



Friday, March 4, 2016 – Mt. San Antonio College

1100 N Grand Ave., Walnut, CA 91789
Room: Founders Hall Conference Center
Map: <http://www.mtsac.edu/maps/>
Closest Parking Lot: Student Lot B and D

12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:00 p.m. Meeting
6:00 p.m. to 8:00 p.m. Dinner: Bardot
206 W. Bonita Avenue, Claremont, CA 91711
(909)621-2255

Saturday, March 5, 2016 – Sheraton Fairplex

601 W. McKinley Avenue, Pomona, CA 91768
8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 1:30 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 Tonya Davis at (916) 445-4753 x106 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. February 5 – 6, 2016 Meeting Minutes, Stankas**
- B. ASCCC Professional Development Plan, Rutan**

- C. **Academic Academy, May/Smith**
- D. **Career Technical Education (CTE) Program, Goold**
- E. **Noncredit Regional Meetings, Aschenbach**

III. **REPORTS**

- A. **President's/Executive Director's Report – 40 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**
The Executive Committee will be updated on recent state and federal legislation and take action as necessary.
- B. **2016 – 17 Event Meeting Dates – 20 mins., Adams**
The Executive Committee will consider for approval the dates for the 2016 – 17 Executive Committee meeting and events dates.
- C. **Effective Curriculum Processes Paper – 10 mins., Freitas**
The Executive Committee will consider for approval the effective curriculum processes paper to forward to the Area Meetings for discussion.
- D. **2016 Spring Plenary Session Planning – 10 mins., Morse/Adams**
The Executive Committee will consider for approval the 2016 Spring Session preliminary program.
- E. **Spring Resolutions – 150 mins., Stankas**
The Executive Committee will consider for approval the Executive Committee resolutions to forward to the Area Meetings for discussion and possible approval.
- F. **Mathematics Placement Model from Common Assessment Initiative – 15 mins.,**
The Executive Committee will provide direction for the ASCCC appointees to the Common Assessment Initiative Steering Committee about the proposed multiple measures document.
- G. **ASCCC Cultural Competency and Advocacy Plan – 20 mins., Smith**
The Executive Committee will consider for approval a proposal from the Equity, Diversity, and Action Committee for conducting the 2016 Cultural Competency and Advocacy Plan.
- H. **System Advisory on Curriculum Committee (SACC) – 20 mins., Davison, Freitas, Rutan**
The Executive Committee will provide input on the direction and priorities for SACC.
- I. **Curriculum Institute – 15 mins., Freitas**
The Executive Committee will consider for approval the first draft of the 2016 Curriculum Institute program.

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. Board of Governors/Consultation Council – 10 mins.,**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- C. Needs Assessment Survey Results – 15 mins., Rico**
The Executive Committee will discuss the results of the Relations with Local Senates Needs Assessment Survey and provide next steps.
- D. CTE Data Unlocked – 20 mins., Adams (Time Certain)**
The Executive Committee will be informed of the role of faculty in the CTE Data Unlocked initiative.
- E. ASCCC and Statewide Professional Development – 15 mins., Rutan**
The Executive Committee will provide guidance on how to ensure that the Chancellor’s Office partners with ASCCC on professional development activities designed for faculty.

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

- A. Standing Committee Minutes**
 - i. Accreditation and Assessment Committee, Beach
 - ii. Educational Policies, Davison
 - iii. Legislative and Advocacy Committee, Bruno
 - iv. Relations with Local Senates, Rico
 - v. Transfer, Articulation, and Student Success, May
- B. Liaison Reports**
 - i. California Open Education Resources, Aschenbach/Davison
 - ii. Common Core Smarter Balanced, North
 - iii. FACCC, Davison
 - iv. Multiple Measures Work Group, Rutan
 - v. System Advisory on Curriculum Committee, Davison, Freitas, Rutan
 - vi. Telecommunications and Technology Advisory Committee, Davison and Freitas
- C. Senate Grant and Project Reports**

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar		Month: March	Year: 2016
		Item No. I. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on upcoming ASCCC meetings and events.	Urgent: NO	
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

- **March Executive Committee Meeting** – Walnut/Pomona – March 4-5, 2016
- **Rostrum article deadline** – March 14, 2016
- **Academic Academy** – Sheraton Sacramento – March 18-19, 2016
- **Area Meetings** – April 1-2, 2016
- **Online Education Regional Meetings (North/South)** – April 8-9, 2016
- **April Executive Committee Meeting** – Sacramento – April 20, 2016
- **Spring Plenary Session** – Sacramento Convention Center – April 21-23, 2016
- **Career Technical Education Institute** – Anaheim – May 6-7, 2016
- **May Executive Committee Meeting** – Catalina Island – May 20-22, 2016
- **Faculty Leadership Institute** – Riverside – June 9-11, 2016
- **Curriculum Institute** -- Anaheim – July 7-9, 2016

2015-16 Event Timeline is attached.

Reminders/Due Dates

February 27, 2016: Paragraphs for the Annual Report due to the Executive Director (see II. N. Annual Report)

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.

Orig. Agenda		Year Assigned	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
1	ADT Draft Paper	2014	2. September	2014	IV. C.	Bruno	Future	In Progress			March 2015: 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. April 2015: Bruno will craft language to address concerns raised by the Exec Cmte and bring back recommendations at a future meeting. August 2015: Julie B and Michelle Piliati will review current documents and bring forward white papers this year. September 2015: Two white papers will be submitted at the October Executive Committee meeting; The History of C-ID and TMCs and Effective Practices. October 2015: The Executive Committee adopted the two white papers on the history and effective practices. The other two white papers will be presented to the Executive Committee at a subsequent meeting. December 2015: The two white papers are in final editing and will be disseminated in January 2016.
2	Senator/Union Relations Paper	2014	2. September	2014	IV. G.	Morse	Future	Incomplete			Pending--Morse will follow up again with CoFO
5	Current (Recency) Survey from S&P Committee	2014	3. October	2014	IV. H.	Stanskas	Future	Incomplete			S&P chair will followup with CO
7	Committee Communication	2014	3. October	2014	IV. L.	Adams	Future	Incomplete			October 2014: Ruitan will follow up with the Chancellor's Office to determine whether or not adding recency is legal and bring this item back to the Executive Committee for further discussion. Update: Unable to obtain legal opinion from the CO until a new legal counsel is chosen. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015) Adams will work on revising the policies and drafting some guidelines for consideration by the May 2016 EC meeting.
10	SB 987 Student Safety: Sexual Assault	2014	4. November	2014	V. E.	Smith	Future	Incomplete			EDAC will discuss this year.
11	The Best of the Rostrum	2015	5. January	2015	II. F.	Adams	May	In progress			Each standing committee (not just chairs) will review the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period.
13	Proposed Revisions to Title 5 Regarding Distance Education	2015	5. January	2015	IV. C.	Freitas/Davison	Future	Incomplete			Nov 2015: This item needs to be raised at SACC again Dec 2015: An agenda item has been submitted for the January Exec meeting to request further guidance.
15	Distance Education Accreditation Pedagogy and Structure Reviews	2015	5. January	2015	IV. F.	Davison	Future	Incomplete			The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
17	ASCCC Certification	2015	6. February	2015	III. D.	Adams	Future	Incomplete			Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.

Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Incomplete	Adams will cost it out and bring back a proposal to the January Meeting	Approved in concept -- revisit the cost component. Dec 2015: An agenda item on this has been submitted for the January Exec meeting.
ASFCC Foundation – Research Development	7. March	2015	II. D.	May	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.
TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	May/Davison	Future	In Progress		TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System November 2015: Draft survey approved for distribution by Executive Committee
Resolutions to Honor Former Executive Committee Members	September	2015	II. E.	Morse	Future	In Progress		Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee. November 2015: MGH was honored at Fall Plenary The Officers will meet to discuss how to best inform the implementation of the WFTF recommendations.
WFTF Recommendations	September	2015	IV. B.	Officers	Future	Incomplete		
Online Education Regional Meetings	November	2015	II. D.	Davison	Future	In Progress		The Online Education Committee will hold a set of regional meetings in the spring prior to Plenary Nov/Dec 2015: Regionals have been approved by Exec and will be held in April
ASCCC Advocacy Day	November	2015	II. E.	Bruno	Future	Incomplete		The Legislation and Advocacy Committee will establish an ASCCC advocacy day for spring 2015. Dec 2015: This item is on the January agenda for approval.
New Modules for the Professional Development College	November	2015	II. H.	Rutan	Future	Incomplete		The Faculty Development Committee will develop six new modules for the Professional Development College (PDC)
Outcomes for Institutes and Individual Breakout Sessions	November	2015	II. I.	Adams/Rutan	Future	Incomplete		Adams and Rutan will include outcomes in the 2016 Instructional Design and Innovation Institute program for each breakout session and the overall event.
Legislative Agenda	November	2015	IV. A.	Bruno	Future	In Progress		Bruno will work with the Legislative and Advocacy Committee to explore its three areas of interest and continue to develop the 2016 Legislative Agenda. Dec 2015: The Executive Committee approved the 2016 Legislative Agenda at the November meeting. Areas of interest include audit fee, stand alone course approval, mental health services, OER, campus safety, and AA to MA pathway.
Effective Curriculum Processes Paper Outline	November	2015	IV. D.	Freitas	Future	Incomplete		Freitas will work with the Curriculum Committee to draft the paper on effective curriculum processes for review at the February and March 2016 meetings.
Equivalence to the Minimum Qualifications Paper	November	2015	IV. F.	Stanskas	Future	Incomplete		Stanskas will work with the Standard and Practices Committee to revise the Equivalence to the Minimum Qualifications paper.
November minutes	January	2016	II. A.	Stanskas	December	Complete		Posted approved November minutes to the ASCCC website
Noncredit Regional Mtgs	January	2016	II. C.	Aschenbach	March	Incomplete		Staff will work with the chair of the noncredit committee to finalize the noncredit locations and meetings details. Chair will bring an agenda to a future meeting for consideration and approval.
PDC Modules	January	2016	II. D.	Rutan/Adams	March	Incomplete		The Faculty Development Chair and Executive Director will work with Committee chairs in facilitating the completion of the modules as approved
Employee Handbook	January	2016	II. F.	Adams	December	Complete		Staff will post the revised Employee Handbook to the ASCCC website and provide employees with final copy of the Employee handbook.
Online Education Regional Meetings	January	2016	II. G.	Adams	December	Complete		Staff will post the final agenda for the regional meetings on the ASCCC website and online calendar.
Curriculum TA Visits	January	2016	II. I.	Adams	December	Complete		Staff will post the TA process for Curriculum Visits on the website.

Strategic Plan	January	2016	II. L.	Adams	January	Incomplete																																																																																																																																																					
Annual Report	January	2016	II. M.	Adams	February	Incomplete																																																																																																																																																					

Executive Committee members will review the ASCCC Strategic Plan and provide written updates of assigned actions to the Executive Director no later than January 31st. These updates will be used to inform the ASCCC spring annual report.

Executive Committee members will provide the executive director a provide for the annual report using the topics listed in the January agenda as well as other topics members felt relevant. These topics are due by February 27th to the executive director.



Executive Committee Agenda Item

SUBJECT: ASCCC Professional Development Plan		Month: March	Year: 2016
		Item No. II B	
DESIRED OUTCOME: The Executive Committee will adopt the ASCCC Professional Development Plan		Attachment: YES	
		Urgent: Yes	
CATEGORY: Action		Time Requested: 10 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Craig Rutan	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Objective 3.2 from the ASCCC Strategic Plan calls for ASCCC to “Design and implement a comprehensive ASCCC professional development plan.” The Faculty Development Committee was tasked with the creation of the professional development plan and has prepared the attached draft for feedback from the Executive Committee. Currently, the plan has a single goal “Deliver a comprehensive professional development program for all faculty in the California community colleges” and four objectives. The plan has been modified based on the feedback from the Executive Committee in February and is presented for adoption.

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



Academic Senate for California Community Colleges Professional Development Plan

ASCCC STRATEGIC PLAN GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM			
PD Goal 1: Deliver a comprehensive professional development program for all faculty in the California community colleges			
Objective 1.1: Evaluate the effectiveness of ASCCC professional development activities			
Strategies	Actions	Responsible Party	Recommended Timeline
Develop outcomes for each ASCCC professional development activity (i.e., sessions, institutes, regional meetings). Determine which faculty are not being served by the ASCCC's current professional development offerings.	Create and disseminate evaluations for each activity based upon stated learning outcomes. Develop and distribute professional development survey to be distributed to all faculty listservs each year about what professional development opportunities they would like to see from ASCCC in the coming year.	Standing Committee Chairs Faculty Development Committee Chair, Executive Director	2016 - 17 February 2016
Make recommendations to the Executive Committee on professional development annual activities in May each year.	Present a summary of event evaluations and the professional development survey to the Executive Committee at its May meeting as a basis for planning professional development offerings for the coming year.	Faculty Development Committee Chair, Executive Director	May 2016
Make recommendations to the Executive Committee during the year regarding any requests for partnering on events, holding regional meetings, or other professional development activities.	Present to the Executive Committee the feasibility for holding such events—taking into consideration other events and ASCCC resources	Faculty Development Committee Chair, Executive Director	May 2016
Objective 1.2. Offer professional development using a wide variety of methods.			
Explore the use of webinars, video conferencing, and podcasts to replace in	Create professional development activities in alternative modes of delivery.	Faculty Development Committee Chair, Executive Director	September 2016

<p>person regional meetings and replace at least one regional offering with an alternative form of delivery.</p> <p>Expand the offerings in the Professional Development College (PDC) by a minimum of four modules each year for the next three years.</p>	<p>Present to the Executive Committee each May topics for their consideration and approval for the next set of modules.</p>	<p>Faculty Development Committee Chair, Executive Director</p>	<p>May 2016</p>
<p>Objective 1.3 Increase partnerships with other organizations in the California community colleges</p>			
<p>Communicate with other groups the role of the ASCCC in professional development for faculty.</p>	<p>Work with the Chancellor's Office to position the Academic Senate as a partner in professional development activities offered through current and future grant initiatives.</p> <p>Submit presentation proposals for professional development conferences offered by other statewide organizations representing faculty, staff, administrators, and trustees to illustrate the work of ASCCC beyond governance.</p> <p>Members of the Executive Committee will attend the conferences of other statewide organizations.</p>	<p>Faculty Development Committee Chair, Executive Director, Executive Committee members</p>	<p>2016 - 17</p>
<p>Objective 1.4 Improve the diversity of full-time faculty being hired at college campuses.</p>			
<p>Increase the diversity of the faculty in the California community colleges.</p>	<p>Offer (support) professional development on the recruitment diverse faculty pools through engagement of local universities as well as advertising in a variety of locations.</p> <p>Research the efficacy of the current models used for interviewing full- and</p>	<p>Faculty Development Committee Chair, Executive Director,</p>	<p>2016 - 17</p>

	<p>part-time faculty and propose possible modifications to ensure that the best candidates are hired.</p> <p>Continue to offer equity based professional development each year and develop a module for the Professional Development College (PDC).</p> <p>Provide professional development during flex (professional development) day activities at college campuses.</p>	<p>Faculty Development Committee Chair, Executive Director, Executive Committee members</p>	<p>2016 - 17</p>
<p>Improve the diversity of the faculty participating on local academic senates.</p> <p>Improve the diversity of faculty participating statewide on ASCCC standing committees, Chancellor's Office advisory groups and task forces, the Board of Governors, and the accrediting commission.</p>	<p>Encourage the creation of an equity caucus.</p> <p>Expand the use of ambassadors to all ASCCC events.</p> <p>Develop marketing materials about the work of the ASCCC to distribute at events and when making personal connections with attendees.</p> <p>Create a video to introduce faculty to the importance of statewide service (ASCCC committees, Board of Governors, Chancellor's Office groups, etc.) and encourage all interested to volunteer to serve.</p>	<p>Faculty Development Committee Chair, Executive Director, Executive Committee members, Local Senate Committee members</p>	<p>2016 - 17</p>



Executive Committee Agenda Item

SUBJECT: Academic Academy Program		Month: March	Year: 2016
		Item No. II. C	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will approve the Academic Academy Program for March 2016	Urgent:	
CATEGORY:	Reports/Information	Time Requested:	
REQUESTED BY:	May/Smith	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 Program for the Academic Academy is just about finalized. We are asking the Executive Committee to approve the program.

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

Outcomes:

2:15 PM – 2:30 PM Break

2:30 PM – 3:45 PM Breakout Session Block II

1. Exemplary Program Winner 2015 – Bakersfield College MIH (Making it Happen) Program

Trevor Rodriguez, Facilitator, TASSC member
Janet Fulks, Professor of Biology, Bakersfield College
Sonya Christian, President, Bakersfield College

2. Learning from our Students: Equity Focus Groups

Bryan Hirayama, Facilitator, Bakersfield College, EDAC member
Darla Cooper, Director of Research and Evaluation, The RP Group
Terrence Willett, Senior Researcher, The RP Group
Courtney Cooper, Student Senate, Foothill College, EDAC member

3. Using Academic Support Index to better understand student data, identify students for intervention, and more precisely evaluate program efficacy

Mario Rivas, Facilitator, Merritt College, EDAC member
Cleavon Smith, ASCCC North Representative, EDAC Chair
David Stevens, Berkeley Unified School District

4. Supporting Student Success and Completion through Mentoring: A Two-Pronged Approach

Cheryl Aschenbach, Facilitator, ASCCC At-Large Representative, EDAC member
Darlene Murray, Student Equity Coordinator, Reedley College
Nate Saari, Director of Student Success, Equity, and Outreach, Reedley College
Sandra Fuentes, Director Student Support Services, Reedley College

3:45 PM – 4:00 PM Break

4:00 PM – 5:15 PM Breakout Session Block III

1. Breaking Down Silos in the Basic Skills: How Faculty can Integrate Classified Staff and Student Tutors to Foster Student Success

Vicky Maheu, Facilitator, San Diego Continuing Ed, TASSC member
Holly Piscopo, Professor of History/Basic Skills Coordinator, Sacramento City College
Tara Loschiavo, Student Personnel Asst. for BSI, Sacramento City College
Cindy Dibble, Professor of Mathematics, Sacramento City College
Hannia Velez, Instructional Services Admin Asst, Sacramento City College
Nick Banford, Math Tutor/Student Instructional Asst, Sacramento City College

2. Using Open Educational Resources (OER) to Close the Achievement Gap: What Can Faculty Do?

Marne Foster, Facilitator, San Diego Continuing Ed, EDAC member
Cheryl Aschenbach, ASCCC At-large Representative, COERC member
Dan Crump, American River College, COERC member
Dolores Davison, ASCCC Area B Representative, COERC member

3. EOPS Impact Study: Estimating Effects and Inferring Implications

Michael Wyly, Facilitator, Solano Community College, TASSC member
Terrence Willett, Senior Researcher, The RP Group

4. Scaling up Student Success Programs in Community Colleges: From Islands of Innovations to Institutional Practices

Shuntay Taylor, Facilitator, West Hills College Lemoore, TASSC member
Diana Bajrami, Professor of Economics, College of Alameda

5:30 PM – 6:30 PM

Reception – AS Foundation

Attendees may sign up to join different Executive Committee Members for dinner following the reception

Dinner - TBA

Saturday, March 19, 2015

8:00 AM - 9:00 AM

Breakfast Buffet

9:00 AM - 10:15 AM

Breakout Session Block IV

1. LGBT Resolution 7.01 F15

Julie Bruno, Facilitator, ASCCC Vice President

❖ Johnnie Terry, Sierra College (Julie Bruno)

2. Understanding ESL, Equity, and Diversity: The carts, or the horses?

Dolores Davison, Facilitator, ASCCC Area B Representative, TASSC member

Kathy Wada, ESL Professor, Cypress College

Sydney Rice, ESL Professor, Imperial Valley College and CATESOL President

Leigh Anne Shaw, ESL Professor, Skyline College

ESL has gone from being relatively unnoticed to being front-and-center in key discussions of student success at community colleges; this has prompted dramatic changes to ESL delivery at many colleges statewide. What is the role of credit and non-credit ESL in our colleges and communities, and how do they differ in purpose, scope, and evaluation? This session will examine how ESL is delivered in the CCC system, and by whom. Comparison and contrast of ESL with transferable college coursework will illuminate what ESL is and what its role can be. Furthermore, the methods used to evaluate ESL will be analyzed and the accuracy of this evaluation discussed. Finally, presenters will shed light on ESL's role in equity in an ever-diversifying California and why credit ESL is a critical pathway for non-native English learners to achieve their academic and career goals.

Outcomes: Attendees will understand the role of credit and noncredit ESL in California Community Colleges.

3. Equity-in-Action Redux: Implementing Equity-Minded Frameworks

Micaela Agyare, Instruction Librarian, Foothill College

Hilda Fernandez, Student Equity Tri-Chair and English Faculty, Foothill College

Carolyn Holcroft, Academic Senate President and Biology Faculty, Foothill College –
Facilitator/Presenter

Paul Starer, Dean of Language Arts and the Learning Resource Center, Foothill College

4. Practices of a Students of Concerns Team Across Services

Trevor Rodriguez, Facilitator, Long Beach City College, TASSC member

Nicky Damania, Director of Student Life, Bakersfield College

Grace Commiso, Counselor, Bakersfield College

10:15 AM – 10:30 AM

Break

10:30 AM – 11:45 PM

Breakout Session Block V

1. Holistic Approach to Working with Your College Using the Starfish Enterprise Success Platform

Michelle Stricker, Reedley College, Outreach and Matriculation Coordinator
Norberto Quiroz, Santa Rosa Junior College, Counselor,
Lidia Jenkins, Dean Matriculation and Counseling Services, City College of San Francisco,
Robyn Tornay, California Community Colleges Technology Center, Project Manager,
Cynthia Rico, Counselor, ASCCC South Representative, San Diego Mesa College – Facilitator/Presenter

2. Incorporating Equity into the Program Review and Institutional Planning Processes

Carolyn Holcroft, Academic Senate President and Biology Faculty, Foothill College –
Facilitator/Presenter
Paul Starer, Dean of Language Arts and the Learning Resource Center, Foothill College
Courtney Cooper, Student Senate, Foothill College, EDAC member

3. Award Winning Campus Programs that Increase Diversity Awareness

Ginni May, Facilitator, ASCCC North Representative, TASSC Chair
Shannon Vellone Mills, Professor of Anthropology, Cosumnes River College, Stanback-Stroud
Diversity Award 2014 – Cosumnes River College Anthropology Program
B.J. Snowden. Professor of RTVF, Cosumnes River College

4. Roadtrip Nation

Mario Rivas, Facilitator, Merritt College, EDAC member
Cleavon Smith, ASCCC North Representative, EDAC Chair

11:45 PM - 12:00 PM

Break

12:00 PM – 1:00 PM

Lunch Buffet

1:00 PM - 2:00 PM

General Session – Don't Go It Alone: ASCCC's Relation to Local Colleges

During this time, attendees will have the opportunity to share the challenges identified during *this conference* and discuss how ASCCC can help local colleges address those challenges either through online resources, upcoming institutes, or local visits.

NOTES

❖ Julie B is contacting

Additional Breakouts should we need more – they have not been submitted yet:

1. **Digital Divide or Orientation (student and/or faculty)** Davison or Morse
2. **Others that have volunteered** Stanskas, Beach



Executive Committee Agenda Item

SUBJECT: Career Technical Education Leadership Committee May 2016 Leadership Academy Program Outline		Month: March	Year: 2016
		Item No. II.D	
		Attachment: YES	
DESIRED OUTCOME:	Action to approve program outline	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grant Goold	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Career Technical Education Leadership Committee (CTELC) continues planning for the 2016 CTCLC Leadership Academy set for May 6-7 in Anaheim. In February, the CTCLC suggested several program topics to the Executive Committee. The Executive Committee suggested several additional breakout session topics and approved the tentative list of general sessions and breakout topics. Attached is the draft outline of the Academy program. The CTCLC is requesting approval of the draft outline so additional planning work can continue.

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

Welcome letter for CTE Leadership Institute

Welcome to the ASCCC's 2016 Career Technical Education Leadership Institute. This event continues the outstanding success of the 2015 CTE Leadership Institute. The importance of this Institute is obvious from the diversity of participants who have registered for a discussion of CTE issues facing the California Community College system.

Career technical education continues to receive significant focus as implementation of the WFTF recommendations begins. The results of implementation will fundamentally alter our CTE programs and the statewide system. At this institute we will present several sessions intended to inform you regarding the work of the Workforce Task Force implementation strategies, future initiatives intended to impact CTE instruction, and challenge faculty to engage the process to ensure the faculty voice is heard loud and clear.

This 2016 CTE Leadership Institute has much more to offer than a discussions of the Workforce Task Force recommendation implementation. Presentations will feature information on advisory committees, CTE data, regional program collaboration, CTE counseling options and much more. All of these topics require informed and engaged faculty to develop and continue successful CTE programs. One important goal at this institute is to ensure that you are informed on issues impacting CTE and that you are able to respond appropriately and effectively to the many demands that face us all.

Most importantly, we hope that this institute will help all attendees to better understand the importance of connecting CTE programs and faculty to the work of the academic senate at both the state and local levels. The senate is the official faculty voice in academic and professional matters in the California community colleges, but we cannot exercise that voice on behalf of CTE programs effectively without CTE faculty participation. Our primary goal for this institute is therefore to give you information and training that you can take back to your colleges to help engage your CTE faculty in these discussions at the local level and to help them connect with your local academic senate to create a strong, unified faculty voice at your institution.

We look forward to working with all of you throughout the next two days. Welcome, and enjoy the CTE Leadership Institute.

David Morse, President
Grant Goold, CTE Leadership Committee Chair

Friday, May 6th

8:30 a.m. – 9:30 a.m. Registration/Continental Breakfast

9:30 a.m. – 10:30 a.m. General Session 1: CTE WFTF Recommendation Implementation

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 12:00 noon Breakout Session One

CTE WFTF Implementation-Student Success
CTE WFTF Implementation-Career Pathways
CTE WFTF Implementation-Workforce Data
CTE WFTF Implementation-Curriculum
CTE WFTF Implementation-CTE Faculty

12:00 noon – 12:50 p.m. Lunch

1:00 p.m. – 1:45 p.m. General Session 2: ASCCC State of the Senate

1:45 p.m. - 2:00 p.m. Break

2:00 p.m. – 3:15 p.m. Breakout Session Two

Contextualized Teaching
Why and How-Stackable Credentials
C-ID CTE & Model Curriculum
CTE Minimum Qualifications & Equivalency
Dual Enrollment Toolkit
ASCCC 101

3:15 p.m. – 3:30 p.m. Break

3:30 p.m. – 4:45 p.m. Breakout Session Three

C-ID CTE Online ED and OER
Program Competition: Good, Bad and Ugly
Regional Consortiums
Non-Credit CTE/Adult Ed
Advisory Boards-Fix a Broken System
Grant Development and Funding

5:00 p.m. – 6:00 p.m. Reception

6:00 p.m. Dinner on your own!

Saturday, May 7th

- | | |
|--|--|
| 8:00 a.m. - 9:00 a.m. | Breakfast |
| 9:00 a.m. - 10:15 a.m. | General Session: CTE Data Unlocked |
| 10:15 a.m. - 10:30 a.m. | Break |
| 10:30 a.m. - 11:45 a.m. | Breakout Session Four |
| CTE Data Unlocked
CTE Counseling
CTE Equity Examples
Program Initiation Policy
Role of Local Senates in CTE Programs
Intrusive Interdisciplinary Discussion | |
| 12:00 noon – 1:00 p.m. | Networking Lunch |
| 1:00 p.m. – 2:30 p.m. | General Session 4: Critical Conversation-Great Divide |
| 2:30 p.m. - 2:45 p.m. | Break |
| 2:30 p.m. – 3:30 p.m. | Closing Session: Future of California’s Workforce |

Presenters

CTE Leadership Committee

Cabral, Robert, Business/Accounting, Oxnard College
Davis, Donna, Respiratory Care, Butte College
Goold, Grant, Heath Science, American River, Committee Chair,
Grande, Jolena, Mortuary Science, Cypress College
McKay, Conan, Child Development, Mendocino College
Sperling, Dustin, Agriculture, Reedley College
Katherine Krlikowski, Katherine
Lynell Wiggins, Lynell
Elarton-Selig, Bill
Lewis, Chad



Executive Committee Agenda Item

SUBJECT: Noncredit Regional Meetings		Month: March	Year: 2016
		Item No. I, E	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval Noncredit Regional Meetings for spring 2016	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	X
STAFF REVIEW¹:	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its meeting in January, the Executive Committee approved Noncredit Regional meetings for April 15 (North) and 16 (South). The Noncredit Committee proposed the following agenda for the regionals.

Friday, April 15, 2016 Noncredit Regional – North (Location TBD)

Saturday, April 16, 2016 Noncredit Regional – South (Mt. San Antonio College)

Draft Schedule:

- 9:00-9:30 Check-in/Breakfast
- 9:30-10:45 General Session (Welcome, Chancellor’s Office Noncredit Updates, Noncredit & CI)
- 10:45-11:00 Break
- 11:00-12:00 Breakout #1 (2 options)
- 12:00-1:00 Lunch
- 1:00-1:55 Breakout #2 (2 options)
- 1:55-2:05 Break
- 2:05-3:00 Breakout #3 (2 options)
- 3:00 Dismissal

Tentative breakout topics include presentations/panels separated by noncredit discipline or emphasis: CTE, ESL, noncredit student support services, adult basic & secondary education, instructional support services/noncredit contract education, and technical assistance (with CCCCCO). Additional ideas are welcomed.

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



Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: March	Year: 2016
		Item No: IV A	
		Attachment: Yes (3)	
DESIRED OUTCOME:	Update the Executive Committee on recent legislative activities, the ASCCC 2016 legislative agenda and the ASCCC advocacy day in May.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

Legislation Update

The last day for the Legislature to submit legislation was February 16. The Executive Committee will be updated on new and existing legislation. Please see the attachments for additional information.

ASCCC Legislative information including the ASCCC Legislative Reports and letters submitted in support or opposition of 2015 legislation may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

ASCCC 2016 Legislative Agenda

The ASCCC Strategic Plan includes the following strategy that was identified by the Executive Committee as a priority for the 2015-2016 year:

Develop a legislative agenda aligned with goals of the ASCCC and actively pursue bills of interest.

The Executive Committee will be updated on items on the ASCCC legislative agenda:

- 1) Audit Fee
- 2) Stand Alone Course Approval
- 3) Mental Health Service

Additionally, the Legislative and Advocacy Committee continues to investigate areas of interest for possible addition to the ASCCC legislative agenda:

- 1) Online Educational Resources
- 2) Campus Safety
- 3) AA to MA Pathway

ASCCC Advocacy Day: The ASCCC Legislative day is scheduled for Monday, May 9, 2016. Training will be provided on Friday, April 29.

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



CALIFORNIA COMMUNITY COLLEGES 2016 FEDERAL PRIORITIES

California Community Colleges comprise the nation's largest system of public higher education and play a vital role in the state's economy by educating more than 2.1 million students. Operating through 72 districts that oversee 113 colleges and 77 off-campus centers, California's two-year institutions provide primary programs of study and courses in both credit and noncredit categories that address its three primary areas of mission: education for university transfer, career technical education, and basic skills.

Given the current economic climate, targeted investments in education and job training are key to increasing the nation's competitiveness in the global economy. The California Community Colleges are also the state's largest workforce training provider. The colleges offer more than 175 degree and certificate programs in hundreds of career technical fields. California's community colleges are well positioned to be key players in working with the federal government to continue the economic recovery by preparing a skilled workforce that meets the needs of a changing job market.

This year the California Community Colleges have identified three critical federal advocacy issues:

1. REAUTHORIZE THE HIGHER EDUCATION ACT

In reauthorizing the Higher Education Act (HEA), Congress needs to focus on the unique mission and contribution of community colleges. States must be encouraged to maintain critical funding. Support should be given to institutions and students to advance credential attainment. Consumer information must be pertinent and usable. To ensure accurate measurements of student success a federal student unit record system should be implemented. Appropriate efforts to manage student debt and facilitate on-time repayment under the Direct Loan program must be reexamined, including consolidation of loan repayment options. The Free Application for Federal Student Aid (FAFSA) should be simplified to foster greater participation. Regulatory burden must be minimized, and federal reporting and disclosure requirements should be streamlined. Cohort default rates should be replaced with a metric that recognizes low rates of borrowing to preclude institutions from having to deny future students financial aid. Congress should authorize and fund a program dedicated to supporting and expanding innovative community college and industry partnerships, such as the proposed Community College Career Fund.

ACTION

The California Community Colleges urges Congress to reauthorize the Higher Education Act, and support critically important HEA issues.

2. FUNDING FOR THE PELL GRANT PROGRAM

Against the backdrop of the continuing economic recovery community colleges are increasingly important engines for entrepreneurial activity and job creation Pell Grants assist more than 3 million low-and moderate- income community college students each year by helping them meet the costs of tuition, course materials and living expenses. Over one-third of all community college credit students receive a Pell Grant. The program must be sustained without any further limitations in student eligibility. Additionally, Congress should restore eligibility for the year-round Pell Grant, “ability-to-benefit” students, and extend the time limit for Pell Grant eligibility to 14 full-time equivalent semesters.

Pell Grants are essential to expanding access and enhancing college completion for low-income community college students. In fiscal year 2014-15 Pell Grants represented more than \$1.75 billion in federal aid to approximately 502,550 California community college students. The maximum award is \$5,775 (an increase of \$45 over the previous year) for award year 2015-16.

ACTION

The program must be sustained without any further limitations in student eligibility. Additionally, Congress should restore eligibility for the year-round Pell Grant, “ability-to-benefit” students, and extend the time limit for Pell Grant eligibility to 14 full-time equivalent semesters.

3. SUPPORT OUR COMMUNITY COLLEGE VETERANS

With an estimated 1.8 million veterans residing in California, the state’s veteran population is the largest in the nation. Many of the increasing number of veterans returning from Iraq and Afghanistan will look to one of the 113 community colleges as the most easily accessible and affordable educational option available. In fact, more than 61,000 veterans, and active duty service members enrolled at a community college in 2013-14. California community colleges are providing more services to a growing population of student veterans.

