 16, 2015 to Julie

Due in October 2015

- Presenters list and Final breakout descriptions due to Julie by October 9, 2015.
- Last day to pre-register: October 12, 2015 (end of day)
- A/V Needs due to Edie by October 16, 2015.
- Area Meetings: October 23-24, 2015
- Deadline for Area Meeting resolutions to Julie.
 - Area A & B October 24, 2015; Area C & D October 25, 2015
 - Deadline for any print requests to Edie: October 26, 2015
- All presentations, handouts, and material due for posting to website to Edie by October 26, 2015.
- “Print your Boarding Pass and Breakouts” Email Out: October 30, 2015

Due in November 2015

1. Fall Session November 5-7, 2015



Executive Committee Agenda Item

SUBJECT: Recommendations and Feedback of the Bachelor's Degree Task Force		Month: September	Year: 2015
		Item No: IV D	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the next steps for the ASCCC Bachelor Degree Task Force.	Urgent: YES	
		Time Requested: 45 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adamis	Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee created an ad-hoc committee to investigate and propose parameters for the bachelor's degrees offered by the California Community College System. The committee met and devised a set of recommendations for discussion in April 2015. We met with pilot college faculty in May and solicited input from the field at the CTE Leadership Academy and Curriculum Institute. We also met with administrators from the pilot colleges at the Bachelor's Degree Summit hosted by the Chancellor's Office. Both the CSU and UC systems were provided the opportunity to provide insight and feedback. The Executive Committee acted to adopt the parameters of how to define community college bachelor's degrees at the August 2015 meeting. Those recommendations are attached. Since then, we have attended a regional meeting of the pilot colleges and crafted a mechanism to enhance feedback from the field as we approach the November plenary session.

DESIRED OUTCOME:

The Executive Committee will be appraised of further developments that have occurred since the August 2015 meeting. The Executive Committee may elect to take action or provide feedback on the plan on the march toward fall plenary.

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

Background of the Recommendations of the Ad-Hoc Committee:

There are three areas the ad-hoc committee determined were clearly the purview of the Senate and would require action by the body to adjust Title 5 regulation: Defining Upper Division, General Education, and Minimum Qualifications. The body provided some direction in Resolution FA14 9.05 by stating that:

- ✦ *Whereas, No perceived difference should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system;*
- ✦ *Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other relevant constituencies to ensure that any baccalaureate degree created in the California community colleges must include upper division general education requirements comparable with those offered by the California State University.*

We worked under the assumption of a minimum of 120 semester units consisting of both major's preparation and general education.

- 1. Defining Upper Division – If lower division coursework sets a foundation for the field, then upper division should reflect more currency in the field of study. Upper division units should require lower division knowledge (both general education and major's preparation), and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation. Critical thinking may encompass research units in the field of study. There should be a minimum of 24 upper division units required to grant a bachelor's degree. Upper division units may include apprenticeship, workforce training, required practicum, or capstone requirements.*

This generated some debate but was generally accepted as appropriate.

- 2. General Education – We recommend that until such a time as the system has sufficient time to generate its own general education pattern, colleges granting a bachelor's degree require students to complete either the IGETC or CSU-GE general education pattern in addition to at least six upper division units of general education. The six required upper division units of general education must be offered by at least two disciplines external to the major; and one course must have an emphasis in written communication, oral communication, or computation. Upper division general education should broaden the worldview of students and should be dependent on lower division general education knowledge. Upper division general education may reflect current issues or trends in the field as appropriate.*

The general education discussion is the most contentious. This recommendation would require that 43 to 45 units of the degree would be general education. The field at large seems satisfied with the recommendation, but the pilot colleges are concerned with the loss of local degree autonomy and the number of units outside the field of study.

3. *Minimum Qualifications to teach Upper Division – the recommendation is:*

✦ *The instructor of record must have any Master's degree AND 2 years of experience in the field AND appropriate licensure.*

OR

✦ *Any Bachelor's degree AND 6 years of experience in the field AND appropriate licensure.*

If the general education upper division courses are assigned to disciplines in the list of disciplines that generally require a master's degree, then the minimum qualifications are the same. Of course, higher standards may be implemented by local colleges or required by external programmatic accrediting bodies.

This seemed to be the least controversial of the recommendations and seems to have broad support. The only concern posited was the lack of any language pertaining to "or equivalent." This was explicitly left out of the recommendation and garnered little debate.



Executive Committee Agenda Item

SUBJECT: Faculty Development Committee Direction and Charge		Month: September	Year: 2015
		Item No: IV. E.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the future direction of the Faculty Development Committee and its charge.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August Executive Committee meeting, resolutions 12.01 F14 and 12.03 F14 were assigned to the Faculty Development Committee.

Resolution 12.01 F14 includes the following resolved clauses:

Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

Resolution 12.03 F14 includes the following resolved clauses:

Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and

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

Resolved, That the Academic Senate for California Community Colleges provide opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges.

At the August 25, 2015 meeting of the committee, it was decided that both of these resolutions call for work that the Faculty Development Committee should be doing every year and that these tasks should be incorporated into the committee's charge. The revised charge incorporates these activities into the yearly work of the committee.

Additionally, the president, vice president, and the executive director have discussed the direction of the Faculty Development Committee, which included surveying the field about the current professional development offerings by ASCCC, developing an overall professional development plan for ASCCC, and making recommendations to the Executive Committee on additional professional development opportunities using existing events, through events presented by other organizations, and through the Professional Development College. The Executive Committee will discuss this larger vision for the Faculty Development Committee and provide feedback about its future direction.

Revised charge:

The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. ~~creates faculty development resources for local senates and advises the Executive Committee on the offering of professional development events and policies and processes related to faculty development.~~ Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to ~~the 10+1 academic and professional matters, as well as improve the professionalism of community college faculty.~~ The committee advocates through breakout sessions and Senate publications for the importance of faculty development activities related to, ~~critical issues related to~~ student success, and quality faculty teaching and learning, academic and professional matters, and of the need for appropriate levels of funding for such activities.



Executive Committee Agenda Item

SUBJECT: CCCCIO Liaison to Executive Committee Meetings		Month: September	Year: 2015
		Item No. IV F.	
DESIRED OUTCOME: The Board will consider for possible approval inviting the CCCCIO Executive Board to send a liaison to Executive Committee meetings		Attachment: NO	
		Urgent: NO	
CATEGORY: Action		Time Requested: 10 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: John Freitas	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC sends a liaison from the Executive Committee to the CCCCIO Executive Board meetings to provide the CIOs updates from the ASCCC and to receive updates from CCCCIO. However, while there are liaisons from faculty organizations and the SSCCC, there is no liaison from CCCCIO or any other administrator organization invited to attend Executive Committee meetings. Given the significant changes in the system in the last several years, including the Workforce Task Force and the baccalaureate degree pilot program, it is important that the ASCCC and the CCCCIO work collaboratively on the issues facing the system. The ASCCC certainly has a good relationship with CCCCIO and inviting them to send a liaison to Executive Committee meetings will only serve to strengthen that relationship by establishing two-way communication between the two bodies. The Executive Committee is asked to review and consider approving this proposal.

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

Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Resolutions		Month: September	Year: 2015
		Item No: IV G	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the resolution process and consider for approval any Executive Committee resolutions.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action/Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Executive Committee resolutions are due to the Resolutions Chair and the Executive Director by September 16, 2015. The Resolutions Committee will review any draft resolutions and work with the resolution contacts as needed to seek clarification and/or provide guidance.

Please be mindful of the following:

1. Research the resolutions database (<http://asccc.org/resources/resolutions>) to determine whether or not the positions proposed by your resolutions are already established senate positions. If it isn't clear that a position exists, please check with the Resolutions Chair and/or the Executive Director.
2. If a resolution calls for the Executive Committee to complete a task, please be sure to include a target completion date (e.g. fall 2016).
3. If your resolutions address subjects covered by the work of committees or task forces other than your own, please consult with the chairs of those groups before submitting your resolutions, whether as Executive Committee resolutions, area resolutions or session resolutions.
4. Review the Resolutions Handbook (http://www.asccc.org/sites/default/files/resolution-handbook_1_0.pdf), in particular Part III on Resolutions Writing and General Advice (page 12). While we are all experienced writers of resolutions, it never hurts to remind ourselves of the advice we give to the body.
5. Be sure to cite your sources! Please provide the citation(s) as a footnote.

Finally, if members of your committees/task forces are drafting resolutions to be brought to the October meeting, please work with them as needed to make sure the resolutions are well crafted and relevant.

Please be sure to share this information with your committees and task forces.

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



Executive Committee Agenda Item

SUBJECT: Instructional Design and Innovation (IDI)		Month: September	Year: 2015
		Item No. N. H.	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Call for Presentations for the IDI, particularly the topics for the event.	Urgent: YES	
		Time Requested: 30 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August 2015, Executive Committee members considered tracks, themes, topics, and committees that would assist in coordinating the event. The Professional Development Committee Chair and Adams will coordinate the flow of content and other details for a successful event. At that meeting, members discussed a call for presentations and provided Adams and Rutan with information to develop a call to send to the field for presentations.

The Executive Committee will consider for approval the call for presentations and be informed about timelines to plan the event.

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

2016 Instructional Design and Innovation

Due in September 2015

- Executive Committee to approve theme at the September Executive Committee Meeting
- Call for presentation sent out: September 14, 2015
- Website registration goes live
- Hotel Information is posted to website
- Possible Breakout Topics due to Julie – September 16 , 2015 (for October Agenda)
- Call for presentations – due to Julie September 28, 2015

Due in October 2015

- Planning Group meets to discuss possible proposal submissions, develop draft preliminary program, and identify possible keynote presenters
- Preliminary program due for the Exec agenda on October 20, 2015 for first reading at the November meeting

Due in November 2015

- Tentative Program posted to website
- Final breakout descriptions and presenters due to Julie by November 30, 2015

Due in December 2015

- Draft Final Program sent to Executive Director December 13, 2015 (Note: the final program will need to be approved via email since Exec does not meet until January 9th)
- Finalized rooming lists for presenters/committee members due December 18
- Presenter registrations and travel request forms due by December 18
- Last day to pre-register: December 22 (end of day)

Due in January 2016

- A/V Needs due by January 4
- Finalized rooming list/cutoff date due to Hotels by January 2
- All presentations, handouts, and material due for posting to website/Livebinders by January 11
- All Print requests due by January 14

IDI Conference January 20-22/23, 2016 – We have meeting space until noon Saturday



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CALL FOR PRESENTATIONS
Innovation and Instruction Design Institute
January 21 – 23, 2016

The Academic Senate for California Community Colleges is pleased to announce the first annual Instructional Design and Innovation Institute. This new institute will focus on strategies to improve student success and build more effective college programs. Discussions will include many exciting and timely topics like cultivating partnerships to create new opportunities for students, improving the collaboration between instruction and student services on our campuses, discovering different strategies in curricular design, integrating instructional technology into the classroom to enhance teaching, and effectively institutionalizing innovative programs to ensure sustainability.

Proposals: We need your participation to make this a dynamic event! Specific directions on how to apply are at the end of this document. Proposal submissions must be one of the following:

Presentations: Group or individual proposals accepted. Each session block will run 75-90 minutes, allowing for more in-depth presentations and Q&A. Successful group presentation sessions will preferably be organized and submitted by a presentation coordinator. Successful individual proposals (15-30 minutes), once accepted, will be thoughtfully grouped with similar proposals to form a session.

Panels: Entire panel discussions sessions will be considered, and they will preferably be organized and submitted as a group by a panel coordinator. Additionally, an individual may suggest a panel, submit their particular area of emphasis, and the ASCCC Faculty Development Committee (or the ASCCC) may be able to form panels from the proposals received.

Presentation Rules:

Content: The Academic Senate seeks to educate its audience and *not promote any specific products*. Only presentations that are product-neutral and related to the event theme will be accepted.

Program timeline: The event organizers will set the day and time for each presentation, in order to optimize the sequencing and flow of content and tracks.

Presentation review and acceptance: Presentation selections will be made based upon desired topics, flow of content, and educational value.

Intended Audience: Faculty, staff, or administrators may submit proposals.

Speaker Benefits: Speakers and presenters will be featured in the program and on the Academic Senate website. The Academic Senate does not provide an honorarium or travel expenses to event speakers or presenters. However, a limited amount of discounted rates, based on need, may be available for presenters to attend the institute. If awarded, these discounted rates do not extend to support staff or colleagues who may accompany the speaker.

Possible Proposal Categories: The following are possible categories or ideas for presentations. This list is not exhaustive, and we welcome proposals that may or may not fit to the possibilities below but are related to the institute theme of innovation and instructional design.

- Instructional Strategies:*** Effective strategies in career technical education, basic skills, noncredit, contextualized teaching and learning, professional skills (soft skills), etc.
- Collaborative Efforts:*** Sustained partnership across the college and with groups or organizations outside of the college that provide innovation opportunities for experimentation and strategies to improve student success.
- Institutionalization:*** Examples of college programs that began as experimental courses/programs that were institutionalization into the culture of the college, including the strategies use to offer the programs to a larger number of students, and continued as successful programs with demonstrated data.
- Fostering Innovation:*** Examples of strategies to encourage innovation at the college.
- Student Data:*** Data driven effective practices used to increase student success and retention for underrepresented students.
- Student Engagement:*** Student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.
- Technology:*** Integration of technology into the classroom to enhance student success.
- Vendors:*** *Companies interested in a vendor table or presentation on topics relevant to instructional design.*

How to submit a proposal for the 2015 ASCCC Innovation and Instructional Design Institute

To submit your proposal for the 2016 ASCCC Innovation and Instructional Design Institute, please provide the following information:

- **Name of presenter(s), including college and job title, and contact information**
- **Proposal type:**
 - Individual Presentation (15-30 minutes)
 - Group Presentation (75-90 minutes)
 - Individual Panelist Proposal (15-30 minutes)
 - Group Panel (75-90 minutes)

- Title of Presentation(s) (if group presentation, include individual presentation titles)
- Description and goals of the presentation(s) (In 100-500 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the Academy. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants.)

Please electronically submit your completed document with the above information to CallForProposals@asccc.org by **September 28, 2015**.



Executive Committee Agenda Item

SUBJECT: Curriculum Processes and Effective Practices White Paper Proposal		Month: September	Year: 2015
		Item No: IV. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Board will consider for approval the drafting of the proposed white paper.	Urgent: YES	
CATEGORY:	Action Items	Time Requested: 10 minutes	
REQUESTED BY:	Freitas/Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW¹	Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At spring 2015 session, the body adopted Resolution 9.01 S15 – Curriculum Processes and Effective Practices:

Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.

Because the draft recommendations of the Task Force on Workforce include recommendations that address perceived inefficiencies in local curriculum processes, and because the Baccalaureate Degree Task Force is in the process of completing its recommendations for general education and upper division requirements for the baccalaureate degree, the paper on effective practices for curriculum has been deemed a high priority with the goal of completing the paper by spring of 2016 instead of fall 2016.

Given these major developments for the system and the immediate pressures they will put on colleges, it is proposed that the Curriculum Committee draft a white paper that outlines effective practices for ensuring that local curriculum processes are effective and efficient. The goal is to have the white paper completed and approved by the Executive Committee in time for distribution to the field by Fall 2015 Plenary Session.

A work group of the Curriculum Committee has been created to draft the white paper, with the goal of distributing the first draft to the committee by September 14 for discussion at its September 16 meeting. The plan is then to finish the draft in time for submission to the Executive Committee for a first reading and possible action at the October meeting, but with action at the November meeting at the latest. The Executive Committee is asked to approve the proposal to draft this white paper.

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



Executive Committee Agenda Item

SUBJECT: Curriculum Committee Regional Coordination Survey		Month: September	Year: 2015
		Item No. IV J	
DESIRED OUTCOME: The Executive Committee will consider for approval a survey to gather information on the feasibility of and strategies for regional coordination of course offerings among colleges.		Attachment: NO	
		Urgent: YES	
CATEGORY: Action		Time Requested: 20 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Freitas/May	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee reviewed a draft survey that was intended to address the Resolution 09.01 S13 - Investigate Regional Coordination of Course Offerings:

Whereas, Faculty develop curriculum designed to best serve the educational needs of students and fully intend to offer the courses necessary for students to expeditiously meet their educational goals;

Whereas, Community colleges strive to develop class schedules that allow students to complete basic skills classes, obtain degrees and certificates, and transfer to four-year universities, all within a timely manner;

Whereas, Despite their best intentions, it is often difficult for colleges to offer necessary courses within the timeframe needed for students to complete their educational goals due to minimum class enrollment policies or the high cost of the course; and

Whereas, Colleges are constantly striving to better meet the needs of students and coordination among colleges on course scheduling may ensure that courses that are not frequently scheduled at one college due to historical low enrollments or high costs, may be offered at one or more neighboring colleges thus providing students with additional opportunities to complete their educational goals;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings

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

among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.

Final approval of the survey was delayed until the August 2015 Executive Committee meeting. At that meeting, it was requested by J. Freitas and G. May that action be postponed until the 2015-2016 Curriculum Committee had the opportunity to review the draft survey. The Curriculum Committee reviewed the survey and made revisions to improve the clarity of the survey. The survey is provided below:

Draft Regional Coordination of Courses Survey

Dear Senate Presidents and Chief Instructional Officers,

The ASCCC Curriculum Committee is gathering information on the feasibility of—and strategies for—regional coordination of course offerings among colleges in response to Resolution 9.01 S13:

Resolved, That the Academic Senate for California Community Colleges research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.

With the completion of the draft report of the Task Force for Workforce, Job Creation and a Strong Economy, which includes recommendations on regional coordination of CTE programs, the information gathered in this survey will help us understand what efforts for regional coordination of course offerings currently exist and inform statewide deliberations on implementation of the recommendations of the Task Force.

Please be assured that the names and colleges of the participants will not be shared. We ask that you submit this survey by....

Thank you for your participation in helping us to understand the degree to which this is done across the California community college system *and* what effective practices might exist.

Sincerely,
John Freitas, Chair
ASCCC Curriculum Committee

Please provide the following information

Name:

College:

Role at college (pull-down menu to include Senate President, CIO, Other):

(Text box for "If other, state your role.")

Email address:

Office phone number:

1) Are you in a single-college or multi-college district?

- Single college
- Multi-college

2) In your scheduling or enrollment management process, do you take into consideration your neighboring college, including those within and/or outside of your district?

- Yes
- No
- Do not know

IF YOU ANSWERED "NO" OR "DO NOT KNOW" TO #2, PLEASE GO TO QUESTION #9

(Answer #3-#8 if yes to #2)

3) Does your college review the course offerings/class schedules of neighboring colleges to ensure that course offerings, including high-cost and/or low-demand courses, are available to students for timely award completion?

- Yes
- No
- Do not know

IF YOU ANSWERED "NO" OR "DO NOT KNOW" TO #3, PLEASE GO TO QUESTION #9

4) If you answered yes to #3, what kinds of course offerings are reviewed? (Check all that apply)

- CTE courses
- Transfer courses for the major (major preparation)
- General Education courses

5) Who is responsible for conducting this review? (Text box)

6) Has the review of course offerings at neighboring colleges impacted your scheduling practices?

- Yes
- No
- Do not know

If yes, please explain (text box)

7) Does your college coordinate with colleges within your district to ensure that course offerings, including high-cost or low-demand courses, are available to students for timely award completion?

- Yes
- No
- Do not know

If yes, please provide an example of a course(s) and a process(es). (text box)

8) Does your college coordinate with neighboring colleges outside of your district to ensure that course offerings, including high-cost or low-demand courses, are available to students for timely award completion?

- Yes
- No
- Do not know

If yes, please provide an example of a course(s) and a process(es). (text box)

9) Does your college have any policies or barriers that might make the process of regional coordination of courses difficult?

- Yes
- No
- Do not know

If yes, can you briefly list or discuss any of these policies or barriers? (text box)

10) If you have not considered a process of regional coordination of course offerings, and the idea interests you, what concerns or questions might you have about designing a regional plan? (text box)

11) May we contact you if you if we have additional questions?

- Yes
- No

Thank you for completing this survey!



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: September	Year: 2015
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Open Forum on Accreditation		Month: September	Year: 2015
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will hold an open discussion of the recently released report by the Chancellor’s Office Task Force on Accreditation and on accreditation in the system in general.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	x

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor’s Office released a report from the Accreditation Task Force on Friday. The Accreditation Task Force was formed by Chancellor Harris and has been working to develop a report on the state of accreditation in the California community college system. The final report was released on Friday with the support of all of the task force members and system constituencies. The Executive Committee will hold an open discussion of the recently released report by the Chancellor’s Office Task Force on Accreditation and on accreditation in the system in general. Local faculty leaders are encouraged to attend and to participate in this discussion.

The report can be found on the Chancellor’s Office here:

<http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report>

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



Executive Committee Agenda Item

SUBJECT: Discussion with Local Faculty Leaders		Month: September	Year: 2015
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The ASCCC Executive Committee will engage local faculty on topics related to academic and professional matters.	Urgent: No	
		Time Requested: 60 mins.,	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This time is reserved for local faculty leaders to engage the Executive Committee with questions and comments on any topic related to Academic Senate purview. All local faculty leaders are encouraged to attend, to listen to the discussion, and to bring their questions for the Executive Committee.

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

Academic Senate Curriculum Committee Meeting
August 4, 2015
Minutes

I. Order of Business

A. Roll Call

Freitas called the meeting to order at 2:05 pm.

Members present: Lori Bennett, Ryan Carey, John Freitas, Michael Heumann, Diana Hurbut, Ginni May, Sofia Ramirez-Gelpi, Tiffany Tran, Vivian Varela

Not present: Jason Seals

B. Approval of Agenda

The agenda was approved by consent.

C. Introductions

Members gave a brief introduction of where they worked and what they do.

II. Action Items

A. Draft agenda for curriculum regional meetings

- a. Topics to present – Action: Freitas asked May to follow-up with Julie Adams in the Senate Office regarding getting access to review the Curriculum Institute’s survey to get additional ideas.
- b. Format – Members agreed to have Curriculum Specialist Strand A, Part 1 and Part 2. Strand B, Part 1 and Part 2.
- c. Topics – members agreed on the following seven topics:
 - i. CDCP Noncredit – Focus should be on how can we offer these courses and also meet pre-requisites. Can we use CDCP noncredit for Microsoft courses?
 - ii. CTE – Focus should be on what are the resources for CTE, how do we use the district navigator and etc.
 - iii. PCAH
 - iv. Baccalaureate degree – Focus on defining upper division, GE requirements, faculty equivalency and minimum qualifications.
 - v. DE and curriculum requirements
 - vi. Objectives, SLOs and the COR –repeat session at Curriculum Institute by May
 - vii. Equity planning and instructional program through curriculum – AB 770
- d. Action: Freitas will forward recommendations to Executive Committee.
- e. Action: Freitas will check and see who would give the Chancellor’s Update since McCullough is no longer there.
- f. Lunch time needed to be longer. It was too short last year.
- g. Dates have not been finalized but will be in September/October.

III. Discussion Items

Agenda Item VI. A. 1.

A. Review of committee priorities for 2015-2016

Action: Freitas asked members to review committee priority list

B. Meeting calendar-to be finalized at August 19 meeting.

IV. Announcements

A. Next meetings

- a. August 19 (online) at 4 pm
- b. August 29 (in-person) at Irvine Valley College from 10 am – 3 pm
- c. ASCCC Area meetings October 23 and 24, locations vary. Contact your area representatives.
- d. ASCCC Fall Plenary Session November 5-7, Irvine Marriott Hotel.
- e. Instructional Design Institute will be in January 2016.

V. Adjournment

Respectfully submitted by

Tiffany Tran, Irvine Valley College, Counseling Faculty/Articulation Officer

**Academic Senate Curriculum Committee Meeting
August 19, 2015
Minutes**

- I. **Order of Business**
 - A. **Roll Call**

Freitas called the meeting to order at 4:04 pm
Members present: Ryan Carey, John Freitas, Michael Heumann, Diana Hurlbut, Ginni May, Sofia Ramirez-Gelpi, Tiffany Tran, Vivian Varela
Not present: Lori Bennett and Jason Seals
 - B. **Approval of Agenda**

The agenda was approved by consent.
 - C. **Approval of Minutes**

The minutes were approved by consent.

- II. **Action Items**
 - A. **Calendar for the year**
 - **Action:** Members need to respond to Freitas' Doodle poll by August 25. Ignore the dates on the poll. Focus on daily availability for the week.
 - **Action:** Freitas will send Doodle poll to Carey and Ramirez-Gelpi.
 - **Action:** Members need to bring calendar to August 29th meeting to finalize schedule for the year.

- III. **Discussion Items**
 - A. **Curriculum regional dates – Will be moving from September 25 to November 13 and November 14.**
 - B. **Curriculum Committee priorities for 2015-2016 – Proposal from the Officers –**
 - i. **Resolution 9.01 Curriculum process and effective practices. Paper needs to be completed by spring 2016.**
 - ii. **Course outline of record paper – Need to wait until the PCAH is finalized and published.**
 - iii. **Other priorities for committee – Coordinating and assisting with:**
 - 1. **Curriculum Institute – July 7-9, 2016**
 - 2. **Fall Plenary – November 5-7, 2015**
 - 3. **Innovation and Instructional Design Institute -January 20-22, 2016**
 - 4. **CTE Curriculum Academy - January 14, 2016**
 - 5. **Spring Plenary – April 20-23, 2016**
 - C. **Action: At the August 29th meeting, members need to come up with ideas for fall plenary breakouts and resolutions.**

- IV. **Report on previous meeting's, August 4th, action items:**

Agenda Item VI. A. 2.

- A. **Action:** Curriculum Institute Survey – In Progress - May will contact Julie Adams and have information on 8/29.
- B. **Action:** Topics for regional meeting on November 13 and 14 – In Progress –deferred until September. Freitas will follow-up with Executive Council.
- C. **Action:** Chancellor’s speaker at regional meeting - Freitas will talk to Jackie Escajada since she’s the interim dean. Recommended that we work with Escajada on the updates.
- D. **Action:** Committee will review priority list again on 8/29th meeting.

V. Announcements

- A. Next meeting –Saturday, August 29, 10-3, Irvine Valley College in room A123. Park in parking Lot 1.
- B. ASCCC Area meetings – October 23 and 24, location vary. Contact your area representatives.
- C. ASCCC Fall Plenary Session – November 5-7, Irvine Marriott Hotel.