The Securing Success for Veterans on Campus Act was adopted in 2008. This is an important federal program that provides federal funds for competitive three-year grants to develop and establish Centers of Excellence for Veteran Student Success. These centers provide a single point of contact for the coordination of comprehensive support services for students who are veterans. In California three community colleges, Santa Monica, Cerritos, and Citrus received grants to establish Centers of Excellence for Veteran Student Success. Congress should preserve funding for this important program.

ACTION

The California Community Colleges urges Congress to fund more counselors for veteran students and fund the Centers for Excellence for Veteran Success in the Higher Education Act.

4. OTHER ISSUES

Community College Funding

Federal funding for higher education and workforce training is imperative for millions of students across the country. Any reductions to federal funding, including the return of sequestration in Fiscal Year (FY) 2016, will negatively impact community colleges and their students. Robust funding for higher education and training programs is critical, including funds for the Workforce Innovation and Opportunity Act's (WIOA) job training and adult basic education programs, Federal Supplemental Educational Opportunity Grants; Federal Work Study; Carl D. Perkins Basic State Grants; institutional aid programs such as the Strengthening Institutions (Title III, Part A), Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander Serving Institutions, Tribal Colleges, and Predominately Black Institutions (PBIs); and the National Science Foundation's Advanced Technological Education (ATE) program.

Enhance the Carl D. Perkins Career and Technical Education (CTE) Act

In reauthorizing the Carl D. Perkins CTE Act, Congress should maintain program flexibility, allowing community colleges to effectively tailor funds to address local needs while strengthening CTE programs. The reauthorization should enhance provisions in current law that provide students with clear pathways to college and career readiness, and strengthen ties between educational institutions and local businesses. Update the act to better support student success by including dual enrollment, work experiences, integrated delivery of basic skills, and stackable postsecondary credentials. Where appropriate, the federal accountability reporting requirements for Perkins, Workforce Investment and Opportunity Act (WIOA) and other programs should be identical or, at a minimum, closely aligned.

Pass the Development, Relief and Education for Alien Minors (DREAM) Act

The Development, Relief and Education for Alien Minors (DREAM) Act provides a path to legal status for thousands of undocumented students who were brought to the U.S. as children, worked their way through high school, and the face an uncertain future regarding higher education. The DREAM Act returns to states the authority to decide whether or not to extend in-state tuition to undocumented students. The passage of the Deferred Action for Childhood Arrivals (DACA) program marked a step in the right direction, but Congress must now finish the job of allowing these students to be full contributors to our economy and society.

For more information on the California Community Colleges Federal Priorities, please contact: Vincent Stewart at (916) 445-4434- or vstewart@ccccc.edu



February 8, 2016

OVERVIEW

With the February 19, 2016, deadline to introduce legislation fast approaching, we are tracking more bills on our legislative matrix each day. While new bills are introduced, some of the measures that were introduced in 2015 are dropped when they fail to meet deadlines. However, we still have a number of these bills, referred to as “two-year” bills that will be viable late into the session. Some bills, including AB 13 (Chavez) and AB 27 (Chavez), had their issues addressed through other measures and so these bills may be used as “vehicles” for other issues late in the session.

Below are brief summaries for our top priority, or “Tier 1” bills. For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://www.leginfo.ca.gov> or its new website at: <http://leginfo.legislature.ca.gov/>. The new website allows you to compare prior versions of the measure, review proposed changes in the law, etc.

BILLS OF INTEREST

CAREER TECHNICAL EDUCATION

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 requires the Economic and Workforce Development Program to align performance accountability measures with that of the federal Workforce Innovation and Opportunity Act. SB 66 also requires the California Department of Consumer Affairs make available to the California Community College Chancellor’s Office any licensure information that the department has on its boards, bureaus, commissions, or programs to help measure employment outcomes of students who participate in career technical education programs.
 - Position: Sponsor/Support
 - Status: SB 66 passed the Senate and was sent to the Assembly.

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus.** AB 1594 prohibits smoking tobacco products or the use of e-cigarettes on California State University and Community College campuses. The bill authorizes a fine of up to \$100 with the proceeds to go to support educational operations of the campus, education of the policy implemented by the bill, and tobacco treatment options for students.
 - Status: Introduced.
- **AB 1653 (Weber) Postsecondary Education: Campus Climate.** AB 1653 requires the Trustees of the California State University and the Board of Governors of the California Community Colleges to generate a report on campus climate in their respective system and have the California Department of Justice provide guidance on the Clery Act and Violence

Against Women Act. If a district uses funds to support activities related to campus climate, then they are required to adopt policies on harassment, intimidation, and bullying. AB 1653 encourages the University of California to comply.

- Status: AB 1653 was sent to the Assembly Committee on Higher Education.

- **AB 1654 (Santiago) Student Safety: Crime Reporting.** AB 1654 requires the Department of Justice to provide guidance on reporting requirements for the federal Violence Against Women Reauthorization Act of 2013 to public and private institutions of higher education starting January 1, 2017.

- Status: AB 1653 was sent to the Assembly Committee on Public Safety.

- **AB 1778 (Quirk) Postsecondary Education: Sexual Assault and Violence.** AB 1778 requires the three segments of higher education to conduct annual employee training on responding and reporting incidents of sexual violence in order to receive state funding for student financial assistance.

- Status: Introduced.

FACULTY

- **AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution, and seniority rights.

- Status: Introduced.

GOVERNANCE

- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the Chancellor of the California Community Colleges to report to the Legislature on the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve in a timely manner the issues identified in the report.

- Status: AB 986 was sent to the Senate Committee on Education.

- **AB 1781 (Lopez) Community Colleges Board of Governors.** AB 1781 is a spot bill. As written it makes minor changes to Section 70900 of the California Education Code that do not affect the substance of current statute.

- Status: Introduced.

MISCELLANEOUS

- **AB 1582 (Allen, T) Conflict of Interest Codes: Educational Institutions.** AB 1582 requires that the Conflict of Interest Code of each public postsecondary educational institution require an employee to disclose any form of compensation that the employee might have received as a result of a decision to adopt specific course material.

- Status: AB 1582 was sent to the Assembly Committee on Elections and Redistricting.

- **AB 1726 (Bonta) Data Collection.** AB 1726 is a reintroduction of last year's AB 176 (Bonta), which was vetoed by the Governor. The bill requires the segments of higher education to collect data on Asian and Pacific Islander subgroups and post on their respective websites statewide data on enrollment and completion by July 2017. The bill also requires that 18 months after the 2020 U.S. Census is released, the API subgroups reported by each segment include the subgroups used by the Census Bureau as well as additional subgroups. The bill also includes the state Department of Managed Health Care and the Department of Health Care Services.
 - Status: Introduced.

STUDENT SERVICES

- **SB 906 (Beall) Public Postsecondary Education: Priority Enrollment.** SB 906 revises the definition of foster youth to mean a person-in California whose dependency was established or continued by the court on or after the youth's 16th birthday and who is no older than 25 years of age at the commencement of the academic year, aligning it with the Cooperating Agencies Foster Youth Educational Support Program. SB 906 extends priority enrollment indefinitely to those students who are in Community College Extended Opportunity Programs and Services programs and to disabled students by removing the sunset.
 - Position: Sponsor/Support
 - Status: Introduced.

TUITION, FEES, FINANCIAL AID

- **AB 1449 (Lopez) Student Financial Aid: Community College Cal Grant.** AB 1449 authorizes a student to meet the California Community College Cal Grant Transfer Entitlement award's high school graduation requirement by being a high school graduate, completing equivalency or by being a California resident on his or her 18th birthday.
 - Status: AB 1449 was sent to the Senate Committee on Education.
- **AB 1583 (Santiago) Postsecondary Education: Community Colleges.** AB 1583 is currently a spot bill with the goal to establish a California Promise Program and expand access to the California Community Colleges for California residents.
 - Status: Introduced.
- **AB 1721 (Medina) Student Financial Aid: Cal Grant Program.** AB 1721 raises the maximum award for access cost for the Cal Grant B program from \$1,551 to \$3,000. The bill also increases the age of eligibility from 28 years of age to 31.
 - Position: Sponsor/Support
 - Status: Introduced.
- **AB 1741 (Rodriguez) California Community College Promise Program.** AB 1741 is a spot bill that states legislative intent to establish the California Community Colleges Promise Program.
 - Status: Introduced.

- **AB 1747 (Weber) Food Assistance: Higher Education Students.** AB 1747 requires public and private postsecondary educational institutions to ensure that surcharge-free transactions are accessible through the electronic benefits transfer (EBT) system. Institutions in a county that participates in the Restaurant Meals Program are required to apply to become approved vendors of the program. The bill excludes from the fee charged for cash withdrawal transactions any transactions processed through a point of sale device or an automatic teller machine on campuses. Higher Education institutions may receive matching funds for conducting CalFresh outreach activities. The bill would also establish the Public Higher Education Pantry Assistance Account in the Emergency Food Assistance Program Fund and would allocate funds to food banks that support on-campus pantry and hunger relief.
 - Status: Introduced.

- **SB 893 (Nguyen) Tuition and Fees: San Bernardino Dependents.** SB 893 prohibits the three segments of higher education from collecting fees from surviving dependents of the December 2, 2015, San Bernardino terrorist attack. The dependent must meet the financial need requirements of the Cal Grant A Program and resident requirements specified in the measure. The California Victims Compensation and Government Claims Board will determine qualification.
 - Status: SB 893 has been sent to the Senate Committee on Education.

ADVOCATES LIST SERVE

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ADVOCATES@LISTSERV.CCCNEXT.NET.

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**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 2/8/2016**

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 969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X							Senate	
AB 986	Gipson	Community Colleges: Compton Community College District	X	X	X	X	X							Senate Ed.	
AB 1449	Lopez	Student Financial Aid: CCC Transfer Cal Grant Entitlement Program	X	X	X	X	X							Senate	
AB 1582	Allen	Conflict of Interest Codes: Educational Institutions	X											Asm. E. & R.	
AB 1583	Santiago	California Community College Promise Program (Spot)												Introduced	
AB 1594	McCarty	Prohibition of Smoking and Vaping on Campuses	X											Asm. Higher Ed.	
AB 1653	Weber	Postsecondary Education: Campus Climate												Introduced	
AB 1654	Santiago	Student Safety: Crime Reporting												Introduced	
AB 1690	Medina	Community Colleges: Part-Time, Temporary Employees												Introduced	
AB 1721	Medina	Student Financial Aid: Cal Grant Program (Sponsor)												Introduced	
AB 1726	Bonta	Data Collection												Introduced	
AB 1741	Rodriguez	California Community College Promise Program												Introduced	
AB 1747	Weber	Food Assistance: Higher Education Students												Introduced	
AB 1778	Quirk	Postsecondary Education: Sexual Assault and Violence												Introduced	
AB 1781	Lopez	CCC Board of Governors (Spot)												Introduced	
SB 66	Leyva	Career Technical Education Pathways Program (Sponsor)	X	X	X	X	X							Assembly	
SB 893	Nguyen	Tuition and Fees: San Bernardino Dependents	X											Senate Ed.	
SB 906	Beall	Public Postsecondary Education: Priority Enrollment (Sponsor)												Introduced	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2															
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X	X	X	X	X							Senate	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3															
AB 1115	Salas	School Zones: State Highways	X	X	X	X	X							Senate	
AB 1648	Wilk	Public Records												Introduced	
AB 1679	Weber	Child Care: State Preschool Programs												Introduced	

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 2/8/2016**

BILL	AUTHOR	SUBJECT	First House						Second House				STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
AB 1711	McCarthy	UC: Nonresident Enrollment												Introduced
SB 872	Hall	Local Law Enforcement: Supplemental Services	X											Senate Pub.S
SB 915	Liu	Teacher Recruitment: Center on Teaching Careers												Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills														
AB 12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X	X	X	X	X	X	X		Senate Approps. - Held
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X	X						Senate Ed.
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X	X	X						Senate Ed.
AB 113	Weber	Local Government	X	X	X	X	X	X	X	X				Senate Budget & Fiscal
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X	O	X	X	X	X	O	X	X			Senate Floor - Inactive
AB 520	Levine	Apprenticeship	X	X	X	X	X	X						Senate L & I.R.
AB 626	Low	Community Colleges: Instructors	X	X	X	X	X	X	X	X				Senate Ed.
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X	X	X	X	X			Senate Approps. - Held
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development (Support, if amended)	X	X	X	X	X	X	X	X	X			Senate Approps. - Held
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X	X	X			Senate Floor - Inactive
AB 882	Wilk	School Bonds: Portable Electronic Devices	X	O	X	X	X	X						Senate Gov. & F.
AB 934	Bonilla	Education Technology: K-12 High Speed Network (Support)	X	X	X	X	X	X	X	X				Senate Ed.
AB 969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X	X	X	X			Senate Approps. - Held
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X	X	X	X	X				Senate Ed.
AB 1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X	X	X				Senate Approps.
AB 1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X	X	X	X				Senate Ed.
AB 1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X	X	X	X				Senate Ed.
AB 1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	X	X	X	X	O	X		Senate Floor - Inactive
AB 1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2015-2016 Legislative Session: 2/8/2016**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmt	Fiscal Cmt	Floor	Desk/Rules	Policy Cmt	Fiscal Cmt	Floor	Concurrence					
SB 12	Beall	Foster Youth	X	X	X	X	X	X	X	X				Asm. Approps. Held	
SB 15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X	X	X						Asm. Higher Ed.	
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. Held	
SB 645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X	X	X	X				Asm. Approps. Held	
SB 786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X	X	X				Asm. Approps. Held	
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget															
AB 1598	Weber	Budget Act of 2016	X											Asm. Budget	
SB 825	Leno	Budget Act of 2016	X											Senate Budget	
Status															
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.															
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.															
Contact: Raul Arambula, Governmental Relations - rarambula@cccco.edu; (916) 327-6227															
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov															

Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2016-2017		Month: March	Year: 2016
		Item No: IV. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Executive Committee meeting and event dates.	Urgent: YES	
		Time Requested: 20 Minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This fiscal year 2016-2017, the Executive Committee held all Executive Committee meetings on various California Community Colleges across the state. The Executive Committee will be updated about the concept of holding the Executive Committee meetings on California Community Colleges campuses across the state for 2016-2017.

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



**Academic Senate
for California Community Colleges**

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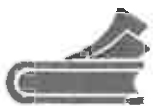
**2016-2017 EXECUTIVE COMMITTEE
MEETING DATES**

*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 19 – 20, 2016		Sacramento
Executive Meeting	September 9 – 10, 2016		South
Executive Meeting	October 7 – 8, 2016		North
Area Meetings	October 14 – 15, 2016	Various	Various
Session Executive	November 2, 2016	n/a	West Coast South Plaza
Fall Plenary Session	November 3 – 5, 2016	n/a	West Coast South Plaza
Executive Meeting	January 6 – 7, 2017		North
Executive Meeting	February 3 – 4, 2017		South
Executive Meetings	March 3 – 4, 2017		North
Area meetings	March 24 – 25, 2017	Various	Various
Session Executive	April 12, 2017	n/a	Santa Clara (?)
Spring Plenary Session	April 13 - 15, 2017	n/a	Santa Clara (?)
Executive/Orientation	June 2 – 4, 2017	n/a	Tahoe (?)
Faculty Leadership	June 8 – 10, 2017	n/a	Monterey (?)
EVENTS²			
Career Technical Ed	January 12 - 13, 2017	n/a	Irvine Marriott (?)
Accreditation Institute	February 17 – 18, 2017	n/a	North
Academic Academy	March 17 – 18, 2017	n/a	South
Career Technical Edu. Institute	May 5 – 6, 2017	n/a	North
Curriculum Institute	July 6 – 8, 2017	n/a	Santa Clara or San Jose (?)
Innovation and Instructional Design	September 21 – 22, 2017 or September 28 – 29, 2017	n/a	North if possible. RP – 10/11 – 13/17 CCCAOE – 10/17-19/17 or 10/24 – 26/17.
Fall Plenary Session	November 2 – 4, 2017		South

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

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



Executive Committee Agenda Item

SUBJECT: Effective Curriculum Processes Paper		Month: March	Year: 2016
		Item No. IV. C	
		Attachment: YES	
DESIRED OUTCOME:	The board will consider for approval the effective curriculum processes paper to forward to the Area Meetings for discussion.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At spring 2015 plenary the body approved resolution 9.01 S15 calling for a paper on effective practices for local curriculum approval:

9.01 S15 Curriculum Processes and Effective Practices

Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards; and

Whereas, Timely curriculum processes are required for all disciplines and programs; and

Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;

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.

As an early response to the Workforce Task Force report in fall 2015, the Curriculum Committee drafted a white paper on effective local curriculum approval processes that was approved by the Executive Committee in October and distributed to the field soon after. The white paper focused on recommendations for optimizing the local curriculum process itself. The full paper will expand on this and also include discussion on the importance of professional development and training and sufficient resources in ensuring the effectiveness of local curriculum processes, navigating CTE program approval requirements effectively and distance education separate approval requirements.

This paper was brought to the Executive Committee for first reading at its February meeting. The Curriculum Committee discussed and integrated as appropriate to the scope of the paper the input

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

provided by the Executive Committee at its February 10 meeting. One addition to the paper that was not suggested by the Executive Committee was the inclusion of results of the 2015 Efficient Curriculum survey at various points to provide context and give the readers a snapshot of the status of curriculum approval processes as of 2015. The summary of the survey results compiled by ASCCC staff is also included as a new appendix. The Curriculum Committee seeks approval by the Executive Committee to bring this paper forward to the spring plenary session for consideration for adoption by the body.

Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

Adopted Spring 2016

2015-2016 Curriculum Committee

John Freitas (Chair), Chemistry, Los Angeles City College

Lori Bennett, Executive Vice President, Moorpark College

Ryan Carey, Emergency Medical Technology, El Camino College

Sofia Ramirez-Gelpt, Spanish, Allan Hancock College

Michael Heumann, English, Imperial Valley College

Diana Hurlbut, Life Sciences, Irvine Valley College

Ginni May, Mathematics, Sacramento City College

Bernard McFadden, Student Senate for CCC, Copper Mountain College

Toni Parsons, Mathematics, San Diego Mesa College

Tiffany Tran, Counseling/Articulation Officer, Irvine Valley College

Vivian Varela, Sociology, Mendocino College

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Introduction

Concerns about the effectiveness and efficiency of local curriculum processes are often a source of discussion and concern at both the local and state levels. Complaints about the pace of curriculum approval are commonplace. However, it is important to remember - and important to remind external stakeholders - that curriculum approval processes must be sufficiently robust and deliberative to ensure that standards for high quality and rigor appropriate for college curriculum are met and maintained. It is also important to remind external stakeholders that in the California community colleges, faculty have primacy, through local senates and curriculum committees, for developing high quality curriculum. At the same time, the faculty, through local senates and curriculum committees, are entrusted with the professional responsibility for establishing local curriculum approval processes through collegial consultation, and to ensure that curriculum approval processes allow curriculum to be approved in a timely manner. Curriculum is the heart of the mission of every college. Curriculum approval processes that are efficient, effective, and that focus on the quality and rigor of the curriculum, enable colleges to effectively fulfill their missions, to the benefit of its students.

In recognition of the need for local senates to be provided guidance on ensuring the effectiveness of their local curriculum processes, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 9.01 S15:

Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to

technical review committees, curriculum committees, academic senates, and governing boards;

Whereas, Timely curriculum processes are required for all disciplines and programs; and

Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;

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.

As an initial response to the directions provided by Resolution 9.01 S15, the ASCCC Curriculum Committee drafted a survey on Curriculum Efficiency and Communication that was distributed to curriculum chairs and chief instructional officers in the spring of 2015. The narrative summary of the survey results is included in Appendix A. The survey results, based on 143 responses from the field, provide an informative snapshot of the status of curriculum approval processes of the California community colleges as of spring of 2015. The most notable results gathered in from the survey include:

- 77% stated that it takes less than 6 months to get curriculum through their local processes, from submission to the curriculum committee to submission to the

governing board.

- 95% have a technical review process, and 86% stated that it typically takes faculty less than 6 months to prepare curriculum proposals for technical review.
- 67% stated that their curriculum committees have been delegated the authority to make recommendations directly to the governing board.
- 61% stated that curriculum is submitted to the governing board for consideration monthly.
- 58% stated they were from multi-college districts. Of those, 56% stated that they have common/coordinated (or aligned) curriculum and 44% stated that approval by a district curriculum committee is required.
- 86% stated that they provide training to the faculty on their curriculum committees.

The results of the 2015 survey demonstrate that a significant majority of colleges have relatively efficient curriculum approval processes. However, that does not mean that local curriculum processes should not undergo regular review and evaluation to identify areas of possible improvement. As with any institutional process, and as a matter of good practice for ensuring the overall quality of the institution and its curriculum, local senates should regularly review, evaluate, and improve as needed their curriculum approval processes.

With the November 16, 2015 approval by the Board of Governors of the *Report of the*

*Task Force on Workforce, Jobs Creation, and a Strong Economy*¹, with its focus on Career and Technical Education (CTE), as well as with the development of the pilot baccalaureate degrees, effective and efficient curriculum approval processes are increasingly a subject of interest at the local and state level. Many of the task force recommendations relate directly to curriculum and, more specifically, to ensuring that local curriculum processes function in ways that allow for community college CTE programs to respond effectively and in a timely manner to changes in industry and the workforce as well as to the needs of the communities they serve. Although the recommendations focus on CTE, effective and efficient curriculum approval processes beneficial to all programs. Furthermore, accreditation requirements are also important factors that push colleges to establish efficient and effective curriculum processes that ensure a high-quality curriculum.

As a further response to Resolution 9.01 S15, and as an initial response to the fall 2015 recommendations in the *Report of the Task Force on Workforce, Jobs and a Strong Economy*, the ASCCC Curriculum Committee drafted and the Executive Committee approved in October 2015 the white paper *Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper*², and distributed this document to the field in November 2015. The white paper provided the field with guidance focused on

¹ *Report of the Task Force on Workforce, Jobs Creation, and a Strong Economy*, Board of Governors (Approved November 16, 2015)
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

² *Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper*, Academic Senate for California Community Colleges Executive Committee (Fall 2015)
http://asccc.org/sites/default/files/Effective_Curriculum_Practices_White_Paper_Final.docx

reviewing and revising curriculum policies and procedures as needed, and included examples of good practices for improving the effectiveness and efficiency of curriculum approval processes. Finally, in recognition of the need for local senates to take leadership roles in addressing the Workforce Task Force recommendations at the local level and begin the process of evaluating their curriculum approval processes as soon as possible, the body adopted Resolution 9.08 F15 at the 2015 Fall Plenary Session.

Whereas, The Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) identified six recommendations for improving curriculum processes, including the recommendation to “evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval”;

Whereas, The reported inefficiencies of local curriculum processes are often cited as the reason courses and programs are not approved in a timely enough manner to meet student, community, and industry needs; and

Whereas, Colleges may benefit from an evaluation of their local curriculum processes that leads to improvements in the effectiveness and efficiency that allow for more timely responses to student, community, and industry needs;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates and curriculum committees to evaluate their curriculum

approval processes in order to ensure that curriculum is developed, revised, and implemented in a timely manner, while preserving the integrity and rigor of the review process.

The purpose and scope of this paper is to provide guidance to local senates and curriculum committees on effective practices for curriculum approval processes, and focuses on the participatory governance aspects of curriculum. While guidance and effective practices for developing new courses and programs are beyond the scope of this paper, other ASCCC papers address these practices³. The contents of the Fall 2015 white paper are incorporated in this document, with additional guidance provided regarding professional development and training related to local curriculum approval processes; providing sufficient resources for the college curriculum team, and guidance on distance education separate approval requirements.

The Curriculum Committee

Colleges are legally required to establish curriculum committees (title 5 §55002). An effective local curriculum process requires that all college constituencies understand the legally defined role of the curriculum committee and the legal requirements for establishing its structure. The ASCCC paper *The Curriculum Committee, Role Structure, Duties and Standards of Good Practice* (adopted 1996) provides thorough guidance on the role, authority and structure of curriculum committees. Although all colleges have

³ For guidance on effective practices for creating a high quality course outline of record, please see *The Course Outline of Record: A Curriculum Reference Guide*, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

long-established curriculum committees, it is useful to review the role, authority and structure of the local curriculum committee.

The Role and Authority of the Curriculum Committee

Curriculum committees derive their legal authority from the Education Code and the California Code of Regulations. Specifically, Education Code §70902(b)(7) gives local academic senates the right “to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” California Code of Regulations title 5 §53200 identifies curriculum as an academic and professional matter under the purview of academic senates, while title 5 §55002 requires colleges and/or districts to establish a curriculum committee either as a committee of the local senate or as a separate committee established by mutual agreement between the administration and the local senate. Furthermore, §55002 gives curriculum committees the full authority to recommend approval of new degree-applicable credit, non-degree applicable credit, and noncredit courses directly to the governing board. While title 5 is silent about the authority of curriculum committees to approve new degree and certificate programs, educational program development is an academic and professional matter identified in §53200 and in partnership with academic senates, curriculum committees are generally and appropriately delegated the responsibility to review, and approve or revise educational programs. Given that local senates have the authority to recommend approval of new or revised educational programs to the governing board, it is fully within the authority of local senates to delegate to curriculum committees the authority to recommend approval of new programs directly to the governing board. Finally,

Education Code and title 5 regulations contain no language requiring that new courses and programs be approved by deans, chief instructional officers (CIOs), or college presidents following curriculum committee approval and prior to submission to the governing board. While colleges and districts may have local policies and procedures that require additional steps between curriculum committee approval and governing board approval of new courses and programs, no legal requirement mandates such intermediate approvals.

As stated above, there is no legal requirement for administrative approvals of new courses and programs. However, it is important that instructional deans and CIOs be involved in curriculum approval processes⁴. In fact, curriculum approval should be a collegial and collaborative process involving all college constituencies; everyone has a stake in ensuring that the college offers curriculum that best serves the needs of its students. A collegial and collaborative curriculum approval process that culminates with curriculum committee approval of curriculum recommendations to the governing board should eliminate the need for additional approval steps between curriculum committee approval and governing board consideration.

Instructional deans and CIOs should assist faculty in the curriculum development and review processes. Instructional deans and CIOs are knowledgeable about compliance and resource requirements for courses and programs, and their early involvement in the

⁴ The paper *CIO Manual: Overview and Responsibilities*, adopted by the California Community Colleges Chief Instructional Officers in July 2012, provides a discussion of the appropriate role of the Chief Instructional Officer in the curriculum approval process. It is found at <http://ccccio.org/documents/CIOManual01-05-2013.pdf>

process can prevent mistakes and delays later. Such expertise provides valuable and complementary guidance to the faculty content experts. A final review by the CIO—though not approval—of the proposals approved by the curriculum committee ensures that that the governing board can be confident that the proposed curriculum aligns with the college mission, comply with the requirements of title 5 and the Program and Course Approval Handbook (PCAH), fulfill validated college needs, and ensure that there are sufficient resources to support implementation of the new curriculum.

Not only is the inclusion of students in the curriculum approval process important, it is legally required. Under Education Code §70902(b)(7), students are afforded the right to participate effectively in college governance, and Title 5 §51023.7 states that students “shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students,” including policies and procedures for curriculum development. Thus, curriculum committees should include representatives from the local student senate or leadership organization in order to afford students the opportunity to participate in curriculum approval processes.

The final authority for approving new courses and programs always rests with the governing board or its designee. The CIO is often responsible for ensuring that proposals are forwarded to the governing board for approval. If the CIO, who has the ultimate authority on whether or not courses are offered in the schedule of classes, has serious concerns about curriculum proposals, those concerns will be brought to the governing

board. If the CIO is included in the curriculum process before final approval of the proposals, such concerns may be addressed and resolved before reaching the governing board. Each governing board includes at least one non-voting student trustee; when the student voice is not included—or is ignored—in the curriculum approval process, the governing board should take notice and may delay approval of new courses and programs when students raise serious objections. Therefore, students, deans, and the CIO should be involved throughout the curriculum approval process. Such involvement will help the faculty identify potential problems with curriculum proposals early in the approval process and minimize any concerns that may be expressed to the governing board when new courses and programs come before them for approval.

Membership and Structure of the Curriculum Committee

The establishment of the membership structure of the curriculum committee is a local senate decision made in accordance with the requirements of title 5 §55002(a)(1) which states: “[t]he college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.”

Because faculty have primacy when making recommendations on curriculum to the governing board, it is important that the majority of the members on the curriculum committee are faculty. In addition, ensuring broad representation from all of the faculty

groups is optimal because it allows for a wide range of perspectives to be brought to the discussions in curriculum committee meetings. Broad representation means not only ensuring that the diversity of instructional disciplines, including CTE, non-CTE and noncredit, at the college are appropriately represented, but also it also means ensuring that library and counseling faculty, as well the college articulation officer, are included. Consideration should also be given to including faculty with distance education expertise, learning disabilities specialist faculty, learning assistance faculty, the faculty coordinator of student learning outcomes assessment and, if applicable, the college honors program director. The distribution of representatives from the various faculty groups is a local decision and should be established in a manner that allows the curriculum committee to operate in the most efficient and effective manner possible. Regardless of what distribution of faculty membership is established for the curriculum committee, it is important that the faculty membership recognize that they are not there to represent the interests of their disciplines, departments or divisions. Rather, they are there to bring the perspectives of their areas to the discussions in curriculum committee meetings that lead to the best decisions being made for the students the college serves.

It is important to include appropriate administrators, staff, and students on the curriculum committee. It is a common practice to include at a minimum the CIO and/or a curriculum dean, and a curriculum specialist on curriculum committees. Other non-faculty members may include instructional deans who oversee the various areas of the college, including CTE, noncredit and student services, and classified staff who work directly with students, such as admissions and records staff who are course, transcript, and degree evaluators.

As stated earlier, students are required to be given the opportunity to effectively participate in making recommendations on curricular matters, and therefore should be represented on the curriculum committee. The non-faculty members listed above often provide insights in curriculum committee deliberations that faculty typically may not have and can help curriculum committees make more informed decisions.

Whether non-faculty members of the curriculum committee are voting members is a local decision. Regardless of whether or not non-faculty members of the curriculum committee are voting members, curriculum remains a matter of faculty primacy. A benefit of allowing non-faculty members to be voting members is that, while curriculum is a matter of faculty primacy, the curriculum belongs to and affects the entire institution. By making the curriculum committee as inclusive as possible, there is little room for doubt that the curriculum committee is the definitive authority on curricular matters. However, it is important that the faculty voice not be diluted or effectively vetoed by non-faculty members of the curriculum committee. Local senates should ensure that the proportion of faculty voting members is sufficiently large to maintain faculty primacy over curriculum while maintaining inclusivity of non-faculty members in the curriculum approval process through the curriculum committee.

As stated above, per title 5 §55002, curriculum committees may either be a committee of the local senate or be committees external to the local senate. If the curriculum committee is a standing committee of the local senate, then the local senate has full authority to set the membership and structure of the curriculum committee, per title 5 §53202, which

states: “(t)he governing board of a district shall recognize the academic senate and authorize the faculty to: (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.” Because local senate committees are inherently part of the local senate structure, local governance policies and procedures should recognize that the requirements of §53202 extend to the committees of local senates. At those colleges where curriculum committees have been established as college or district committees external to the local senate’s committee structure, local policies that remove the curriculum committee membership structure from the sole discretion of the local senate may also exist. In such cases, it is important to remember that faculty roles in governance are an academic and professional matter and thus the proportions and roles of faculty on curriculum committees that are not senate committees must be established through collegial consultation with the local senate in a way that preserves faculty primacy over curriculum.

The leadership structure of the curriculum committee should be clearly defined.

Regardless of whether the curriculum committee is chaired solely by a faculty member or has faculty and non-faculty co-chairs (such as a faculty co-chair with a CIO or a curriculum specialist co-chair), the process for selecting chairs or co-chairs should be clearly documented and established in a way that retains the local senate’s purview over the selection of the faculty chair or co-chair of the committee in accordance with title 5 sections §53202 and §53203.

Additionally, curriculum committees may opt to form subcommittees for more focused

work. Examples of subcommittees that may be created include subcommittees that handle the technical review of course and program proposals, placement of courses in the local general education pattern, review of program and course student learning outcomes, prerequisites, honors course proposals, and local graduation requirements. The creation of subcommittees of the curriculum committee is a local decision and should be done based on local need and for the purpose of making the approval process more effective and efficient. Because of the potential for additional subcommittees to cause bottlenecks in the approval process, care must be taken to ensure that the creation of subcommittees does not unnecessarily slow the curriculum approval process. Finally, if subcommittees of the curriculum committee are established, each subcommittee should have a chair that is responsible for facilitating the work of the subcommittee and for regularly reporting the outcomes of the subcommittee's work to the curriculum committee.

Local Curriculum Approval Processes: Review, Evaluate, and Improve

As stated previously, over 77% of respondents to the ASCCC spring 2015 survey on Curriculum Efficiency and Communication stated that the typical time for approval of curriculum is six months or less, from submission to the curriculum committee to approval by the governing board (Appendix A). However, six months encompasses most of the academic year, and any approval process that takes longer than one semester (approximately three months) may unnecessarily delay the availability of new curriculum to students. Ideally, as a rule of thumb, local senates should strive for an approval process that allows curriculum proposals submitted to the curriculum committee for approval at the beginning of a semester to be submitted and action taken by the governing

board by the end of that same semester, which is roughly three months. This should allow the new curriculum to be published in the next edition of the college catalog and timely scheduling of newly approved courses.

Before local senates determine whether or not local curriculum approval processes need improvement, it is necessary to first review and evaluate their processes to identify areas of concern before proposing any improvements. Once this stage is completed, then methods for improving the curriculum process can be developed and implemented. In this section, guidance and recommendations for reviewing, evaluating and improving local curriculum approval processes are provided.

Stage 1 - Review and Evaluate the Approval Process

Before implementing any changes to the local curriculum approval processes, local senates and curriculum committees should first conduct a review and evaluation of the effectiveness and efficiency of their processes. Important questions to ask during such a review include the following:

- How long does it take to approve a new course or program, or to revise an existing course or program, from initiation of the process by the discipline faculty to approval by the governing board, and could this timeline be improved?
- Does the approval process contain redundant or unnecessary steps, and, if so, what steps could be eliminated without negative impacts?
- Does the approval process require unnecessary approval steps, relative to what is actually required by title 5?

- Does the approval process contain steps that could be completed simultaneously rather than sequentially?
- Are local course and program submission and deadlines, whether to the curriculum committee or to the governing board, too infrequent or restrictive?
- Is the approval process impeded by problems caused by ineffective technology, or even a lack of technology, at the local level?
- Does the approval process focus too much on complying with course outline formatting instructions and correcting grammar, and too little on course and program quality?

While academic senates and curriculum committees must lead the effort to review and evaluate their curriculum approval processes, it is important that CIOs, instructional deans, curriculum specialists, articulation officers and student leadership be included in this review and evaluation. A good review and evaluation process should also include input from the faculty at large. They can provide a perspective about the curriculum process that may not be readily apparent to curriculum leaders who are more closely engaged with the process on a regular basis. Regardless of how the local review and evaluation is done, since curriculum approval policies and processes are academic and professional matters, local academic senates are responsible for recommending revisions to curriculum policies and procedures directly to their governing boards or their designees as appropriate.

Stage 2. Make the Changes - Recommendations for Optimizing Curriculum Processes

1. Make sure the process for initiation of new curriculum and revisions to existing curriculum is clear.

Provide faculty with a clear description of the process and timelines. Effective practices for doing this include the following:

- Create a curriculum calendar or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval.
- Create a curriculum website that allows easy access to local, district, and statewide curriculum resources.
- Create a curriculum handbook that includes all curriculum policies and procedures, a discussion of the importance of high quality curriculum and an explanation of its elements, and descriptions and instructions for all aspects of the curriculum process including instructions for using the curriculum management system.

2. Make sure the technical review process is streamlined and effective.

Local senates and curriculum committees should identify ways to minimize the time between curriculum development, technical review, and curriculum approval without sacrificing rigor and instructional quality. Ideally, once a new course or program is submitted for review and approval, it should come to the curriculum committee for first reading within one month of submission, provided the curriculum developer responds to requests for corrections to the course or program submission during the technical review and other stages. As stated previously, the basic principle is that if a course or program proposal is submitted to the curriculum committee for approval at the beginning of the

semester, it should be approved by the curriculum committee and submitted to the governing board by the end of that same semester (approximately three months).

Because technical review of curriculum proposals is typically the first step in the curriculum approval process, it is the first opportunity for a bottleneck in the process.

Therefore, it is important that the technical review process be as efficient as possible.

Some examples of ways to make technical review more efficient include the following:

- Before engaging in a full technical review, have curriculum committee members help faculty by screening curriculum submissions for completeness.
- Make technical review simultaneous with curriculum proposal development so that the curriculum developer is receiving constructive input by technical reviewers prior to submission for formal or official technical review.
- Limit the technical review committee to the most critical individuals, such as the curriculum chair, articulation officer, librarian, SLO coordinator, distance education expert, curriculum specialist, and the CIO or designee, and allow them to conduct their review simultaneously rather than sequentially.
- Create criteria, submission schedules, and approval processes that allow minor changes to courses and programs to undergo an expedited or streamlined technical review rather than a full technical review.
- Provide the technical review team with adequate time and support to do their work in a timely fashion.
- Proofread, proofread, proofread! Curriculum is a matter of public record, so it is important that all public documents, such as the course outline of record, are of a

level of quality and accuracy commensurate with an institution of higher education.

3. Make sure curriculum committee meetings are run efficiently.

Once the technical review of new curriculum is completed, proposals move to the curriculum committee for review and approval. Curriculum committee members must be well prepared and curriculum committee meetings should be run as effectively as possible. Curriculum committees should focus on the content of the curriculum rather than on minutiae, such as grammar and spelling, during meetings. Focusing too much on such minutiae can render a curriculum committee ineffective and result in delays to the approval and offering of new curriculum. The ASCCC paper *The Course Outline of Record: A Curriculum Reference Guide* (adopted spring 2008) provides examples of the appropriate role of the curriculum committee in the consideration of proposed substantive, non-substantive, and technical changes to courses (pp. 64-65).

Some effective practices that can be employed to ensure curriculum committees complete their business in a timely and effective manner include the following:

- Prepare a well-organized agenda that includes the pertinent information such as course number, title, and whether the proposal is for a revision or new course.
- Assign several curriculum committee members to each proposal as readers that will provide prepared responses to the curriculum developers and help the curriculum committee from becoming too overwhelmed, particularly when a large number of new curriculum proposals are submitted.
- Use a consent agenda for non-substantial changes to curriculum.

- Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.
- Allow CTE proposals that are the result of a statutory or external accreditation requirements to be approved without a second reading by the curriculum committee.
- Consider giving curriculum committee members access to the curriculum management system so that they can make reviewer comments prior to the first reading by the curriculum committee.
- Rather than discussing typographical and grammar errors during meetings, send such noted errors to the curriculum chair or designee for correction.

4. Streamline the approval process.

As stated earlier, curriculum committees have the legal authority to submit recommendations on new curriculum directly to the governing board if the local senate has delegated that authority to the curriculum committee. As stated previously, according to the 2015 Curriculum Efficiency and Communication survey, 67% of respondents stated that their curriculum committees have been delegated the authority to submit new curriculum recommendations to the governing board. While governing boards must approve new courses and programs, colleges may grant their curriculum committees authority for final approval of minor revisions. Again, no legal requirement exists for boards, CEOs, CIOs, or even local senates to approve minor revisions to courses and programs. Effective technical review processes should eliminate the need for further approvals beyond the curriculum committee.

Colleges may also consider expedited approval for time-sensitive curriculum proposals. For example, CTE programs often undergo discipline-specific external accreditation. Specific external accreditation requirements regarding their curriculum may require more immediate action. In addition to approval by the governing board, new CTE degree and certificate programs require separate review and action by the appropriate regional consortium prior to submission to the Chancellor's Office (title 5 § 55130). However, it is important that any expedited approval of curriculum not come at the expense of quality or rigor. Examples of methods for expediting approval of new curriculum include the following:

- Give curriculum committees full authority to make recommendations on new courses and programs directly to the governing board and remove any intermediate approval steps.
- Give curriculum committees full authority to approve non-substantial changes—as defined locally—to courses and programs without any additional approvals, including approval by the governing board.
- Limit curriculum submissions to the governing board to approval of new courses and programs.
- Submit new CTE program proposals to the regional consortium simultaneously with submission to the curriculum committee for local program approval and prior to submission to the governing board.⁵

⁵ Regional consortia establish their own procedures for submission and review of new program proposals. Be sure to check the requirements of the regional consortium to determine if it does allow submissions of proposals prior to local curriculum committee or governing board approval.

- Expedite technical review for course revisions that only involve changes to course attributes such as content and objectives or for changes to courses and programs that are required as a result of changes to statutory or external accreditation requirements. For multi-college districts, consider giving college curriculum committees the authority to grant final approval for adoption of courses at one college that already exist at other colleges within the district, since those courses have already been approved by the governing board.⁶

5. Increase the frequency of curriculum approvals by the curriculum committee and the governing board.

The frequency of curriculum approval opportunities, at the curriculum committee and governing board levels, is a local decision. No matter how efficient and timely the technical review process is, if there are insufficient opportunities for curriculum to be reviewed by the curriculum committee or governing board, then approval and implementation of new or revised curriculum will be slow. Some curriculum committees meet weekly or biweekly, while others meet only monthly. Given that many curriculum committees use both a first reading and second reading for curriculum approvals, new course and program approvals by curriculum committees that meet monthly can take two months.

Another potential bottleneck in the approval process is the frequency of opportunities for submission of curriculum recommendations to the governing board. Some governing boards consider curriculum recommendations at every meeting, while others consider

⁶ An example of this process exists in the Los Rios CCD. The Los Rios CCD is a four-college district and allows colleges to adopt courses upon curriculum committee approval if those courses have already been approved by the governing board for adoption at another college in the district. The Chancellor's Office only requires the original approval date of the course by the governing board when the college submits the newly adopted course to the Curriculum Inventory.

curriculum only once per term or even once per academic year. According to the 2015 Curriculum Efficiency and Communication survey, 61% of respondents stated that curriculum is submitted to the governing board monthly. On the other hand, 11% stated that the frequency of submission to the governing board is once per semester, and 1% stated that this occur only once per year. Limitations in frequency of approvals by governing boards are local practices that have no basis in Education Code or title 5 and therefore can be changed locally. Recommendations for improving the frequency of curriculum approvals include the following:

- Schedule biweekly, or even weekly, standing meetings of the curriculum committee, particularly in the fall when curriculum approval workload is often the heaviest.
- Change local policies and procedures so that the governing board can approve curriculum at every meeting.

6. Consider giving colleges in multi-college districts autonomy over their curriculum.

Multi-college districts present additional challenges. For example, some districts may have requirements for aligned or partially aligned curriculum that requires district-wide review before new courses and programs are approved or before substantial changes to existing courses and programs are approved. In fact, 56% of respondents to the spring 2015 Curriculum Efficiency and Communication survey from multi-college districts stated that this is the case in their districts. Furthermore, 44% of respondents stated that approval by a district curriculum committee is required. However, there is no legal requirement for colleges in multi-college districts to have identical or aligned curriculum,

nor is there a requirement for separate approval of college curriculum proposals by district curriculum committees. While alignment of curriculum in multi-college districts can certainly be of benefit to students, curriculum alignment requirements can also make curricular improvement at colleges much more difficult and lengthy. Furthermore, accreditors hold colleges, not districts, responsible for the quality of their curriculum and the effectiveness of their curriculum approval processes, and if a district-wide process is identified as not meeting the accreditation standards, then all of the colleges in the district will be sanctioned⁷.

If district-wide processes are identified as reasons that curriculum is not approved in a timely manner, then local senates should consider changing their district-wide processes in ways that give the colleges in the district more autonomy over curriculum.

Considerations include the following:

- Eliminating district-wide approvals or requirements for achieving consensus among the colleges in the district.
- Give each college in the district full autonomy over its curriculum, including attributes such as units and contact hours.
- If alignment of curriculum is a concern, use C-ID or articulation agreements as means to ensure a measure of alignment of curriculum rather than using rigid district-wide alignment requirements.

Training and Professional Development

⁷ A summary of the accreditation eligibility requirements and standards that pertain to curriculum is provided in Appendix B.

Curriculum is complex, and no one can learn everything overnight. To truly grasp the many key elements of curriculum and the curriculum process, training is required. But who exactly needs to be trained, and what kinds of training should be considered? In this section, recommendations on who should be trained and to what level are provided.

Who Should Be Trained?

When asked in the 2015 Curriculum Efficiency and Communication survey if regular training is provided for faculty on the curriculum committee, 85% of the respondents stated that regular training is provided. While it is important that faculty on the curriculum committee be trained, given the central importance of curriculum to a college's mission, all college personnel in the instructional and student services divisions responsible for student success, administrators in the college business services division, students, and members of the governing board should have at least a basic understanding of the local curriculum process. This includes all administrators at all levels, all faculty members, and appropriate classified staff. Each should have a basic understanding of the following basics of curriculum:

- The legal basis for faculty primacy over curriculum through local senates and curriculum committees.
- What a course outline of record is, why they are required and where to access them.
- The existence of course, program and institutional student learning outcomes (SLOs) and the differences between course SLOs and course objectives.

- The differences between prerequisites, co-requisites, and advisories, and how they are established through content review, statistical validation, and how disproportionate impact is assessed and addressed.
- The purpose of the Course Identification Numbering System (C-ID), how it interacts with local curriculum, and its role in the Associate Degrees for Transfer (ADT).
- Awareness of state requirements for curriculum as established in Education Code, title 5 and the Program and Course Approval Handbook (PCAH), including the requirements for submission of curriculum to the Chancellor's Office.
- Awareness of local policies and procedures established for course and program curriculum development (such as submission deadlines and required signatures or approvals).
- Awareness of program approval requirements for CTE programs, particularly the role of the regional consortium in CTE program approval.
- Awareness of specific separate accreditation requirements for CTE programs.
- Awareness of accreditation standards and, if appropriate, accreditor recommendations for the college as they pertain to curriculum.

While it might be obvious why faculty, administrators, board members and students should have a basic understanding of the curriculum process, it is important that classified staff have a basic understanding of the primary role of faculty and the legal requirements for curriculum. In particular, classified staff from admissions and records,

the college office of instruction, and department or division offices should undergo professional development training on the curriculum process. Such staff are often required to understand grading policies, prerequisites, and legal requirements regarding the scheduling of units/hours. Furthermore, it is important that staff in information technology and in areas providing learning assistance, student services, and disabled services understand the relationship between curriculum and topics such as the Section 508 compliance⁸ for instructional technology, prerequisites, financial aid, and library and tutoring needs. Training in the basics of curriculum is critical for these essential individuals to perform in their jobs effectively. Furthermore, consulting with the staff in these areas during the development of curriculum allows staff to raise issues that might affect the ability of the college to offer new curriculum that might not have been otherwise recognized by the faculty or academic administrators.

Individuals who are more intimately involved with the curriculum process clearly need additional training beyond the basics described above. They include, but are not limited to, curriculum committee members, technical review committee members, curriculum specialists, academic/instructional and student service administrators, department chairs/educational program coordinators, counselors, librarians, student learning outcome coordinators, learning disabilities specialists, and distance education coordinators. The specific training required for each of these groups will vary, but all of these individuals should have a solid understanding of the curriculum process. In addition to the basics of

⁸ Section 508 of the Federal Rehabilitation Act of 1973, amended 1998. For more information, go to <http://www.section508.gov/content/learn/standards>

curriculum outlined above that the broader group of stakeholders should understand, the more detailed information should include:

- The details of the local approval process for curriculum, from initiation by the discipline faculty, to the review and approval process by the curriculum committee, to action by the governing board.
- Timelines and deadlines for submitting new programs and courses, revisions to programs or courses, or updates to the college catalog.
- Quality standards for program and course development.
- The existence and purpose of the Program Course and Approval Handbook (PCAH).
- The basic requirements for submitting curriculum to the Chancellor's Office
- The required components of the course outline of record (COR) as detailed in title 5 and the PCAH.
- The Taxonomy of Programs (TOP), Classification of Instructional Programs (CIP), and the uses of TOP and CIP codes
- Associate Degrees for Transfer, Transfer Model Curricula and C-ID, local associate degrees, and the differences and connections between these items.
- The relationship between curriculum and course and program student learning outcomes.
- The types of certificates the college offers and the differences between them.
- The consideration of instructional materials fees and understanding of what is allowed and what is not allowed to be required of students.

- The placement of courses within disciplines, including standards and how this is distinct from granting faculty equivalency.
- The relationship between credit hours (units), student learning hours, and student contact hours.
- Separate approval for distance education proposals.
- Use of the curriculum management system (CMS), if applicable.
- The role of the regional consortium in the approval of new CTE programs.
- Awareness of the basic requirements for submitting new curriculum proposals and revisions to the Chancellor's Office.

What Type of Training Should Be Provided?

The means for providing curriculum training is a local matter and there are a variety of ways that this can be accomplished. At the core of any curriculum training program (and curriculum committee succession planning) should be a college and/or district curriculum handbook that provides a compendium of laws, regulations and local policies and procedures for curriculum, and clearly explains how to navigate the local curriculum process from initiation to final approval. Regardless of the form of the training, whether its local professional development presentations, webinars, or attendance at ASCCC events, a well-crafted and comprehensive curriculum handbook accessible to all is highly recommended.

“Learning by doing” is also a valuable means for gaining familiarity with the curriculum approval process. All faculty are responsible for developing new curriculum or revising

existing curriculum. Every faculty member at some point in his or her career should be involved in the development or revision of curriculum, and the earlier in the career the better. For example, newer faculty can work with experienced faculty to revise a course or program. Such engagement of discipline faculty in curriculum results in a broader understanding of how the curriculum approval process works.

Within a department or division, curriculum development and revision should be a collegial and collaborative effort between the discipline faculty that occurs at the initiation of the process. This will allow the faculty to reach consensus on curriculum proposals early in the process and avoid later disagreements that can cause delays when proposals are brought forward for approval.

Training in the Curriculum Management System (CMS) deserves extra attention. This is because most curriculum documents and curriculum activity is housed within these systems, and this technology-based training is considerably different from other curriculum training. As such, the CMS is the focal point for almost all curriculum-related activity, from the development of a new course or revision of an existing course to the technical review process to the final approval by the curriculum committee. As with other forms of training, almost everyone on a campus should have some basic training in using the CMS. Additionally, most faculty, administrators, and some staff should understand the workings of the development and revision processes within the CMS. Of course, curriculum committee members, technical review committee members, and others

directly related to curriculum will need to understand all aspects of the CMS, particularly the approval process.

As stated previously, training on the basic requirements for submitting curriculum to the Chancellor's Office is a must for everyone. However, beyond these basics, it is important that certain members of the college curriculum team understand the detailed requirements for submitting programs and courses to the Chancellor's Office⁹. These requirements are in addition to local and title 5 requirements for program and course approval. Depending on the local curriculum process, the responsibility for submitting curriculum to the Chancellor's Office is often delegated to individuals in positions such as the curriculum specialist, curriculum chair, dean of curriculum or other appropriate individuals.

The Chancellor's Office requires that all new course and program proposals be submitted electronically to the Curriculum Inventory upon approval by the local governing board. Typically this is done by the curriculum specialist. At those colleges that do not have curriculum specialists, the CIO and curriculum chair should work together to identify which individual(s) at the college should have the access needed to make submissions to the Curriculum Inventory. These users will need ongoing professional development and training in order to be informed and stay current on the CCC Curriculum Inventory, Management Information Systems data elements, and other program and course approval

⁹ Details on all of this information can be found in the *Program and Course Approval Handbook*. At the time of the drafting of this paper, the 5th edition of the *Program and Course Approval Handbook* was the edition in effect (http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOApproved.pdf). It is expected that the 6th edition will be completed approved by the Board of Governors by summer 2016.

requirements. Furthermore, the curriculum committee membership should also be provided some level of professional development and training on the Curriculum Inventory, MIS data elements and the Chancellor's Office program and course approval requirements. A curriculum committee that understands the complexities of program and course approval beyond the requirements of the local process can help to facilitate efficiency of the entire curriculum approval process.

Training does not need to be a complicated process. An individual that is experienced and knowledgeable in curriculum can conduct training on a one-on-one or small group basis. The trainers, in these cases, can be mentors within divisions or departments, curriculum committee members, curriculum staff—or, really, anyone with the necessary knowledge and the time to help. This individualized attention is often the most effective way to train, as it allows for a more streamlined approach to the material. It is also important to remember that the ASCCC regularly provides professional development opportunities in these areas through its regional meetings, institutes and plenary sessions, and assistance to local curriculum committees as requested.

Finally, colleges should establish and sustain a formal, continuous curriculum training plan. Such a plan, which should encompass both the development and approval of curriculum, can ensure there is a broad understanding of the curriculum processes not just among the faculty but also among all constituent groups. No matter the format of the professional development, it is essential that there is training to ensure that the college's curriculum processes work effectively and efficiently. With consistent and effective

implementation of its curriculum training plan, the college will be well-positioned to ensure that its curriculum process is not dependent on a few knowledgeable people and that it operates effectively over the long term.

Resources for Effective Curriculum Processes

In order for the curriculum process to operate smoothly and effectively, it is important to have a curriculum team that works closely with the CIO on curricular matters. This team should include, at a minimum, the curriculum chair, the articulation officer and the curriculum specialist. The curriculum team performs numerous critical functions during program and course development while also making sure that policies, regulations, and guidelines are being followed and interpreted correctly. In many cases, the individuals on the curriculum team often work extra hours and do work above and beyond their minimum job duties. Thus, in order to ensure the effective operation of the curriculum process, it is important that local senates advocate for sufficient resources, such as reassigned time and/or compensation, and funding for professional development, to be provided to these key members of the college's curriculum team.

The Curriculum Chair

The primary faculty leader in matters of curriculum is the curriculum chair (or faculty co-chair depending on the curriculum committee structure). The curriculum chair is tasked with assuring that the local curriculum processes are functioning well so that curriculum proposals move through the process in a timely manner, and with providing leadership to the college on curricular matters by working effectively with the local academic senate,

the college administration, faculty, and staff. Typical duties for a curriculum chair include leading the curriculum committee and planning its agendas for the year, providing orientation and training to curriculum committee members, keeping informed on curriculum developments at the local and state level, and working with discipline faculty and the technical reviewers to facilitate moving curriculum proposals through the process. A more comprehensive list of typical curriculum chair duties is provided in Appendix C.

The primary method of compensating for curriculum chairs is reassigned time. It is a long-standing position of the Academic Senate that curriculum chairs receive reassigned time as a good practice. In its paper *The Curriculum Committee, Role Structure, Duties and Standards of Good Practice* (Fall 1996, p.7), the Academic Senate states:

“Reassigned time is appropriate in principle, is cost-effective (especially when replacement is at hourly adjunct rates of pay), and is good practice. In addition, more reassigned time is appropriate when the curriculum committee has an expanded and active role in program review, policy and budget development, and in college governance.” It is critical that reassignment from regular faculty duties is sufficient to allow the curriculum chair to perform his or her expected duties.

The Articulation Officer

The college articulation officer plays a critical role in assuring that curriculum development is not only done effectively, but that it is done in the best interests of the students. The articulation officer is knowledgeable about transfer requirements and is a key advisor to faculty and the curriculum committee on how curriculum proposals can

affect course-to-course articulation and acceptance of courses for general education credit by receiving institutions. The articulation officer plays a key role in the technical review of course and program proposals in identifying potential issues that may affect student transfer and ensuring that they are addressed. Beyond the involvement in the curriculum process, the articulation officer is responsible for assuring that courses are submitted for articulation and that articulation agreements are kept up to date, for submitting courses for approval to be included in the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education-Breadth (CSU GE-Breadth) general education patterns, and for submitting course outlines to the Course Identification Numbering System (C-ID) for review and approval. The duties of the articulation officer, much of which involves working on an individual basis with faculty, are extensive (see Appendix C) and critical for ensuring that transfer mission of the college is fulfilled.

The Curriculum Specialist

Many colleges employ classified staff as full-time curriculum specialists. Typical duties of the curriculum specialist that directly impact the curriculum process include coordination of the operation of the curriculum approval process and preparation of the curriculum development calendar for each year, preparation of materials for curriculum committee and governing board meetings, assistance in operational support for the technical review process, and submission of locally approved curriculum to the Chancellor's Office. The curriculum specialist provides valuable technical support for the curriculum chair, which allows the curriculum chair more time to focus on working

with faculty to move their proposals through the process effectively and in a timely manner. The curriculum specialist may also be responsible for the day-to-day operations related to curriculum, including maintaining and ensuring the accuracy of curriculum-related publications, such as the college catalog and schedule of classes, and also are responsible for entering curriculum data elements into the local information management system¹⁰. Curriculum specialists can provide the “big picture” view to the curriculum committee and discipline faculty beyond the curriculum approval process itself, and thus can identify issues that may adversely affect curriculum approval that may not be evident to the faculty.

Because of ongoing changes regarding curriculum at both the local and state levels, it is important that colleges provide resources beyond reassigned time that allow for ongoing professional development of the college’s curriculum team. Professional development funding is essential and should be budgeted and made available for the curriculum chair, articulation officer, curriculum specialist, and others to attend events that provide the professional development needed to ensure that the knowledge and skills of the curriculum team members are up to date. Examples of such events include the ASCCC Curriculum Institute, Plenary Sessions and regional meetings, the CIO Conferences, and the UC and CSU conferences for counselors and articulation officers. Finally, the following statement from the 1996 paper still applies today: “The implication for good standards that result from an expanded role for the faculty in curriculum development and renewal is clear: the curriculum committee and its chair require adequate reassigned time, secretarial support, and budget for supplies and equipment.”

¹⁰ A more extensive list of curriculum specialist responsibilities is provided in Appendix C.

Distance Education Separate Approval

The curriculum committee bears an important responsibility for ensuring the quality of distance education (DE) courses. Per title 5 §55206 proposals to offer courses through distance education must undergo a separate (or additional) review and approval. This is to ensure that courses offered through distance education meet the requirements for regular and effective contact for distance education courses as defined in title 5 §55204 and U.S. Department of Education regulation 34 CFR §600.2¹¹. Additionally, colleges need to ensure that distance education students are provided the same support as its face-to-face students, particularly for counseling, financial aid, library services, and tutoring, and that the courses are accessible to students with disabilities. The responsibility for conducting the required separate approval of distance education proposals is typically delegated to the curriculum committee.

Regular and effective contact is an academic and professional matter per title 5 § 55204, and therefore the establishment of policies and procedures for assuring that distance education courses meet the requirements for regular and effective contact requires collegial consultation with local senates. The means by which a proposal to offer a course through distance education is brought to the curriculum committee is a local matter, and the details of effective practices ensuring a proposal reflects sound distance education practice is beyond the scope of this paper. However, a common practice is to use a DE addendum to the course outline of record to demonstrate how instructors teaching in the DE modality will ensure regular and effective contact with their students while

¹¹ The U.S. Department of Education and regional accreditors such as ACCJC use the term “regular and substantive interaction.”

maintaining the quality standards for the course established in the course outline of record.

Before faculty develop proposals to offer courses through DE, it is important to provide professional development not only on how to properly complete a DE proposal, but also (and more importantly) on what regular and effective contact is and what constitute effective practices for ensuring regular and effective contact. The college DE coordinator and DE committee are valuable resources for accomplishing this and should work cooperatively with the curriculum committee to ensure that the curriculum review process promotes sound practices in distance education.

As stated earlier in this paper, an important member of the curriculum technical review team is the DE Coordinator or an appropriate DE expert. When faculty initiate a proposal for a course to be taught in a DE modality, it is important that faculty work with the DE Coordinator early in the development process in order to identify potential issues with the DE proposal before it is submitted for technical review and action by the curriculum committee. It is important to note that there is a difference between approving a course for online delivery and approving an individual class to be taught online. The former is specifically a curriculum issue addressed by the curriculum committee through the separate course approval process and includes the evaluation of the means by which the class will ensure regular and effective contact. The latter, by contrast, is about the assessment of quality of the instructional design of an individual instructor's online

course and whether or not it meets the requirement of assuring regular and effective contact established by the curriculum committee.

All DE courses must be accessible to students with disabilities and thus must comply with the Federal Rehabilitation Act of 1973, specifically Section 508, and the Americans with Disabilities Act (ADA) of 1990. Therefore, it is important to work with a learning disabilities specialist to ensure that the DE proposal reasonably meets legally mandated accessibility requirements.

Finally, because the curriculum committee is required to separately review and approve all distance education proposals, it is also important to provide training to the curriculum committee on the legal requirements and effective practices for regular and effective contact and compliance with accessibility requirements. This will allow the curriculum committee to critically review DE proposals for both compliance and quality.

Conclusions and Recommendations

Through local senates, curriculum, including the policies and procedures for approving curriculum proposals, is an academic and professional matter of faculty primacy. Because of the mission of the California Community Colleges and the relationship between the colleges and their external stakeholders, it is not uncommon for the external stakeholders such as industry partners to call for changes to the processes for designing, approving and delivering curriculum. While external pressures may be an impetus for reviewing and revising curriculum approval processes, they should not be the primary reason for doing

so. It is vitally important that faculty, through their local academic senates and curriculum committees, take the primary leadership role and exercise their collective professional responsibility to ensure the effectiveness of their local curriculum approval processes. Working together, and for the benefit of students, local academic senates and curriculum committees should regularly review, evaluate, and revise as needed the local curriculum approval processes to ensure the process is a collaborative and collegial process that is efficient, effective and ensures that the highest standards for curricular quality and rigor are met.

Recommendations for Local Senates:

- Review and evaluate the effectiveness of local curriculum processes.
- Ensure that local senate purview over curriculum and the connection between the local senate and the curriculum committee are well-understood.
- Ensure that the curriculum committee structure includes a diverse array of faculty, academic administrators, students and staff that provide a variety of expertise and perspectives without weakening faculty primacy over curriculum.
- Ensure that the process for the initiation of new curriculum and revisions to existing curriculum is clear, the technical review process is streamlined and effective, and curriculum committee meetings are run efficiently.
- Streamline the curriculum approval process by ensuring a sufficient frequency of curriculum approval opportunities by the curriculum committee and the governing board, establishing an expedited approval process for time-sensitive proposals,

and provide individual colleges in multi-college districts autonomy over their curriculum.

- Provide professional development at the appropriate level for faculty, administrators, students, and staff, with more detailed training provided to those most closely involved with the local curriculum process.
- Advocate for sufficient resources to support the work of the college curriculum team, including reassigned time and/or additional compensation, and for the provision of ongoing funding and/or access to professional development opportunities.
- Ensure that faculty initiators of distance education proposals are provided with professional development on effective practices for ensuring regular and effective contact and compliance with accessibility requirements.

References and Resources

The Curriculum Committee, Role Structure, Duties and Standards of Good Practice, Academic Senate for California Community Colleges (Adopted Fall 1996)
http://asccc.org/sites/default/files/publications/Curriculum_0.pdf

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Educational_Technology_0.pdf

The Course Outline of Record: A Curriculum Reference Guide, Academic Senate for California Community Colleges (Adopted Spring 2008)
http://asccc.org/sites/default/files/publications/Curriculum_paper_0.pdf

CIO Manual: Overview & Responsibilities, California Community Colleges Chief Instructional Officers (July 16, 2012)
<http://ccccio.org/documents/CIOManual01-05-2013.pdf>

Program and Course Approval Handbook, 5th Edition, California Community Colleges Chancellor's Office (2013)
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOG_approved.pdf

California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (Revised Spring 2013)
http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf

Ensuring Effective and Efficient Curriculum Processes – An Academic Senate White Paper, Academic Senate for California Community Colleges Executive Committee (Fall 2015)
http://asccc.org/sites/default/files/Effective_Curriculum_Practices_White_Paper_Final.docx

Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum, Version 1.6, Intersegmental Council of Academic Senates (Approved June 5, 2015)
http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf

CIO Manual: Overview and Responsibilities, California Community Colleges Chief Instructional Officers (Approved July 16, 2012)
<http://ccccio.org/documents/CIOManual01-05-2013.pdf>

Report of the Task Force on Workforce, Job Creation, and a Strong Economy, Board of Governors (Approved November 16, 2015)

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

Distance Education Guidelines: Omnibus Version, California Community Colleges Chancellor's Office (Issued 2008)

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Distance Education Accessibility Guidelines For Students with Disabilities, California Community Colleges Chancellor's Office (Issued January 2011)

<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

ASCCC California Community Colleges Curriculum website – provides numerous curriculum-related resources for curriculum committees and local senates.

<http://www.ccccurriculum.net>

United States Access Board – Information about Section 508 compliance

<https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/background>

Course Identification Numbering System (C-ID) – Various C-ID resources for the field

<https://c-id.net/resources.html>

California Community Colleges Chancellor's Office List of MIS Course Data Elements:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/Course.aspx>

Chancellor's Office Curriculum and Instruction Unit Website (includes various useful guides):

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>

Appendix A – Staff Summary of the Results of the Spring 2015 ASCCC Curriculum Efficiency and Communication Survey

In response to Resolution 9.01 S15, the ASCCC Curriculum Committee drafted and distributed a survey on Curriculum Efficiency and Communications to the field in late spring of 2015. The survey was distributed to curriculum chairs and chief instructional officers. The survey results provide a snapshot in time of the nature of curriculum approval processes in the California community colleges. Below is the summary of survey results and findings prepared by ASCCC staff.

Curriculum Efficiency and Communication Survey Summary

The efficiency of local curriculum processes is undergoing a significant level of scrutiny as the ability of individual colleges to respond quickly to the changing curricular needs of its community becomes a concern for internal and external system stakeholders. Certainly improvements can be made to our curricular procedures, but to determine if a widespread problem exists and where the barriers or impediments may occur within the process, the ASCCC surveyed Curriculum Chairs and Chief Instructional Officers about local curriculum processes. This survey received 143 responses.

Over half of respondents (58%) are part of a multi-college district, while the remaining 42% of respondents are not. Fifty-six percent of respondents said their district has common/coordinated curriculum (CORs, numbers, etc.), but 44% do not. Less than half of respondents (44%) said approval by the District Curriculum Committee is part of their college's curriculum approval process. The remaining 56% said it is not.

Respondents were asked to describe the composition of their curriculum committee. Many included faculty representatives (elected members from each instructional division, Academic Senate representatives, Librarian), advisory members (Articulation Officer, Curriculum Specialist, CIO, Curriculum/SLO/Basic Skills/Distance Education Coordinators), administrators (VPI, VPAA, Academic Deans, CTE representative, A&R representative), and classified staff (Instruction Office Coordinator, notetaker). Most commonly, one to two faculty members from each division serve as designated voters. In other cases, administrators, advisory members, and student representatives also have voting rights.

The majority of respondents (61%) said curriculum at their college goes to the governing board each month. About 11% said this occurs each semester (or quarter), 1% said annually and 27% selected other. Other responses included: every two weeks; three to five times a year; every Academic Senate meeting; as needed; and currently under discussion.

Most respondents (77%) said it typically takes less than six months to get curriculum through their local process once it is ready to be reviewed by the curriculum committee and culminating with local governing board approval. One respondent noted that,

although his/her college takes less than six months, it takes two semesters after the course has been approved before it can be taught. Of the remaining respondents, 18% said it takes 6 to 11 months, 3% said 1 to 2 years, and 2% said more than two years. A respondent noted that he/she has been working on several programs for three years.

Respondents were asked to outline their curriculum approval process from course submission to local governing board approval. While there are several variations of this process, especially in multi-college districts, it is most often described as follows: A faculty initiator develops and submits curriculum for review, often via CurricUNET or a similar curriculum management system. Department representatives and/or the curriculum committee review the submission and suggest revisions. The initiator makes the requested edits and submits the proposal to the curriculum committee for the first reading. If approved, the proposal will be added to the consent agenda for a second reading and action. If not, the proposal is returned to the initiator for further revision. If approved at the second reading, the Curriculum Committee will submit the proposal for approval by the Senate and then the local governing board. Once approved by the board, coursework is submitted to the Chancellor's Office for processing.