VI. Adjournment at 4:40

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Executive Committee Agenda Item

SUBJECT: OEI Steering Committee Charter Draft Revision		Month: September	Year: 2015
		Item No: V B 1	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the OEI Steering Committee charter revision	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion/Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In April 2014 the OEI Steering Committee met for the first time and adopted a charter presented by the Chancellor’s Office. Subsequently, concerns were raised about membership and how members are appointed, confusion about which members represented and about inconsistent attendance by certain members. OEI Steering Committee vice-chair John Freitas brought suggestions for charter improvements to the May 2015 Executive Committee meeting for input and discussion, with suggestions incorporated into the draft revision initiated by Freitas. At the June 2015 online meeting of the OEI Steering Committee, Freitas called for an ad hoc subcommittee to review and draft any necessary revisions to the charter, with the direction to bring back any recommendations to the August 2015 meeting. The ad hoc committee as originally composed were John Freitas (chair), Fabiola Torres, Cynthia Alexander, Greg Beyrer, Dan Crump and Meredith Randall. Gary Bird, Pat James and John Makevich served as resource members. Prior to its meeting the working draft of the charter was distributed to the subcommittee and to Interim Vice Chancellor Alice Van Ommeren. Freitas and Van Ommeren discussed the draft and the Chancellor’s Office concerns on member appointments were addressed by including language that ensured consultation with the CCCCCO when members are appointed. The subcommittee met July 23, 2015 (Crump, Torres and James absent) and agreed by consensus to the proposed revised document (following pages).

Important changes include:

- Inclusion of the identities of the organizations responsible for appointing voting members
- Changing appointment of members to ensure that appointing organizations clearly appoint, but also ensuring consultation with the Chancellor’s Office
- Inclusion of an educational technology classified staff appointee (appointed by CCCC)

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

- Provisions for addressing repeated absences of voting members and the Chancellor's Office role in soliciting replacements
- Definition of a quorum
- Inclusion of ex officio liaisons from SACC and SSSPAC (SSSP Advisory Committee)

At the meeting of the OEI Steering Committee on August 28, Van Ommeren announced that the EPI and CAI steering committees had also expressed interest in revising their charters and therefore a working group of the three committees would be convened to review their charters and develop revisions that are consistent across all three charters. After discussion in the OEI Steering Committee, the body approved, with the support of Chancellor's Office staff in attendance, moving forward the draft charter revisions (with additional input from the full committee) as the OEI Steering Committee's recommendation for a revised charter to be used by the new charter workgroup as a model for the other steering committees.

The draft revised charter for the OEI Steering Committee are included on subsequent pages.

CHARTER



Online Education Initiative Steering Committee

Revised xx/xx/2015 with changes recommended at the 08/28/2015 Steering Committee meeting
Revised May 8, 2014 with the changes recommended at the April 4, 2014 Steering Committee meeting

Establishment and Authority

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

Purpose/Responsibilities

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

The committee shall:

- Work towards achieving the goals of the OEI Project to promote improved access to and quality of online education
- Solicit input from respective constituent groups to inform the committee
- Communicate project status to respective constituent groups and colleges
- Review progress and provide input on project planning and deliverables
- Provide recommendations to the OEI project staff and CCCCCO on policies for the Exchange, best practices, user requirements, and other project activities as requested
- Provide input in an annual project review process, to be conducted by an independent review organization² and submitted to the OEI project staff with a copy to the CCCCCO

Committee Composition and Governance

1. Membership

Regular Members

- a) The committee shall be composed of Regular Members representing the following organizations:
 - Admissions and Records (2) – appointed by CACCRAO
 - Faculty appointed by the Academic Senate (9 total including at least one member from the following areas as indicated)
 - Counselor (1)
 - Librarian (1)
 - Articulation Officer (1)
 - Additional Faculty – (6 total)

² The RP Group has been designated as the independent review organization in the grantee's response to the RFP

- Tutoring (1) - Appointed by ACTLA
 - CBO (1) - appointed by ACBO
 - CEO (1)- appointed by the CCLC CEO Board
 - CIO (2) - appointed by CCCCIO
 - CISOA (1) - appointed by CISOA
 - CSSO (2) -appointed by CCCSSAA
 - DE Coordinator (2) - appointed by CCCDECO
 - Financial Aid (1) - appointed by ???
 - College Researcher (1) - appointed by the RP Group
 - Students (2) - appointed by SSSCC
 - Educational Technology Staff (1) - Appointed by the CCC Classified Senate (CCCCS)
- b) The Regular Members of the OEI Steering Committee shall be appointed by the leadership of the appropriate constituency groups represented on the committee, in consultation with the Chancellor's Office, for terms of two (2) years. Members may be reappointed by their constituency groups to serve additional terms. Faculty shall be appointed by the Academic Senate pursuant to Board of Governors Standing Order 332 except as otherwise noted within that standing order.
- c) All Regular Members are voting members of the committee.
- d) Positions may be deemed vacant if an appointee to that position is absent for three consecutive meetings. The Chancellor's Office shall notify the leadership of the appropriate constituency organization of the vacancy and request a new appointment.

Ex-officio Members

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

2. Leadership

- a) There shall be two Co-Chair positions each elected by a majority vote of those members present at a scheduled meeting or through electronic ballot of the entire committee membership. The Co-Chairs shall serve staggered two-year terms.
- b) The Co-Chairs shall coordinate actions of the committee and conduct its meetings.

- c) The OEI Executive Director shall appoint a member of his / her team to prepare and distribute draft minutes of committee meetings for the committee's approval, and archive approved minutes.
- d) The OEI Executive Director shall appoint a member of his/her team to maintain a current roster of the voting and ex officio membership of the committee and keep a record of meeting attendance. The record of meeting attendance shall be provided to the Co-Chairs and the CCCCCO Technology Director.
- e) The Co-Chairs may appoint sub-committees as needed to gather information and develop recommendations on designated issues or topics.

3. Meetings

- a) The committee shall determine the time of its meetings, provided that it meets at least quarterly. The location of in-person meetings shall be determined by the OEI Executive Director or designee, in consultation with the Co-Chairs.
- b) The committee shall determine the procedures to conduct its meetings. Robert's Rules of Order shall be used as the parliamentary authority.
- c) A quorum is 50% plus 1 of the active voting membership in attendance in-person and/or via audio/video conference. Voting members who are not present for three consecutive meetings will be deemed inactive and will not count towards the quorum. Vacancies do not count towards a quorum.
- d) Action taken by the committee shall require a majority vote of those members present at a scheduled meeting.
- e) Scheduled meetings of the committee may be conducted in person, through audio/video conference or by using a combination of both as agreed upon by the committee. Any member of the committee may attend committee meetings either in person or remotely through audio/video conference.
- f) The Co-Chairs (or designee) shall provide email notice of the time and place of all meetings of the committee to each member of the committee, the OEI project staff, and the CCCCCO no later than 72 hours prior to the meeting, together with an agenda of the items to be discussed and proposed actions to be taken.
- g) Guests who wish to attend committee meetings either in person or through audio/video conference should provide notice of intent to the Chair by email at least 48 hours prior to the meeting. The Chair shall provide an email copy of the meeting notice and agenda of the next meeting to that guest within 24 hours of the notice being received by the Chair.

Reporting

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

Review and Changes to the Charter

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

Online Education Initiative Steering Committee Meeting

Friday May 8, 2015
Embassy Suites
Sacramento California

Attendees: Alyssa Nguyen, Amy Carbonaro, Anita Crawley (online), Barbara Illowsky, Bonnie Peters, Bruce Racheter, Carol Lashman (online), Christina Gold, Clinton Slaughter, Cynthia Alexander, Dan Crump, Dana Hipchen, Dave Stephens, Delores Davison, Fabiola Torres, Gregory Beyrer, Ileri Valenzuela, Jayme Johnson, Joe Perret, John Freitas, John Makevich, John Sills, Jory Hadsell, Lisa Beach, Lisa Wang, Marie Boyd (online), Meredith Randall, Michael Agostini, Pat James, Ray Sanchez, Steve Klein, and Terry Gleason.

Opening and Introductions:

Fabiola opened the meeting at 9:30 am and attendance was taken.

Minutes:

There were no corrections or changes to the minutes for the meeting on March 6, 2015. Terry Gleason moved to approve the minutes, Joe Perret seconded the motion. The minutes were approved unanimously.

Executive Director Report:

Pat welcomed Dana Hipchen who will be helping Bruce with processing paperwork for OEI. She also welcomed Alyssa Nguyen who is taking over for Ileri as the RP Group evaluator; Ileri is moving to EPI. The survey regarding tutoring and evaluation is being worked on and will be presented at a future meeting.

The Reciprocity Summit was very successful with about fifty people in attendance from admissions and records, financial aid, and instruction. These traditionally rules bound staff members from our system were asked to think of a time that they thought to themselves, "I wish I didn't have Title 5, so that I could really help this student," and to use that as the basis for the work to be done over the two day summit. Participants were asked to put aside the usual rules and systems and instead to create or recreate the rules that could govern a reciprocal process. Pat praised their willingness to embrace that opportunity to be designers, and the amazing work that was accomplished.

The Online Teaching Conference is coming up in June, and OEI will pay for registration for any Steering Committee members who would like to attend. If you are interested and haven't yet registered, go to onlineteachingconference.org and register. If you have already registered, talk to John Makevich after you attend and he will work out the details for reimbursement. There are also some spots set aside for representatives from the twenty-four pilot colleges.

Steve and Pat have been working on the Canvas contract costs. They recently sat down and went through the budget and looked at the budget carryover and everything is looking promising, they hope to have an announcement after the numbers are independently verified by the financial personnel. Pat also clarified that people are concerned that the money for OEI will stop in three years, but what will be happening in three years is the renewal of Foothill and Butte as the holders of that grant. The money from the legislature is ongoing. Pat strongly suggested that as campus think about coming on board with Canvas, that they pay attention to any money that is saved, to make sure that it is not just lost in the General Fund.

Management Team Reports:

Proctoring Update:

Jory reported that the project is taking a multi-pronged approach to academic integrity. As the project moves closer to the rollout of Canvas and eventually the Exchange we would like to

incorporate online proctoring to ensure academic integrity in our courses. Current methods that come out of accreditation and federal regulations are: secure log in, pass code, or proctored exams, and current standards allow for new standards or practices. There are changes that are potentially on the horizon surrounding student authentication whether from financial aid law or accreditation which may be more stringent. As a result, it becomes even more important to ensure that students enrolled in the class are the same ones that do the work and get credit for the class.

The project will be looking at implementing a couple of options. As we move toward a common CMS we will be looking at identifying a plagiarism detection solution (a lot of Blackboard colleges use SafeAssign, and others have TurnItIn). In addition, the DE Coordinators have been talking about developing an onsite proctoring network across the CCC system. There have been some questions regarding whether colleges can charge to proctor other community college students, and the definitive answer is that we cannot charge; there are some details to it, but that is essentially it. So we are looking to develop a network where we agree to proctor each other's students. In preparing for that colleges are being surveyed to find out: Who is your contact? Do you proctor? Do you proctor online? The idea is to have resources within a reasonable distance of our students so that if they need to take a proctored test, we would have pre-identified proctors for them. In addition, we are looking at online proctoring in the CCMS. Therefore the idea is to have some face-to-face solutions, as well as a solution identified and integrated into the CCMS. As soon as the network agreements are in place, we should be able to start the proctoring network; it is already happening as colleges proctor for neighboring schools, this is just expanding a little beyond that. The proctoring network would be open to all of the colleges in the community college system.

There are conversations happening with several vendors regarding TurnItIn or some other plagiarism detection package, and that would likely be done with either the CCLLeague or the Foundation so that special pricing could be extended to all of the colleges in the CCC system. Jory noted that we do not know yet what that will look like and those conversations are very preliminary at this point.

It is important to have online proctoring services in place, so the team is working out the timeline for an anticipated RFP process for Online Proctoring Services. The intent would be similar to what was done with Online Tutoring, to partner with College Buys so interested colleges outside of OEI would be able to contract for those services at the same price as OEI. At this point they are starting conversations with the Academic Affairs work group regarding academic integrity and what the structure of the RFP group should be; in addition to academic affairs group members, experience will also be needed from learning centers, librarians, and others with hands-on experience with proctoring. This is an important issue, colleges can lose financial aid funding if they are caught up in a fraud investigation. Pat explained that online courses currently handle the proctoring issue a lot of ways, some have students come into campus for exams, or make arrangements for them.

Jory is proposing that the RFP Proctoring task group/sub-committee be formed. At some point the NDA issue will need to be addressed. With the CCMS the entire Steering Committee did the NDA, and for tutoring just the work group did; he is open to the will of the Steering Committee on how that should occur for this RFP. After the task group is formed, they will need to develop the requirements for the Online Proctoring RFP; specifying the services, the service requirements, the technology requirements and any other pieces. After weeks of work, once the RFP is refined it will be launched and advertised to vendors. When the proposals come back they will be evaluated and a recommendation will be made back to the Steering Committee prior to posting the Notice of Intent to Award. After the Notice of Intent, the contract negotiating piece will begin.

The rough timeline at this point includes forming the task group in the next couple of weeks (mid-May to mid-June), writing requirements, publishing out to vendors in early August, and sometime around October he would like to be bringing something back to the Steering Committee (although the calendar may need to be juggled a bit because the next in person Steering Committee

meeting would be in November), ideally Jory would like to have a contract in November to have time to work on integration issues and do some professional development work.

Online courses are not currently required to have proctored tests, but as part of OEI as a quality issue, we want to include proctoring as a component offered to colleges. A lot of colleges just haven't had access to proctoring and this would remove an obstacle. Pat noted that currently teachers in online courses are encouraged to do multiple measures assessment pieces and to be very present in their courses so they can more effectively find those people who aren't in the class. In all of the cases where fraud has been discovered, it was faculty who noticed patterns that led to that discovery. Pat also explained that there is no definition of a hybrid course in the regulations, it might be useful to develop a definition, but it would at least be useful to let students know when they'll need to come to campus. The online proctoring will be a service that all colleges will be able to buy into if they choose. Barbara explained that in some courses the articulation agreements require on campus proctored exams, so it is not always up to the faculty member. In mathematics for example, statistics will not transfer to UCs unless 50% of the points are completed in person. The other 50% can be other multiple measures for labs, homework, discussion, etc.