Nearly all respondents (95%) said their committee has a technical review process, but about 5% do not. Many respondents said their college has a technical review committee or organized group, often comprised of the curriculum dean, curriculum chair, CIO, articulation officer, faculty, and the library specialist. Others said the curriculum committee reviews the proposals via CurricUNET. In some cases, the technical review committee is independent of the curriculum committee and in other cases it is a sub-committee. The majority of respondents (86%) said it typically takes a faculty member less than six months to prepare curriculum for technical review. About 8% said 6 to 11 months and 6% said more than 2 years. Two respondents noted that this time frame can vary significantly depending on faculty responsiveness to change requests.

Sixty-seven percent of respondents said the senate delegated authority to their curriculum committee for final recommendation to the local governing board. Twelve percent said the senate did not and about 21% said mostly. Respondents explained that, although, the senate has the authority to make the final recommendation, it very rarely disapproves of the recommendations of the curriculum committee. Some noted that curriculum approvals are included at Senate meetings only as a formality. Another respondent said only major policy changes require Senate approval and regular course/program approval is delegated to the curriculum committee.

Respondents from multi-college districts were asked to describe the relationship between their local senates, district senate (if one exists), and curriculum committees. While there are several variations of this process, a few were described as follows: Some colleges have a senate and curriculum committee at both the local and district level, but each college within their district works independently. For others, curriculum is approved by the local curriculum committee and senate first, and then by the district curriculum committee and senate. The district senate makes the final recommendation to the board. Other respondents said they have a district curriculum committee, but not a district

senate. In this case, the district curriculum committee makes the final recommendation to the board.

When asked if regular training is provided for faculty on the curriculum committee, 16 respondents said no, but the majority of respondents said yes. Most said a review/orientation is held at the start of each year (or semester) and other trainings are scheduled throughout the year, either regularly or on an as-needed basis. Respondents said their colleges provide trainings on prerequisites, submissions, approvals, technical review, Title 5 regulations, COR, PCAH, Basic Skills, EdCode, CTE, and continuing education. Some also said their college holds stand-alone trainings; however, several respondents noted that this type of training is less common as it is no longer required. Respondents said committee members are provided with a curriculum handbook and other helpful materials. Additionally, they are encouraged to attend FLEX trainings, the Curriculum Institute, and other professional development workshops as well.

Respondents were asked if regular training opportunities are provided for faculty to write curriculum. Thirty-seven respondents said no; however, 77 respondents said yes. Many said workshops and/or one-on-one training sessions are regularly available to faculty. One-on-one trainings are often conducted by a Curriculum Chair, committee member, coordinator, technician, etc. Some said trainings are held at department meetings, either on a regular or as-needed basis. Others also noted that video tutorials, handouts, and handbooks are provided as helpful resources.

When asked what curriculum management software their college uses, the majority of respondents (70%) said CurricUNET. About 2% said WebCMS and 17% said their software is locally developed. The remaining 13% of respondents selected other. Of those that selected other, six respondents said their colleges complete the process manually, but some are implementing CurricUNET soon. Four respondents said their colleges are in the process of transitioning from a locally developed software to CurricUNET. Three others said their colleges are moving away from CurricUNET due to several operational issues.

Respondents were asked to describe the strategies their campuses use to communicate curriculum changes to faculty and the college community at large. Many said they receive reports via email from either the Curriculum Chair or the Department Chair/Representative. Others said they are updated at Academic Senate or department meetings. Agendas, meeting minutes, and the college catalog are also available on the campus website as resources.

When asked what is most efficient about their college's curriculum process, most respondents said regular, organized and productive committee meetings. Having an efficient curriculum management system, particularly CurricUNET, and a streamlined technical review process were also frequently mentioned. Other responses included: strong communication, regular faculty training, and experienced curriculum chairs/co-chairs/specialists. When asked what is least efficient about the process, respondents said the volume of course proposals in queue and timeliness of faculty revisions. Many

explained that the workload is overwhelming and the process for faculty to review and revise submissions can be lengthy. It was also noted that there are issues with curriculum management systems, particularly CurricUNET. Some respondents said the system has several glitches and is not user friendly. Others are also concerned with the lack of faculty training opportunities, as well as poor communication at both the local and state level.

Respondents were asked what their top three concerns were about developing or modifying curriculum or programs. The timeliness of the state submission and approval process, with particular attention to CTE, was mentioned most often as a top concern. The next two top concerns were C-ID compliance and constant changes to regulations and legislation. Other popular issues included: ADT processes; lack of faculty training; volume of work; poor communication of approved changes; CurricUNET; and credit hour/unit regulations.

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Appendix B – Accreditation Eligibility Requirements and Standards Applicable to Curriculum

Accreditation requirements play a large role in supporting colleges to establish efficient and effective curriculum processes. The Eligibility Requirements (ER), Standards, and Commission Policies require that institutions (colleges) provide a catalog that includes accurate information on facts, policies, requirements, and procedures.

Standard I.C.2 states that the institution must provide a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

The words, “precise, accurate, and current” make it clear that the curriculum development and approval processes must be effective and efficient.

ER 20 mandates that the catalog must contain the following:

- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length

Accreditation Standards from section II.A are specific to maintaining current, relevant, and high quality curriculum. All elements of the curriculum are covered here such as expected practices in higher education in regard to depth, breadth, and rigor; program length and course sequencing; and general education.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. **Faculty and others responsible act to continuously improve instructional courses, programs** and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. **In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 semester credits or equivalent at the baccalaureate level. (ER 12)

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ER 12)

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or in an established interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The next two standards are met through the establishment of the college and/or district curriculum committee(s).

Standard III.A.2 includes the following statement: Faculty job descriptions include development and review of curriculum as well as assessment of learning.

In Standard IV.A.4 it states that Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Appendix C – Typical Duties for Curriculum Chairs, Articulation Officers and Curriculum Specialists

Curriculum Chairs

In its paper *The Curriculum Committee, Role Structure, Duties and Standards of Good Practice* (Fall 1996), the Academic Senate identifies the following typical duties of the Curriculum Chair. Local practices may vary:

- Prepare agendas.
- Conduct the committee meetings.
- Edit minutes.
- Set the calendar of committee meetings.
- Keep informed of curriculum standards including title 5, the Program and Course Approval Handbook (formerly the Curriculum Standards Handbook), intersegmental, and accreditation.
- Supervise the orientation of new members and on-going training of continuing members.
- Assist discipline faculty in the curriculum development process (usually with a faculty curriculum committee member from that division).
- Assure that committee function take place smoothly: technical review, pre-requisite review, distance education review, general education review, library sign-off, articulation, and program review reports are submitted to the committee and reported regularly to the academic senate.
- Sign off on final versions of curriculum recommendations to the board.
- Sign off on IGETC and CSU-GE Breadth submittal forms

- Review catalog drafts for concurrence with approved changes.

Additional duties not outlined in the paper may also include:

- Work with the CIO and/or curriculum dean in order to ensure smooth communication between the faculty and administration regarding program needs.
- Review certificates and degrees for submission to the Chancellor's Office
- Review local courses to align with C-ID developed courses if necessary.
- Ensure distance education and Chancellor's Office documents are part of the course in the college's course management system.

Articulation Officers

According to the *California Articulation Policies and Procedures Handbook* (2013, p.6) by the California Intersegmental Articulation Council the Articulation Officer is expected to:

- Serve as an advocate for the transfer student and, through the articulation process, seek to ease the student's transition.
- Be a well-informed resource person for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.
- Disseminate current, accurate, articulation data to students, staff, appropriate departments, and campuses.
- Serve on appropriate campus committees such as General Education, Curriculum, Academic Policies, and Catalog to provide input and to receive information about proposed changes in campus policy and curriculum.

- Serve as a consultant to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.
- Facilitate campus participation in intersegmental programs such as C-ID, regional transfer fairs, and Intersegmental Coordinating Council (ICC) activities.
- Monitor each stage of the articulation process and follow up with department and faculty for timely responses and decisions
- Manage and update campus articulation data and provide an annual summary of transfer-related curricular changes for both internal and external recipients.
- Be a gatekeeper of course outlines, IGETC, CSU GE, baccalaureate lists, UC Transfer Course Agreements (TCA) Lists, ASSIST, and other articulation-related data.
- Serve as an advocate for the faculty and campus academic programs.
- Serve as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulating institutions.

Curriculum Specialists

Below are examples of job descriptions and duties for curriculum specialists in the Imperial Community College District and the Ventura County Community College District. These are provided for information only and not as an endorsement by the ASCCC.

IMPERIAL COMMUNITY COLLEGE DISTRICT

CLASS TITLE: CURRICULUM & ACADEMIC SYSTEMS SPECIALIST

BASIC FUNCTION:

Under the direction of the Vice President for Academic Services, or designee, provide highly responsible, complex, and sensitive administrative and technical support; coordinate and maintain curriculum databases; serve as technical resource to faculty and administrators in preparation of curriculum proposals to assure compliance with State and local rules, regulations and policies; plan and coordinate the development and publishing of the college catalog; assist faculty and staff on scheduling processes and procedures; serve as a liaison to the Chancellor's Office for curriculum related matters.

REPRESENTATIVE DUTIES:

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

Organize and manage the day-to-day activities of the assigned area to assure efficient and effective operations; coordinate communications; perform complex, specialized and responsible administrative and technical duties related to the assigned area.

Plan, organize and coordinate the preparation of the college catalog; update degree audit system accordingly; update database to assure compliance with changes relevant to student academic progress; update, maintain, and facilitate changes in computer data base. Establish and meet timelines; maintain currency of information in the catalog; coordinate publishing and serve as editor for the college catalog.

Monitor catalog regarding degree and certificate requirements; course additions and deletions; course numbers, titles, content and unit values; update degree audit systems accordingly.

Provide information on and interpretation of policies, procedures and regulations; explain and disseminate Title V regulations to divisions, administrator, faculty, and staff; compare and contrast changes to Title V regulations and make appropriate adjustments to materials and other resources as required.

Assist in the development and maintenance of the class schedule; serve as primary backup to scheduler.

Research, analyze and evaluate a wide variety of issues, data, recommendations and alternatives; use independent judgment to develop and provide recommendations, suggestions or information as appropriate.

Receive and transcribe dictation of letters and memoranda, including material of a confidential nature; prepare correspondence and memoranda independently or from oral instructions.

Type a wide variety of materials such as correspondence, reports, forms, applications, memoranda, letters of recommendation and other documents.

Initiate and answer telephone calls; screen and direct calls and visitors to appropriate personnel; schedule and confirm appointments and meetings; arrange travel accommodations for assigned area as necessary.

Maintain a variety of complex files and records; maintain budget and other financial records related to assigned area, as necessary.

Compile information and data for reports and assist in the preparation of statistical and narrative reports; conduct research as required.

Inspect documents, forms, records and other materials for accuracy and completeness; process a variety of forms and documents according to established procedures; assure conformance to established guidelines and standards.

Prepare agenda items for meetings; take and transcribe minutes and distribute to appropriate personnel.

Assure that Board agenda items and supporting documents are developed, prepared and forwarded within college timelines and legal guidelines.

Maintain confidentiality of records and information, including information regarding Board, District, personnel, student or controversial matters.

Compose correspondence independently; format, type, proofread, duplicate and distribute correspondence, notices, lists, forms, memoranda and other materials according to established procedures and standards.

Coordinate communication and activities with other District departments and personnel, students, educational institutions, vendors, other outside organizations and the public.

Operate a variety of office equipment including microcomputer, calculator, copy machine, facsimile machine and dictation equipment; input and retrieve computerized data.

Train and provide work direction and guidance to others as assigned; coordinate workflow to assure the proper and timely completion of work.

Perform related duties as assigned.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT CLASS TITLE:

CURRICULUM TECHNICIAN

(Established October 2010)

CLASSIFIED

BASIC FUNCTION:

Under the direction of an assigned supervisor, coordinate, prioritize, and organize activities related to curriculum changes, production and maintenance of the college catalog, and related state reporting.

REPRESENTATIVE DUTIES:

Coordinate the preparation and distribution of the Curriculum Committee materials, agenda, and minutes.

Establish timelines and coordinate the production and printing of the college catalog; compile, organize, and integrate input from divisions and departments pertaining to catalog content; proofread submitted materials for accuracy and consistency.

Assist in the management of academic services data, information, and materials; input data into the online curriculum database; monitor data for compliance with state and college regulations.

Coordinate and facilitate the submission of curricula and programs to the California Community College system office; assist with the management of curriculum inventory both at the state and local levels.

Maintain a wide variety of records and data, including articulation agreements, library resources of college catalogs pertaining to articulation and curriculum transfer, and articulation records related to Advanced Placement (AP), International Baccalaureate (IB), College-Level Educational Program (CLEP), Tech Prep (Perkins), and Credit-by-Exam.

Coordinate and facilitate the submission of articulation materials to appropriate state agencies, including the University of California Office of the President for the UC Transfer Course Agreement, the California State University Chancellor's Office for CSU GE-Breadth, Intersegmental General Education Transfer Curriculum (IGETC), and Articulation System Stimulating Interinstitutional Student Transfer (ASSIST).

Participate in development and implementation of new information systems and processes designed to support curriculum functions; pursue resolutions to any identified problems.

Serve as an informational resource regarding curriculum issues, responding to requests, inquiries, and questions from administrators, faculty, staff and students.

Research information; create queries, compile data and prepare a wide variety of periodic and special statistical reports related to instructional activities, curriculum, and related matters.

May provide administrative assistance to assigned supervisor. Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

State directives, laws, rules, and regulations related to curriculum and articulation
Modern office practices, procedures, and equipment
Correct English usage, grammar, spelling, punctuation and vocabulary for report writing
District organization, operations, policies, goals, and objectives

Modern computer software applications, including word processing, database, and spreadsheet applications

Principles and procedures of record keeping

ABILITY TO:

Interpret and apply related laws, regulations, policies, and procedures
Communicate effectively, both orally and in writing
Establish and maintain comprehensive and accurate files and records
Prepare concise and complete reports as required

Adapt to changing policies and procedural requirements
Establish and maintain effective working relationships
Manage multiple projects simultaneously
Exhibit detail orientation in reviewing documentation and records
Prepare accurate reports, agendas, minutes, spreadsheets and other documents related to

scheduling, curriculum, and articulation

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

Education: Graduation from high school or evidence of equivalent educational proficiency. An associate degree is preferred.

Experience: Three years of technical clerical experience, including experience preparing minutes, proofreading documents, and maintaining records.

WORKING CONDITIONS:

ENVIRONMENT

Office environment

PHYSICAL ABILITIES

Seeing to inspect various documents, on-screen data spreadsheets Hearing and speaking to communicate with District staff Sitting for extended periods of time Dexterity of hands and fingers to operate a computer keyboard and other office equipment

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Appendix D – Relevant Statutory and Regulatory Citations

California Education Code

§70902(b)(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 Sections on Academic Senates

§53200 Definitions.

For the purpose of this Subchapter:

- (a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- (b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- (c) “Academic and professional matters” means the following policy development and implementation matters:
- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
 - (2) degree and certificate requirements;
 - (3) grading policies;
 - (4) educational program development;
 - (5) standards or policies regarding student preparation and success;
 - (6) district and college governance structures, as related to faculty roles;
 - (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
 - (8) policies for faculty professional development activities;
 - (9) processes for program review;
 - (10) processes for institutional planning and budget development; and
 - (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- (d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

§53202 Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

§53203 Powers.

- (a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- (b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- (c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
- (d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - (1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate

its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Title 5 Sections on Curriculum, Including Distance Education

§55002 Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory

and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation

skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) **Noncredit Course.** A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) **Standards for Approval.** The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) **Course Outline of Record.** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) **Conduct of Course.** All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) **Repetition.** Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) **Community Services Offering.** A community services offering must meet the following minimum requirements.

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

§55202 Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process.

Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

§55204 Instructor Contact.

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

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

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

§55206 Separate Course Approval.

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

United States Department of Education Regulations

34 CFR 600.2 Definitions

(Selected Federal definitions of relevance for curriculum committees)

Clock hour: A period of time consisting of—

- (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
- (3) Sixty minutes of preparation in a correspondence course.

Correspondence course: (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.

Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.

(3) A correspondence course is not distance education.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

DRAFT



Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: March	Year: 2016
		Item No. IV.D	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2016 Spring Session preliminary program.	Urgent: YES	
		Time Requested: 10 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 Spring Plenary Session will be held on April 21 – 23, 2016, at the Sacramento Convention Center in conjunction with CCCAOE, CIO, and CSSOs. At its last meeting, the Executive Committee approved the preliminary programs and discussed other planning details for the Spring Plenary Session. Members will review the program and approve any changes.

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

2016 Spring Session Timeline

January 2016

1. Start thinking about general sessions, breakouts, presenters, facilitators for session.

February 2016

1. Possible Breakout Topics due to Julie by February 1, 2016 for discussion at February Executive Committee Meeting.
2. Save the date emailed - February 8, 2016.
3. Draft papers due February 18, 2016 - Send with Agenda item.
4. Area meeting information due to Tonya - February 18, 2016.
5. Pre-session resolutions due to Julie - February 18, 2016.

March 2016

1. A/V Needs due to Edie - March 14, 2016.
2. Presenter List due to Julie - March 14, 2016.
3. Final breakout descriptions due to Julie- March 16, 2016

April 2016

1. Early Registration expires- April 1, 2016
2. Area Meetings – April 1-2, 2016
3. Deadline for Area A and B Meeting resolutions to Julie - April 2, 2016
4. Deadline for Area C and D Meeting resolutions to Julie - April 3, 2016
5. Room availability guarantee expires -April 3, 2016.
6. All presentations, handouts, and material due for posting to eventmaterials@asccc.org – April 8, 2016
7. "Print your Boarding Pass and Breakouts" Email Out: April 13, 2016.
8. Spring Session - April 21-23, 2016 Sacramento Convention Center.

SPRING 2016 PLENARY SESSION PROGRAM

Wednesday, April 20, 2016

- 8:30 a.m. to 12:00 p.m. ASCCC Executive Committee Meeting
- 12:00 p.m. to 1:30 p.m. Lunch with CCCAOE, CIO, CSSO
Note – the ASCCC Executive Committee might join the others during this lunch.
- 1:45 p.m. to 3:15 p.m. Breakouts (CCCAOE, CIO, CSSO)
- 3:30 p.m. to 5:00 p.m. Breakouts (CCCAOE, CIO, CSSO)
- 5:30 p.m. to 7:00 p.m. Reception (CCCAOE, CIO, CSSO)

Thursday, April 21, 2016

7:30 a.m. to 8:15 a.m. Registration and Continental Breakfast

7:30 a.m. to 8:00 a.m. ASCCC Candidate Information Session
Elections Chair

7:30 a.m. to 8:00 a.m. ASCCC New Delegate Information Session
Resolutions Committee Chair

8:20 a.m. to 9:30 a.m. GENERAL SESSION ONE

Welcome: ASCCC, CCCAOE, CIOs, CSSOs Presidents

Keynote: Board of Governors President (TBC)

9:45 a.m. to 11:45 a.m. SESSIONS

GROUP MEETING

CCCAOE, CIOs, and CSSOs will meet in regional meetings (8)

9:45 a.m. to 11:15 a.m.

BREAKOUT SESSION

1. Statewide Curriculum Update (Freitas)
2. Incarceration students (Smith/Adams/Foster)
3. Basic Skills and Dual Enrollment (CDE, CSU study of EAP results and student readiness), May/Davison
4. Noncredit, Aschenbach
5. Legislation and Advocacy: New legislation and update on ASCCC Legislative Agenda and Advocacy D, (Bruno/Morse)
6. Accreditation – Pack up your U-Haul and Get Ready to Move (Beach)

7. I'm New – Now What? (Rico/Stanskas)

11:30 a.m. – 12:00 p.m. **ASCCC Call for Nominations**
ASCCC Adoption of the procedures

Call to Order and Adoption of the Procedures, *Vice President*
Election Nominations, *Elections Chair*

12:00 p.m. to 2:00 p.m. GENERAL SESSION TWO

12:00 p.m. to 1:00 p.m. Lunch – Networking

1:00 p.m. to 1:45 p.m. Panel Presentation: Board of Governors Taskforce on Workforce, Job
Creation, and a Strong Economy

1:45 p.m. to 2:00 p.m. Break

2:00 p.m. to 3:15 p.m. **ASCCC Breakouts/ Focused Conversation on the Taskforce
Recommendations**

1. Curriculum, Freitas
 - a. Curriculum Structure and Process
2. Student Success, Aschenbach
3. Career Pathways, Adams
4. Workforce Data and Outcomes, North
5. CTE Faculty, Stanskas
 - a. MQs
6. Regional Coordination, Goold
 - a. Exploring Regional Coordination of Programs
7. Funding, Morse
8. Implementation Structure and Action – follow up, Bruno
9. Basic Skills as a Foundation for Student Success turns 10 – where are we now? (broad topic),
May
10. Common Assessment Initiative, Rutan
11. Developing Healthy and Productive Relations: SP, CIOs, CSSOs, Deans, Rico
12. Equity in 2016 – Changing the Institutional Culture, Smith/Foster
13. Hot Topics in Online Education (OEI/Online Student Services), Davison
- 14.
- 15.

3:15 p.m. to 3:45 p.m. Vendor -- Snack Break

3:45 p.m. to 5:00 p.m. **ASCCC Breakouts/ Focused Conversation on the Taskforce
Recommendation (8)**

1. Curriculum (C-ID) Rutan/Shearer
2. Student Success, Rico (EPI work)
3. Career Pathways, Smith/Ed. Pol. (dual enrollment/equity)
4. Workforce Data and Outcomes, North/Beach (Program review and initiation)
5. CTE Faculty, Morse (hiring/recruitment/pd)
6. Regional Coordination, Bruno/Freitas (trailer bill)

7. OER and Z Pathways, Davison
8. Disenfranchised Students, May/Foster
9. Institutional Effectiveness Indicators – version 2.0 and beyond, Stanskas
10. CTE Noncredit, Aschenbach
11. ASCCC Communication, Goold/Adams
- 12.
- 13.

ASCCC Activities (anyone can attend)

5:15 p.m. to 6:00 p.m. Disciplines List Hearing

5:15 p.m. to 6:00 p.m. Resolution Writing

5:15 p.m. to 6:00 p.m. Candidate Orientation

6:30 p.m. to 9:30 p.m. ASCCC Foundation Fundraiser

Friday, April 22, 2016 (Passover)

7:30 a.m. to 8:30 a.m. Registration and Breakfast

8:30 a.m. to 10:15 a.m. GENERAL SESSION THREE

Panel Presentation: Integrated Planning

10:15 p.m. to 10:30 p.m. BREAK

10:30 a.m. to 12:00 p.m.

CCCAOE, CIO, CSSO -- Chancellor's Office Update (Transitions and Q&A)

Area A, Grant Goold, Area A Representative

Area B, Dolores Davison, Area B Representative

Area C, John Freitas, Area C Representative

Area D, Craig Rutan, Area D Representative

12:00 p.m. to 2:30 p.m. GENERAL SESSION FOUR

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

12:30 p.m. to 1:00 p.m.

State of the Senate, *President*

1:00 p.m. to 2:30 p.m. ASCCC Elections Speeches

2:45 p.m. to 4:00 p.m. BREAKOUT SESSION

1. Professional Development College, Adams/FDC

2. General Education – Quantitative Reasoning CSU task force, Stanskas/May

3. C-ID, ADTs, UCTPs and CTE MC, Rutan/Shearer

4. Mental Health, Rico

5. Part-time Faculty, North/Freitas

6. Effective Leadership, Morse/Bruno

2:45 p.m. to 4:00 p.m. Resolution Office Hours, Aschenbach/Beach

4:00 p.m. Resolution and Amendments Due

4:00 p.m. to 5:00 p.m. Caucus Meeting

5:15 p.m. – 6:15 p.m. Candidate Forum

6:15 p.m. to 6:45 p.m. Executive Committee Meeting (*President's Suite*)

Saturday, April 23, 2016

7:30 a.m. to 8:00 a.m. Final Delegate Sign In

7:30 a.m. to 8:00 a.m. – Breakfast

FIFTH GENERAL SESSION (8:30 a.m. to 11:45 a.m.)

Announcements

Elections Begin

Resolution Voting Begins

12:00 p.m. – 12:45 p.m. Lunch Buffet

Secretary's Report

Treasurer's Report

FIFTH GENERAL SESSION CONTINUES (1:00 p.m. to 5:00 p.m.)



Executive Committee Agenda Item

SUBJECT: Executive Committee Resolutions Spring 2016		Month: March	Year: 2016
		Item No. IV. E	
DESIRED OUTCOME: The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion		Attachment: YES	
		Urgent: YES	
		Time Requested: 150 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Twice a year prior to the plenary session, committees, task forces, members of Chancellor’s Office advisory groups, and individual Executive Committee members consider current conversations and requisite positions needed to appropriately represent the Senate. The Executive Committee resolutions is one way to inform the delegates about topics that are under discussion at the state level and affords them a chance to inform those conversations. The Executive Committee will discuss resolutions to forward to the Area meetings for discussion.

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



Executive Committee Agenda Item

SUBJECT: Mathematics Placement Model from Common Assessment Initiative		Month: March	Year: 2016
		Item No. IV.F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide direction for the ASCCC appointees to the Common Assessment Initiative Steering Committee about the proposed multiple measures document.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Multiple Measures Assessment Project (MMA) has been working on placement models based upon high school GPA, high school course grades, and high school course taking patterns. MMA is now part of the Common Assessment Initiative (CAI) and they are collaborating with the initiative’s multiple measures workgroup to develop a set of multiple measures that will be part of the pilot process for the common assessment. At the December CAI Steering Committee meeting, the multiple measures group provided a placement model for statistics that included completion of Algebra I and a specific high school GPA. Concern was expressed that students only completing Algebra I would not have all of the required algebra skills needed for statistics and the group was asked to reexamine the model. Following that review, the workgroup sent the following recommendation to the steering committee:

The Multiple Measures Work Group recommends that colleges be provided the decision rules as developed by the Multiple Measures Assessment Project but highlight two options for the colleges for placement into statistics:

Colleges should be provided the current rules for statistics with an explanation that the evidence currently supports the use of those rules in combination with an additional requirement of successful completion of Algebra 1.

In addition, colleges should also be provided guidance that, given the evolving nature of the work in statistics pathways, a meaningful alternative approach would be to use the MMA rules but substitute successful completion of Algebra 2 instead of Algebra 1.

The Multiple Measures Work Group further recommends that colleges be provided the various documentation reviewed by the work group as well as the

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

evidence from student completion of Statistics within the MMAP research data set so that colleges would be fully empowered to make an informed choice as to the most appropriate rule to use for their institution and students.

The steering committee will be voting on the distribution of this recommendation in March and the input of the Executive Committee is needed to determine how the ASCCC appointees should vote.



Executive Committee Agenda Item

SUBJECT: 2016 Cultural Competency and Advocacy Plan		Month: March	Year: 2016
		Item No: IV. G.	
		Attachment: YES	
DESIRED OUTCOME:	Executive Committee will consider for approval EDAC proposal for conducting the 2016 Cultural Competency and Advocacy Plan.	Urgent: YES	
		Time Requested: 20 min	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Smith	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	x
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Equity and Diversity Action Committee seeks review of and approval to conduct the 2016 Cultural Competency and Advocacy Plan survey on 1 April. Along with the survey, EDAC proposes to request from local Senate presidents practices related to the Plan that they execute locally that could be shared throughout the state as well as support related to the plan they would like to receive from ASCCC.

o

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



Sign In

ASCCC Survey: Building a Cultural Competency Plan

Question Summaries

Data Trends

Individual Responses

Share

Web

Share

Print

All Pages

35 responses

370 days (2/19/2015 - now)

24 views

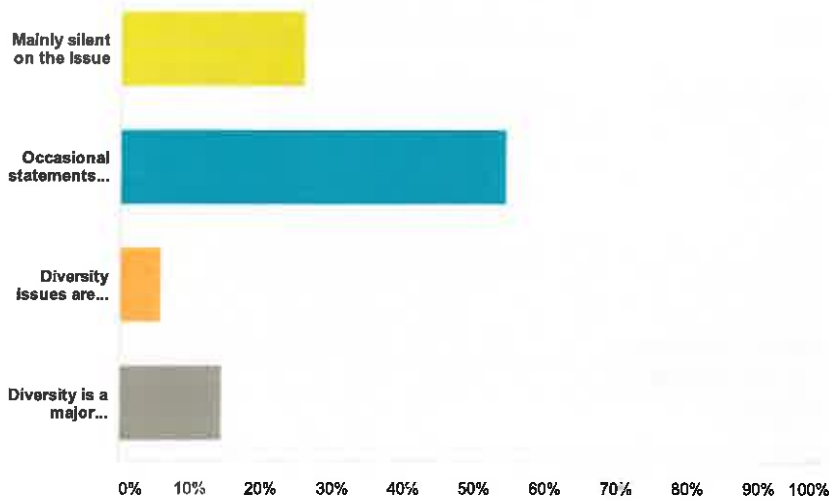
Inspired to create your own survey?

Get Started

Q1

How does ASCCC engage the issue of having diverse faculty serve on the ASCCC Exec Board and Committees?

Answered: 35 Skipped: 0

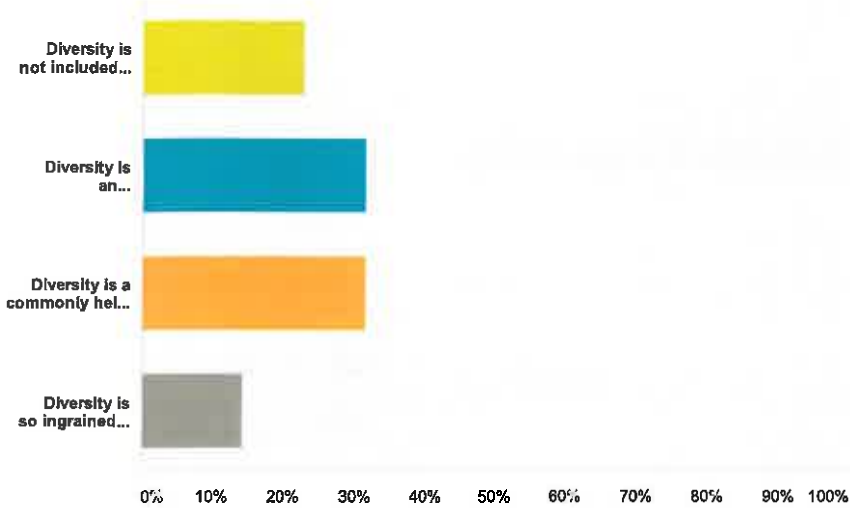


Answer Choices	Responses
Mainly silent on the issue	25.71% 9
Occasional statements supporting the importance of diversity	54.29% 19
Diversity issues are important and regularly communicated and practiced.	5.71% 2
Diversity is a major consideration in faculty appointments and recruiting.	14.29% 5
Total	35

Q2

How does ASCCC planning include diversity considerations?

Answered: 35 Skipped: 0

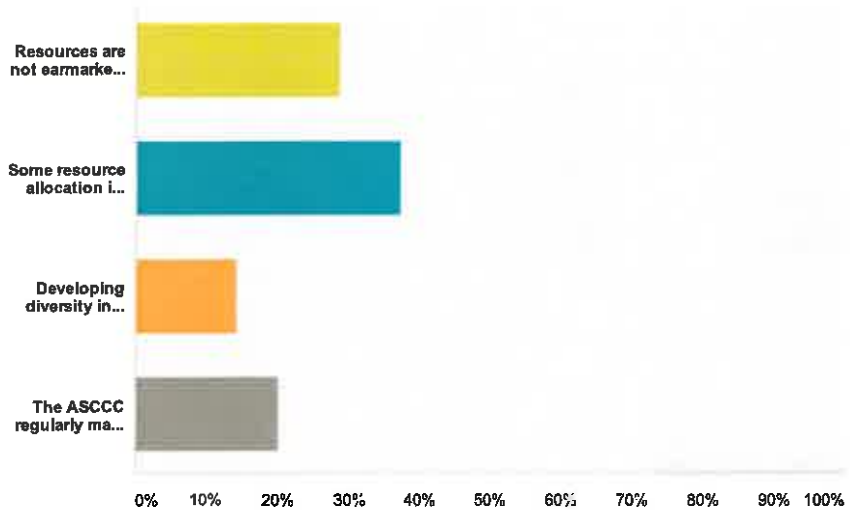


Answer Choices	Responses
Diversity is not included in planning as either a value or a practice.	22.86% 8
Diversity is an afterthought, an addition to planning.	31.43% 11
Diversity is a commonly held value and is actively pursued.	31.43% 11
Diversity is so ingrained in the planning and culture that it no longer needs separate attention.	14.29% 5
Total	35

Q3

Are ASCCC resources (time, money, professional development) allocated to support diversity efforts?

Answered: 35 Skipped: 0

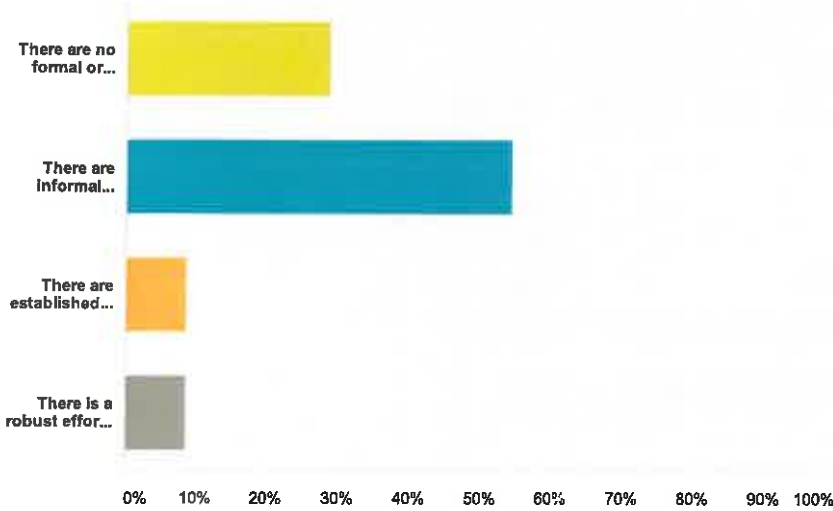


Answer Choices	Responses
Resources are not earmarked for diversity efforts.	28.57% 10
Some resource allocation is earmarked for diversity efforts.	37.14% 13
Developing diversity in ASCCC leadership is a priority when extra resources are available.	14.29% 5
The ASCCC regularly makes it a priority to increase cultural diversity and inclusion.	20.00% 7

Q4

How does the ASCCC recruit diverse faculty to ASCCC committees (including Exec) and involve diverse faculty in succession planning?

Answered: 35 Skipped: 0

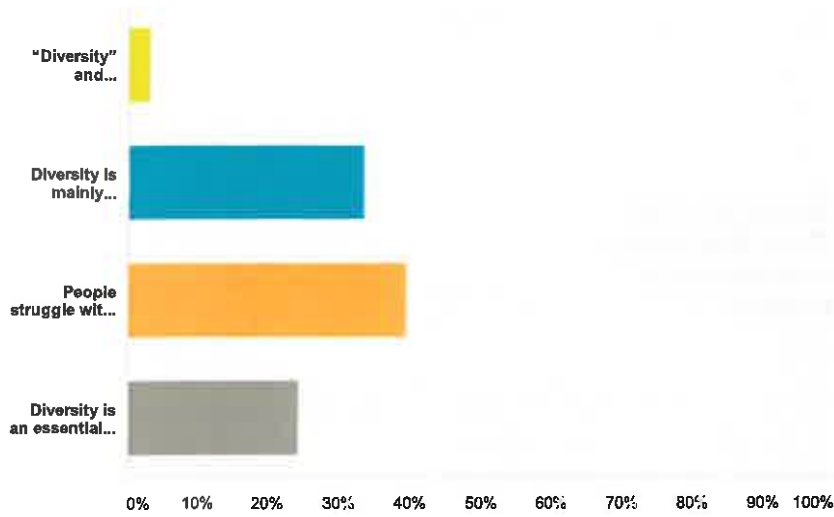


Answer Choices	Responses
There are no formal or Informal attempts to recruit or retain diverse faculty.	28.57% 10
There are Informal efforts to recruit diverse faculty to serve on committees and for leadership opportunities.	54.29% 19
There are established procedures to recruit diverse faculty to serve, and there are clear pathways toward ASCCC leadership.	8.57% 3
There is a robust effort to recruit diverse faculty to serve, and succession planning incorporates the value of diversity.	8.57% 3
Total	35

Q5

In terms of diversity, what kinds of “common conversations” take place in ASCCC meetings or gatherings?

Answered: 33 Skipped: 2

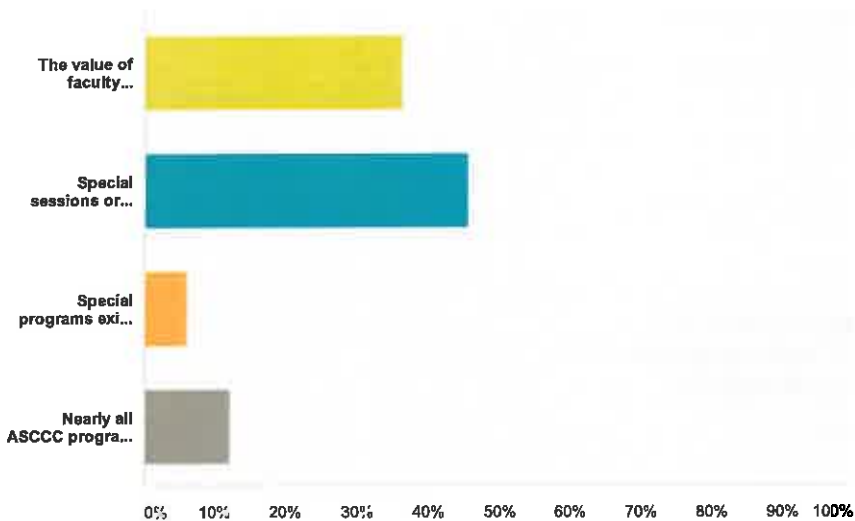


Answer Choices	Responses
"Diversity" and "excellence" are seen as conflicting values.	3.03% 1
Diversity is mainly discussed by people who are considered diverse.	33.33% 11
People struggle with how to be inclusive and value differences; the conversations are tentative but well intentioned.	39.39% 13
Diversity is an essential and valued part of most discussions about policy and programs.	24.24% 8
Total	33

Q6

Is the ASCCC committed to diversity in terms of ongoing initiatives and programs?

Answered: 33 Skipped: 2



Answer Choices	Responses
The value of faculty diversity is not evident, and most diverse faculty reside in a small number of committees.	36.36% 12
Special sessions or events are used to boost diversity, yet lots of "how-to" training is needed (how to recruit and retain a diverse faculty, how to work in a diverse environment, how to overcome bias, etc.).	45.45% 15
Special programs exist to help recruit, mentor and advance underrepresented groups.	6.06% 2
Nearly all ASCCC programs and initiatives ensure diversity is a prominent, engrained component.	12.12% 4

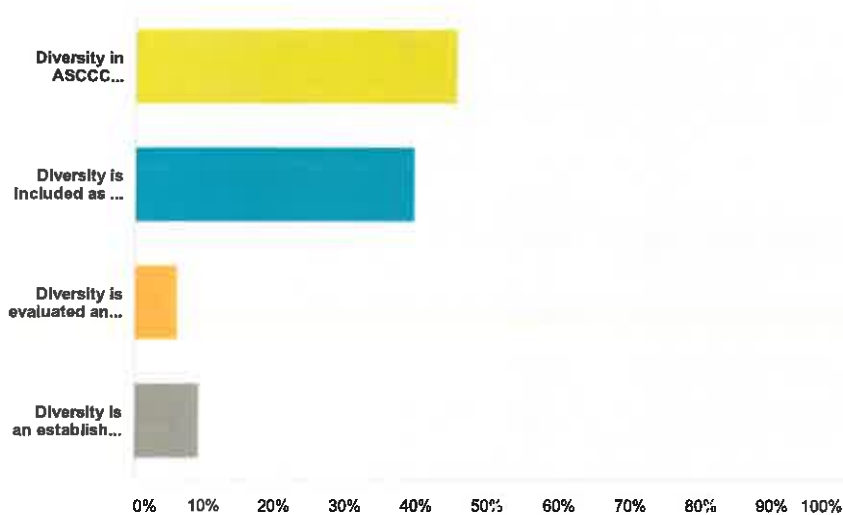
Total:

33

Q7

In terms of accountability, how would you characterize the ways in which diversity is prioritized and accounted for in the ASCCC?

Answered: 33 Skipped: 2

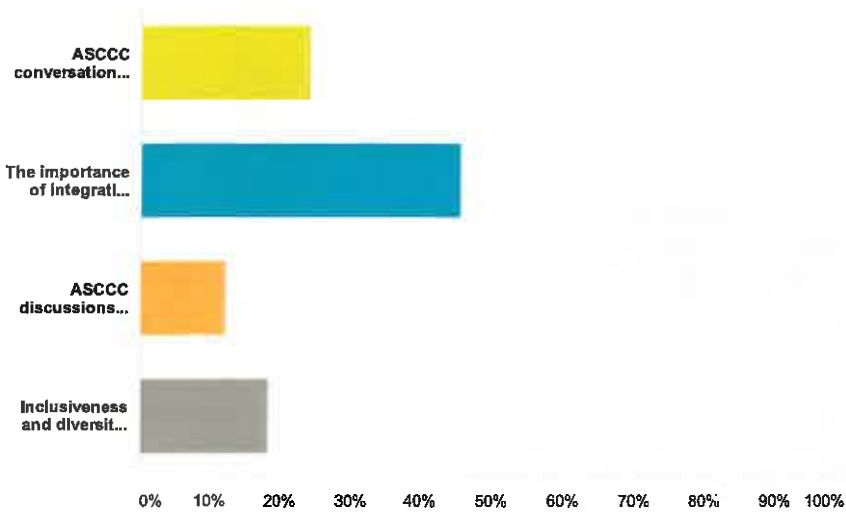


Answer Choices	Responses
Diversity in ASCCC leadership is not evaluated or discussed.	45.45% 15
Diversity is included as a metric in the ASCCC evaluative processes.	39.39% 13
Diversity is evaluated and used to develop an action plan implemented by the ASCCC.	6.06% 2
Diversity is an established part of the ASCCC evaluative process, and regularly used to inform our action plan.	9.09% 3
Total	33

Q8

How would you characterize typical behaviors and beliefs around issues of diversity in ASCCC programs and activities?

Answered: 33 Skipped: 2



Answer Choices	Responses
ASCCC conversations about academic and professional matters tend to treat "diversity" as a separate and distinct element. Diversity issues and diversity-related services are often delegated to under-represented groups as "their" task.	24.24% 8
The importance of integrating diversity is recognized but faculty struggle with how to be inclusive and value differences.	45.45% 15
ASCCC discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered.	12.12% 4
Inclusiveness and diversity are assumed to be part of the way the ASCCC operates.	18.18% 6
Total	33

Q9

Consider this quote from the ASCCC Inclusivity Statement: "(D)iversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience." Please comment on the ASCCC's success in creating a culture of inclusion encompassing these (or other) diversity categories.

Answered: 25 Skipped: 10

I do not feel that I have enough experience with ASCCC's practices to respond to this.
3/2/2015 12:31 PM

I see a great deal of discussion and work around race, ethnicity and sexual orientation. There is much less discussion and work done relating to veteran status, discipline or field, and experience (particularly part-time vs. full-time faculty inclusion). Overall, I think that there is more attention paid to diversity as it relates to STUDENTS than as it relates to FACULTY.
3/2/2015 12:25 PM

I think that ASCCC does a good job of creating a welcoming environment in which all viewpoints are valued.
3/2/2015 11:59 AM

The realities of economic inequalities overwhelm these concerns
3/2/2015 11:57 AM

Average success
3/2/2015 11:57 AM

The ASCCC is working towards this culture of inclusion
3/2/2015 11:52 AM

Q10

Consider this quote from the ASCCC Inclusivity Statement : "... the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society" What do you perceive to be barriers to the recruitment and participation of talented, diverse faculty in ASCCC?

Answered: 25 Skipped: 10

11/4/2015 2:00 PM

The Executive Board does not look diverse at all. The perception is that unless one is part of the "in" group nothing will happen.

4/13/2015 5:57 AM

4/6/2015 6:40 AM

The ASCCC can only recruit from the pool of folks who attend ASCCC hosted events. Therefore, if local senates do not send talented diverse faculty to those events, how can the ASCCC recruit them? If the ASCCC leads by example in acknowledging and removing barriers for those historically excluded populations in society, perhaps local senates will follow, and then more talented diverse faculty will attend ASCCC events.

4/4/2015 10:31 AM

there is little diversity on campus

3/12/2015 2:22 PM

I don't know it seems to me that the Academic Senate has been happy to have anybody serve that is

Q11

What programs, innovations, or policies do you feel have furthered diverse participation the ASCCC Executive and/or ASCCC committees?

Answered: 25 Skipped: 10

11/4/2015 2:00 PM

I am not aware of any at this time. Perhaps I need to look further.

4/13/2015 5:57 AM

4/6/2015 6:40 AM

The work of EDAC has certainly brought equity, diversity, and cultural competency related conversations to the forefront of ASCCC hosted events.

4/4/2015 10:31 AM

none

3/12/2015 2:22 PM

I don't know. As previously stated, the senate seems to need any participation that it can get, so it's not just about getting diverse participation, it's about getting enough participation.

3/4/2015 6:49 PM

The Student Success Act the Equity Plan the 3SP Plan have brought forth discussions about diversity in

Q12

Is there anything you wished this survey had asked? Any other comments regarding diversity and the ASCCC that you would like to add as EDAC writes a plan for

cultural competency?

Answered: 17 Skipped: 18

Perhaps there needs to be a difference between cultural and ethnic diversity, and diversity in terms of gender, sexual orientation or other status.

4/13/2015 5:58 AM

4/6/2015 6:40 AM

In addition to sharing an equity, diversity and cultural competency philosophy that local senates can adopt, I hope that EDAC will also provide practical, tangible practices local senates can follow.

4/4/2015 10:32 AM

I am simply EXCITED to see this happening.

3/3/2015 10:47 PM

ASCC needs a written policy about diversity, and if there is one already, it needs to come to practice.

3/3/2015 4:11 PM

I think of the term "plan" as something with a specific goal (s) to attain, but also with the how will this be accomplished and how will this be evaluated for completion. I may be wrong.

3/3/2015 10:42 AM

Q13

Contact Information:

Answered: 4 Skipped: 31

Answer Choices	Responses	Responses
Name	Responses	100.00% 4
College	Responses	100.00% 4
Position	Responses	100.00% 4
Email	Responses	100.00% 4

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Executive Committee Agenda Item

SUBJECT: SACC Direction and Priorities		Month: March	Year: 2016
		Item No. IV. H.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide input on the direction and priorities for SACC.	Urgent: YES	
CATEGORY:		Action Items	Time Requested: 20 minutes
REQUESTED BY:	Davison/Freitas/Rutan	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 System Advisory Committee on Curriculum (SACC) was created in 2005, in response to the 2004 Agency Review Recommendations on Curriculum Processes. Per the memorandum from Dona Boatright dated March 1, 2005 (attached), it was recommended that the responsibilities of SACC were to be the following:

- a. ratifying approval of new programs and courses mandated by Title 5 to be submitted to the System Office for approval (beginning with credit courses only)
- b. providing a collaborative forum for curriculum issues that arise (e.g. supplementary instruction, stand-alone course, designation of courses offered via distance education at UC or CSU, legislation)
- c. serving as an advocate of the system regarding processes for the formation, development, and approval of curriculum and programs
- d. participating in revisions to the Program and Course Approval Handbook
- e. supporting faculty and staff development on curriculum processes
- f. providing assistance to local curriculum committees
- g. assessing and evaluating local and regional processes to ensure quality and timeliness
- h. identifying best practices and advocating local implementation
- i. addressing extant challenges in noncredit course/program development and approval

In addition, the Agency Review Recommendations noted that, "The role of the Chancellor's Office should evolve from a focus on approval to one of leadership, technical support, and arbitration, when districts and regions need interventions."

In the decade since its foundation, the function of SACC has shifted to the point that while decisions are made within that committee, they are not seen as binding nor does SACC have the authority to recommend items to the Consultation Council or the Board of Governors.

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

SACC created a workgroup on revisiting SACC's charter, and one of its recommendations is to determine what SACC's role is vis-à-vis recommendations on curriculum and its relationship to the Consultation Process as defined in the BOG standing orders (http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/september/updated_procedures_standing_orders_Sept_2013.pdf), rather than serving as an advisory body. The workgroup further recommended that SACC's name to be changed to reflect its role as a recommending body rather than an advisory body.

As the SACC membership works to improve the effectiveness of the committee, another issue that needs to be addressed is how to ensure that Academic Senate priorities are not only included on SACC agendas, but also how to ensure that those priorities turn into actions that are completed.

Input is sought from the Executive Committee on the role of SACC as a recommending body on curricular matters and what that should look like within the structure of the Consultation Process, and how best to ensure that Academic Senate priorities are addressed.



EDUCATIONAL SERVICES DIVISION

March 1, 2005

To: Mark Drummond

From: Dona Boatright

Re: Response to Agency Review Recommendations on Curriculum Processes

Recommendation 1.5 of the Agency Review recommended “developing a plan for the transition of some aspects of curriculum approval to the regional level and some to the local level. The recommendation includes the following components:

- Establish a standing Curriculum Advisory Committee
- Improve Statewide understanding of Curriculum Processes
- Amend Education Code and Title 5 to locate Stand-Alone Course Approval at the College/District level
- Expand definition of Learning Assistance (Supplementary Instruction)”

The Curriculum Advisory Committee (This was a transitional name, which would change with the recommendation below) met to consider these recommendations throughout the summer and fall of 2004 and into 2005. The committee set a goal to broaden the experience and dialogue of the curriculum approval process, without sacrificing timeliness or fairness. The committee has agreed to operate as a state level advisory body, implementing a revised approval process (defined below) for the next year or so. This “beta-testing” period will be used to assess the viability of a new approach to program and course approval. The committee agreed that it would initially focus only upon credit course and program approval. Program alignment and approval processes in noncredit are being reviewed currently by practitioners in the field (funded with Perkins Leadership funds). The committee expects that at a later date there will be material upon which it can base discussions of noncredit processes.

I. The recommended committee and its functions:

1. Title

The committee named itself the System Advisory Committee on Curriculum (SACC)

2. Membership

The committee will be made up of:

- 6 representatives appointed by the State Academic Senate
- 4 representatives appointed by the Chief Instructional Officers
- 4 System Office Staff (Vice Chancellor, Dean and 2 Specialists from the Educational Services Division)

Membership should recognize the need for representation by vocational and noncredit faculty and administrators.

The committee will be chaired by Senate/CIO co-chairs

3. Guiding principles for the committee:

- a. ensuring quality, integrity, compliance, collaboration and transparency
- b. aligning approval of occupational & general education programs (credit and noncredit)
- c. emulating best practices that are already in place at colleges
- d. ensuring a consistent presence for faculty at all levels of curricular design and approval
- e. providing a process that is responsive, creative, flexible, timely and open to change
- f. putting students first by establishing a process that carefully considers their needs
- g. promoting appropriate support and training for local colleges
- h. evaluating the committee and processes, adjusting as needed
- i. ensuring continuity of membership through staggered terms

4. The tasks and duties of the committee may include:

- a. ratifying approval of new programs and courses mandated by Title 5 to be submitted to the System Office for approval (beginning with credit courses only)
- b. providing a collaborative forum for curriculum issues that arise (e.g. supplementary instruction, stand-alone course, designation of courses offered via distance education at UC or CSU, legislation)
- c. serving as an advocate of the system regarding processes for the formation, development, and approval of curriculum and programs
- d. participating in revisions to the Program and Course Approval Handbook
- e. supporting faculty and staff development on curriculum processes
- f. providing assistance to local curriculum committees
- g. assessing and evaluating local and regional processes to ensure quality and timeliness
- h. identifying best practices and advocating local implementation

- i. addressing extant challenges in noncredit course/program development and approval

5. Meeting Frequency

The committee will meet monthly, with a goal of holding some meetings as teleconferences.

6. Costs

Discussions within the committee have made clear that there is a need for staff development if a seamless, transparent curriculum process is to be supported. This is true at the local, regional and state levels. Funding will be necessary to support faculty and staff participation in activities and to develop faculty/staff development tools. This is a crucial issue to be address, if the goals of the Agency Review to be met. Funding is essential for the committee to properly function as well. Full participation by faculty and administrative members will require travel and substitute costs. Although tele-meetings can be used some of the time, face-to-face meetings will be necessary to carry out the charge of the committee. This is a priority item for consideration.

II. Regionalization:

SACC spent a great deal of time discussing the regionalization concept. A representative from the Consortia that review vocational programs explained their process. Members went through a program approval exercise and evaluated both well-prepared and poorly-prepared proposals to better understand the issues and regulations involved in program approval. The timeline for approval in the System Office was reported as taking up to 60 days for turn-around with the current average being 31 days. Challenges and problems were discussed.

At this time, SAAC does not recommend that the process be regionalized. The committee believes that it can serve as a further review step, ratifying the approvals by staff, while exploring any extant issues involved in potential denials. It is believed that this can be done efficiently without delaying the process while enabling another look at denials to ensure that there is a consensus about the outcome. Final approval/denial will still be made by the System Office, with its authority delegated by the Board of Governors.

III. Stand-alone courses:

Recommendation 1.5 also calls for changes to Education Code and Title 5 that would move approval of stand-alone courses from the System Office (BOG/Chancellor) to local colleges/districts. Approval of stand-alone courses has been a subject of

considerable discussion within the system for years, as control of approval shifted from the System Office to local colleges/districts and then back to the System Office. The current protocol maintains authority with the system Office, while granting blanket approval (de facto local authority) for five broad categories of stand-alone courses. (Stand-alone courses that do not fit into one of the five categories must be submitted to the System Office for approval.)

The Curriculum Advisory Committee has concluded that some colleges are confused and/or uninformed about the current protocol, as demonstrated by the fact that 50 colleges have not submitted any courses for approval since the current protocol was implemented. Other colleges seem quite clear on the requirements and expectations of this process. One problem of major concern to system office staff is a practice it has witnessed concerning some colleges who have been denied a program approval because of an inability to demonstrate occupational need and/or undue impact on enrollments at nearby colleges. In a few instances these colleges have attempted to “go-around” the disapproval by creating a string of stand-alone courses, essentially creating an unapproved program.

It is important to note that an Education Code change will be required and that the section of the code is basic to the delineation of the role and duties of the Board of Governors: EC 70901(b)(10) states that the BOG shall “review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors”. A statutory change will require a considerable amount of time. It is also important to note that by proposing a statutory change, the system runs the risk of opening up legislative interest in other elements of Education Code that might also slow down the process.

While recognizing these issues of concern, the committee feels that in its role of furthering best practices, this challenge can be overcome. Further, the State Academic Senate and the CCCIO’s have taken formal positions in favor of local authority for approval of stand-alone courses. **Therefore, the Committee recommends immediate action to amend Education Code and Title 5 with regard to Stand-Alone Courses.** Upon the Chancellor’s approval, the committee will begin the necessary internal processes to propose changes to EC70901(b)(10) and Title 5 changes to section 55100. This process will include vetting the proposal with the System’s Legal Division and with Consultation prior to taking its recommendation to the Board of Governors and to the legislature.

IV. Supplementary Instruction:

Discussions regarding Supplementary Instruction and its costs and challenges have been going on for at least 5 years if not longer. An earlier committee at the System Office suggested various language changes to Title 5 to address some of the limitations with the code that do not recognize changes in instructional theory and technology. **Because**

supplementary instruction involves better serving the needs of our diverse student body, the committee recommends immediately amending language in various Title 5 regulations with regard to Supplementary Instruction. Upon the Chancellor's approval, the committee will begin the necessary internal processes to propose changes in Title 5 Sections: 58164 Open Entry/Open Exit Courses, 58168 Tutoring, 58170 Apportionment for Tutoring and 58172 Learning Assistance. This process will include vetting the proposal with the System's Legal Division and with Consultation prior to taking its recommendation to the Board of Governors.

The committee will next meet on April 15, 2005. My last day will be March 15, 2005. If you are able to approve these recommendations prior to my departure, I would be able to notify the committee of your decision.

CC: Steve Bruckman
Janet Fulks
Greg Gilbert
Kim Holland
Charlie Klein
Randy Lawson
Lynda Lee
Sandra Mellor
John Nixon
Jane Patton
Michelle Pilati
Vicki Warner
LeBaron Woodyard

1. SACC Priorities for 2015-2016

- PCAH Revision - completed
 - Approved at February Consultation Council, to BOG in March for first reading
- SACC Charter and Authority – in progress
 - A work group has met to review principles of what SACC should be and further discussion occurred at February 2016 meeting in the context of the 2005 memo
 - Questions exist about relationship of SACC to Consultation. Input from general counsel to be sought
- Low unit certificates – in progress
 - Work group has met several times and reviewed data and discussed findings at SACC. Sentiment is to move forward with title 5 changes to allow transcription of low-unit certificates on student transcripts
 - Curriculum Committee resolutions proposed for spring plenary
- Stand-alone courses – in progress
 - Work group has met with criteria discussed
 - Title 5 change will be proposed, with a possible direction to include moving all criteria into the PCAH and keeping prescriptive criteria out of title 5
- Credit/Community Service Class Guidelines – stalled
 - Chancellor's Office Q&A document by Barry Russell from October 2012 was re-distributed to the committee at February 2016 meeting
- Military experience/Credit for prior learning – in progress
 - Work being done by CO to collect and compile data to provide a response to inquiries from Senator Block's office
- CO course/program proposal review process – resolved
 - Course non-substantial changes issue resolved
 - Stand-alone have same approval criteria as program-applicable courses
 - More flexible criteria for local program proposal narrative created and included in 6th edition of PCAH
- Collaborative Programs: Guidelines □- stalled
 - Draft SACC statement from October 2014 was reviewed at February 2016 meeting and further input was given
- Curriculum Inventory Development and Implementation – in progress
 - There are serious concerns about the level of input from ASCCC-appointed faculty as well as the proposed timeline for implementation
- CB21 Coding for ESL □- no progress
- Progress indicators for noncredit – no progress

2. Senate Resolutions

- Senate resolutions should be a standing item on SACC agendas and drive work of SACC



Executive Committee Agenda Item

SUBJECT: Curriculum Institute Program Outline – First Draft		Month: March	Year: 2016
		Item No. IV.1	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will review the first draft of the Curriculum Institute program and provide feedback	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Curriculum Committee met on January 11 at Moorpark College and began brainstorming ideas for the 2016 Curriculum Institute program. The committee further refined its ideas at the January 27 and February 10 meetings. There was also discussion about an instructional innovation strand being included. Concerns were expressed about creating an impression that curriculum committees should be involved with how faculty teach their classes. If there is to be an instructional innovation strand, the boundaries between the role of curriculum committees and classroom faculty need to be made clear.

The first draft of the Curriculum Institute program outline is presented to the Executive Committee for review and input.

Curriculum Institute Program – First Draft

Possible General Sessions – 3 slots available

- The New PCAH – presented by Erik Shearer and Kathleen Rose (SACC Co-Chairs)
- Workforce Task Force Implementation – CTE Career Pathways, Counseling Toolkit, Launchboard, etc.
- Integration and Coordination of SSSP, Student Equity, BSI Plans
- President’s Welcome and Chancellor’s Office (Vice Chancellor of Academic Affairs Keynote)
- Keynote by new Chancellor (if hired)?
- Keynote on Instructional Innovation – John Landis, perhaps?

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

Curriculum Boot Camp

- Possible times: Wednesday, July 6, 2-5 (preferred by the Curriculum Committee) or Thursday, July 7, 9-12
- Three tracks suggested – faculty, curriculum administrators, curriculum specialists.
- Invite administrators and curriculum specialists to participate in sessions.

Strand 1: Curriculum Basics for Curriculum Newbies/Beginners

- Running curriculum committee meetings and keeping the curriculum committee engaged
- Curriculum 101 – COR basics, credit hour basics, prerequisite basics, etc.
- Life as a Curriculum Specialist – roles, responsibilities, challenges,
- Submitting Curriculum to the Chancellor's Office
- Curriculum and Administrators – roles, responsibilities, challenges
- Resources for Curriculum and Where to Find Them – The ASCCC and Your Curriculum Committee
- CTE Curriculum Basics (part of Boot Camp too?)

Strand 2: Distance Ed and Ed Tech – 3 topics

- Effective Models for Regular and Effective/Substantive contact (Schedule at different time from DE Basics)
- DE Basics – separate approval, regular and effective contact, accreditation
- Resources From the Online Education Initiative – Using Available OEI Resources Locally (including instructional design rubrics)

Strand 3: Statewide Issues/Chancellor's Office

- New PCAH – General Session Follow-up
(Collect questions on index cards, create PCAH FAQ for curriculum web site)
- High Unit ADTs – Meeting the 60-Unit Requirement
- State Initiatives Updates – OEI, EPI, IEPI presentations
- Common Assessment Initiative Update
- Chancellor's Office staff breakouts – Table-top discussions with CCCC Curriculum and Instruction staff by area of responsibility (In the ballroom, need WIFI for this!)
- Workforce Task Force Curriculum Recommendations – Implementation Next Steps (remove if this is done as a general session)
- Chancellor's Office and Course Review – What Does the Chancellor's Office Check?
- Chancellor's Office Degrees and Certificates review – What Does the Chancellor's Office Check? (Ask Jackie if she thinks if course and degree/certificate review can be the same session and in context of the 6th edition of PCAH)
- Baccalaureate Degrees Pilot Update

Strand 4: Leadership (encourage senate presidents to attend CI!)

- Curriculum Basics Senate Presidents, CIOs and Deans

- Explaining/Communicating Faculty Purview to Board Members and Policy Makers (Would need the right presenters)
- Succession Planning - Grooming Future Curriculum Leaders
- Impact of Curricular Decisions (e.g. on students, FTES/Budget/enrollment management)

Strand 5: Noncredit and Not-for-credit/Community Services

- Basics of Noncredit and Not-For-Credit
- Starting a Noncredit Program From Scratch
- Effective Practices for Creating/Using Noncredit Certificates
- Noncredit Hot Topics – AB 86/Adult Ed, Noncredit and MQs, Noncredit as requisites for credit courses

Strand 6: General Education and Graduation Requirements

- General Education Basics: Local vs. IGETC vs. CSU GE and requirements for approval; double counting of units
- Math Graduation Requirements and Alternative Math Pathways - current effective practices/models, intersegmental considerations, transfer/articulation considerations, new C-ID descriptors for statistics (this could also go under Strand 7)
- Philosophy and Future of General Education – baccalaureate degrees, CTE, courses vs. competencies/outcomes in local GE, system GE pattern (discussion/conversation style?)

Strand 7: Intersegmental Issues

- CSU Transfer Pathways – ADTs/TMCs, model curriculum basics, New Area of Emphasis ADTs
- UC Transfer Pathways Update
- UC and C-ID
- WICHE general education pathways

Strand 8: Effective and Efficient Curriculum Practices

- Public Information (catalogs, schedules, course outlines)
- Elements of a Good Curriculum Handbook
- Placing Courses in Disciplines (including multiple disciplines, cross-listing)
- Stand-Alone Courses (Including experimental courses, special topics courses)
- Taking Emotion Out of Curriculum – Solving Problems and Resolving Conflicts
- Working with Regional Consortia (make part of CTE program development?)
- Effective and Efficient Local Curriculum Processes
- Student Learning Outcomes and Course Objectives
- Writing New Courses – Effective Practices and Different Philosophies (also include in Boot Camp?)
- Repeatability Three Years Later – Myths and Effective Practices
- Effectively Using C-ID – CTE descriptors, effective practices for using descriptors

Strand 9: Instructional Innovation

- From the COR to the classroom – effective instructional design, academic freedom issues

- Open Educational Resources and AB 798 Grants

Strand 10: Student Success, Equity, Pathways

- Dual Enrollment
- Acceleration/Immersion in Basic Skills
- Serving Students with Disabilities
- Credit for Prior Learning and Work Experience – Military Credit, Credit by Examination
- Prerequisite Content Review and Assessing Disproportionate Impact
- Curriculum Conversations with Your K-12 Districts and Local Universities – aligning curricular expectations between segments, common core and student expectations for the college classroom

Strand 11: Career and Technical Education

- CTE Hot Topics – CTE career pathways, Cooperative work experience, Low-unit certificates
- Ins and Outs of Developing a New CTE Program
- Using Launchboard and Salary Surfer – program development, program review, accreditation
- Working with Regional Consortia and Deputy Sector Navigators (Invite DSNs to participate).
- Regional Collaboratives (Budget trailer bill language)

Birds of a Feather Sessions -after main program concludes in the afternoon. Allows people to get together with colleagues with the same campus roles to discuss what they learned, compare notes, etc.

Theme Ideas:

- Last three themes: Everything under the Sun; Curriculum After Dark; Healthy Curriculum: Getting it into Shape and Keeping it that Way
- Ideas for 2016 CI:
 - Corralling your Curriculum
 - Breaking down walls between CTE and non-CTE
 - Statics vs. Fluids
 - States of Curriculum (solids/liquids/gases idea)
 - Vacation theme/Wanna Get Away? (Southwest Airlines)/Theme Park Theme
- Navigating Curriculum Pathways/Pathways to Curriculum



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: March	Year: 2016
		Item No. V. B.	
DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.		Attachment: YES	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 10 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: David Morse/Julie Bruno	Consent/Routine		
	First Reading		
STAFF REVIEW ¹ : Julie Adams	Action		
	Information/Discussion		X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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

CALIFORNIA COMMUNITY COLLEGES

CHANCELLORS OFFICE

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AGENDA

**Consultation Council
Thursday, February 18, 2016
Chancellor's Office, Room: 6ABC
9:30 a.m. to 2:00 p.m.
1102 Q St, 6th Floor
Sacramento, CA 95811**

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

- 1. Student Senate Update**
- 2. State and Federal Legislative Update**
- 3. Amicus Brief Request**
- 4. Accreditation Task Force Update**
- 5. Bachelor's Degree Pilot Program Handbook**
- 6. Program and Course Handbook**
- 7. Other**

Future 2016 Meeting Dates:

March 17, 2016
April 21, 2016
May 19, 2016
June 16, 2016
July 21, 2016
August – No Meeting
September 15, 2016
October 20, 2016
November 17, 2016 (Woodland)



Executive Committee Agenda Item

SUBJECT: Needs Assessment Survey Results		Month: March	Year: 2016
		Item No: V. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss the results of the Relations with Local Senates Needs Assessment Survey and provide next steps.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cynthia Rico	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	XXX

Please note: Staff will complete the grey areas.

BACKGROUND:

During the Fall 2015, a needs assessment survey was administered at the Fall 2015 plenary session, and by e-mail. Attached is an aggregated review of those results for discussion.

The survey had one immediate "action" question that the committee has acted upon, which is to follow up with those senate presidents that indicated they are in need of immediate assistance. Colleges have been contacted by e-mail requesting more information regarding the kinds of assistance, and at the February 26th meeting of the Relations with Local Senates meeting a draft calendar of local senate visits will be compiled.

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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Relations with Local Senates Committee (RLSC) Needs Assessment Survey

RESULTS

Fall 2015

Welcome to the Fall 2015 Plenary Session! The Relations with Local Senates Committee (RLSC) asks that you take a few moments in the next couple of days to complete this survey in order to better serve the local academic senates. This survey should take at most 10 minutes to complete. In part of its commitment to supporting local senates, the Academic Senate for California Community Colleges (ASCCC) provides opportunities and services to local academic senates from the ASCCC Executive Committee and/or the RLSC to:

- Listen to discussions at local senate meetings, with the local executive committee, at local senate committees, and with other senate groups;
- Share Senate resources to support the local senate;
- Gather questions and concerns to forward to the ASCCC President for consideration and response.

1. Have you ever sought assistance from the ASCCC?

YES – If yes, how did you seek assistance and what type did you seek?

NO – If no, please check off the reason (s) why you have not:

I am not aware of the services offered by the ASCCC

I do not know how to go about requesting assistance

I have not needed to request assistance at this time

2. Have you used the ASCCC website as a resource (aside from registering for ASCCC events)?

YES

NO

I am unable to navigate the website easily

What additional resources would you like to see on the website that would be of assistance to you or your local senate?