Greg thought that this RFP process could be a great opportunity for colleges that aren't yet aware of how awesome the OEI is going to be to be involved. Would it be possible to bring in that expertise that is not yet connected to OEI? Jory thought that expertise should first come from the Steering Committee, but also noted that the committee should be heavily weighted to faculty since academic integrity is an important issue for them. If anyone is interested in serving, please talk to Jory.

Jory has been gathering a list of companies with interesting solutions for authentication that may be included depending upon how we define the scope of the RFP. There are a lot of service providers and a lot of innovation going on, the technology is changing quickly. There are interesting approaches from key stroke analytics to gesture based things at log in, challenge based questions and so on. Steve noted that Federated Identity authentication was direction that came from the Chancellor's Office, so any changes might be beyond the project level of decision making. Jory also noted that they have been talking to the CSUs who are also looking at academic integrity, so there might be a possibility for alignment and synergy there.

Action: Joe Perret moved to create the Academic Integrity Work Group, Cynthia Alexander seconded the motion. The motion passed unanimously.

Professional Development Update:

Pat provided the update since Michelle is representing OEI at TTAC today. Michelle wanted the committee to know that the Course Design Rubric trainings have been well attended. There were approximately forty in attendance at the two that have already happened at Foothill and Cerritos. Those one day sessions served as an introduction to OEI as well as to learning about the Course Design Rubric. The next session will be May 15th at Mt. San Antonio, and then another will be at the Online Teaching Conference (that one is already filled). Faculty attendees who want to be reviewers and receive the necessary recommendations from their local Senate and the statewide Senate can apply to participate in the course reviewer training which is one week online. That online training component will be June 1 through 12. Afterward, those reviewers will review courses in the next review cycle.

Twenty courses that are being reviewed using the rubric are almost complete, and then the reviewers will catch up on others that are in process. @ONE has revamped the Introduction to Online Teaching Course to be inclusive of the information from all five courses. That course should be available in July and will have modular components. @ONE is working on supporting faculty in various ways; there is a site being developed by @ONE for connecting our instructional designers

with faculty. A step by step process for applying to have a course reviewed with all the information needed by faculty should be available pretty soon.

The accessibility webinars with Jayme Johnson were well attended; in excess of 200 signed up and about 100 attended the webinars. Those webinars have been archived and can be used as training materials with your college going forward. There has been lots of interest at TTAC in supporting local accessibility efforts.

The management team is visiting colleges, and Anita and Barbara are going out to help with an implementation meeting at Fresno next Friday, and Cabrillo and NPC during their faculty flex days in August. There are other colleges who are in the midst of confirming their dates. Pat is going to San Jose, Mission, Evergreen, and Santa Barbara in the near future. The Management Team will put those visits on the Steering Committee calendar so that members know when and where they will be. The project is getting a lot of interest and the team is trying to get to as many colleges as they can.

Reports on Student Readiness and Tutoring Pilots:

Bonnie explained that the team has been working with Anita and Barbara in working with faculty to effectively incorporate tutoring and online readiness components into systems and their courses. Faculty members are interested in utilizing the modules in their classes and creating assignments around them. The readiness modules are being reviewed for accessibility and being made compliant with the full standards of accessibility for the fall. They hope to make the modules (but not the diagnostic piece) available to all 112 colleges when the accessibility upgrades are completed. The diagnostic component will be included with readiness modules and tutoring as the Quest for Success program that will be extended to all 24 pilot schools in the fall. Unfortunately, since the accessibility review and upgrade is occurring this summer, the readiness modules will not be included in the summer pilot.

Jory noted that the implementation work with the eight tutoring pilots in the spring involved a lot of work to overcome technical issues with eight different CMSs, and they learned a lot. Ileri did a pre-tutoring survey, and there will be a post tutoring survey as well. Reports on both the tutoring and readiness pilots will be shared as soon as they are available including what students' experiences were and if they saw them as valuable.

They are preparing to roll out the summer pilot, which will include tutoring and embedded Basic Skills (but not readiness), for a mash up of fifteen colleges from all three groups: Butte, Cabrillo, College of the Canyons, Columbia College, Fresno, Hartnell, Imperial Valley, Pierce, MiraCosta, Monterey, Mt SAC, Saddleback, Shasta, Ventura, and Victor Valley. These colleges cover the state for what will really be an expanded pilot. The team anticipates using this short summer pilot to overcome a lot of the technical issues that were experienced in the spring. One of the challenges they had in the spring was the late deployment because of when the contract was signed, so the team was playing catch-up throughout January and early February. Technical issues with implementing the tutoring had to do with things like mapping course IDs. Some of the colleges hosted by Blackboard didn't realize that the course ID they see on their side, is not the real course ID inside the master system so there were some broken links that impacted utilization. The biggest challenge for the tutoring pilot, and it holds true for students on campus too, is getting students to recognize the value of the services and to use them. Barbara and Anita will be helping with outreach to faculty and doing hand-on preparation and QA checks to make sure that everything works. The project team is very close to having all the implementation calls and the initial integrations done. The WorldWideWhiteboard is being offered to all 112 colleges for free as part of OEI's contract with Link-Systems and there has been a lot of interest. Link-Systems will be providing a report on the number of colleges that are using or plan to use that product. NetTutor is also being made available to the system at the OEI negotiated rate. Finally, OEI is working in an

innovative development partnership with Link-Systems managing the development of some features that were desired in the RFP that weren't quite there yet, such as the ability for students to form study groups without a tutor, and to launch automated surveys.

Pat expressed enthusiasm about how the results of the pilots are really helping the project to figure things out and make adjustments and corrections for the course design rubric, readiness tools, and tutoring. It is wonderful to be able to make the refinements that we knew would be needed. Jory also explained that a handbook has been put together and is on the OEI website, it includes a description of the pilot and the participating colleges. It also provides a lot of information that colleges need for the onboarding process. Barbara pulled together information on tutoring and basic skills, and posted it on Basecamp, she is asking members to assist by providing feedback especially in areas that need to be corrected or improved. They want to keep adding to it and making it more practical. Basic skills can be used by anyone whether or not in OEI, and the tutoring components can be used by anyone contracting with NetTutor.

Google Apps Update:

The Management Team is participating in a Google Apps implementation. The key benefit is to have a singular place to work from; with Management Team members from Foothill, Butte, and others who are contractors it has been challenging to keep everyone together on different accounts and calendars. They will have a workshop next week to get everyone on board. Lou Delzompo is letting the team tie onto a pilot of Google Apps for the Technology Center. The Management Team hopes to pilot, learn from it, and figure out how to use it to work effectively. Eventually, it may be a tool to carry down to the Steering Committee, however, for now, Basecamp will still be the main tool for the Steering Committee. Email addresses for the Management Team will be changing to "ccconlineed.org" over varying lengths of time depending upon the comfort level of the team members, but they will be set up to forward, so the old email addresses will still work and messages will get to them.

Reciprocity Summit Report:

On April 22-23 there was a summit for pilot colleges to start talking about reciprocity agreements. Pilot schools' "Single Points of Contact" were asked to bring a team of five including: A&R, CSSOs, and CIOs. The representation also included enrollment management from the instructional point of view. Those people would be the experts in the room for the discussions about getting the Exchange started. The Management Team has been talking about this for a while and had its own ideas about what would be needed, and it seemed overwhelming.

Pat set the scene and asked participants to think about this with an open mind and to bring creative ideas. By doing so everyone was able to think about what they would like to see not just limited to their college, but on a broader level. The result was that the team was able to walk away with 90% of the information needed for an agreement. The agreements are not signed, and there is still a lot of work to be done, but colleges were saying, "I think that we can do this for the Exchange." Participants came up with ideas and connected the dots regarding the agreements and guidelines that might work, and possible ways to work around state laws. This is a pilot and the agreements that are being developed would be piloted by the eight full launch colleges. The Exchange will be rolled out in phases and at each phase there will be an opportunity to come to agreement on the growing and evolving process.

The participants looked at about twelve different broad areas from application to registration to what would happen when a student completed courses in the Exchange. Some of the areas were: use of C-IDs and course numbers related to prerequisites (the minimum prior to registration), residency issues, state residency, matriculation, SSSP, financial aid, and transcripts. They discussed what would happen as the student goes through the process, what needs to be addressed, what are the steps, what are the rules, what are the guidelines, and what does each college do differently? The

twelve topics were put on the table and each mixed expertise participant group (not all A&R together, for example) was asked to focus on one particular topic. They had a brainstorming session so that everyone could think about and hear all of the issues and the Chancellor's Office weighed in on rules and guidelines. At the end of the day the focus was narrowed, and the second day it was narrowed further, and the room gave feedback. At the end of the second day they were able to articulate the agreements that were being proposed. They could say, "We agree to this about priority registration," and so on. Then the Management team was able to look everything over and find where there are gaps that will need to be filled.

Pat explained that the next steps are to flesh out the details in what agreements were made, and put together a document to get out to people. Then the pilot colleges can give feedback and once those agreements are solid, they will go to the developers at the Butte Technology Center who work with Ellucian and CCCApply to implement the processes. Pat notes that there will be places where some restrictions may be needed in the pilot, and she is skeptical about the ability to find a smooth way to handle financial aid because there are so many federal issues; that may not be ready by spring, but she thinks everything else can be. If this can be done for the pilot, it can be widened out to the other schools coming into the Exchange and they can keep working on it as they come in. They do know that the home college will be verifying the matriculation piece, so the developers can start working on putting together some use case scenarios. The process will involve working from both sides, rather than in a linear way, to complete this.

John Freitas noted that it was an interesting two days, and he emphasized the importance of how the representatives from the pilot colleges interact and take this back to their campuses especially with financial aid and prerequisites. He is concerned that colleges can have higher level prerequisites, and he is not sure how those curriculum committee and Senate level issues will be addressed. Those are serious issues that need discussion, and might be complicated by multi-college districts and the addition of district level agreements. Assessments, cut scores and other local issues will also need to be worked out and reciprocated as well. This will really require CIOs at the pilot colleges to facilitate those important conversations.

Fabiola thought that it was a great opportunity as a Steering Committee member to see how the different components of an institution are important to ensure student success and how experts in those areas communicate with one another to contribute to that success. She was very impressed that the pilot colleges were getting into it, pulling their sleeves up, and getting dirty; they are doing the real work. They need to form the unambiguous language that the developers can use to create code. Those conversations are so important, and we as a Steering Committee need to ensure that the pilots can do that work and that the next phase gets better.

Clinton felt that the summit was a huge success, but noted there is still a need to address some DSPS service issues. Is it the home campus or the teaching campus that provides closed captioning, or putting into Braille, and so on?

Members thanked Carol for the extensive great notes taken at the summit. The team is working on pulling those together, streamlining them into a storyboard like document in terms of a pathway, and filling in the gaps. They will share that streamlined document with a smaller group of representatives from the campuses to get their feedback, then will very quickly share that with everyone who was at the summit. Once that is complete, they will go at it again to streamline it even further. Pat noted that because these are largely agreements about things that colleges already do and how they can approve each other's agreements, there is not much policy decision there for the Steering Committee to approve, it is more of a technical component. An exception to that is the issue of prerequisites which is more of a policy decision. All of the agreements will come back to the Steering Committee to review, know about, and make recommendations on, but the policy issues in particular have to come back, and those are starting to become clear. Other issues

will have to be mitigated by the Chancellor's Office, for example on the residency piece, if there is an audit, who gets audited, and whether the Chancellor's Office can help with that so that no one falls prey to someone else's audit.

Meridith suggested that Pat come to the CIO representatives meeting on May 20th at the Chancellor's Office to talk about some of the big issues. Pat agreed and noted that one of the big issues is how the courses are going to be revealed to students in an individual college's schedule, and what restrictions there are going to be on when the course is open to the students; for example, whether there will be controls so that students can't enroll in Exchange course sections before their local sections are filled, and how many courses a student should be able to take per semester. We do know that we want students to register for the Exchange courses through their home college, not from outside; the agreements are between the colleges, and students can't just come from anywhere in the state and enroll in the courses, they have to be within the college's registration system.

Bonnie will send out the complete long set of non-streamlined notes for members to look at, but she asked that they only make comments and suggestions on the streamlined storyboard notes, because the unedited notes are lengthy with items that were condensed and clarified in the streamlined storyboard.

Canvas Update:

Steve Klein provided an update on the contracting process with Canvas on all fronts. This has been an extensive and involved effort and he especially thanked John Sills, and Amy Carbonaro for all of their extraordinary work and support in the management of activities, he also thanked Bruce and Dana for their front office support.

The letter of Intent to Award was released on February 12th and since then there have been ongoing contracting conversations, on which finalization is now near. There were three areas of focus in contracting: pricing, implementation for pilots and beyond, and communication and marketing. The pricing framework was established early on and looks favorable for our colleges. The Butte Board of Trustees approved the contract amount on April 22nd. The details of pricing and other elements of the contract are not public information yet because the complete contract has not been signed and approved. The team is nearing completion, but is not there yet, so those details are still closed due to the rules of the RFP/Contracting process. It is a good sign that the end of contracting is near, because the lawyers are involved in checking the details.

The Canvas team has shown themselves to be willing and eager partners in supporting the success of the initiative. They have been willing to try to understand our project and we have been willing to understand the fact that they are a business; a vendor offering a product. Moving on to the implementation piece, the team has been working on multiple fronts to deploy an instance of Canvas at each of the 8 full launch pilot colleges. They have been dealing with issues of authentication, helping the instance be established at each campus, and allowing admins to create accounts. The process is moving forward; SIS migrations are occurring, course migrations are occurring, and local branding is happening as well. We will offer a script for a footer that will acknowledge the Chancellor's Office logo, and the local branding will occur in the header.