3. What suggestions or suggested services do you have to strengthen the outreach from the ASCCC to your local senate?

4. At this current time, is there any assistance the Relations with Local Senates Committee can offer you or your local senate?

YES

NO

If yes, please describe and who should be contacted?

5. Is there a need for specific technical information regarding fiscal and legal challenges faced by local academic senates today?

YES

NO

Don't know

The following information will not be published it will be used for evaluation purposes at the aggregate level.

Your Name: _____

College: _____

Discipline: _____

Local Senate College Position (Title): _____
 E-mail: _____

RESULTS

Responses from Fall 2015 Plenary Session

73 people completed the survey.

1. Have you ever sought assistance from the ASCCC?

YES	NO	If no:	I am not aware of the services offered by the ASCCC	I do not know how to go about requesting assistance	I have not needed to request assistance at this time
40	33				
			3	4	23

If yes, how did you seek assistance and what type did you seek?
Technical assistance twice
Email to David and Julie
I emailed my area representative for help with particulars of using the disciplines list. His answer was very helpful.
Asked through connections at 1st area C meeting this fall. The Q was regarding interdisciplinary-Humanities and environmental science-minimum qual/equiv issues and clarification--email assistance
Our college has--I'm not sure
Discussion -District Senates and districtwide equivalencies
My predecessor invited David Morse and a College President last December. It was useful, but we need more specific input around shared governance and 10+1
We ask if Kale Braden could run a Senate retreat for our three college district to focus on local senate procedures and update/revitalize ...local Senates Handbook. Wanting to do this winter/spring PLEASE! <i>Also checked "I do not know how to go about requesting assistance"</i>
Just a couple of questions for clarification
Writing noncredit resolution
Face to face @ plenary about min. quals, equivalencies, through web to request technical visit -never heard back, email/phone call to exec member-curriculum, min quals, equi, which led to excellent assistance being provided.
Technical assistance with Board of Trustees? District admin versus 2 colleges for accreditation--old days Ian visited
Clarification on a variety of issues. ASCCC members have been extremely accommodating in regards to answer questions.
Contacted Area A Rep years ago and received a visit for assistance with Senate/Faculty -Administration relations
Presentation on Academic Senate at our Flex activities
Contacted to clarify questions or curriculum, Roberts Rules, DE
If no:
However attending session that explained ASCCC Resources

2. Have you used the ASCCC website as a resource (aside from registering for ASCCC events)?

YES	NO	Did not respond
58	9	6

What additional resources would you like to see on the website that would be of assistance to

you or your local senate?
I'll try to ..as Senate President
Never been to this site
Model Constitutions
None
Contact information. Written resources organized so they are easy to find.
Maybe a directory which tells faculty where various information is located.
Very glad new handbook provided. I LOVE the position papers-the problem is to keep them up to date in our rapidly changing ...environment. Add on online diversity training module faculty can do that fulfills ...requirements
I find the web site to be user friendly, with lots of info.
Links to the IEP data sites on the Chancellor's website. Dates when such thins as equity, 3SP, IEP reports are due. Sign up for alerts when these dates change.
More information on choices of conferences and type of financial assistance we could received to attend related conferences , events, etc.
None that I can think of
Announcements of professional development opportunities that are not only ASCCC but from anywhere helpful
More links to current issues and discussion areas
Discussion Board
Photos of staff, executive members and bios...maybe you have that? :)
Updates on changes in Ed. Code and on CCC Budget--Updates on Lobbying
Examples of Resolutions and MOU's to follow
How about a "Brown Act for Dummies". FAQ about title V.
I'm just getting my feet wet, first semester; probably, an orientation to all the possible ways I could make use of ASCCC resources.
Less steps to take to find items especially documents
Load PDC on Canvas
Roberts Rules-Parliamentary, recommend books websites, (I know if covered at Leadership Academy. Need specifics to reference
Sample of local senate retreat agendas and materials
List of BPS and APS that have 10+1implications and help us argue for faculty involvement in those revisions
Access the website on a weekly basis, use past papers, links to title 5, handbook, all of it
No place to find the "unofficial listserv" to find past strands
To find resolutions, rostrum articles, constitution models, Exec Committee Job Descriptions
Hotlinks on resolutions, papers, tech that pull up referenced past/related resolutions, paper, etc.
Easier to find relevant papers, docs, resolutions, i.e. better indexing
Easier search in resolutions-searching by title or # isn't always fruitful, but a key work search might be more useful
ASCCC Papers
None at this point
CTE Resources
List of experienced senate presidents to whom one can go for advice
Right now, I's so new, I find a lot there and haven't run into any glaring hole
So far so good, just hard to find some issues
Curated Materials , Archive of issues resolved through email listings
none
Well, it would be handy to have Title V tool there and maybe a listing of pending legislation that could impact us
Professional development resources - not just links to online webinars, etc. but suggestions for speakers/programs that are known to be excellent. We have resources to bring PD opportunities to campus (many prefer face to face and don't want a cold webinar) but don't know who to bring or which programs are best
Not sure what or if
Feedback or chatroom notes on issues concerning ASCCC resources, documents, C-ID concerns and resolutions, curriculum issues, student services issues, professional development opportunities and presentations, etc.
I'm not sure where to find information about this committee on the website

None
Better descriptions for links, to better define what the link is to and what you'll find there. It is so hard to get to specific documentation when there are so many documents to go through. You click a link thinking it will take you where you need to go, only to find that you're down a rabbit hole. This can lead to some great places, but doesn't get you to where you wanted.
Equity driven resources Great faculty initiatives and programs and also best practices
I think the very basic information about the academic senate (like the 10+1) should be easier to find rather than having to dig around to find it.
It all seems very complete.

3. What suggestions or suggested services do you have to strengthen the outreach from the ASCCC to your local senate?

Assistance with revising our local senate procedures to revitalize our local senates and increase knowledge of each others local senate procedures (We are 3 college district)
Develop seminars or trainings that you can take to college campuses. Many campuses, if not all, have lots of money from student equity and student success, so they could defray any expenses easily
I feel there is a great deal of effort made by the ASCCC to reach out to local senates
I like receiving the rostrum and getting updates from the listserv
I like the idea of your moving around the state and reaching out to us more rural campuses
I think Senate is on the road to establishing better presence with the conferences that it supports and the leaders who attend
I Think that current outreach/communications are extremely effective. I appreciate the updates, newsflashes and presidents newsletters
I think you do a great. Sample documents, such as 10 + 1 agreements
I think you're doing well, no complaints at all.
I'm not sure that quicker response times would be feasible. Often an issue arises that needs an instant answer so unless I have someone from state sitting beside me, I don't think that there is any thing else.
Invite San Diego Continuing Education AS President and Vice President to identify instruction faculty and counselors who can serve on noncredit-related committees
Just remember that the smaller the school, the less FTEs and the less money we have, especially since we're so remote, to get to all the great events all over this huge, beautiful state. We have to choose the events we send ONE PERSON to very carefully in order to utilize our shrunken funds to the best advantage. This year was the first in a long time that we were able to scrape up funds to send someone to Fall Plenary. We send one to Spring Plenary, one to the Leadership Institute, and must send two or three to the Curriculum Institute. That is all we can afford.
Local/Regional Training Retreats for new Senators
Make it clearer at the ASCCC website
Maybe this already exists, but I think an orientation or overview page/s that takes a person through the different resources available. Of if this has been done at an institute, make a video available of an orientation/overview of the ways to use ASCCC resources.
Mentoring programs for newly elected Senate Presidents. Once appointed assigned direct contact and welcome package
Mini-visits on hot topics form senators!
More Current and broader based analysis of issues facing community colleges.
More meetings/events scheduled at least occassionally in the Central Region. Its very difficult to get to Sacramento or San Diego from my area, marginally less so to the bay area
More personal outreach so it is a less formal process to ask for services
More push on Area meetings Suggest more people from form college...add training element to encourage this?
More visits to local senates
Never been to this site

None
None
none
None
None at this time
None come to mind
None right now
None that I can think of..oh wait! Do something in North LA/Ventura/Santa Barbara area PLEASE, Pierce or LA valley, Moorpark, any of these it would be so help for once not to have to drive 3hrs or fly, or college of the canyons
None-I have always had great communication with ASCCC and outreach
None. My Senate is still learning to use the resources already there
none...could use more assistance on this from ASCCC
One meeting/call with Senate President to discuss what's available concerns and how to access resources
Our local senate has passed a resolution asking the ASCCC to investigate ways and means to recognize both PT and FT teachers each year through the Hayward Award. While the award is funding in a means that is beyond the direct control of the Senate, we feel that there must be mechanisms for lobbying for additional support or finding a way at directing the necessary resources to the Hayward Award. The intent of adding PT faculty is good, but it has created logistical problems and effectively lowered many faculty's chances of being recognized.
Our Local Senate is Provided with timely and valuable information
Perhaps a question-and-answer place where some typical questions and issues can be stated and answered.
Perhaps PDC modules about Senate basics/governance bases
Publicize ways to quickly get questions answered. I emailed Exec Members and gotten critical quick help. It wasn't always what I'd hope to hear , but that's fine.
Regional Mentorship Program for new senate presidents
Search needs to be better, not sure what that entails. When we put in word or phrase, making sure it brings up all possibilities?
Send us a lot of the 10+1 cards for distribution
The recent handbook is very helpful. I wish I had known about and/or had been encouraged to attend the Faculty Leadership Institute back in May right after I had been elected. Being a new president, it would have helped me this semester!
Use an outreach method that gives information to others besides just the president.
Visit
We have great information from our Academic Senate President
We should have regular visits to local Senates from the state level to both disseminate and college faculty inputs on issues
Webinars

4. At this current time, is there any assistance the Relations with Local Senates Committee can offer you or your local senate?

YES	NO	?	No response	Text*
15	44	1	10	3

* Text
Possibly. The E-board would have to discuss it
Same as comment #5
Well, I'm not sure what would be helpful or if we're the people to do it. Our Senate communicates well with the administration but has had its ups and downs with the local faculty association/union. I am only in my second year

as president at Shasta College, but would be willing to do what I can to help anyone. I usually turn to our past president, who knows much more than I do about the processes of senate governance. The biggest help I have is in being at my school 26 years, and knowing the people there. But this is an internal resource and not of much help to others outside our schools.
If yes, please describe and who should be contacted?
Not sure what we should be asking for
Yes
Strategies regarding communicating and engaging faculty. Overall orientation to typical challenges that Academic Senate Presidents face.
Diversity training. Karen Kane is President. Long Beach
To clarify Senate authority, and how to implement on campus by clarifying the roles of different committees in the Governance process
Leadership Institute in Miniature
Mentor on going. Question of Senate role in Determining equivalency in hiring practices
More timely information on important issues before hand, if possible
My college would benefit form a local vist and/or technical assistance to education faculty 9Espcically union leadership and Senate Reps) and administration about 10+1 issues with examples of how to handle different issues. I have already talked to Julie Bruno and David Morse but we are having a Faculty Leadership Insitute all day on Feb. 2, 2016--as a way to improve understanding of faculty responsibility in 10+1 and getting more faculty involved in governance and would like ASCCC involved.
Do you have any resources on compressed Calendars?
Need input regarding how to resolve disagreements regarding 10+1
Run a SMCCD Students mini-retreat; a 1 day retreat, best practices. Follow up with a similar, maybe 1/2 day, on curriculum committee
Just don't forget the very remote, small but industrious colleges!
Me! Board training, equivalency, CTE, SSSP -maybe everything!
Don't know, hmmm still reeling form Oct. Site Team visit

5. Is there a need for specific technical information regarding fiscal and legal challenges faced by local academic senates today?

YES	NO	Don't Know	No response
15	27	19	12

51%, Fon 75/25/ Unit Creep
A session and a follow-up for new senate presidents on fiscal and legal matters including challenges annually A fiscal and legal mini workshop for local senate (part of orientation)
At least not yet
But we are trying to improve our budget processes related to allocations vs. forced costs and transparency of budget priorities
Challenges of how an individual college within a multi-college district deals with budget allocation, FTEs allocation, etc.
Ex: Use of budget earmarked as for new faculty when a college is already over FON
Faculty are concerned about noncredit and how its being implemented. Discussion about bet practices and pitfalls would be appreciated
Faculty need to understand and have clearer expectations over the role of Senate in budget development
Faculty screening (hiring) process
Financial independency
Getting funding for Academic Senate
I imagine yes, but do not know how to articulate this.
Information is usually a good thinking. I'm just unclear what specific technical information would be needed

<p>It would be good to know if these services are available. Who would we contact?</p>
<p>Just today, I spent hours trying to find out the in's and out's of next year's budget, which includes secondary apportionment to hire full time in place of adjuncts. I had to do some of the math myself, but then I was stumped as to the regulations themselves. And no one at the College could answer right away (they thought I should know the answers). It turns out that we'll be getting the \$60+ every year for awhile (no one can predict when the legislators might change the law - but there should be a law watch page for that) - but it won't cover step increases or increases in benefits. There are, for some districts, significant fiscal consequences. FON calculation in general remains a mystery. And if ASCCC endorses a bill that will give us \$80M next year for further FT hiring - what's the progress of the bill? What does it mean for statewide hiring? All of this would help us plan.</p>
<p>Maybe-I hear a lot about the senates dealing with potential legal challenges/issues, so some system-wide technical issue could be helpful (although I don't know of the exact focus)</p>
<p>More information the better</p>
<p>Our school is a part of the OEI pilot, and I am a pilot faculty member. I am thrilled to be using Canvas, but not everyone shares my enthusiasm. The math people are having a devil of a time getting their formulas into Canvas, and they need support. Legally, I think we need to continue to advocate for improved accreditation processes that move us out of a culture of fear. We also need to be alert for the day when the Department of Ed decides to fund competency-based units. I think we will live to see that, and it will disrupt our model.</p>
<p>Some info(and maybe a white paper or what constitutes fiscal responsibility in today's climate)</p>
<p>yes, it would be helpful that we receive this information on an on going basis that provides guidelines and FAQs regarding issues concerning fiscal responsibility and legal challenges.</p>

Executive Committee Agenda Item

SUBJECT: CTE Data Unlocked		Month: March	Year: 2016
		Item No: V. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be informed of the role of faculty in the CTE Data Unlocked initiative.	Urgent: NO	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

At the January Executive Committee meeting, members approved ASCCC partnering with other constituent groups to promote the Launchboard build out. On January 26, 2016, Adams and Bruno attended the kickoff meeting to learn more about the initiative and subsequently updated the Executive Committee in February. Since then more information is available about the initiative – now called CTE Data Unlocked and focused on more than just Launchboard. Renah Wolzinger— from WestEd – will provide the Executive Committee with information about the initiative, particularly about the role of faculty. The Executive Committee will consider how best to share with the field information about this initiative.

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



Executive Committee Agenda Item

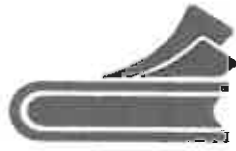
SUBJECT: ASCCC and Statewide Professional Development		Month: March	Year: 2016
		Item No. V. E.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will provide guidance on how to ensure that the Chancellor’s Office partners with ASCCC on professional development activities designed for faculty.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: During the last year, the Chancellor’s Office has been offering more in person professional development events through the Institutional Effectiveness Partnership Initiative (IEPI). While some of these events have included discussions about items that are clearly under faculty purview, the ASCCC has not been asked to collaborate on the development of agendas, presentation, or to select the faculty chosen to present. As more of these events are offered, there have been questions from some faculty about the role of ASCCC in the professional development work being offered by the Chancellor’s Office through IEPI. The ASCCC has faculty representation on the Professional Development workgroup of IEPI, but the input of those representatives has not been enough to properly position ASCCC at these regional training. The following questions need to be discussed:

1. Should the ASCCC be a partner with the Chancellor’s Office for the professional development activities being offered through IEPI?
2. If yes, how do we work with the Chancellor’s Office to properly position ASCCC in the development and presentation of these professional development offerings?

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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Accreditation and Assessment Committee

Monday, January 11, 2016

3:30 – 4:30 PM

CCC Confer

1-913-312-3202 or 1-888-886-3951

Password: 454305

Minutes

1.	Item	Time	Notes
2.	Call to order	1 minute	Present: Randy Beach, Kelly Cooper, Craig Rutan, Maria Biddenback
3.	Approval of Minutes	1 minute	12/7/15 Minutes approved electronically. Livebinder;
4.	Chair Update	15 minutes	<p>ASCCC Exec meeting: <u>The Exec committee approved program with changes at January meeting. Need to reconfigure the general sessions to include a session with the accreditation task force and reconfigure a breakout to include dual enrollment. Also, ACCJC will be invited to assist on several breakouts.</u></p> <p>Accreditation Task Force: <u>Met with ACCJC. No discernible changes in either organization's positions.</u></p> <p>WFTF Recommendations: <u>Several recommendations were directed towards the accreditation and assessment committee as an advisory body and to provide direct input. More to come on this later. Committee members interested in becoming a LaunchBoard Fellow should let</u></p>

Committee Members: Craig Rutan (Santiago Canyon College); Maria Biddenback (Napa Valley College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

			<u>Randy know.</u>
5.	SLO Disaggregation Project Update	5 minutes	Kelly, Jarek, and Randy No new update
6.	2016 AI Program	20 minutes	<u>General session two needs to be cancelled to accommodate a session with the accreditation task force. IEPI session will go there. Breakout titled "Education Centers and Off-Site Locations: Addressing the Standards in Every Location" will be reconfigured to include dual enrollment. Craig recommended that any breakout with ACCJC have an exec member on it. Stephanie volunteered to be on the IEPI breakout. San Joaquin Delta College president may be someone we want to approach.</u>
7.	Dual Enrollment	10 minutes	<u>AB 288 (Holden) signed in November allows for colleges and high schools to create dual enrollment programs called Career Access Pathway Partnerships (CCAP). This will have accreditation implications on standards related to instruction, faculty qualifications, equitable student services, etc. Committee should be aware of this. The committee along with Educational Policy committee will try to do a rostrum article for April.</u>
8.	Next Meeting	5 minutes	<u>Tuesday, February 9 4-5 PM</u>

Guests: Julie Adams, Executive Director ASCCC

Notes:

The Accreditation and Assessment Committee initiates and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and assessment issues. The committee supports faculty in the creation of self-evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or members of the committee provide assistance to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process.

Past Accreditation and Assessment Committee meeting agenda and approved minutes can be found at the committee's website: <http://asccc.org/directory/accreditation-and-assessment-committee>

Committee Members: Craig Rutan (Santiago Canyon College); Maria Biddenback (Napa Valley College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

MEET & CONFER PARTICIPANT INVITATION

Meeting Details Status: Active Title: ASCCC Accreditation and Assessment Committee Meeting

College/Group/Org: Southwestern College

Closed Caption: No

Date	Start time	End time	Duration	Closed Caption
1/11/2016	3:30 PM	4:30 PM	60	No

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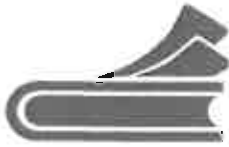
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Academic Senate for California Community Colleges

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Accreditation and Assessment Committee

Tuesday, February 9, 2016

4:00 – 5:00 PM

CCC Confer

1-913-312-3202 or 1-888-886-3951

Passcode: 410044

Minutes

Attendees: Randy Beach (chair), Craig Rutan, Alice Taylor, Stephanie Curry, Maria Biddenback

1.	Item	Time	Notes
2.	Call to order	1 minute	
3.	Approval of Minutes 1/11/2016	1 minute	Approved
4.	Chair Update	3 minutes	Randy reported a request from the Exec committee to review the Accreditation and Assessment committee charge regarding student learning outcomes assessment for possible relocation to the charge of the Curriculum Committee. At our next meeting the committee will review the charge for potential action. Also, Randy reported that AB 404 (Chui) passed and was signed by the governor. This bill calls for a survey on accreditation status among colleges. Craig pointed out that some of the intent of the bill is captured in the IEPI.
5.	Accreditation Institute	10 minutes	Randy will make reservations for dinner at 6 PM on 2/18 for the committee.
6.	Accreditation Task Force Recommendations	15 minutes	The task force will present its recommendations to the Chancellor's Consultation Council on February 18, the day before the institute.
7.	SLO Disaggregation Project Update	5 minutes	No new information
8.	Spring Plenary and Resolutions	15 minutes	We identified three areas for potential resolutions: 1) program review and outcomes assessment as advocacy for resources; 2) SLOs as a function of curriculum 3) ACCJC policy on baccalaureates. Randy will work on a draft of the program review resolution with Kelly after reviewing the ASCCC paper on program review. Committee will review these in time for the February 18 deadline.
9.	Paragraph for Annual Report	5 minutes	Randy will draft and bring to Feb 18 meeting.

Committee Members: Craig Rutan (Santiago Canyon College); Maria Biddenback (Napa Valley College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

10.	Next Meeting	5 minutes	
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Guests: Julie Adams, Executive Director ASCCC

Notes:

The Accreditation and Assessment Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding accreditation and assessment issues. The committee supports faculty in the creation of self-evaluation reports by gathering and disseminating effective practices for accreditation, institutional evaluation, and accountability. The committee distributes information regarding faculty roles in accreditation via listservs, publications, and institutes, and collaborates with outside groups to provide information to faculty throughout the state. The committee provides input to the President regarding interaction with accrediting commissions and other appropriate organizations. The committee advises the President about concerns regarding regional and federal accreditation policy and processes. Under the direction of the president, the chair and/or members of the committee provide assistance to local academic senates and the faculty in general who request assistance with accreditation and/or assessment issues. The committee gathers effective practices for assessment and supports faculty in evaluating and improving the assessment process.

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Committee Members: Craig Rutan (Santiago Canyon College); Maria Biddenback (Napa Valley College); Stephanie Curry (Reedley College); Jarek Janio (Santa Anna College); Alice Taylor (West Los Angeles College); Kelly Cooper (West Valley College)

CCC CONFER PARTICIPANT INVITATION

Meeting Details

Title: ASCCC Accreditation and Assessment Committee Meeting

Meeting Type: Meet & Confer

Meeting Link: <http://www.cccconfer.org/GoToMeeting?SeriesID=73e31bec-db50-476a-b297-d901c796a097>

Start Time 02/09/2016 04:00 PM

End Time 02/09/2016 05:00 PM

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Academic Senate for California Community Colleges

MAR 16 VI. A. ii.

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Educational Policies Committee

Meeting Notes

Friday, 4 December 2015

1:00 PM - 2:00 PM

CCC Confer - 888-450-4821

Participant Passcode: 458062

AGENDA

-
- I. Call to Order – 1:00pm
 - a. Members present: Julie Bruno, Dolores Davison, Jason Edington, Corinna Evett, Olivia Light, Wheeler North, Cynthia Reiss

 - II. Approval of the Agenda -- approved

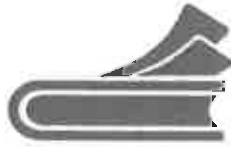
 - III. Action/Discussion items
 - a. Current Business:
 - i. Plenary Debrief:
 1. Dual Enrollment Breakout
 - a. Update on RP Toolkit
 - i. Working on a toolkit for dual enrollment – current date for release is late January
 - b. Document started by Wheeler
 - i. Exec Board will communicate with these people to assist with this.
 - ii. We need to create a new document on this topic, but if the RP is going to create something, we should postpone our document until they complete their efforts so that we don't duplicate efforts.
 - iii. Can it be a Rostrum article to provide updates on what's happened thus far before a formal paper is compiled?
 - iv. Specific language says a document—and doesn't specify. Past assumption is that it will be a paper. However, because of the fluidity of past situations, seems like a paper may not be the most appropriate choice for informing the field.
 - v. Committee decided to create a large document (5-7 pages) working from the FAQs and bring that to exec in January.
 2. Board Policies Breakout
 - a. Notes from Tonya (thank you!)
 - b. Rostrum Article? Other information going forward?
 - i. Got good questions, etc. and how we should be engaged, etc.
 - ii. Good dialog about how different colleges do things differently.
 1. Should discuss incorporating this into a Rostrum article or other document to get information about board policies to the field.

- ii. IDI Breakouts (21-23 January in Riverside)
 - 1. Academic Integrity
 - a. The group will communicate in the first week of January
 - 2. Civic Engagement (with Leg/CE task force)
 - a. Cynthia will be on this, and Dolores is also involved
- iii. Policy regarding items approved by Exec but not sent to the body
 - 1. Idea of coming up with a policy or statement about items that came through exec but weren't officially approved by the body.
 - 2. Endorsed by the executive committee or the committee that originated the white paper.
 - 3. What does official mean? What is an official position? How do we clarify that? Sometimes the Exec Committee needs to make a decision—When can the Exec Committee make a decision and follow it with a resolution? There needs to be some flexibility, but there isn't any definition when there really needs to be something that explains how things work in between plenary sessions.
 - 4. Dolores and Julie will continue to discuss this and bring something more concrete to this committee to further discuss in the future.
- iv. Update on resolutions
 - 1. 7.01 and 15.01 (S15) -- Academic Integrity (IDI and Rostrum?)
 - a. Might start to look at the direction in which we will move the response to these resolutions after the IDI and possible Rostrum article.
 - 2. 17.01 (F12): Grant Driven Projects: survey information at <https://www.surveymonkey.com/results/SM-5ZZMBPNC/>
 - a. Dolores will put in that we do a break out on this at plenary, and the break out will complete the resolution.
 - 3. 13.02 (F11): Supplemental Instruction Survey – in progress
 - a. Crystal Hinkle is doing a survey on this. Julie Adams sent it out to the Senate Presidents as well. We can use the results of the survey to work on this resolution.
- b. New Business:
 - i. We should have the resolutions assigned to the committees in January. There may be a few that are assigned to this committee. Once we get them, we can see what we can do before the end of spring.
- c. Spring 2016 Plenary
 - i. Ideas for Breakout Sessions (due 19 January)
 - 1. Grants Driven Projects: Survey results and information?
 - a. Committee agreed that this was a good idea.
 - 2. Others?
 - a. Have a break out on Academic Integrity that reports out what was discussed at IDI and use that as a spring board to continue the discussion. We need to make sure that we don't repeat what was done in previous break outs on Academic Integrity at earlier plenary sessions so as to avoid redundancies.
 - b. Might we want to include something about dual enrollment? We will put it in as a placeholder just in case.
 - c. We can include something from any resolution assigned to us in January.
 - ii. Ideas for Resolutions
 - 1. See what happens with IDI—perhaps we will be inspired to write a resolution.
 - 2. Also see what happens with the legislation in January—perhaps that will also inspire an ed policy resolution.

d. Upcoming Events:

- i. Accreditation Institute, 19-20 February, Mission Valley Marriott, San Diego
- ii. Academic Academy, 17-19 March, Sheraton Sacramento
- iii. Area Meetings, Friday, 1 April (Areas A and B) and Saturday, 2 April (Areas C and D), locations vary
- iv. Online Education Regional Meetings – Friday, 8 April, College of San Mateo and Saturday, 9 April TBD (South)
- v. ASCCC Spring Plenary Session, 21-23 April, Sacramento Convention Center

IV. Adjournment at 2:01



Academic Senate for California Community Colleges

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EDUCATIONAL POLICIES COMMITTEE

Thursday, 11 February 2016

2:00 PM – 3:30 PM

CCC Confer: 1-888-450-4821

Participant Passcode: 375850

Meeting Minutes

- I. Call to Order at 2:05 p.m.
- II. Approval of the Agenda: Unanimously approved.
- III. Discussion items/Old Business, with action as needed
 - a. Report out from IDI session
 - i. Academic Integrity: Went really well and was very positive. Great questions and great conversations. Was a comprehensive, intellectual, and emotional conversation. Breakout attendees spoke well after the institute about how much they enjoyed the topic of the conversation as well as the format of it.
 - ii. The survey for thoughts about the IDI hasn't gone out yet
 - iii. Saw a drop off attendance-wise. The Executive Board discussed how the length of the institute and how it was a little long. Saturday morning attendance was really low.
 - b. Update on Dual Enrollment Tool Kit
 - i. The tool kit has not been released. Dolores has been assigned to the work group who will work with the RP Group to create the tool kit.
 - ii. There are a couple of stakeholder groups that have been nudging a few issues.
 - iii. Technical Assistant Provider (TAP)
 - iv. The group discussing dual enrollment upon which Wheeler serves identified a number of issues that need to be resolved, and the end of the conversation concluded with the chancellor's office saying that they'll identify topics and provide a tool kit after the passing of AB 288. It is unclear what topics will be addressed or how they will be addressed.
 - v. There is much uncertainty about this Tool Kit.
 - vi. A conversation about implementing credit by exam has ensued in some work groups. There are a number of possible issues associated with it, but people were unsure where to have those conversations about the costs of implementing credit by exam.
 1. There have been discussions about credit by exam in SAC, but it didn't really touch on costs associated with the practice.
- IV. New Business
 - a. Plenary breakout sessions:
 - i. Cynthia will be there Thursday and Friday. Wheeler, Julie, and Dolores will be there. Tanya hopes to be there. Jason will be there.
 - ii. Fewer breakout sessions because of elections and larger meetings with other

- groups.
- iii. There is a big interest in dual enrollment, so this committee has two breakout sessions scheduled.
- iv. Dual Enrollment and Basic Skills
 - 1. Cheryl Aschenbach will be involved with this group as well.
- v. Dual Enrollment and Equity
 - 1. More information will be forthcoming – will likely be led by Cleavon Smith with assistance from Ed Pols
- b. SWTF Recommendations
 - i. The senate was asked to look at these recommendations and designate committees or groups to work with the Chancellor's Office to work on the recommendations. This committee was named on at least eight of these recommendations.
 - ii. There were 25 specific recommendations, which were assigned by the Chancellor's Office to determine those from the office who would be associated with the recommendations. Then, they tried to identify different ASCCC groups to assist those in the Chancellor's Office with working on the recommendations.
 - iii. In its current form, with its varied levels, it seems a bit early to discuss the recommendations for it's a bit convoluted.
 - iv. Dolores will send this to us if we'd like to review the recommendations that will possibly be assigned to the committee
- c. Rostrum article on Grants Survey
 - i. Many colleges were going for grants without consideration of all of the ramifications of the grant or the work that the faculty will be required to do as a part of the grant.
 - ii. Dolores will begin the article and then send it to the committee to review and provide input
 - iii. There may be a future plenary breakout on this topic, but we will not hold one this plenary.
- d. Possible new policy around trailer bills
 - i. Had approximately nine trailer bills that relate to community colleges come through this past weekend.
 - ii. One of the nine deals with having community colleges create degrees that only use open educational resources and enable students to never purchase a textbook.
 - iii. It is unclear where some of the bills should be discussed, such as those dealing with funding—in the past, Ed. Pol. contemplated the funding bills.
 - iv. For each of the bills, the senate needs to answer the following: Do we have positions? Do we need positions?
 - v. One of the areas this committee may weigh in on is open ed resources by using some of the info that came out of an earlier task force related to the topic. The senate may determine to create its own group to discuss/approach/create open educational resources.
 - 1. The current bill doesn't take into consideration that some classes have low to not textbook cost but have high text material costs.
 - vi. Dolores sent us the trailer bills for our reference. She asked that we look at 304-309.
 - vii. We are scheduled to meet in May, which is around the time when the Exec members are reassigned and tasks are handed off to incoming committee chairs.

e. Annual Report

- i. Each year the committees are asked to compile a report of what they did. Then it is included in an annual report to the field. Each of the chairs has been asked to write up a paragraph sharing what their committees have accomplished.
- ii. Dolores will write the paragraph and send it out to the rest of us for review and input.
- iii. It is due at the end of the month, so she will send it to us in the next week or so. Dolores also asked the committee members to send ideas if they have them before then.

f. Best of the Rostrum articles

- i. The Exec Committee had a conversation about compiling the best of the *Rostrum* that highlight articles that are still relevant or in which we were especially innovative.
- ii. Ideally, it will be a compilation of what we have done well as committees over the years.
- iii. Dolores asked the committee members to review the articles listed under the Ed. Pol. Committee to review articles that came out of this committee and share suggestions about which might be included on the "best of" list.
- iv. Please send Dolores suggestions in the next few days.

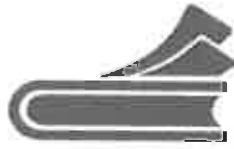
V. Upcoming Events

Accreditation Institute	19-20 February	San Diego, Mission Valley Marriott
Academic Academy (focus on equity)	18-19 March	Sheraton Sacramento
Online Education Regionals	8-9 April	College of San Mateo/Glendale College
Noncredit Regionals	15-16 April	Delta College/Mt. San Antonio
Spring Plenary Session	21-23 April	Sacramento Convention Center

VI. Other

- a. *Rostrum* articles will be submitted in mid-March
- b. Topic of acceleration has been of concern for the ASCCC in the past; there is a curriculum element as well as a policy element. In the past, the curriculum committee has passed resolutions related to acceleration. How might ASCCC be involved in acceleration? Maybe research existing resolutions on the topic. Then come back around and do a high level resolution that asks the ASCCC to put the topic higher on the radar.

VII. Adjournment at 3:32 p.m.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

LEGISLATIVE AND ADVOCACY COMMITTEE

Wednesday, December 9, 2015

11:00am – 4:00pm

ASCCC Offices

One Capitol Mall, Suite 340, Sacramento

Minutes

i

- I. Call to Order – 11:31am
 - i. Members present: Julie Adams, Julie Bruno (chair), Dolores Davison, Sam Foster, David Morse, Stacey Searl-Chapin
 - ii. Guest: Jonathan Lightman, Executive Director, FACCC
- II. Welcome
- III. Approval of the Agenda -- Approved
- IV. Approval of the October Minutes (Attachment: October 28, 2015 minutes) -- Approved
- V. Discussion items, with action as needed
 - a. Legislative Agenda (Approved by ASCCC EC 11/04/15) Committee members and Mr. Lightman discussed the following items:
 - i. Audit Fee
 1. This item is on the Board of Governors' legislative agenda and also appears in the Workforce Task Force recommendations. One option is to remove the fee from Ed Code (currently set at \$15), but an alternative option would need to be included. Originally, the amount was set as a percentage increase of unit fees (150% of \$5 fee at the time of codification). It is presumed that colleges would want the auditing fee to be at least equivalent to the credit unit fee. Because it is a fee, and we have a position against fees (as do other organizations), opposition from system partners including the Student Senate is likely.
 2. It would be useful to continue to educate on the purpose and benefits of auditing. Many colleges eliminated auditing. Research on the topic would be helpful. A survey might prove useful. Questions may include:
 - a. Do you have an auditing policy?
 - i. If so, how many students use it?
 - b. How aware are your students/faculty of your auditing policy?
 - c. If you do not allow auditing, do you know why not?
 - d. If you no longer allow audits, what caused the change?
 - e. Please attach audit policy if one exists.
 3. CFT, CTA and CCCI have indicated an interest in revisiting the course repetition and repeatability regulations. Discussion at Council of Faculty Organizations (CoFO) indicated that the issue has more to do with serving community members that had supported college bonds than course repetition for credit students. Changing the audit fee may address this issue since increasing the audit fee would provide colleges with a

viable way to serve community members.