The next step is support set up and trainings. The team is working with campuses' individual Tier 1 support centers, Canvas currently works with ZenDesk ticketing, but they are transitioning to another ticketing system. They are doing trainings in areas of implementation; there has been one administrator training and three faculty trainings just for the pilots to get the three course offerings and faculty for those courses set up. (There will be an equal number of trainings when other courses and faculty come onto Canvas later.)

Finally will be the important areas of communications and marketing. We are not only working with and supporting eight pilot colleges; we also need to put in place a process to communicate out to the remaining 104 colleges in the system. One of the first steps with Canvas involved collaboration on an outgoing message so that community colleges that tried to contact Canvas would have an understanding of the roles that OEI and Canvas have, instead of just the standard Canvas marketing message. The integrated and thoughtful message now provides a single consistent explanation that OEI is working to support the provision of Canvas on community college campuses.

CMS consideration resources are being provided to support campus conversations around whether or not to consider moving to another LMS, which is no small task. Some resources were provided by Canvas, others were scraped from what is available in the system. Access to the resources is in a Canvas shell. Every attempt has been made to be intentional and not to just provide a static page of resources, but instead to give familiarity and context when looking for resources about Canvas. That resource page can be accessed from the project website at CCOnlineed.org. The resources include everything that can be disclosed about the CCMS selection process (since we are still in the non-disclosure time of the RFP process), prior to that how the system was engaged in the development of the RFP, the basis for selection, the selection process page, and the fact that the support for the decision was overwhelming; it was a nearly unanimous decision, and the student decision was unanimous in support of Canvas. The resources page also includes the timeline for selection, information about Canvas, and case studies from San Jose State's story, along with other testimonials. Canvas also worked with the Management Team to produce a promotional video that Steve played for the committee. That video will be a great resource for the system after Canvas gets releases from two students who appeared in it, and after it is captioned. Members thought that the video was really well done, but that it should include the 112 college scope of the project, and future videos should show the diversity of students, faculty, and leaders.

Canvas is also sharing contact sheets with the Management Team. Since many colleges are contacting Canvas for demos, the team gets information on a weekly basis on contacts they have with CCC campuses and the level of those conversations. Those will help to inform the rollout. Canvas also has a large online community around matters of help, technical matters, professional development, best practices, effective teaching and so on. They are setting up a new version of their community and there will be a CCC space within that community. @ONE is involved in discussions with Canvas also since they will be playing a significant role in professional development and instructional designers at @ONE will be helping people migrate their courses. This week the project will be talking to Canvas' accessibility folks to clarify the accessibility components.

Work is also happening around authentication and single sign-on. Additionally, there are discussions with data engineers to figure out the data analytics piece; we know their API is available to pull use data. There are also bigger visions and dreams about the integration of data sets across the initiatives, to better inform faculty and campuses on areas of support for their students academically and socially. There is a desire for better on-time support based on the data we collect. This week the Technology Center hired on a data engineer to work on those efforts.

Work is also happening on an Etudes migration tool, which is a big thing for Etudes colleges because it is a customized system. Currently it is not an easy extract, but they are trying to develop a migration tool for those colleges. Canvas already has migration tools for the other course management systems in the community college system. John Makevich is taking a key role in talking to colleges about what kind of support they need now to make sure that the rollout will be successful. A survey has been sent out to get an idea of when colleges might be interested in transitioning to Canvas.

Steve explained that the plan for colleges making the transition is over approximately a 15 month window: to set up an instance of Canvas for a 90 day implementation of their product in parallel with the existing LMS, then they anticipate that a campus would use the next semester or two to transition, bringing courses into the LMS, training, and so on. That would allow about a year for the transition and then the college could phase out the existing LMS. Canvas will provide those services; they know how to do that kind of parallel integration and transition.

The Management Team will be running the numbers by the CBO at Foothill and the accountant to confirm how much money the project has to confirm that the plans they have developed will work. There is a number that they think they can handle, but they still need to verify it. After the contract is signed (they believe in the next two weeks or so) they will be able to share all of that information with the Steering Committee.

The pilot college needs will be met first, but after that no matter when a college comes on in the next five years, the intent is for OEI's coverage of the cost and resources that the college will receive to be the same. Colleges should come on in the manner that their contracts and the nature of the process at their campus make most logical. @One is ramping up for professional development support, and Canvas is always available to support all of these fronts. The implementation timeline is based on what they think is a reasonable amount of time for the transition, colleges can spend six months in transition instead of one year, but the project is planning for three months of implementation and one year of transition time.

The project will be surveying colleges to find out about when their contracts will be ending, and when they would like to implement Canvas so that the team can coordinate support services. OEI will not take resources away from the pilot colleges, because they are the first priority, but they would like to be able to schedule and coordinate timelines so that the project can provide resources and support to the other colleges. The project will not tell a college that they cannot do something, but there are times when the project will be able to deliver more resources and assistance with the migration; that is what they are trying to coordinate so that they can provide the best support across the system with migration and implementation. If colleges have the resources and want to do their implementation and transition sooner they can, but there is no reason for a college to quickly push to try to be first onboard; instead they should have the thoughtful conversations about whether or not they want to make the transition. Colleges that already have Canvas will be able to come over to the OEI pricing on their anniversary date, they will not have to wait to come in when their contract renews; five colleges will come under the contract right away.

Coastline and Shasta are among the few colleges to already have had the campus conversations about whether or not they want to make a transition. Those conversations should be starting now, because the project team will ask who has been involved. The project is highly recommending that the Academic Senate be in a leadership role in that decision making, because that is what will make it successful. The decision should not be based on cost, it should be based on whether the faculty wants to come on board; otherwise, it will not be successful.

Steve noted that the original scale model was based on gradual implementation increasing to high implementation over five years. The team now knows that the implementation will probably proceed more quickly than that, with the highest number of colleges coming on in the first three years (probably up to about 80%) and the project is ready for that. The only time period that resources are tightly stretched is the first six months when pilots are coming on.

CCMS Work Group Update:

Joe Perret reported that the CCMS work group was a great group of people who were willing to work hard, he is proposing that group be turned into a guidance group to help with: configuration, add ins, documentation, and support. They will be meeting for the first time May 21st. Steve

explained that Canvas is looking to California for a voice of prioritizing features and product development for their roadmap, and this work group from the Steering Committee and pilot colleges would be a good group to prioritize desirable functions and to provide feedback to Canvas.

Suggested steps document

“How to have a conversation about changing to Canvas”:

Action

The committee reviewed a document and infographic related to suggested steps for colleges to take when looking at engaging stakeholders in the decision making process related to a possible change to Canvas and the time factor for mitigating the transition. Each college has its own governance process, but regardless, it is important for faculty to play a central role in that decision making process because it is their purview and affects their ability to teach classes.

The document originated with suggestions based on Pat's experiences. She noted that DSPS should be added to the list of stakeholders. There were many elements listed that might be important to different groups, but ease of use would be an important consideration for most of the groups. Faculty would also be concerned about functionality among other things. Administrators would be more concerned about effective usage across courses, compliance issues, cost, and whether or not faculty were happy with it and could use it effectively.

Each college would need to bring in their own governance process, but as a Steering Committee it is strongly suggest that there be a college-wide conversation with the local Academic Senate in a key role in those conversations. The suggestions were intended to help provide guidance, especially for colleges that have not done this before. John Freitas asked for a change in the suggestions regarding who starts the conversation and how that is engaged. The infographic focused on the steps: lead, meet, review, and engage.

Chris suggested including local unions in the list of participants, but Pat preferred that local campus culture and governance determine whether and how the union would be involved. These suggestions are targeted to teaching and learning, it is up to the local culture of the college to determine other involvement.

Members suggested that the link to the Academic Senate position paper be included, because it is important that the Senate has taken that position, and the wording should specify that the Steering Committee asserts the importance of faculty input and involvement in the decision. A suggestion was made to clarify the wording in the first paragraph so that it was clear that faculty was also committed to ease of use.

Terry noted that Fullerton college courses could not be put on any CMS that you want because of FERPA issues when a course is put on an “outside LMS.” Pat noted that issue was addressed on another page; she will put it here as well. She also agreed with rewording the first paragraph to assert the role of faculty as the primary voice. In the original wording she was trying to note that students should also have a say in the process, and in our CMS selection process students were invaluable in making that choice. She will clarify the wording and add asterisks where other college interests may intersect depending upon local culture and governance.

Action: Joe Perret moved adoption of the document containing OEI's advice to the field on engaging CMS discussions locally with suggested edits. Cynthia seconded the motion. The motion passed unanimously.

Once the edits are made the document will be posted on the resources site to be shared with the system.

OEI Planning Overview:

John Makevich and Michael Agostini provided an overview of OEI planning so that members could give input or suggestions for changes, then it will be posted on Basecamp. The current plan represents a planning snapshot, because the project continues to change by necessity as we move forward. They provided a high level overview of fifteen different areas of the project, not an exhaustive list, but one that represents key areas of project parts and programs. Planning will fall into three phases: collecting data including developing timelines and Gant charts, aggregating the data into a project management tool called Teamwork, and developing sustainability plans that integrate the original work plan, active planning of details and projects, and the intersection of evaluation and planning with the sustainability plans for building, evaluating, and testing. In order to sustain the project we need to look at the kinds of resources that are needed in terms of time and finances.

The original grant was awarded fall 2013 and OEI formation occurred. In the middle of summer 2014 key aspects of the program were planned out. Design testing and piloting began in 2015 and we are moving into full deployment in 2016. There will also be a mixture of planning, deployment, and piloting of other project elements that will be occurring throughout 2016. On the timeline, elements in green will be continuing on in the future and planning for sustainability as we move from building to testing and evaluation will need to occur so that we can determine what it takes to manage this in the long run while adding new elements to it.

Some of the timeline element reviewed were: OEI formation, CCMS implementation timeline, Exchange timeline, tutoring services, tutoring integrated into Canvas, proctoring, course selection process, library services implementation, Credit by Exam planning, online readiness, online counseling, Early Alert, student equity support services, Basic Skills, professional development, and accessibility.

The next step is for the timeline data to be uploaded into Teamwork, the new project management tool and John Makevich and Michael will work on sustainability components that happen on regular cycles. For example, in professional development there will be certain things that will need to happen every semester.

Action Item:

Pat and John Makevich will edit and refine the first slide from today's presentation so that it is accurate and can be used as a quick summary of the scope of OEI.

Library Component:

Over the summer the project will be working on adding a library piece to the project. Recently Pat met with some representatives of the Council of Chief Librarians to discuss possibilities. The focus will probably be on coordinating existing services, because there is a lot of work being done, but it is being done in silos. The goal would be to partner with CCL to coordinate statewide organizations to coordinate services. Essentially, OEI will be part of a conversation about resources that might be shared. Dan explained that there are statewide purchases and consortia for purchasing ebooks and electronic databases and we are looking at incorporating those types of aspects, along with perhaps electronic reference chat.

Basic Skills:

Ray suggested changing the wording from "Basic skills" to "foundational skills and study skills" or something else. Pat explained that the project is tied to that wording due to the language in the RFA. Barbara noted that a clarifying sentence can be added if needed. The kinds of skills that are needed include: how to attach a file, embedded help on developmental skills in math, English, and ESL for C-ID courses, active reading skills, and finding and appropriately using references. Much of the work that is being done is in the area of academic support for transfer level courses where students still need some review.

Recap:

Defining relationship between Steering Committee, Consortium and Management Team

At the last meeting, members worked on developing diagrams and descriptions of the relationship and roles of the Steering Committee, Consortium, and Management Team. John Makevich took that input and consolidated it into the summary for today. The Steering Committee and Consortium operate independently and each group interfaces with the Management Team directly. There should be some overlap in membership between the Steering Committee and the Consortium, and that is very beneficial, but otherwise the two groups do not usually interact directly. The Management Team operates as a vehicle working between those two entities. Most groups proposed a triangular structure but that didn't include the Chancellor's Office, so John included a view that has been used before as the simplest, cleanest version that represents the overlap. The Steering Committee is the advisory body providing guidance on policy, the Consortium is a formal group of operational stakeholders from colleges. Both groups interface with the Management Team. Additionally, there may also be Consortium issues that affect the Steering Committee. The OEI Management Team is responsible to and accountable to districts, the Chancellor's Office, and the legislature in a variety of ways. Pat emphasized how helpful it was to have Steering Committee members participating in Consortium activities like the Reciprocity Summit; it was a great asset to have the chairs there.

When work in OEI needs to be accomplished, it can happen in several ways:

- The Management Team might begin work or contract with outside entities
- The Management Team might ask the Steering Committee to form a work group for a specific task, especially related to policy
- The Steering Committee might decide on its own to start a work group to develop policy
- The Management Team could come forward with a recommended draft policy for the Steering Committee to review
- Policies and recommendations approved by the Steering Committee are given to the Management Team for implementation (the MT agrees to hold in highest consideration the recommendations, but might have to act in contrast if there was a serious threat to the project)
- There is an excellent relationship between the Management Team and the Steering Committee, and draft policies are a joint effort wherever possible from collaborative interaction

When there has been a need to make a change outside of the meeting structure, the Management Team whenever possible consults with the chairs of the Steering Committee so that they know and can get the message out if needed. Additionally, the chairs are frequently invited to Management Team meetings.

An area that the project might improve on is tying the Steering Committee more directly into input in the annual program review process. The Charter is technically a one year charter, so we are at the time frame that amendments could be made if desired. Members felt that it would be a good idea to formalize interfacing with the Consortium through joint membership, having Steering Committee members at Consortium meetings, and Consortium members at Steering Committee meetings. That will help connect the bridge between the two groups.

Fabiola reminded members that they can ask the Management Team for things that represent their constituencies; it is an appropriate thing for the Steering Committee to do. John Freitas suggested summarizing the presentation into a document of operating principles.

Creation of Accessibility Work Group:

Action

Jayne asked the Steering Committee to codify and formalize an Accessibility work group. The idea is to ensure that the ability to benefit from online education is available to all of the OEI Exchange

students. Its purpose is to promote the best practices and resources for accessible online education throughout our system, provide leadership in that regard, and provide a means of participatory governance to represent the needs of the community. A lot of the accessibility specialists are classified staff and often they are not free to participate. The formation of this work group will make it an official shared governance venue that will make it easier for Jayme to get approval from supervisors across the state for classified staff participation. He is hoping to invite classified staff and faculty from the Academic Senate. It will be important to get the breadth of the DSPS community more actively involved: DSPS faculty, counseling, directors, LD specialists, alternate media specialists, assistive technology specialists, and interested parties from the Steering Committee. The group will develop a master accessibility plan for OEI and through that process will probably identify many other projects.

Action: Joe Perret moved to create the Accessibility work group. Greg Beyrer seconded the motion. The motion to create the Accessibility work group passed unanimously.

Why SC members aren't attending meetings:

Fabiola led a discussion about why some members are not attending meetings, and ways to encourage attendance and participation. The chairs do their best to get out information regarding the agenda so that members are aware of issues that are especially important to them. It can be difficult to do that because planning can be fairly fluid from one week to the next, but they will do their best to get that information out even earlier. This committee is part of an historic event that is happening for the state of California, so perhaps members need to be reminded of the excitement that existed at the first meeting when there weren't enough chairs for everyone in attendance!

It can be difficult to participate in breakout sessions if a member is participating online, so if the chairs know that there will be a breakout session, they will try to put that on the agenda earlier. The team would like to encourage people to attend the meetings face to face whenever possible and will do their part to keep the meetings exciting. John Freitas emphasized that now that a calendar for the year has been established with quarterly face to face meetings with monthly meetings in between online, hopefully that will help members to reengage and have more involvement and information exchange. Several members noted that they didn't need meetings to be particularly exciting, but appreciated having ones that are meaty like today's, with opportunity to provide input and have discussions. Relationships are fostered by in person meetings, and they are helpful opportunities to "clear the air."

Ray suggested keeping an eye on who is attending, and to report back to appointing organizations if a new representative might be needed. Terry suggested that the process of finding a replacement member be formalized if a Steering Committee member finds that it isn't working for them. John Freitas clarified that members should notify the leadership body of the constituent group so that they can appoint a new member; he agreed it would be good to add that to the operating principles for the Steering Committee so that the process is clear. The Management Team will go through the attendance and contact those affected organizations about finding replacement members. They will also work on getting information into the operating principles document about workload expectations.

Pat noted the importance of the attendance and contributions of Steering Committee members at the Reciprocity Summit and the Online Teaching Conference to be able to "chime in" when appropriate on discussions about what is being done with OEI.

Communication: Basecamp:

There has been some confusion/concern about when it is appropriate to disseminate Steering Committee documents and information from Basecamp with constituent groups. Some members thought that documents on Basecamp were considered internal unless otherwise noted, and others

thought that it was okay to share documents unless they were marked as not being for the public. Steve reminded members that agendas, minutes, and any related public artifacts as appropriate that were presented at the meeting are posted to the website once those minutes are approved, and at that point they are available for public consumption.

Steering Committee members will at times want and need to share draft documents with their constituent groups to get feedback and input from those groups, however, it is very important that when draft documents are shared that some discretion is used and it is made very clear that those are "draft documents for internal use only" that have not been approved or finalized. As items are posted on Basecamp they should be tagged as items that are "to be shared," or "draft for input," or "draft for internal use." If something is not tagged, please check with the author of the document, so that there are no misunderstandings. Barbara explained that she considers draft items in Basecamp to be in a safe place for review and revision, and cautioned that those documents are not ADA compliant. She suggested that the default for documents that are not tagged will be "don't share." John Freitas suggested that issue be laid out in the Operating Principles for clarity.

Steering Committee Meeting Calendar:

At the March meeting the committee decided that in person meetings for the coming year will occur the second Friday in August, November, March, and May, with online meetings monthly in between those quarterly meetings on the second Friday of the month. That decision was moved, seconded, and approved. The next two meetings, June 12, and July 10, will be occurring online. However, there is a potential issue with the August 14th in person meeting; John Freitas and Fabiola will both be gone and therefore unavailable to run the meeting. Members discussed conflicts with DE Coordinators meetings on the third Friday, the possibility of skipping the August meeting, the possibility of moving the in-person meeting to September, the possibility of holding the meeting another day of the week since it will be during the summer and there shouldn't be any class conflicts, the possibility of waiting to see if there will be a need for the August meeting, and changing the date to another Friday in August.

Bonnie asked that if there were no in person meeting during the summer, that members pay close attention to what is posted in Basecamp, because she will be looking for feedback on revisions being made to the readiness modules during the summer. John Freitas asked if there were concerns about the in person meeting schedule as it related to the Proctoring RFP timeline, but Jory felt there was enough flexibility to make it work with the meetings that are currently scheduled. Several members felt that the summer in person meeting would be important for getting updates on the progress of the summer pilots and the transition into the fall.

Action: Meridith moved that the August meeting occur on either August 21 or 28th. The motion was seconded by a Cynthia. The motion carried. Since the DE Coordinator's Meeting is on August 21st, the OEI meeting will be held on August 28th. That in person meeting is scheduled to take place in southern California.

Amy Carbonaro reported that there is a \$2000 difference in cost between meeting in Orange County (\$11,000) and San Diego (\$13,000). (She believes that the cost for Sacramento meetings is \$9,500.) The Management Team will look at the best use of project funds with respect to meeting locations.

Wrap Up/Action Items:

Bonnie mentioned the need for more student services representation on the Steering Committee. There were representatives to the Steering Committee from student services, but they have either dropped off of the committee, or are not attending very regularly. There are nine Academic Senate appointees in various specialty areas. There was a counselor who just dropped off, and there was one who attended previously, but did not participate. Recently an articulation officer dropped off as

well. Ray also felt that upcoming conversations related to the Reciprocity Agreements should have input and participation from student services representatives. Pat agreed, but also reminded members that the Exchange is only one element of the pilot. Members agreed that it is important for appointees to understand the commitment they are making and what is expected of them when they agree to be on the Steering Committee.

John Freitas will continue working with John Makevich on the Operating Principles Document and any suggested changes or revisions to the OEI Charter as well.

Next Meeting:

The next meeting will be online on Zoom on June 12th at 9:00 am.

Adjournment:

The meeting was adjourned at 3:00 pm.

Online Education Initiative Steering Committee Meeting

Friday June 12, 2015

Zoom Online Meeting

Attendees: Alice Van Ommeren, Amy Carbonaro, Arnita Porter, Barbara Illowsky, Bob Nash, Bonnie Peters, Carol Lashman, Cynthia Alexander, Dan Crump, Gary Bird, Gregory Beyrer, Jayme Johnson, Joe Moreau, John Freitas, John Ittelson, John Makevich, John Sills, Jory Hadsell, Kelly Fowler, LeBaron Woodyard, Lisa Beach, Lisa Wang, Meridith Randall, Michelle Pilati, Morris Rodrigue, Pat James, Sandoval Chagoya, Steve Klein, and Terry Gleason.

Opening and Introductions:

John Makevich informally started the meeting at 9:40 am, and John Freitas formally took over when he came on at 9:50 am. (Fabiola had an emergency and was not able to attend.)

Alice Van Ommeren the Interim Vice Chancellor of Technology introduced herself. She has been with the Chancellor's Office and TRIS for ten years but in research rather than in the technology area. She has been in her regular position as Director of Research for 3-4 years. She volunteered to cover the interim position while the search for the permanent person takes place.

Executive Director Report:

Pat discussed the great press OEI has been receiving based on the CVC catalog refresh, and the report put out yesterday by the Public Policy Institute. Overall the report was very positive and bipartisan with a supportive position for online education and the work of OEI. It acknowledged the challenges faced and the important role OEI is playing in setting a standard. There was one area that mistakenly quoted Ed Code or regulation as putting restrictions on the use of non-faculty instructional design people. LeBaron confirmed that there is nothing in regulation that would prevent instructional designers from being assigned; that does need to be clarified. Various committee members confirmed that instructional designers play an important role in providing assistance in moving into the online environment. Faculty are good at what they do, teaching their courses and the content, and they appreciate the help in transferring that craft and those skills into the online realm. Another member noted that on their campus instructional designers are faculty members.

Dan noted that the report recognized some negatives with respect to success rates in online courses, and felt that fit in well with Pat's ongoing mantra about one of the goals of OEI being "to improve the delivery of online courses." Lisa also felt that the Canvas conversion would provide an impetus to encourage faculty to improve their course design; on her campus they are hoping to have an instructional designer helping faculty to be more intentional about their course design. LeBaron emphasized that the online course rubric standards are so good at pulling from the best of the best that people on campuses outside of the twenty-four pilots want to access that design.

There were concerns expressed in the report that the project wouldn't be able to roll out within the five year cycle, and wouldn't be able to get people involved. Pat explained that it has gone completely the other way; people are very excited and involved. Importantly, the report suggested reframing conversations to stop the comparisons between face-to-face and online courses. It also hit the nail on the head when it spoke of "the piecemeal idiosyncratic online education system that has evolved over time, which has not narrowed the gaps." That is what OEI is working together to address, so that we can look at the increases that we have in successes for students over time. It is also true that students who take online classes tend to transfer or graduate quicker than those who don't. The report also noted that courses that have been taught longer have less success than those that have been taught for less time, which might encourage people to redesign their courses. Dan reiterated that the definition of what constitutes a successful online course versus a non-successful course comes down to the individual instructor. Finally, near the conclusion of the report comes the final message about OEI, "The

Agenda Item VI. B. 3.

CCC Online Education Initiative is an important start. If it is successful, it will be a model that other states can follow to build their online education programs.”

Pat asked members attending the Online Teaching Conference to attend: a session on Thursday morning that will be with a panel of six students, and another OEI panel session in the afternoon to answer questions. If members are not able to attend, many of the sessions will be webcast.

Action Item:

Sandoval will post a list of links to all of the press OEI has been getting the last few days in Basecamp.

Minutes:

Action

There were no corrections or changes to the minutes for the meeting on May 8, 2015. Gregory Beyrer moved to approve the minutes, Cynthia Alexander seconded the motion. The minutes were approved unanimously.

Ad hoc Subcommittee to Start Reviewing/Revising the Charter:

John Freitas explained that it is time for the annual review of the OEI steering committee charter and he would like to find 5-6 volunteers to help with the review and suggesting needed revisions. The Academic Senate has a few items that need slight revisions regarding their membership and there are suggestions regarding defining a quorum as well. The plan is to review and bring back suggested revisions at the August meeting for action. Dan Crump and Greg Beyrer volunteered to participate with Fabiola and John Freitas. Other members, especially representatives of CEOs, CIOs, DE Coordinators, and Student Services should contact John Freitas to participate. He will then send out announcements of meeting times.

Management Team Reports:

Planning Update:

John Makevich reported that he, Michael Agostini, and Carol Lashman have been working at threading together the work plan with the activities of the project. There is a lot of deep planning going on and work to identify elements that have yet to occur. There is also working going on to continue to bolster the teamwork site with apps and activities. The integration of the planning includes tying together the history of what happened last year at the beginning of the project, with what is happening now, and finally with what will be happening in the future. They are also working closely with Alyssa Nguyen, the RP Group evaluator, to integrate efforts with what is going to happen with evaluation. The revised, updated plan should be brought to the next face-to-face meeting in August.

CCMS Contract Update:

Steve Klein explained that the contract negotiation team has for all intents and purposes successfully completed the contracting process. The team of Steve, Pat, Joe Moreau, Joe Perret, and some consultants from the Technology Center have been working diligently for the last three months and today the signatures are on the contracts. (For payment purposes, the district isn't allowed to issue any money until the contract is ratified by the board in July and OEI remains under a non-disclosure agreement for the purposes of the details of the process.) The information is very new and fresh and Pat, Steve and others have discussed the best way to share it with the field. They decided that it works well to share it at the Online Teaching Conference and during the DE Coordinators meetings Wednesday of next week. They will get feedback on questions and concerns that may arise so that those can be addressed. The plan is to explain the specifics of what this means for colleges that want to implement Canvas campus wide, it will be done through a Google Form being developed that colleges will be asked to complete with contact information which will provide an overview of what it is and what it does. That Google Form will trigger a message to Instructure to send the Institution Participation Agreement (IPA) which is the legal contract between Instructure and the college and relates back to the Master Agreement. The IPA is a fairly innocuous agreement that describes the services that are available and so on, though colleges may find that boards may want to review it. The DE

Agenda Item VI. B. 3.

Coordinators feedback will help to shape a more formal announcement that will go out the following week system-wide when that Google Form is completed and available. The team intends to make that happen as quickly as possible. Instructure is under an agreement with OEI to not initiate the IPA until after the Google Form to collect the information is completed. Steve asked for a little more patience for the week or so that it takes for the team to ramp up the process to handle this, while continuing to support the work with the pilot. The management team is very excited that the contracting process is done, and the project can move into the process of getting colleges connected. Throughout the contracting process they have found that the vendor is very responsive and they are excited to bring colleges that want to transition on and to get their students and faculty connected.

Pat asked members to hold off on sharing pricing information shared with the Steering Committee today until a draft of the whole document is put together and the formal announcement is made to the DE Coordinators, and is sent out to pilot colleges at the same time. This will hopefully prevent rumors and myths from coming back. Colleges that move to Canvas will be able to really think about, reallocate, and reinvest savings from their existing LMS ; perhaps for accessibility, DSPS, course design support, instructional design support, or many other areas. Steve acknowledged Pat's efforts to look holistically at the total grant and the project needs providing visionary support.