4. There is a desire to serve two different populations: 1) students who need to take a single course to improve job skills through additional practice, refreshing knowledge for certification or licensure or refreshing skills at one level before entering the next (Spanish II before Spanish III, etc.) and 2) community members who want to repeat courses for life long learning purposes such as art, physical education, etc. Perhaps both populations may be served by creating a policy that allows for fee changes with each time a student takes the course (move from unit charge to 150% or other charges) so that as repetition increases, so would fee charges.
 5. Action: Bruno will create a survey to bring to the ASCCC Executive Committee meeting in January.
- ii. Stand Alone Course Approval: Jackie Escajeda, Chancellor's Office Dean of Curriculum and Instruction, and Davison are writing a report for the legislature on the status of stand alone courses. Vince Stewart, Vice Chancellor of External Relations, will also participate in crafting the report. It is important to return stand alone approval to local colleges to address curriculum needs, especially for CTE programs. There is a perception that curriculum processes lack the nimbleness to respond quickly to local needs. A return of stand alone approval will help address this issue since it provides a mechanism for faculty to quickly develop curriculum.
 - iii. Mental Health Service – This issue is not controversial. Colleges should provide some level of mental health services for students including access to mental health professionals. The controversy is how to provide the services and how resources should be allocated to address the issue. FACCC is in conversation with interested parties but there is no proposal just yet. It may take the braiding of funding – nonprofit, local, and state – to provide the resources needed to address the issue. It would be best to have something in education code rather than a budget request. Mental health services also came up in the Campus Safety discussion (see below, #v).
 - iv. OER – Prior to the passage of AB 798, the ASCCC consulted with other parties interested in OER. The League (CCLC) was supportive of the idea OER but like ASCCC, thought that AB798 was not adequate to address the needs of the CCC system and students. The ASCCC Executive Committee will be discussing this issue at their meeting in January. There may be a need to provide guidance to faculty regarding textbook royalties. Clearly, education and professional development on OER is needed. AB798 provided a small foundation and ASCCC wants to maximize the effect to better serve community college students.
 - v. Campus Safety – Campus safety is not a singular topic. It involves a number of issues including addressing firearms policies and mental health services.
 1. There is some confusion of faculty responsibilities regarding identifying and assisting students with mental health issues. ASCCC could assist in aligning local policies statewide and educating faculty.
 2. One idea was to approach the mental health services by including it within a more comprehensive discussion on student health issues. Perhaps having conversation with Covered California.
 3. Currently, colleges have varying levels of services for students. It is

necessary that colleges provide the highest level possible to improve campus climate while saving lives. The system should work toward having a significant level of these services on all CCC campuses.

4. FACCC is visiting Washington, DC at the end of January to discuss two issues with federal legislators: accreditation and campus safety. There appears to be a window of opportunity to address these issues and it is important that all are involved.
- vi. AA to MA Pathway – Morse and Bruno met with Thuy Nguyen, Vice Chancellor of Legal Affairs, to discuss creating a pathway for CCC students to return to local colleges to teach. A larger group, with representatives from ASCCC, CCLC, CIOs and FACCC, to discuss the idea and propose a plan. The binge and bust cycle for hiring will need to be addressed so that students who enter the pathway will be guaranteed an opportunity to be hired when awarded degrees. It may be beneficial to look for grant opportunities and maybe even set up a non-profit to address the issue.
- b. ASCCC Advocacy Day (Approved by ASCCC EC 11/04/15) – This will be a separate event from the ICAS advocacy day to discuss and promote the work of the ASCCC.
 - i. Other organizations hold advocacy days at various times of the year: CCLC in January, FACCC in March, ICAS in April, and CTA in May. CCA no longer hold an advocacy day. The bulk of bills for a legislative session come out by end of February. The ASCCC could hold the advocacy event in May to highlight technical expertise.
 - ii. ASCCC is concerned about new legislation aligned with SB 42 that usurps the mission and values of the CCCs and governance. ASCCC should promote the significance of the work accomplished through our existing structures and outline where we could achieve more. It might be helpful to visit legislative offices to ask for additional funding.
 - iii. Committee members determined that a Monday in the month of May would be the best day for the ASCCC advocacy day and to utilize the traveling team format.
 - iv. Action: Bruno will submit to the Executive Committee a date and time for the ASCCC Advocacy Day for consideration at the January meeting. Additionally, she will request volunteers from Exec and LAC for advocacy training with Jonathan Lightman and participation in the advocacy day.
- c. Resolutions and Priorities (Attachment: LAC Priorities and Resolutions) – Committee members reviewed list and requested that resolution 6.03 (S15, Dual Enrollment) be sent to the Educational Policies committee to assist with implementation of AB 288. Members decided to label resolution 6.04 (S15, Faculty Hiring) as “in progress” since it is a two-year bill. Resolution 6.05 (S15, Textbook Affordability) was deemed complete. The status of resolution 6.06 (S15, Placing Limitations on Overload Assignments) will return to “in progress” since AB 373 is a two year bill.
- d. Instructional Design and Innovation Institute update – One general session and two breakouts on Civic Engagement.
 - i. Civic Engagement General Session – The workgroup will meet on December 18 to plan the general session.
 - ii. Civic Engagement breakout from West Valley College will follow general session.

- iii. Public Service Announcement breakout from Solano College has a civic engagement and citizenship theme.
 - e. Legislative Liaison Position (Attachment: Legislative Liaison Email) – Committee members determined that a Rostrum article describing the reasons for and implementation of the three liaison positions (CTE, Legislative, and Noncredit) would be useful to the field. The article will include a comprehensive introduction of the liaison positions and then detail specific information about each position.
- VI. Spring 2016 Plenary
 - a. Breakouts
 - i. Legislation and Advocacy – include proposed legislation and discuss the ASCCC Advocacy Day
 - b. Resolutions
 - i. Possible resolution on OER and faculty coordinators
 - c. Other - none
- VII. Update on Education Code 66025.7: By July 1, 2015, the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, shall determine for which courses credit should be awarded for prior military experience. Committee members discussed issues with prior learning credit.
- VIII. Jonathan Lightman provided a report on the work of FACCC including an update on Accreditation and NACIQI as well as legislation AB 626 and AB 404.
- IX. Members were informed of the following ASCCC events:
 - a. CTE Curriculum Academy – January 14-15, Napa Valley Marriott
 - b. Instructional Design and Innovation – January 21-23, Riverside Convention Center
 - c. Accreditation Institute – February 19-20, Marriott Mission Valley - San Diego
 - d. Academic Academy – March 17-19, Sheraton Sacramento
 - e. ASCCC Spring Plenary – April 21-23, Sacramento Convention Center
- X. Other
 - a. Next Meetings:
 - i. Tuesday, February 2, 2016, 12:30pm-2:30pm, CCC Confer
 - ii. Tuesday, March 15, 2016, 12:30pm-3:30pm, CCC Confer
 - iii. Friday, April 29, 2016, 11:00am-4:00pm, In person to prepare for ASCCC Advocacy Day
- XI. Adjournment - 3:25pm



RELATIONS TO LOCAL SENATES COMMITTEE

January 30, 2016

10:00 PM – 3:00 PM Santa Ana College

Minutes

Members Present: Rochelle Olive, Mary Rees, John Zarske, Cynthia Rico (Chair), Leigh Anne Shaw, Julie Oliver, Ginni May (2nd), Nancy Golz. Members Absent: Alicia Muñoz

Notes by Ginni

- I. Call to Order at 10:00 am
Cynthia gave an overview of the Relations with Local Senates Committee

- II. Approval of the Agenda – agenda approved as is

- III. Discussion items, with action as needed
 - a. Debrief from Fall Plenary, what worked, suggestions for Spring
The committee did two breakouts, and received lots of “thank you’s”. The committee made badge flags to indicated ambassadors for those that were new to senate.

 - b. Results of Needs Assessment Survey; Next Steps
The committee reviewed this survey that came in from the fall plenary session
Cynthia discussed the different types of visits to colleges
Committee members divvied up colleges to contact that asked for assistance
ACTION: We will start out communication with, “Thank you for completing the survey, you indicated a need for assistance from ASCCC could you elaborate on your needs?”
Collect responses by Feb.22, 2016. (It is understood that committee members will stay away to offer advice on issues, the contact is just to gather information to see if the college issues are something that the committee can address or maybe suggest that the campus submit for a technical visit). Look into the possibility of soliciting updated Constitution models for local senate’s by-laws and policies (like hiring processes)

ACTION: Write a Rostrum article about the survey and how we are responding – Cynthia will write a shell and send to Leigh Anne (cc committee) and then distribute to the rest of the committee to review.

ACTION: Follow up with Julie Adams regarding the many recommendations given about ASCCC website. It was also suggested that ASCCC maybe consider making a tutorial about navigating the website. In addition, look into the possibility of coordinating a Welcome Package for new Senate Presidents, which includes the listservs sign ups, the Senate Handbook, Contact numbers, etc.

ACTION: Send PDF of “10+1” cards along with information for requesting hard copies from ASCCC

- c. ASCCC Strategic Implementation Plan 15-16
 - i. Goal 4: Enhance engagement, communication and partnerships with local senates and system partners and other constituent groups.
 - a. Objective 4.3 Visits all CCC Colleges
 - 1. Develop short and long-range plan for local senates visits by ASCCC
- d. The Best of the Rostrum – this would be a compilation of past Rostrum Articles that philosophical, apply to any time period, deal with standing issues
The committee considered past Rostrum Articles to determine which should be included in the Best of Rostrum
Committee found several articles worth recommending for this issue. A concern was raised that parts of the articles are pertinent and parts are outdated.
ACTION: So committee wanted Cynthia to look into the possibility if the original authors of the article would be willing to update their article. Members are to pick out the top 5 and send to Cynthia by March 15
- e. Review of PPT for Professional Development Committee: Basics of Academic Senate
The committee went through ppt to update information. There was some discussion of the goal and purpose of the presentation. A possible but only a draft outline was suggested: 1) Being with the history/philosophy or intent of ASCCC--law 2) the representation of ASCCC 3) Local vs. state representation 4) 10+1 5) Governance 5) resolutions or democracy in action
ACTION: Cynthia will talk with Julie A on turnaround time and (pedagogy) mode of delivery (Is this module a training or is it a resource) regarding including this ppt in the Professional Development website. Concerns were voiced regarding the current PD modules. Do we really want a PPT on the website or do we do a video?
John Zarske shared a PPT that he used in his District regarding the Basics of Academic Senate and Rochelle Olive forwarded a PPT that was previous presented at Plenary by Wheeler north and others. The two PPT will be forward to the committee for review. Cynthia will have to bring this agenda item back for discussion after speaking with Julie Adams.
- f. FAQ's -given questions that appear on GOOGLE Listserv
Committee had a brief discussion on the possibility to archive the kinds of questions that appear on this unofficial listserv and understand that the task to monitor is huge, however; if there was some way to pick a few of the common FAQ's where these questions, answers and pertinent examples to the questions could be made available on the website.
- g. Spring 2016 Plenary Bringing to Scale Ambassador:
Discussed the impact of having ambassadors during the fall plenary, members would like to continue with this for spring, but by using a more prominent "advertising" tool so the first time plenary attendees can locate ambassadors more easily.
Also briefly discuss the format for spring plenary, as it is more of a mega-conference to take place at the Sacramento Convention Center
Proposal for Plenary Breakout:
ACTION:
 - New Attendee Orientation – Pointers for Faculty or the REDBOOK...session title is still being worked out (combine the two presentations offered in the fall for this session)
(Cynthia submitted this one to Exec in January)

NOTE: That all committee members can be part of the session at Plenary. However, there will be a lead and a small group to organize the presentation: Julie Oliver, Ginni May, Alicia Muñoz, and Nancy Golz

- Collegial Consultation and the "10+1" –

The idea for this session as since there are various constituencies groups in attendance they might be good to bring all constituencies to this breakout so that all groups understand the work and purpose of the senate

(Cynthia will bring this one to Exec. in February)

Again, all committee members can be part of the session at Plenary. The lead and small group to organize the presentation: John Zarske, Rochelle Olive, Leigh Ann Shaw, Mary Reese

- h. Scheduling next meeting (s)

- i. ACTION: CCC CONFER CALL for Friday, February 26, 2016 from 1:00 to 2:00 p.m.

IV. Announcement

- a. Meetings/Institutes – Registration Now Open!

- i. Accreditation Institute, February 19-20, 2016, Marriott Mission Valley – San Diego
- ii. Academic Academy, March 17-19, 2016, Sheraton Grand Sacramento
- iii. Spring Plenary, April 21-23, 2015, Sacramento Convention Center

- b. Upcoming Executive Committee Meetings

- i. February 5-6, 2016, Folsom Lake College
- ii. March 4-5, 2016, Mt. San Antonio College
- iii. April 1 and 2, Area Meetings

V. Adjournment – 2:15 pm

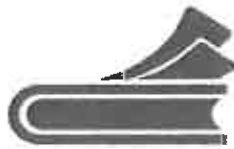


Executive Committee Agenda Item

SUBJECT: TASSC Minutes 1-27-2016		Month: March	Year: 2016
		Item No: VI. A. V.	
		Attachment: no	
DESIRED OUTCOME:	The Executive Committee will be informed of the work of the TASSC	Urgent:	
CATEGORY:	Reports/Information	Time Requested:	
REQUESTED BY:	May	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :		Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Transfer, Articulation, and Student Services Committee (TASSC)

January 27, 2016 – 2:00-3:00

CCC Confer

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

Participant Passcode: 578411

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

Minutes

Members Present: Ginni May (Chair), Dolores Davison (2nd), Michael Wyly, Trevor Rodriguez, April Pavlik, Vicki Maheu

Members Absent: Shuntay Taylor

1. Select note taker -- Dolores
2. Approval of the Agenda -- Approved
3. Approval of the Minutes from December 11, 2015 – done by email
4. Survey and article on **Services for Disenfranchised Students** – update

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

- Rostrum article resubmitted; survey submitted to office with request to link it to the Rostrum; waiting to hear from office regarding survey entered into survey-monkey

5. Academic Academy 2016 – EDAC and TASSC

- Call for proposals Submission Form
Ginni will email requests again.
- Discuss Submitted Proposals
 - Reviewed breakout topics – no objections to any of the proposed breakout topics
 - Discussed last general sessions (possible table talks, messages to take away in last general session)
- Proposal sent to the ASCCC Executive Committee - attached
- TASSC members going – Ginni requested that all members of the committee fill out their travel request forms as soon as possible
- Next Steps: Ginni will update committee after Exec meeting

6. Spring Plenary Session Possible Breakout Topics from TASSC – submitted but will not necessarily be accepted

- Disenfranchised Students – follow up to survey and article; information for Rostrum
- Online Student Services from/with EPI and OEI – student readiness and online tutoring; possibly working with CAI as well
- C-ID issues/updates (Statistics course(s)) with C-ID – vet statistics descriptor earlier than five year plan because of all of the discussion about what it should cover; there may be a proposal to offer an alternative C-ID descriptor that does not require the standard prerequisite descriptor; due to sun-setting of allowing alternative pre-requisites in 2019
 - Could be an equivalent course, pre-req equivalent to intermediate algebra; would serve as an alternative pre-req to statistics but would not have the same content of a typical intermediate algebra course

7. TASSC Meetings

- February 22, 12:00-1:30 (Monday)
- March 7, 12:00-1:30 (Monday)
- April 11, 12:00-1:30 (Monday)
- Future Agenda Items
 - Workforce Task Force recommendations may be assigned to committee

8. Events

Accreditation Institute – February 19-20, Marriott Mission Valley San Diego

Academic Academy – March 18-19, Sheraton Sacramento

Spring Plenary Session – April 21-23, Sacramento Convention Center

CTE Institute – May 6-7, Double Tree, Anaheim

Minutes, CA-OER Meeting

December 21, 2015
10:00 am - 11:00 am
via Collaborate

Attendees

CCC

Dolores Davison (Foothill College)
Cheryl Aschenbach (Lassen College)
Dan Crump (American River College)

UC

Peter Krapp (UC Irvine) - *absent*
Chikako Takeshita (UC Riverside)
Bruce Cooperstein (UC Santa Cruz)

CSU

Diego Bonilla (Sacramento)
Larry Hanley (San Francisco)
Ruth Guthrie (Pomona) - *absent*

Katherine D. Harris (SJSU), Chair

Guests

Leslie Kennedy

Minutes (Agenda available [here](#))

1. Approve Minutes from 12/7/15 meeting
 - a. Approved, 12/21/15
 2. AB 798
 - . CC Commitment letter - see RFP - sent to CSU CO 12/21/15 by kdh
 - i. Include CC qualifications - Chikako, 12/21
 - ii. Edit: The principal "purpose" to "focus"
 - a. Toolkits - Assess after RFP approved by CO. Then, work w/Diego, start production January 15
- . See Fall Pilot Project recommendations by participants
 - i. Break out into actionable and chronological sections - Larry
 - ii. Toolkit #1 to go out with RFP, include information to aid RFP process
 1. Web annotating tutorial/video - Larry & Diego
 2. User stories - Diego & Leslie
 3. Gather CCC faculty contacts for recommended user stories - Cheryl, Dan & Dolores
3. Final Progress Report
 - . Results of 12/17 ICAS Meeting
 - . Expurgated report for legislature (revised by ICAS, 12/17/15)
 - i. expurgated compared to Council draft
 - ii. re-revised version sent to ICAS 12/21/15
 1. 2 of 3 revisions accepted by ICAS 12/22/15
 - iii. final condensed report sent to state legislators 12/23/15
 - a. Changes to 12/1/15 Final Progress Report by 1/15/16 -- to be discussed at first Council meeting of 2016
 - . Please remove the C-ID paragraph on page 3. There is concern about characterizing C-ID as flawed to the Legislature, when the segments have worked so

hard to get it in place. [add note about use of C-ID by Council was perhaps mistake - not meant as a criticism of C-ID - Dolores by 1/15]

- i. Please modify the section of the last paragraph on page 3 that suggests that the decentralization of the CCCs impedes communication. There is concern about presenting this kind of criticism in a report to the Legislature [revise language towards focus on communication across 3 systems to avoid being taken out of context - Dolores with feedback by 1/15]
- ii. Finally, please modify the portion of the Governance section on page 6 which criticizes ICAS for impeding the progress of the Council. There is concern about the accuracy of this statement and about sending this message in a report to the Legislature. [Council to further discuss how to address relationship in January]
- iii. Council approved truncated version of report with additional information added back in (see truncated Final Report for details)
 1. Brief explanation of what was added back in and why necessary - Larry. 12/21
 2. Send report back to ICAS with explanation and request to have both reports made public once changes above are made/addressed - KH sent on 12/21/15; no response from ICAS in return
- b. Distribution of the CA-OERC version of the report - Council sending revised full report to ICAS by 1/15
 - . Of note: Comments were made by several Council members – ICAS shouldn't censor report - full report needs to be posted publicly, since Council works for public institutions. Also, politicians aren't so sensitive that they cannot be exposed to issues that are perhaps not flattering.
 - 4. White Paper – Author assignments - will assign in early January - kdh
 - . Goal: Send RFP and White Paper out at the same time
 - a. Publication: Ruth
 - . Write up textbook competition and entry barriers using Porters model?
 - i. Paper on sustainability
 - ii. Paper on OER adaptive learning
 - 5. See Action Item Punch List
 - 6. Calendar of Meetings, Spring 2016
 - . tbd (kdh will email in early January)

California's New Goals and Multiple Measures of Educational Achievement: □ Potential Implications for Higher Education

Liberty Station Conference Center San Diego

January 29, 2016 10:00 a.m. to 3:00 p.m.

ASCCC Faculty present: Janis Perry, Carolyn Holcroft, Note Taker: W. North

Background and Purpose for this Informational Session

Nancy Brownell, Senior Fellow State Board of Education Michael Kirst, President □ State Board of Education

Brownell introduced the context of our current state of affairs in the relationship between K12 and higher education and the changes underway in assessment and in student preparation happening in K12. Kirst described some of the divergence and separation that exists as the result of different standards between K12 and higher education and how that has evolved for CCC, CSU's and others. It should be noted that "standards" means curriculum in K12 lingo. It is strongly recognized in California that this separation needs to be corrected and such efforts are under way in a variety of ways, each specific to the intersegmental relationships. While it appears that some states have departed from Common Core what has really happened is those leaving have simply repacked Common Core under a local name. However the assessment end of this is completely all over the map with each state and agency doing their own things. However California is at least trying to recognize and correct this.

The two assessment systems, Smarter Balanced and College Board (SAT) are being used both to assess students and to provide data to drive decision-making around improving education.

California's Goals for Achievement: Smarter Balanced Assessment System

Tony Alpert, Executive Director □ Smarter Balanced Assessment Consortium (SBAC)
Jacqueline King, Director of Higher Education Collaboration Smarter Balanced Assessment Consortium (SBAC)

Smarter Balanced is a membership organization, it largely relies on the semi-voluntary effort of many, and they are entirely governed by the state (CDE, I think.) Their focus is on key skills for postsecondary success. 7 million students have been in the trial run, with 3 million from Ca. SB has 15 member states. Each assessment, math or English takes students 1.5-2 hours. It also uses what is called computer adaptive assessment, which does a better job of assessing students at either end of the Standard Deviation curve. The assessment is specifically based upon the Common Core standards. The design was grounded in the question "What evidence do you need to establish that students are prepared in English and math."

Higher education has been involved through advisory committees, stakeholder representatives, research partners, faculty input on content and benchmark development, and a digital library. They have also focused on ensuring that all products are completely accessible to any student by design and by accommodation. By accommodation this means the methods are very specifically tailored to a variety of handicaps versus

subjecting students to a bunch of stuff hoping they will be able to successfully self-select. They are also making these assessment tools available for non-English speaking persons, but the Math assessments are in English so the students are not getting lost in translation mistakes and the workload of being assessed in two languages. These include three dialect versions for Spanish.

In short, a lot of work has gone into ensuring that the form and format of any testing does not impact the student's ability to test be they handicapped physically or through language barriers.

In the CAASPP there are four levels of readiness for 11th grade that align with the EAP. These are exceeds, meets, nearly met, not met. The day's discussion focused primarily on the top levels, three and four, exceeds and meets.

Eight states are following California's implementation mostly in the west.

There were several weedy questions about the details of assessment agreements between the segments. For students achieving level four did not have to do entry elements that most students do have to do. Another was about how implementation mistakes impacted the trial results. If a room full of testees can't login or have difficulties how is this accounted for in the data? At the state level the testing servers can test 500,000 tests at the same time, so local IT issues are likely the root cause of technical problems. 900 students out of 3 million had to take the assessments by paper.

The assessments were designed to measure growth as students test from year to year. The presentation did cover how the results are useful for us to better ourselves and how they establish where a student is at in terms of readiness but it was not entirely clear how the results are diagnostic for the individual student other than a yay or nay on preparedness.

Multiple Measures of Achievement: College Board and the New SAT

Scott Hill, Regional Vice President, Western Regional Office College Board

The College Board has been working closely with Smarter Balanced as both develop. Hill provided an overview of the SAT. In Ca 42% took the test under a fee waiver, 25% nationally. The CB is a membership organization that is nonprofit.

The research backbone that was used to support the development of SAT standards was based on what are doing in education - in this case Common Core. The new, or revised SAT will be administered for the first time on March 5th 2016. However, the results from test takers is not equitable across ethnic lines of diversity so implementation has to accommodate ensuring equity while not compromising rigor or accuracy.

Every facet and technical specification about the SAT is online and public. Data clearly shows the SAT is a barrier that has been used inappropriately, either by design or inadvertently. One change has been to assess in the context of what has been going on in the student's current classwork. Another change has been to address cost barriers that

come from both taking the assessment and from preparing for it. It now includes some career planning tools. They are looking at developing assessments that apply to career readiness as well as college readiness.

Hill spent some time describing what the SAT assesses. One point he made was that their data shows what really is essential for math for most students is not necessarily what comes from a STEM pathway, which is the norm in higher ed. This has specifically been a hot topic for the ASCCC over some years.

Since the results data is available both for the students but also disaggregated for the colleges that ultimately presents a comparative dataset at the institutional level. Hill reviewed several reports, student and educator reports.

They are using the Kahn Academy as the prime vendor for test practice. These services are free for students.

Another project is to assess the student's potential to be successful in an AP course. AP Potential™ helps students identify which AP courses to take, or not, which if accurate is remarkably diagnostic.

Many questions were about the concordance between old and new scores. There will be crosswalk tables, which will be available mid year (May.) There was one pointed question about English assessing foci being stronger on technical non-fiction versus fiction areas.

Hill acknowledged that Smarter Balanced has set the bar for accommodations to which they are learning and catching up. They do not yet have a computer adaptive testing they are not there yet. This was asked by Michael Kirst. It was a bit of a setup though.

Lunch and Conversations Implications for Higher Education

Small group discussions on specific topics

The questions for faculty were; How is this information being shared, what are future implications for student placement based upon the changes in SAT and Smarter Balanced, what communication strategies are needed for students, stakeholders and families.

The groups were broken out into faculty, admin, etc. Faculty somewhat ignored the questions as they were not all that useful. In essence we need a good understanding about where the students are at when we get them and what will change as Common Core matures.

Reports from the Small Group Discussions Closing Comments

Michael Kirst, Scott Hill, Jacqueline King

All presenters made some closing comments relating to the dialog that came from the table groups.

Report from FACCC Board Meeting (29-30 January)

1. New legislative advocate: Matthew Canty

2. Liaison report:

- ASCCC recently held its first Instructional Design and Innovations (IDI) Institute at the Riverside Convention Center. Over 350 faculty, staff, and administrators participated, attending breakouts and general sessions on course design, innovative program ideas, institutional collaboration, civic engagement, basic skills, and online education, among others. The keynote speaker was John Landis, from Apple Education, whose opening speech set the tone for the two and a half day institute.
- The ASCCC Legislative and Advocacy Committee (chaired by Julie Bruno) met with Jonathan Lightman to discuss ASCCC advocacy and to request his assistance in working with the ASCCC to increase our advocacy efforts for academic and professional matters.

Upcoming ASCCC Events		
Accreditation Institute	19-20 February	San Diego, Mission Valley Marriott
Academic Academy (focus on equity)	18-19 March	Sheraton Sacramento
Online Education Regionals	8-9 April	College of San Mateo/Glendale College
Non-Credit Regionals	15-16 April	TBD
Spring Plenary Session	21-23 April	Sacramento Convention Center

3. Friedrichs v. CTA: if this is decided in favor of Friedrichs, unions will have to repay monies (potentially retroactively) to those who request it; unions are preparing for this possibility.

4. Budget discussion: FACCC will not create a controversy over growth issue (2%); believe COLA is too small

-Concerns regarding monies going to CCCAOE and the amount going to CTE; Shaaron and others talked about those monies being replaced from monies taken previously. Rich mentioned that in some ways this is destabilizing financially.

-The rest of the budget is supportable, and a separate vote was taken to support budget augmentation (\$500,000.00) for the ASCCC; several board members spoke up to advocate for these monies and to commend the ASCCC for all of the work it does on behalf of faculty. Also pointed out that several of the items in the budget (basic skills, OER, Z degrees, etc.) should involve the Academic Senate as they fall under the 10+1 purview

-If growth is stagnant, one solution might be a reduction in student fees to attract more students; board was supportive of this idea and will look into it.

5. Legislation: deadline for new bills is 19 February; FACCC will pursue two agendas: mental health (McCarty) and p/t office hours.

6. Accreditation Task Force: concerns regarding the CEOs caving to pressures regarding removing ACCJC; increasingly clear that ACCJC is going away and either we will be under a regional accreditor or we will create a new 2 year commission. Can the system assert itself in this way over ACCJC and appoint a new special administrator? Might need the legislature to get involved or other groups.
-Recommendations in response to the document: (already endorsed task force report)

1. Endorse a transition plan
2. Want transition to be as smooth as possible; can't be without cost and that needs to be recognized
3. Preference for WASC but that is not an exclusive preference

7. Updates on conference and gatherings, including Advocacy and Policy

8. Presentation by Evolve (evolve-ca.org) – FACCC endorsed the committee

9. Discussion regarding interest groups; CCCCA (the counselors' organization) asked FACCC, as per their bylaws, to allow them to be an intraspace council. FACCC surveyed the members and felt that most of their concerns (paraprofessionals, lacking a sufficient voice in advocacy, etc) were the types of things that FACCC already does. The FACCC PD committee is helping to plan a counseling conference that is designed to bring counselors together and hopefully build a bigger base in FACCC among counseling faculty. Jonathan was clear that this was not intended to compete with the Academic Senate and was instead a focus on advocacy.

Multiple Measures Work Group
Discussion of Decision Rules for Mathematics - January 29, 2016

Recommendation of the Multiple Measures Work Group to the Common Assessment Initiative Steering Committee:

The Multiple Measures Work Group recommends that colleges be provided the decision rules as developed by the Multiple Measures Assessment Project but highlight two options for the colleges for placement into statistics:

Colleges should be provided the current rules for statistics with an explanation that the evidence currently supports the use of those rules in combination with an additional requirement of successful completion of Algebra 1.

In addition, colleges should also be provided guidance that, given the evolving nature of the work in statistics pathways, a meaningful alternative approach would be to use the MMAP rules but substitute successful completion of Algebra 2 instead of Algebra 1.

The Multiple Measures Work Group further recommends that colleges be provided the various documentation reviewed by the work group as well as the evidence from student completion of Statistics within the MMAP research data set so that colleges would be fully empowered to make an informed choice as to the most appropriate rule to use for their institution and students.

Summary of the MMWG Discussion of Decision Rules for Mathematics

At the request of the Common Assessment Initiative Steering Committee (CAISC), the Multiple Measures Work Group (MMWG) reviewed the evolving mathematics prerequisites for statistics as part of its role in guiding the development of potential placement decision rule recommendations based on the deployment of more comprehensive use of multiple measures, with particular attention to rules for entry into statistics courses. Members of the CAISC had expressed concern about the use of Algebra 1 as part of the rule set for entry into statistics courses.

The initial MMWG discussion sought to clarify what might have been inartful wording in the previous rule sets which identified part of the rule sets as prerequisites, perhaps implying that those courses were sufficient for entry into the course rather than, as they were being deployed in the rules, as necessary but not sufficient requirements. The MMWG reviewed how the MMAP decision rules had been initially constructed by allowing the categorization and regression tree (CART) analyses to identify combinations of student characteristics that were associated with students being likely to successfully complete the course, irrespective of other criteria. However, to be responsive to feedback from stakeholder groups around the state, additional "hard-coded" rules were added to the evidence-based rules in mathematics which required students to complete previous courses in typical mathematics sequences while taking into account emerging evidence on alternative routes to statistics which suggest that

Algebra 2 may not be necessary for such entry level, non-STEM transferable courses in mathematics. These rules were **added** not as stand-alone prerequisites but as conjunctive rules – i.e., additional criteria that were added as requirements in addition to the decision rules developed through the CART analyses. In no case do the MMAP rules indicate or imply that completion of one of these rules is alone sufficient for preparation. Instead, these rules were added as an additional backstop to the rule sets developed from the analyses.

While the workgroup's intent was to fully explore the concern of the CAISC surrounding prerequisites for statistics, additional early discussion also sought to clarify that in no way would the rule sets alter the prerequisites for statistics or any course. Rather, the rule sets continue the long history of colleges assessing and placing students in a course as a function of student performance on assessment tests and/or a variety of other multiple measures, as required by Title 5. The primary distinction of the rule sets is that they have been specifically built to weigh, or use, variables in proportions better reflecting their actual relationship to student performance in foundational courses. Rather than a more typical small number of points allowing students perhaps one or two questions below a cut score on a standardized test to move up a single level. Otherwise, it reflects the same types of opportunities colleges have to allow students to test into a course based on an assessment test in lieu of having completed that course or to test below that course but be allowed entry based on the use of multiple measures. To this point, specific examples from California Community Colleges were discussed. This included examples from colleges that nominally have a requirement that students have taken a particular course in high school in order to have access to a particular test that would allow entry into certain courses, but where the colleges' advice on which test to take is advisory not compulsory and students may still test-in via an assessment. Further, the MMWG reviewed evidence of students with complete high school data in the historical data set used for the MMAP analyses which showed 10% of students enrolled in statistics as their first community college mathematics courses did so without completing the Algebra 2 prerequisite or equivalent in high school.

Having laid that groundwork, given the concerns expressed about the potential danger of using the MMAP decision rules for articulation of statistics, the MMWG reviewed aspects of Title 5 setting standards for prerequisites, assessment, and matriculation in assessment and placement for articulation of statistics to CSU and UC, in particular §55003. (e) (3) & (4) which allow (though notably do not require) prerequisites to be established without scrutiny using content review if the prerequisite is required by four-year institutions or if baccalaureate institutions will not grant credit for a course unless it has a particular communication or computation skill prerequisite.

Continuing, the MMWG reviewed recent changes in the prerequisites for statistics at the University of California (<http://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#s>), contrasting those prerequisites with those for other transfer level courses in Mathematics (cf. <http://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#m>) in order to clearly identify the explicit removal of Algebra 2/Intermediate Algebra as a prerequisite for statistics, instead embracing a more holistic approach sampling across the CCCSM math standards.