Instructure currently has tools for Blackboard, Moodle, and Desire2Learn, but not Etudes; there is a separate contract being worked on to develop a migration tool for Etudes. The development team with Instructure has been working on that for a number of weeks and June 22nd is planned to be the start of that contract. They will then take two weeks to analyze current content mapping from Etudes to Canvas, then determine the scope of work. Steve believes that tool will be functional and available to colleges in the fall. The project has been talking to Micah Orloff at @ONE and they are ramping up the training for the trainers on the migration process and using the migration tools from existing platforms to Canvas. The service that OEI has contracted for is the Guided Implementation Service, which is their standard service and should be a foundational and sufficient package. If a college wishes to they can contract at their cost for additional services for: onsite training, onsite implementation, onsite migration, and so on. For the colleges that are not currently offering after school hours and weekend support, the contract is for 24/7 phone support. If a college is currently supporting its students during the day, the team expects that will not change; the support model will follow what is currently being done. The team is very happy with the contract package they have secured, and there are services available for extra contract, if colleges wish to secure them. The entire contracting process provided a touchpoint of verification for the excellent decision to partner with Instructure; they have proven to be communicative and understanding of what the project is trying to do. "Our success is your success," has really proven to be the case.

CCMS Committee Update:

The CCMS Committee met and will continue being the advisory group to Canvas of the voice of the CCC in what we would like to see prioritized in terms of features and functions in the product roadmap moving forward.

CVC Update:

Steve commended Amy Carbonaro on her outstanding work as the Project Manager of the CVC catalog refresh and for the accolades that came afterward at a press conference on May 8th with Chancellor Harris. The CVC will help to be one vehicle that will drive students to find courses that connect to what OEI is doing.

Amy explained that the main focus of the recent update was ADT courses and getting information to students about them. Those ADT courses are now highlighted with a green indicator to make them very obvious to users. Another option added was to allow students to search for courses by geographic location. A serious effort was made to improve the user experience and user interface (UX/UI) by updating imagery, general functionality, and layout of programs. Identifiers for courses, programs, and schools were also added. The new version is mobile responsive

Agenda Item VI. B. 3.

which is a major benefit for students. Finally, the administrative aspect has also been completely redesigned and is now more intuitive for users. The overall reception has been very positive. Requests have already been received from colleges to update courses, and two colleges want to be added to the database. Amy is starting to plan the next round of revisions and looking at the roadmap for the integration of OEI courses. Another idea is to look at moving the codes for CSU and UC programs and crosswalk integration. Currently everything is updated manually on an annual basis by employing 10-12 student assistants. The student assistants are provided with data in Excel files and they are asked to go in and search for the courses and update the spreadsheet accordingly. It is a pretty simple process, but it is better for users, students, and college representatives if active updating happens more frequently. The summer update cycle means that often spring courses aren't included since they aren't listed in the class schedules.

Pat clarified that although the resource page says "Coming Fall 2016- The Course Exchange," that does not mean that a student who is not part of the Consortium colleges will be able to participate. There must be reciprocity agreements between home and teaching colleges for students to participate in the Exchange. By fall 2016 there will be a mechanism to list the courses and the colleges that are participating in the Exchange whether as home or teaching colleges; Pat dreams that eventually there will be a statewide agreement. At this point she does not envision students registering from the CVC website, but the exact mechanism hasn't been worked out yet. OEI is absolutely not becoming the CVC.

Steve explained that all three initiatives are at a similar phase of procuring services, and the next phase will involve integration of those services. The CVC catalog is a good example of a service being integrated; in phase two it will move into a portlet on the colleges' website or within the Student Services Portal (SSP) which is being developed by the Education Planning Initiative (EPI). The system wide architecture and how that feeds into the Exchange on the back end has yet to be determined, but the goal is for students to seamlessly be able to access information about what courses are available to them. SSP is now getting to a place where OEI can start talking to them more concretely about how to integrate some of these ideas; the Director's Collaborative is one of the places that can occur. The original RFA called for a separate OEI portal, but that has evolved out of the picture, to a vision of a more integrated and seamless experience for students rather than a separate portals in multiple places for different projects. Instead, students will be able to do a single sign-on with federated identity like what students have with OpenCCC for CCCApply. The services will be delivered through Amazon like smart tools. The projects are currently a year down the road of a visionary transformative effort. The CVC catalog is included as part of the OEI delivery of services and in phase two development the beta version and its development will be shared with this committee.

Professional Development Update:

Action

Michelle explained that all faculty members who had their courses reviewed are now being contacted and connected with instructional designers to address their needs; in some cases those needs are related to the migration to Canvas. Most of the full launch colleges have already done migration to some extent and training was provided to faculty at those colleges. The work group is also trying to find the best way to connect faculty to ongoing support as well as gathering information around the migration and what works well and what doesn't work well, so that we can really learn from the colleges and each course's migration. Additionally, there is a review of courses coming up starting in early July and the applications need to be in from faculty by Monday. It will not be a huge group, but they will be reviewing some courses that haven't been through the review before which will be exciting.

A proposal for creating a new professional development work group subcommittee that is a small more clearly defined group was posted on Basecamp and presented by Michelle. She explained that she inherited a large group of amazing people but without a clear structure ensuring that all of the appropriate voices were at the table; it is also difficult to get meetings together. There is no intention to not continue to get input from everyone who wants to provide input, but the idea is to have a smaller subcommittee to do the brainstorming, the planning, and to take ideas and figure

Agenda Item VI. B. 3.

out what needs to happen next. The proposal is for a subcommittee of about 10 to do the preliminary work and then every effort would be made to continue to keep everyone in the loop and get all perspectives. Proposed members would include six faculty members, one of whom would be a librarian, one a counselor, and one a DE coordinator. There would also be either a VP of Instruction or a DE Dean, a CSSO or Social Services Dean, and an accessibility specialist. She would like to get the formalized subcommittee in place as soon as possible in order to have some long term planning more fully developed before the next steering committee meeting.

Action:

John Freitas asked if there were any objections to forming the subcommittee, and there were none. Since Chairs and Vice-Chairs can create subcommittees as they see the need, John Freitas approved the formation of the subcommittee, so that Michelle can move forward and put out a call to the Academic Senate and other groups for participants.

Final Comments:

Joe Moreau thanked Steve, Pat, and all who worked on the Canvas contracting and budgeting. As the project moves forward there may be some anxiety about the future and he wanted everyone to be aware that they are in the preliminary stages of talking to the Chancellor's Office about an ongoing budget change proposal to increase the ongoing funding for OEI. It is not time yet to take action on that, it will probably be at least two years before it is time to work seriously on that, but they did have a very productive and positive conversation with Erik Skinner and others at the Chancellor's Office. When the time comes, OEI wants to make sure to have the funding to keep this as a sustained and successful project.

Pat also spoke about a really positive meeting with members of the Governor's team, including several from finance, Lockhart (the higher education person), and also Jason McCandless. She found their questions to be good and insightful; they had some questions about data that we don't have and she took note of that. They were impressed with what OEI has been doing, including the two page list of accomplishments. They appreciated the common sense approach that the project has taken and they want it to succeed.

Next Meetings:

The next online meeting will be on Friday July 10th.

The next in person meeting will be in Orange County, near John Wayne Airport on Friday August 28th.

Adjournment:

The meeting was adjourned at 11:00 am.

Online Education Initiative Steering Committee Meeting

Friday July 10, 2015

Zoom Online Meeting

Attendees: Alice Van Ommeren, Alyssa Nguyen, Amy Carbonaro, Anita Crawley, Barbara Illowsky, Bonnie Peters, Caryn Albrecht, Christina Gold, Cynthia Alexander, Dave Stephens, Fabiola Torres, Gary Bird, Gregory Beyrer, Jayme Johnson, John Makevich, John Sills, Jory Hadsell, Lisa Beach, Lisa Wang, Meredith Randall, Michelle Pilati, Morris Rodrigue, Pat James, Steve Klein, and Terry Gleason.

Welcome:

Fabiola opened the meeting at 9:35am. Since there is not a quorum, the meeting today will provide information and discussion, but there will be no votes taken.

Executive Director Update:

Pat thanked everyone for attending and explained that work continues behind the scenes on the pilots to prepare for the fall and spring. She encouraged members to look at the Canvas website for links to Canvas resources: additions are being made to it on a regular basis.

The project recently had a visit to the Governor's Office. Although the team was not able to meet with the Governor himself, they were able to meet with finance people, his advisors, and education folks. It was a positive meeting and Pat felt the Governor's representatives were receptive and understanding about the amount of work and planning that goes into the intricacies of coordinating all of the pieces of this project. She was encouraged by that meeting and is optimistic about continued funding.

CCMS Implementation Update:

Steve reported that everything is moving forward with the Canvas implementation. The contract was officially signed on June 14th, announced at the Online Teaching Conference, and then due to great team effort from the staff, on June 24th registration information was posted on the Canvas website. The registration form allows both pilot and non-pilot colleges that want to adopt Canvas campus wide to begin the implementation process. So are there are twelve colleges that have completed the registration: three full launch pilot colleges, six non-pilot colleges, and three existing Canvas-using colleges. The registration form process allows the colleges to input: all of the necessary contact information, their projected timeline for adoption, faculty training, when they will begin using with students in face-to-face, online, and hybrid courses, and when they plan to turn off their existing LMS. On the Canvas registration page when asked for the "responsible technology point of contact" that means the IT Director, or person responsible for all technology.

After the registration form is complete, Instructure will set up the Institution Participation Agreement (IPA) with the college. The process is going well, the team worked out a few bugs that came up in early piloting, and is answering a lot of questions from colleges. Instructure continues to be a great partner and is reviewing the IPAs now; those colleges that signed up should start receiving them today. The pilot is on target with the numbers that were expected as well; prior to contract signing the team asked colleges about plans for adoption, and the team anticipated 11-15 colleges in this first cycle.

The first nine colleges have needs, some based on existing contracts and other considerations that are being taken into account, but over time the project team is working toward implementation cohort cycles twice each year, in October and April. While the project will support and accommodate colleges based on their own cycles, the team is also working to move colleges along in the twice a year cycle.

Pat emphasized that the overall goal is to find and support colleges that want to move to adopting Canvas as their only CMS. The project is asking colleges to be actively working to make the transition. The timelines that are set up and should be reasonable for most colleges are for a 15

Agenda Item VI. B. 4.

month implementation and migration, with an 18 month (roughly 3 semesters) transition period to Canvas and away from the old LMS. There may be special circumstances for some colleges on the amount of time needed, timing for contracts, and perhaps some programs that have special needs with another CMS, but ultimately the project is asking if OEI is paying for it, that the college has Canvas as the only LMS. Otherwise, since OEI is paying for Canvas it might be easy for colleges to say, "Yes, I'll take Canvas, but I will also keep using Moodle, Blackboard, etc." The project is asking colleges not to do that, but will provide reasonable time for transition. Colleges are asked in the registration process for an anticipated date/timeframe for implementation, but this does not need to be exact, it is an estimate intended to help the colleges reflect on their own needs and intentions. A major goal is to save the system money and get money to support it from the legislature; paying for duplicate systems does not serve that goal. Additionally, we would like to be able to see if students being in one system across the state helps in keeping them involved in their classes and helps them be successful. In order to collect the data on student outcomes and success, it is best to only be pulling from a single LMS. All of these factors contribute to an interest in having colleges finish somewhere around three semesters following the implementation cycle. The project is willing to have conversations with colleges where flexibility is needed around CE, Adult Ed, or Academy programs. The registration process is intended to identify the profile of the college, and if they are adopting Canvas, where it will fit into the scope of the college's delivery of support for online and face-to-face learning with the LMS.

Management Team Updates:

Planning Update:

John Makevich explained that OEI recently went through a normal reporting cycle with the Chancellor's Office. Those reports contained information about the project that has already been shared with the Steering Committee. As part of that process, some revisions have been made to the work plan; those revisions will be shared at the face-to-face meeting in August, in order to provide better opportunity for questions and discussion, if needed. The team is also continuing their efforts and planning in working with the RP Group on evaluation.

Student Services:

The readiness modules have been revised and will be available to everyone very soon. Bonnie, is continuing to work with pilot schools on how to use them in their fall pilot implementations. She asked committee members to be patient with the process of making the modules available to everyone in the system. She wants to make sure that the announcement is made in a way that goes out to everyone at the same time, and is working with Sandoval to make sure that happens; that announcement should come out around the beginning of August. Darla from the RP Group is helping with the comprehensive report on the spring pilots for readiness. Bonnie has set a deadline of having that report available at the August meeting, along with a short presentation on the results.

Now that the Smarter Measure contract is finishing, Bonnie will be building the group that will help with the RFP for finding the best diagnostic tool to use with the modules. She will be contacting some members of the Steering Committee to help with that process. Additionally, the RFP for a platform for an Online Counseling Network is being looked at; there is a group that is working on that with the Foundation.

Exchange:

There will be a meeting at the Technology Center between the Management Team and technical staff at the Tech Center on Tuesday to discuss the technical piece of the Exchange. Colleges discussed business processes and made agreements and a document has been put together to inform the process. This technical meeting is the next step in further informing the process of determining what can be done and what cannot be done. Bonnie will provide an update on that process in August, or sooner if information is available.

Agenda Item VI. B. 4.

Academic Affairs:

Jory reported that the project is seeing some increased utilization of online tutoring in the 15 colleges piloting this summer, some from each of the three pilot groups. Ileri Valenzuela from the RP Group is helping with the evaluation of the spring pilots. A pre-tutoring survey was done, has been analyzed, and a preliminary findings report has been written. They are working on a post-tutoring survey including perceptions of the impact of tutoring. Those will be aggregated with perspectives from OEI staff, Link Systems staff, and some faculty, and will be put into a more comprehensive report that should be available at the August meeting. They may be able to include some data from the summer pilot as well. One of the preliminary outcomes from spring, included the fact that by offering tutoring for only 2-3 courses it was hard to get critical mass to build awareness of the tool and do full integration and implementation of the tool. Tutoring hours were purchased up front, but in order to develop a larger pool of students the original eight tutoring pilots have been offered NetTutor for all of their online sections for the fall. That would provide hundreds of sections to integrate NetTutor with and could provide better data regarding what a larger implementation would look like, as well as a better idea of what the impact would be on student outcomes. Those eight colleges are having conversations on whether or not they will make use of the offer; the project would like to have the opportunity for additional data.

The team is planning for fall and working with onboarding the remaining colleges that haven't yet implemented NetTutor; those colleges or SPOCs should be getting more information within a week or so. They are also doing a debrief with Link Systems about some of the technical challenges that were discovered and what was learned so that those technical elements can be addressed for fall; the goal is to have the implementations be as smooth as possible. The team is also looking at creating better documentation and promotional materials that faculty can hand to a student, to really reach out and encourage the student to take advantage of tutoring; it is always a challenge to get students to take advantage of the recommendations that are made to them. Barbara Illosky, Anita Crawley, and Jory will be going out to campuses during Flex Week trying to promote best practices for NetTutor and make sure that everything is in place. Barbara explained that they learned a lot from the spring and summer tutoring groups and put together a handbook for faculty for the summer on ways to implement tutoring and basic skills. That handbook will be updated for the fall; it provides a way to communicate with the colleges and validate preferences into one document.

The Academic Integrity RFP is progressing; the group has been working with the Foundation on the initial skeleton for the document right now although it has been hard to get members together due to vacations. In early August they will convene the full group to write the technical and functional requirements and develop the draft RFP criteria. The rest of the document will be filled in throughout August and early September, and Jory is looking toward a RFP launch date in mid-September. He will provide a more substantial update on that RFP at the August OEI SC meeting.

The Academic Affairs group is pulling together anyone who is interested in developing a face-to-face proctoring network. A group has been set up on Basecamp to share practices. Some colleges already have agreements in place with other colleges or tutors. The goal is to compile that data and look at drafting practices that can be shared across colleges. It is still early, but they now have a place for starting conversations leading toward getting a proctoring network in place.

Basic Skills:

There is a list of OER supports in the handbook. Barbara would like faculty to send in modules that they have as well, and will be sending out an email at the end of summer to get input from faculty.

She made a presentation to the legislature on Wednesday, testifying on AB798 which re-appropriates some funds to give stipends to faculty for finding and adapting resources for OER and their pedagogy for using them. It was supported by the CCC Academic Senate, the CSU

Agenda Item VI. B. 4.

Academic Senate, and the two Chancellor's Offices; it passed unanimously and now goes to appropriations. Barbara also noted that SB 1052 and 1053 set up a council made up of faculty appointed by the State Academic Senate from UC, CSU, and CC to be liaisons working on evaluating OER that would be acceptable by the systems. She would like to start putting that list out and incorporating it into what OEI is doing.

Professional Development:

Michelle has been working with @ONE to streamline the review process and set up another round of reviews; next week she is hoping to send out the schedule for course reviews and re-reviews for the whole year. The new timeline will be three weeks to get courses reviewed and information sent back after courses are submitted. There is a lot of work going on with instructional designers in training them on how to do accessibility support in order to help faculty with accessibility in their online courses as they go through the review process; there is a real need for that kind of help. They are also working on scheduling for about six trainings around the course review rubric in the fall.

Pat explained she is working with Michelle, Anita, and Bonnie to build a module to explain what OEI is, with links to resources, it will be able to be incorporated into every course in the Exchange. That will be available in the spring so that faculty can include it in their courses as a resource for students.

Micah has accepted a permanent position as the Dean at MSJC and as Executive Director of @ONE. Additionally, @ONE is hiring a Director and a number of permanent instructional designers and other staff so that they can ramp up services. Greg asked if Micah or the new Director could be a regular participant in OEI meetings to facilitate more and better communication between @ONE and OEI. Pat explained that Micah has been attending face-to-face Steering Committee meetings, and he usually attends all Management Team meetings as well, she also explained that Michelle meets with @ONE every week. They are very involved in communicating with OEI, and she will reiterate the desire to keep and maintain that good communication; they are a small staff with a large body of contracted staff, so it may be that some of the communication is not getting back out to contracted staff.

There is a twelve week @ONE course that is in development which will be ready by the end of this month that includes some components regarding Canvas. Autumn Bell, from one of the eight full launch pilot colleges, is teaching an online Introduction to Canvas to her faculty and has offered to post those materials on Basecamp. The intention is for @ONE Canvas focused training to be available in the spring. Canvas is also working on revamping their training into two separate trainings of 90 minutes each, so that faculty can get in and play with it and then come back and have questions answered.

Dave noted that his biggest concern is about promotion and advertising of the Exchange and courses; he would like to be able to quell concerns about how are students going to find out about courses that are available in the exchange. Pat explained that the re-emergence of the module idea came from concerns about how to let students know what we are and where we are; so the project will be providing information to get out to your students. Work also continues on the new website, and a new communications person focused specifically on OEI will be hired in the next four weeks or so. Sandoval deals with all of the projects with the Technology Center and the Management Team feels there is a need to set up social media spaces and put together documentation of what to say and give to students focused solely on OEI. Those issues will also be clearer after the meeting next week with the technology folks about how the Exchange is going to be set up. Once those pieces are put together there are plans for information points along the registration process for students; the goal is put together materials that can be standardized and sent out so that everyone is saying the same thing. Dave noted that he has a lot of control over how existing students receive information and register for online courses, but the public relations for prospective students in the whole service area is more challenging. He suggested advising colleges that will be participating in the initial offering of the Exchange to reach out to their public

Agenda Item VI. B. 4.

relations office. John Makevich agreed and explained that meetings and conversations with full launch SPOCs have been occurring to focus on walking through important points and make sure that everything is ready and there is a plan in place for the outreach to additional students, but also set up locally to make sure that things run smoothly.

Pat noted the importance of outreach in the community college system; there are a lot of people in the state who don't think that they can be successful as students, and don't think that college is ever going to be for them. We don't reach out to those people, and we need to start doing so. There are individual colleges that do to some degree, and ICanAffordCollege does so as well, but it is important that everyone is reaching out to those people in the state who could benefit from the community college system, but who have a deep and abiding fear that they are not college material. Additionally, as a system we need to work on not comparing success and retention when it comes to face-to-face and online courses anymore. Instead we need to look innovation of teaching and learning and at the value of the online environment to the system and our students as a whole. Similarly we need to change the conversation away from how online learning can both save money and bring up success and retention; those two things do not go together. Instead we need to focus on talking about what distance learning and the online environment can do across the system in general. Greg quoted Pat in saying, "Every community college student is our community college student regardless of where they are in the state." That is part of the moral case that needs to be communicated to those who fear losing enrollment.

Discussion regarding the use of proprietary content and tools in OEI courses:

Michelle explained that the issue of the use of proprietary materials being used in online courses has come up a couple of times in the course review process. Most recently there were excellent and complete well-developed courses that used proprietary materials to supplement the content which seems appropriate to her. However, there are concerns about cases where an instructor might be using their course as a pass-through to a site that is entirely publisher content, it doesn't seem to be appropriate for the OEI course reviewers to be reviewing course design for publisher content. Michelle brought the issue to the Steering Committee for discussion and input back to the Professional Development work group.

Is it appropriate for a CMS to merely serve as a pass-through to a course that is entirely being offered by a publisher? The committee emphatically felt that was not appropriate; the primary issue being regular effective contact. Meredith explained if there is effective contact, the use of proprietary material that is accessible, is not a problem. Cynthia agreed that a major issue with the use of published materials is the fact that a majority of those materials are not accessible. She thought that if at least 2/3 of the course materials were lecture or instructor content, having the other 1/3 be publisher content would be fine, as long as it was accessible. She advises her faculty to put the publisher's materials in the CMS so that the presentation and grading are in the CMS; but there must be enough lecture materials that belong to the instructor to make it a viable course. Dave agreed that the ADA compliance tracking on most platforms indicates that most do not pass muster. He also noted that he will not enable SSO through to a publisher platform; that way students must acknowledge that they are leaving the CMS that is supported by the district, and entering the publisher environment, otherwise the help desk is overwhelmed with requests regarding the publisher environment. Christina agreed that OEI wants to avoid the canned courses; but she likes the idea that it is fine to use those resources as enhancements to student learning. It can be difficult or impossible for an instructor to create those interactive elements that are fun for students. She noted that the types of materials that are needed as enhancements might be discipline specific. Michelle thought that it would be a good idea to find out what materials/tools are being used by faculty members to get a sense what is commonly used; it would be useful to have concrete data by discipline on what is being used, along with how and why.

Lisa Beach explained that her campus is struggling with FERPA issues with publisher sites; when an instructor uses the publisher's site for grades and other student information, it seems like that would be a violation of FERPA, especially when pre-tests and simulation scores end up being

Agenda Item VI. B. 4.

stored on publishers' sites. Alternatively the publishers want to integrate their materials with the CMS, which has advantages regarding SSO, but then raises issues about whether the college is willing to do that with every publisher that asks.

Greg emphasized the importance of respecting local control and academic freedom as the project wrestles with the issue. It should not be the OEI's purview to judge whether one instructor's use of publisher materials is too much or not. However, it would be appropriate to give some guidance in the area of FERPA, especially with respect to the point in the interaction where an educational record is created. Local colleges would benefit from some liberal and generous interpretation of FERPA; then perhaps appropriate language could be negotiated between the vendor and the institution to deal with FERPA. Instructor quality however, is locally negotiated between a union and a district, and we need to be careful not to come in with a heavy hand. Course review can and should look at regular effective contact and accessibility; that would be appropriate.

Pat agreed that looking at the compliance side: authenticating the student, regular effective contact, and accessibility, could be the focus of effective best practices in a positive way. If OEI could collaborate with the statewide Academic Senate to come up with a position on appropriate use and effective practices, then we could provide examples of good ways to do so and maybe develop a guide for using publisher materials in online courses. It will also help encourage publishers to respond to the accessibility element. Meridith agreed that OEI should come up with guidelines but should be careful not to be too prescriptive; it is important to leave a lot of leeway for instructors to use materials and lecture and so on.

Michelle appreciated all of the committee input; she felt that she now had a better idea of what needs to happen, along with some concrete ideas of where to begin. Dave encouraged putting this as a standing item for input and updates on the agenda for the next several OEI Steering Committee meetings. He emphasized the importance of working with the statewide Academic Senate to provide guidelines; he also felt it was a great opportunity to leverage the collective weight of the system with respect to accessibility. Jayme praised and appreciated the awareness and general understanding of the issues. He felt that the mission was to ensure and promote quality and to recognize the reasons that faculty are driven to use these tools. One of his original hopes for OEI was that it would provide supports for faculty so that they have quality resources and enhancements. He felt the project could also help protect people from legal missteps by suggesting best practices and serving as a means to identify and guide toward a happy outcome.

Announcements:

John Makevich suggested having a brainstorming activity in small groups at the next face-to-face meeting to gather ideas for ways to get information about the Exchange out to students statewide. Committee members agreed, and Steve encouraged John to reach out to Sandoval regarding his ideas for marketing and promotional materials, he could also be a conduit for information to the new marketing person.

Next Meeting:

The next meeting will be on Friday August 28th in Orange County. Amy will send out information about that meeting.

Two sets of minutes will be up for review at that meeting.

Adjournment:

The meeting was adjourned at 11:01 am.



Executive Committee Agenda Item

SUBJECT: C-ID/TMC Update		Month: September	Year: 2015
		Item No. VI. C. 1	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on activities related to C-ID and TMCs.	Urgent: NO	
CATEGORY:	Discussion	Time Requested: 15 minutes	
REQUESTED BY:	Rutan	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Five-Year Review

Eleven disciplines are going through a five-year review of approved descriptors and the Transfer Model Curriculum (TMC). The disciplines going through review are:

- Administration of Justice
- Studio Arts
- Computer Science
- Early Childhood Education
- Geology
- History
- Kinesiology
- Mathematics
- Political Science
- Physics
- Theater

The review process began by sending surveys to the members of each disciplines Faculty Discipline Review Group (FDRG) and the Course Outline of Record Evaluators (CORE). On August 26, 2015, surveys were made available for all interested faculty. These surveys can be found at:

Descriptors: <https://c-id.net/descriptors.html>

TMC: <https://c-id.net/degreereview.html>

All survey responses are due by September 30, 2015.

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

C-ID Technology

We continue to move forward on a new C-ID website and are working with Assist Next Generation on the integration of submission process for C-ID.

Area of Emphasis (AOE) TMCs

Erik Shearer, C-ID Curriculum Director, continues to work with **staff** at the Chancellor's Office to create new TOP codes for each AOE TMC. The goal of creating new TOP codes is to avoid any unintended degree creation requirements for colleges. The first two AEO TMCs are Global Studies and Social Justice studies. Originally, these TMCs were intended to be posted to the Chancellor's Office website on September 1st, 2015, but the TMCs were not ready for posting by that date. TMCs are posted to the Chancellor's Office website on September 1 and February 1 each year, but it might be possible to post the AOE TMCs on a different schedule since no college will be required to create an ADT in either area within 18 months.