The MMWG then reviewed the recent memo from the CSU Chancellor's Office General Education Advisory Committee (<http://cap.3csn.org/files/2015/10/Statistics-Pathways-in-CSU-Quantitative-Reasoning-Fall-2015.pdf>) as well as subsequent communications from the author of that memo to the MMWG on this particular question. The author of the memo confirmed that the intent of the memo included efforts, like the research being done as part of MMAP, to determine alternative pathways to achieving the necessary preparation to succeed in transfer-level statistics courses even if those pathways were determined by other pre-collegiate coursework at either the college or in high school. Including the use of a student's overall performance across their high school curriculum.

In addition, the MMWG reviewed the recent Adopted Resolution 9.13 F15 from the 2015 ASCCC Fall Plenary: Develop Descriptors for Alternative Prerequisites for Statistics (http://www.asccc.org/sites/default/files/Final_Adopted_Resolutions_Fall_2015%20v2.pdf) as well as the subsequent C-ID memo reviewing these changes. While noting that these documents do offer concerns expressed by various stakeholders, particularly in mathematics (as does the CSU CO-GEAC memo) and that the understanding of the prerequisites here are evolving and so patience is requested as these changes are reviewed, all of these documents quite explicitly note the explicit willingness of these institutions to grant credit for statistics courses with prerequisites other than intermediate algebra.

The MMWG thereafter discussed the importance of reviewing the status of existing articulation agreements with various other baccalaureate institutions as being necessary to review in light of the evolution of the prerequisites of the primary transfer destinations of California Community College students.

However, keeping in mind that the proposed rules did not actually seek to change the prerequisites for statistics but merely alter the ways in which multiple measures based on student performance were incorporated into student placement in the course, the MMWG discussed the likelihood that §55003. (e) (3) & (4) were no longer fully sufficient to support the requirement of intermediate algebra as a prerequisite. As a result, the MMWG reviewed the evidence for the remaining standard that could most strongly be deployed in supporting intermediate algebra as a required prerequisite for statistics, §55003 (d) (2), that the prerequisite will assure that a student has the preparation necessary to succeed in the course, such that a student who has not met the prerequisite is **highly unlikely to receive a satisfactory grade in the course** for which the prerequisite is being established. To examine that question, the MMWG reviewed the success rates of students with complete high school records who took statistics as their first mathematics course in the California Community Colleges in the MMAP statewide dataset (n= 22,403) as a function of the highest math course completed and whether or not the students met the criteria established in the decision rules predicting success in statistics:

- Direct matriculants
 - HS 11 GPA \geq 3.0 or
 - HS 11 GPA \geq 2.3 AND Pre-Calculus C (or better)

- Non-Direct matriculants
 - HS 12 GPA \geq 3.0 or
 - HS 12 GPA \geq 2.6 AND Pre-Calculus C (or better)

The distribution of the students can be seen in Table 1. As alluded to above, 13.7% (3,087) of students took their first math course at a CCC in Statistics despite not having completed Intermediate Algebra or higher in high school.

Table 1. Students in sample as a function of highest math course taken in HS and whether or not students met the criteria in the MMAP decision rules

Highest Math taken in HS	Any	Higher than Algebra 2	Algebra 2	Algebra 1	Neither prereq met
All students	22,403	10,840	8,476	2,435	652
MMAP statistics placement (or higher) rules met	16,419	10,482	5,072	703	167
MMAP statistics placement rules not met	5,984	358	3,404	1,732	485

The MMWG further reviewed the actual success rates of these different combinations of students finding that meeting the criteria of the MMAP decision rules were strongly associated with success in statistics, with students meeting those criteria having a success rate nearly 30 percentage points higher than those who did not (Table 2).

Table 2. Success rates of students in sample as a function of highest math course taken in HS and whether or not students met the criteria in the MMAP decision

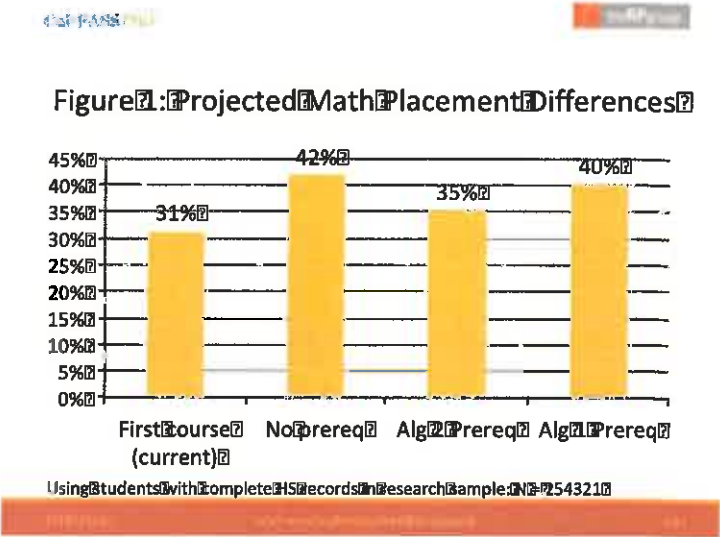
Highest Math taken in HS	Any	Higher than Algebra 2	Algebra 2	Algebra 1	Neither prereq met
All students	69%	79%	63%	49%	49%
MMAP statistics placement (or higher) rules met	77%	80%	72%	60%	74%
MMAP statistics placement rules not met	48%	47%	50%	44%	41%

Students who met the MMAP criteria but only completed Algebra 1 (60%) or lower (74%) in high school were actually more successful than all students who did not meet the MMAP criteria (48%), including those who had successfully completed Algebra 2 (50%) or higher (47%) in high school but who did not meet the MMAP criteria. The results suggest there is little evidence to support that students who met the MMAP criteria without having completed Algebra 2 were highly unlikely to succeed in Statistics. This evidence demonstrates that these students are more likely to succeed than a large number of students who have historically been placed into statistics as a matter of course. The pattern of data for liberal arts or general education mathematics courses were also reviewed, revealing a remarkably identical pattern, though with a smaller overall sample (n=6,005).

The efforts of the Multiple Measures Work Group remain focused on placing students more accurately into the courses for which they have demonstrated evidence of their

preparation and the likelihood of success. It is clear that the courses and students identified by the rule sets for statistics continue to be well-aligned for that purpose. However, no attempts are being made to adjust or change course prerequisites, but rather to examine holistically whether students have the preparation necessary to succeed in the course work as clearly and explicitly required by Title 5. The work group has carefully reviewed evidence in order to address the concerns of the CAISC with respect to questions regarding prerequisites for entry-level, non-STEM transferable courses in mathematics, and found that, given the evidence, those concerns should be substantially mitigated.

In addition, the MMWG reviewed the projected differences in placement into transfer level math as a function of the different possible rules and their representation in the overall data set, which revealed that using Algebra 2 as a hard-coded rule instead of Algebra 1 would reduce the potential increase in transfer-level placement by slightly more than half (or about 5% of the overall sample). See Figure 1.



Based on this review, the discussion of the evolving nature of the standards, the potential impact to student placement, and the desire to be meaningfully cognizant of the concerns of stakeholders in mathematics and in other disciplines, the MMWG considered four possible recommendations to the CAISC with respect to the MMAP decision rules for statistics. Some members of the workgroup supported leaving the rules as they currently are based on the evidence and the pilot/exploratory nature of the project, while others supported changing the hard-coded rule to require Algebra 2/intermediate algebra given the expressed concerns and the fact that some of the particulars remain in flux. After discussion, all members of the MMWG on the call unanimously agreed to the set of compromise recommendations stated at the beginning of this document.

**System Advisory Committee on Curriculum (SACC)
October 16, 2015 Meeting Summary**

Committee Members Present:	ASCCC: Dolores Davison, David DeGroot, John Freitas, Craig Rutan, Erik Shearer
	CCCCIO: Terry Giugni, Kathleen Rose
	CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE)
	Chancellor's Office: Jackie Escajeda, Pam Walker
Committee Members by Telephone	Jolena Grande (ASCCC)
Guests:	CCCCO: Njeri Griffin, Chantée Guiney, LeBaron Woodyard
	Dept. of Finance: Chris Ferguson
Meeting Chair:	Kathleen Rose
Meeting Location:	Chancellor's Office

Meeting Summary from September 18, 2015—The September 18, 2015 Meeting Summary was approved.

Chancellor's Office Update:

- **Baccalaureate Degree Pilot** – A \$750,000 grant was established to support the pilot baccalaureate program development. Title 5 changes associated with the baccalaureate degree will be postponed until the pilot programs have been implemented. Until then, a handbook, currently in work, will be submitted to the Consultation Council for review and the Board of Governors for approval. The Baccalaureate Degree Pilot group is discussing issues, such as faculty minimum qualifications, associated with the implementation of the baccalaureate programs. SACC requested to be part of the review process.
- **Approval Process/Inventory Update** – The new formula for calculating hours and units was discussed. Questions from the field have been minimal, although there is concern about activity hours included in Course Outline of Record. There has also been discussion about the intersection between this formula and the Federal definitions; the recent reauthorization of the Higher Education Act requires accredited institutions to define credit hours as institutional policy statements. All upcoming regional events will include a short presentation on credit hour definitions. The Academic Senate will consider a resolution to revise the definition to align them with the federal definition.
- **Course Review and Approval Process** – The CCCCCO is changing its approval process for non-substantive changes. The CCCCCO returned 444 proposals for non-substantive changes to the 41 colleges who submitted them, and requested the colleges to certify that the course changes are non-substantive. A similar message will be sent to all colleges. CCCCCO staff are also working with Governet to develop an automated process for ensuring the two required attachments for non-substantive changes are included (i.e., the course outline of record and a certification). Currently, there are 786 credit courses and 45 noncredit courses awaiting review and approval.

By eliminating the non-substantive change reviews, the queue will be reduced to 342 credit courses. SACC also discussed the submission of courses that eventually will be program applicable but for which an instructional program does not yet exist: new courses that will eventually be applicable to a program should be submitted as such.

- **Military Credit and AB 2462** – State legislators have requested guidelines that address awarding credit to veterans for previous experience and coursework. The CCCCCO and SACC will establish a workgroup to review existing practices, with additional representation from ACE, the Academic Senate, CIOs and from colleges with existing veterans' programs.
- **Dual Enrollment** – The CCCCCO Government Relations Office staff are meeting with an advisory group to discuss concerns about dual enrollment. AB 288 was signed by the Governor and is will be effective in January. CIOs have a workshop (presented by the RP Group) at the fall conference.
- **Inmate Education** – Following a summit in Sacramento, an advisory committee is being formed. All four pilot colleges (Antelope Valley, Lassen, Folsom and Chaffey) will be ready to offer classes in January 2016.
- **Prerequisites** – Since 2011, colleges have submitted an annual report on pre- and co-requisites. The report does not require colleges to report on the adverse impact on students of color. The regulations do require that the CCCCCO work with colleges where disproportionate impact has taken place. SACC discussed whether the reporting requirements should be expanded or if equity planning, which requires colleges to look holistically at the progression of all students, would include an examination of disproportionate impact.

Reports from Members and Representative Groups (CIO, ASCCC, CCAOE, SCCC, others)

- **CIO Group** – The upcoming conference will focus on dual enrollment, enrollment management, and student programs. Pre- and post-conference topics will include a session with the Academic Senate and a review of the PCAH revisions. The conference will also feature morning-long regional meetings. The spring conference (April 2016) will be combined with other groups (CCCAOE, CSSO and CIOs) in Sacramento.
- **Academic Senate** – The Plenary is in Irvine (November 5 – 7), with the Academic Senate Executive Committee meeting on November 4. Panel Discussion will take place on the Accreditation Task Force report. There are also upcoming Curriculum Regional meetings at Mt. SAC in the south and Solano College in the north. These one day sessions are at no cost to attendees. The Academic Senate Executive Committee approved a white paper on effective local curriculum processes in response to the Workforce Task Force report. Other upcoming events include CTE discipline meetings and, on January 21, an Institute at the Riverside Convention Center which will focus on innovations inside and outside the classroom.
- **CCCAOE** – The conference next week in San Diego is fully subscribed, with pre-workshops on Perkins. The CCCAOE Board is looking at low-unit certificates and baccalaureate degree programs, as many are related to CTE. A closing panel will address the California Career Pathways Trust.
- **ACCE** – One day workshops will be held in October in the north at the CCCCCO and in November at North Orange CCD in the south.

C-ID Update – Two discipline input groups will be meeting in the next two weeks to discuss CTE disciplines. The Academic Senate C-ID Director (Robert Corall (Ventura)), is working with Erik Shearer, the Academic Senate's Director of Curriculum. Michelle Pilates is in her last term, mentoring both of them. Two new Area of Emphasis TMCs have been approved: Social Justice and Global Studies. Both have new TOP Codes which, once in place, will allow the process to begin, but the 18 month rule will not apply because local degrees in these new TOP codes do not currently exist. SACC discussed the pathways for these degrees: Social Justice, for example, can have multiple local ADTs (e.g., Chicano studies, African American studies). While the respective CSUs are responsible for defining the

appropriate major pathways, all of the CSU disciplines involved are very eager to declare that transfer pathways exist.

TMC Templates: Double-counting in GE – Many of the ADTs returned from the CCCCCO to the colleges were due to errors in the calculation of double counting general education (GE) and major preparation units. Guidelines were developed last spring to help the field with correct calculations. However, how units are traditionally double counted for GE and how the CCCCCO have been double counting units are different, specifically in the calculation of an additional unit count for lab time for science courses. Before SACC endorses language to be inserted in the Program and Course Handbook (PACH) Guidelines, this discrepancy needs to be resolved. Dave DeGroot and Jackie Escajeda will work with the CCCCCO staff to finalize language for the PACH Guidelines and present that language at the next SACC meeting.

Stand Alone Courses – The CCCCCO has prepared a legislative proposal to restore local approval of Standalone courses. Possible supporters include the CIOs, CCAOE, the Academic Senate, and CEOs. The three foci/purposes of standalone courses are to improve the colleges' ability to respond to employer needs, provide basic skills instruction, and to assess interest in new fields. The report submitted to the legislators at the time the regulation expired was insufficient. SACC will re-examine the courses that were submitted as standalone to determine the breadth of the standalone course subject matter and the frequency of issues, to see if the three categories would be sufficient.

Substantive and Non-Substantive Change – SACC discussed the need for defining the difference between substantive and non-substantive changes for courses which are currently listed on page 114 in the fifth edition of the PCAH.

Membership and Bylaws – SACC discussed adding a Curriculum Specialist to the SACC membership. SACC discussed methods for identifying a representative and what body would appoint that representative. The SACC Co-Chairs will talk with the CCC Classified Senate (CCCCS) and report at the next meeting.

PCAH Update – Since the last meeting, the credit hour component has been finalized and the writing team is nearing the completion of their task. There will be a final meeting with the writers and a final draft will be reviewed and endorsed by SACC.

Low Unit Certificate Workgroup – The Work Force Task Force recommended that the CCCCCO recognize certificates that require fewer than 12 units. Considerations include industry requirements, lower unit limits, title 5 changes, regional consortium approval, transcription, inclusion in the score card, etc. Colleges can report low unit certificates by TOP Code and the CCCCCO will provide a report on these certificates. SACC will continue to address this item at future meetings.

CDC Catalog – The Technology Center labeled courses listed in the California Virtual Campus Catalog as ADT applicable. The Academic Senate wrote a resolution to examine how this happened and to make needed corrections. SACC will address this topic as needed in future meetings.

Basic Skills Non Credit Progress Indicators: An ad hoc committee has met regarding noncredit progress indicators for the subset noncredit instructional categories eligible for CDCP funding (Basic Skills, ESL, Short-term CTE and Workforce Preparation). The committee's recommendation was to require colleges to collect progress indicators for those courses but this represents an unfunded mandate. The field was surveyed to determine the cost of implementing this as a requirement. The CCCCCO Fiscal Services has suggested an alternative to budgeting for an unfunded mandate: require colleges to implement this process as a condition of receiving CDCP funding (currently, 42 districts have CDCP programs but this number will likely grow as a result of implementing the Adult Education Block Grant). Ten percent of the colleges who have CDCP programs collect 90 percent of the CDCP apportionment. Those districts also represent 80 percent of the CDCP courses. SACC discussed the implications for course repetition and the

burden on colleges with smaller noncredit programs that lack the infrastructure and funding that the larger noncredit programs have secured.

Next Meeting: November 20, 2015

**System Advisory Committee on Curriculum (SACC)
November 20, 2015 Meeting Summary**

Committee Members Present:	ASCCC: Dolores Davison, Stephanie Droker, David DeGroot, John Freitas, Craig Rutan, Erik Shearer CCCCIO: Terry Giugni, Kathleen Rose CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE) Chancellor's Office: Jackie Escajeda, Pam Walker
Committee Members by Telephone	ASCCC: Jolena Grande CCCCIO: Kelly Fowler, Virginia Guleff
Guests:	Technology Center: Barbara Fountain, David Shippen Chancellor's Office(by phone): Eric Nelson, LeBaron Woodyard
Meeting Chair:	Erik Shearer
Meeting Location:	Skyline College, San Bruno, CA

Meeting Summary from October 16, 2015—The October 16, 2015 Meeting Summary was approved with changes noted.

Chancellor's Office Update:

- **Advanced Course Prerequisites for Police/Fire Academy Courses** – Forty of the 113 CCCs have police and/or fire academies. Prerequisites for advance courses that require agency-specific, in-service training – such as Police Officer Standards & Training (POST) or basic firefighting that are only available for members of those agencies – conflict with Title 5 requirements that apportionment-generating courses must be open to all students. A workgroup, whose members included police and fire fighting academy directors, Commission on POST representatives, attorneys and Chancellor's Office representatives, developed an updated Instructional Services Agreement as an alternative prerequisite for the advanced courses (i.e., students would have to possess a set of skills, rather than the agency-specific training, as a prerequisite for the advanced courses). In reviewing the draft language, SACC determined that the ISA language needed to reflect faculty/counselor input in the assessment of students' skills through the local prerequisite clearance process. SACC developed and agreed upon alternative language after the meeting.
- **Baccalaureate Degree Pilot Program** – One application was received for the \$750,000 implementation support grant. The Baccalaureate Degree Workgroup is developing a handbook that will address issues such as student services, application acceptance parameters, and minimum qualifications for faculty. The Board of Governors would like to have a first reading of the handbook in January with the goal of having it effective March 2016. The Academic Senate passed all of its resolutions regarding baccalaureate degree programs at its recent plenary session. Several colleges will be offering upper division courses this fall which will require MIS and curriculum inventory changes.
- **ADTs** – The total number of active ADTs is 1,973. Fifty-seven colleges have met SB 440 requirements. Of the 56 colleges that have not yet met the requirement, 27 colleges are one degree away, 19 are two

degrees away, six colleges are three degrees away, three colleges are four degrees away, and one college is six degrees away from meeting their respective ADT requirement. By discipline, the three most difficult degrees to develop ADTs for are Computer Science (28 degrees outstanding); Music (19 degrees outstanding); and Elementary Teacher Education (12 degrees outstanding). Chemistry and Biology are also a challenge. Colleges that are one or two degrees away from meeting their obligation cite five-unit mathematics courses as an obstacle because these courses put the degrees over the 60-unit limit. SACC discussed sending teams of experts to work with colleges that need help. Teams will include Articulation Officers who are experts in C-ID and ADT requirements. The Chancellor's Office will identify the specific challenges faced by each college to help focus the teams' efforts.

- **Inmate and Reentry Education** – A summit is scheduled for December 7-8 at the Sacramento Hilton, Arden West and has more than 200 registrations.
- **Military Credit and AB 2462** – A survey was sent to the field to determine the extent for which military credit is requested. Responses indicate that requests are relatively minor and infrequent, and typically in areas such as physical education and mechanics. In addition to AB2462 which was authored several years ago and requires the use of ACE guidelines (which do not always rely on content experts and the units don't always match), the Online Education Initiative also addresses credit for prior learning, specifically with veterans in mind. Some colleges offer alternatives to awarding credit such as prerequisite challenges and courses that include credit for military experience or exams but the system lacks a common method for awarding credit. The awarding of credit also needs to consider the impact on students' financial aid. The Chancellor's Office (Academic Affairs and Government Relations) will have a discussion with Senator Block's office. Another Veterans Summit will be held next summer.
- **Credit / Community Service Class Guidelines** – The Chancellor's Office and ACCE will review the draft guidelines.
- **Stand Alone Course Approval** – The timeline for implementing a legislative request to restore standalone course approval is to add it to the legislative language that was recently submitted to the Board of Governors, have it approved in September 2016, and implemented in January 2017. SACC will establish a subcommittee to develop talking points to support the passage of new legislative language. In the meantime, standalone courses can be offered, but have to be submitted to the Chancellor's Office for approval. Courses submitted for approval are in the queue for long periods. The original report included a random sample of courses, 20% of which are now part of programs (i.e., no longer standalone). There is nothing wrong with courses migrating from standalone to program applicable, but the colleges should change the record for these courses. Also, if the intent is for a course to be program applicable, it should be coded thusly from the very beginning. SACC noted that the proposed legislative language submitted to the BOG addressed changes to title 5 relative to auditing courses, but it still ties the auditing rate to the per unit credit rate rather than leaving it with language that would allow the colleges to set the fees at a rate that reflects the true cost of instruction.
- **Articulation of High School and Cooperative Work Experience courses** – The Chancellor's Office will address this at future SACC meetings.
- **Curriculum Inventory** – A correction will be issued to the field regarding recent announcements regarding the Curriculum Inventory and Stand Alone courses. The Chancellor's Office will ask for a one-time signature from the CIOs in December with an annual renewal at the beginning of the year. The Chancellor's Office is working on a new curriculum inventory system.

Constituent Group Reports: CIO, ASCCC, CCCAOE

- **CIOs:** The CIOs conference was largely attended and very successful. The Chancellor's Office and Academic Senate representatives' participation was appreciated. The spring conference will be held jointly with the other groups at the Sacramento Conference Center. Sessions provided by the CIOs will include those that are legislatively driven (e.g., dual enrollment, ADT implementation).
- **ASCCC:** The Academic Senate's Plenary was held in early November and all baccalaureate degree resolutions were approved, including one urging colleges to support their programs with appropriate

resources. Curriculum regionals were held at Solano and Mt. SAC, with more than 100 attendees at each event. Upcoming events include the Instructional Design Institute January 21-23 in Riverside; the CTE Curriculum Academy in Napa, also in January (this event requires an application); the Accreditation Institute at the Marriott Mission Valley (San Diego) in February; the Online Education Regional meetings in April; and the Spring Conference in Sacramento. Program for Instructional Design and Innovation Event will include topics on basic skills, technology integration, student services, innovations and mobile learning; colleges can use their Equity funds to support travel costs for this event.

- **CCCAOE:** The fall conference was a sell-out and included sessions on the integration of Economic and Workforce Development efforts with CTE programs. The CCCAOE spring conference will also take place in Sacramento along with the CIOs, ASCCC and other groups. The organization has established a paid executive director position to provide leadership consistency.
- **ACCE:** The one-day workshop at NOCCCD's School of Continuing Education was well attended and the Chancellor's Office support was greatly appreciated by the attendees. The spring conference will be held in Monterey, CA (February 24 – 26).

Collaborative Programs: Guidelines – This will be addressed at future meetings. SACC will consider its original recommendations and where this language might be incorporated into the PCAH guidelines.

Curriculum Inventory Implementation – The transition from the old Curriculum Inventory system to the new one was discussed with representatives from the Technology Center. Ensuring that a working system exists before the transfer takes place is essential. SACC discussed the perception that if a course isn't included in the inventory that it can't be taught or that apportionment can't be collected for those courses. There are also issues where courses were approved prior to the implementation of certain requirements (e.g., LMI, narrative, minutes, etc.). Other issues to be addressed include the interaction between technology systems (i.e., ASSIST, C-ID, CD); the interaction between planned system architecture and approval process/timelines; and concerns from field about data transition goals and timeline. A pilot testing period will take place to ensure a smooth transition from the current inventory system to the new one. Similarly, colleges who are moving to the Canvas learning management system for their online programs are allowing for an 18 month transition period, leaving their old system up and running to ensure a seamless migration. SACC discussed having its members be beta testers for the new curriculum inventory system. SACC and the Chancellor's Office will develop a message for the field regarding the new inventory system and a definition of what needs to be on the Course Outline of Record.

Low Unit Certificates – SACC reviewed notes from the workgroup which addressed the kinds of data to request from the field in a survey and how the data would be used. Data to be collected include the areas where low unit certificates are needed (e.g., automotive and bookkeeping), the need for transcription of the low unit certificates, and the lower unit limits. SACC also discussed scaffold certificates that would allow students to build their skill sets with multiple certificates. Colleges can report certificates that are 12 units and higher; the workgroup will determine how many colleges have low unit certificate programs but don't report them. The Chancellor's Office will distribute the survey once it is finalized by the workgroup.

Membership and Bylaws – SACC continued its discussion on adding a Curriculum Specialist as a liaison representative on SACC and the possibility of having representatives from groups "rotate in" to SACC on an as needed basis.

PCAH Update and Discussion – The timeline for the fourth draft is to have it reviewed and endorsed by the Chancellor's Office and SACC by January so that it can be submitted to Consultation in February and to the Board of Governors in March for the first of two readings. SACC members will also solicit input from their respective constituent groups and will craft a survey to guide input from the field.

Next Meeting: December 10, 2015

**System Advisory Committee on Curriculum (SACC)
December 10, 2015 Meeting Summary**

Committee Members Present:	<p>ASCCC: Dolores Davison, David DeGroot, John Freitas, Craig Rutan, Erik Shearer</p> <p>CCCCIO: Virginia Guleff, Kathleen Rose, Kelly Fowler</p> <p>CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE)</p> <p>Chancellor’s Office: Jackie Escajeda</p>
Committee Members Absent	<p>CCCCIO: Terry Giugni</p>
Committee Members by Telephone	<p>ASCCC: Jolena Grande</p>
Guests:	<p>CCC Technology Center (by phone): Barbara Fountain, David Shippen, Rachel Stamm</p> <p>Chancellor’s Office: Njeri Griffin, Eric Nelson, Stephanie Ricks-Alpert, Debbie Velasquez</p>
	<p>Kathleen Rose</p>
Meeting Location:	<p>Chancellor’s Office, Sacramento</p>

Meeting Summary from November 20, 2015—November 20, 2015 Meeting Summary was approved with changes noted.

Chancellor’s Office Update

- **Work Experience:** Title 5 requires students to work 75 paid hours to earn one unit, while students in unpaid positions are required to work 60 hours to earn one unit. This difference is consistent nationwide. Another section in title 5 allows students to earn work experience hours in increments yet another section does not. SACC members discussed the need for incremental units to support students in summer internships and short, intensive work experiences. The options being considered are to leave title 5 as it currently stands (i.e., a local decision whether a college would award incremental units); change title 5 language to make the minimum award one unit and allow unit increments after that; or change title 5 to disallow the awarding of units in increments. CCCCCO’s Legal Department is researching the issue.
- **High School Articulation:** Changes to title 5, section 55051 are ready to be submitted to the Department of Finance.
- **Approval of Non-Substantive Changes:** The current Curriculum Inventory system still requires colleges to submit a form for non-substantive changes to be approved, but the CCCCCO is working with Governet to reprogram the system. Once a certification is received, the requirement will be removed. The deadline for the certifications is December 18.
- **SB 440 Update** – There are 1,974 active ADTs and 56 colleges met deadline. SACC discussed the priority for course approvals as some courses have been in the queue for over three months and the

deadline for colleges to make catalog changes is drawing near. The CCCCCO is training additional staff to approve courses.

- **Baccalaureate Update** – The \$750,000 implementation grant was awarded to North Orange Community College District. The 18-month period of performance begins January 30, 2016. A handbook is being developed to guide the pilot colleges' efforts and it will be reviewed by the 15 colleges in the pilot and other groups before it is presented to the Board of Governors. The faculty group will meet January 28 to discuss upper division curriculum and other issues. Because of space limitations, three to four specific representatives from each college are being asked to attend.
- **Approval Process/Inventory Update** – The annual form that CIOs need to sign was sent to the field.
- **Credit/Community Service Class Guidelines** – SACC discussed the importance to the field of implementing the draft guidelines for co-enrolling not-for-credit (fee-based) students in credit courses.
- **Stand Alone Course Approval** – An analysis of standalone courses revealed that there are currently 113 courses in the queue and the oldest has been in the queue for three weeks (down from four months). SACC discussed the importance of restoring local approval of standalone courses. The PCAH addresses experimental courses, with focus on CTE. The Academic Senate proposes using a rubric, checklists and “policing” colleges to ensure that local approval of standalone courses to ensure that standards for standalone courses are met. Courses that are intended to be applicable to future programs should not be submitted as standalone. The definition of basic skills (CB08) needs to be clarified: courses that are degree applicable but are not transfer applicable can still be standalone. There is misunderstanding in the field regarding standalone courses; for example, some colleges have been told that they can't submit counseling courses as standalone. SACC will discuss standalone courses at future meetings and will establish a subcommittee to look at definitions, PCAH language, and local approval processes.
- **Dual Enrollment** – AB288 will be effective in January 2016. A preliminary legal advisory is in work and a more thorough advisory will be issued next year. The RP Group is interviewing a wide variety of stakeholders on Dual Enrollment and will be launching a “tool kit” in January that will include Frequently Asked Questions. The ASCCC is also developing FAQs for faculty senates regarding dual enrollment.

Constituent Group Reports: CCCAOE, ASCCC and CIOs are all participating in the Spring Conference in Sacramento.

- **CCCAOE** – No changes were reported. The search for an executive director is continuing. Kim Schenk announced her departure from SACC; SACC expressed its gratitude for the expertise, leadership and service that Kim has provided to SACC during her tenure.
- **ASCCC** – No changes were reported.
- **CIOs** – The CIOs are anxiously waiting to find out what's happening with inventory system; a meeting will take place in January and results will be reported during the January SACC meeting.
- **ACCE** – The ACCE community is intensely interested in the approval of combined enrollment of community education and credit students. The CCCCCO will schedule a meeting with the ASCCC, ACCE and CCCCCO.

Collaborative Programs: Guidelines – Language in the PCAH needs to match the guidelines.

Curriculum Inventory Implementation (Curriculum Inventory Implementation Update with Tech Center) – The CCC Technology Center, Barstow Community College and the CCCCCO have launched a “discovery phase” in which they will work with local community colleges and the CCCCCO to determine protocols for inventory data that are incomplete, don't match or are incorrect. The Technology Center hopes to present a proof of concept in January. A steering committee that includes CIOs from six colleges (Los Rios, Cerritos, Crafton Hills, College of the Canyons, Ohlone, and Moorpark) has been formed; members include colleges that use “non-CurricUNET” systems (e.g., eLumens, Socrates). The Academic Senate expressed interest in having representatives on this committee. Another cross functional group has been established to provide a “vendor agnostic” conversation among curriculum inventory system providers and colleges who have home grown systems. The goal of this

conversation is to develop Application Program Interfaces (APIs) to allow automation between local CI systems and the Chancellor Office's system.

CB21 Coding for ESL – SACC discussed the need for guidelines for coding ESL classes. Some of the issues include ESL courses that are at very low levels but are coded as “degree applicable,” and courses that are part of sequences that aren't supposed to be coded in CB21. In the current inventory system, the only way to indicate a CB21 Code of “Y” is if the course is degree applicable.

Military Credit (AB2462) – The CCCCCO is in the process of surveying the field to determine if awarding credit for military experience is feasible. The initial survey did not garner a large response. The CCCCCO Student Services division has established an advisory committee. Concerns include awarding too much credit for military experience (which can affect students' financial aid) and awarding credit for courses that do not prepare students for future classes. There is interest in awarding credit to veterans who served as military police and emergency management personnel. The most common credit awarded is for physical education. The CCCCCO will hold an annual summit in March.

Adult Education – AB104 established \$500 million of which \$336 million was given to the K-12 programs for their maintenance of effort; the remainder was distributed to the consortia. Consortia had the option having a college or a K12 entity as the fiscal agent or opt for separate fiscal responsibility. Most consortia elected to have the community colleges serve as fiscal agent, with the exception of twelve K-12 programs and three county offices of education who will serve as fiscal agents, and nine consortia who opted for separate fiscal control. A summit was held in September; 440 attended. A reader's conference was held recently during which 110 consortia representatives peer-reviewed the consortia plans. An additional \$25 million was allocated for assessment and accountability and \$25 million will be allocated for technical assistance to the field.

PCAH Update and Discussion – The PCAH writers are ready to review the current (fourth) draft with the CCCCCO Academic Affairs staff. The draft will be distributed to SACC members after that reading. At this point, the review should ensure accuracy of the document and the use of common language. SACC will review the draft at the January meeting. Two writers will continue as editors through the document's publication to make any needed edits

Program Goals (ADTs, CTE, AA-S non-CTE) – The CCCCCO staff has discussed concerns about the relationship of program goals with the new Curriculum Inventory and how old goals would map to the new system.

C-ID update, and double-counting concerns (CTE and on-going ADT work) – Faculty discipline groups are meeting frequently with CTE as the emphasis. For transfer level C-IDs, discipline groups are working on the five year renewal process, reviewing comments from the field to see if changes need to be made to the C-IDs or TMCs. A process exists for changes that could require the resubmission of CORs by all 113 colleges. The C-ID Executive Committee will meet in January. To date, the only substantive change contemplated is for the Studio Arts TMC. General Education Advisory Committee has a conflict with CSU math faculty; the Math FDRG is meeting to determine these pathways.

With regard to the double counting of units for ADTs, the CCCCCO is working with the colleges who have apparent errors in the counting of units. Guidelines need to be added to the PCAH. One issue to be revisited is the current policy in the CSU GE Area B to award a unit for a lab which can take the total units to 61. This affects the ADTs in Biology and Chemistry. The CCCCCO indicated that the CSU has documented that they will accept 10 unit courses and this will be communicated to the field and will be added to the PCAH.

Inmate and Re-Entry Education – A summit was held in December to showcase effective, sustainable efforts. There is interest in the field for these programs. Another summit will be held in summer 2016 in Southern California.

Announcements/Future Topics

- **Upcoming Conferences, Workshops, Professional Development Opportunities** – Online Ed Regionals April 8 (College of San Mateo) and April 9 (Location TBD).
- **Review SACC meeting dates for 2016** – SACC members agreed to meet in Napa for the January 14 meeting at the Napa Valley Marriott. Other meeting dates in 2016 include February 18, March 11, April 15, May 12 and June 17.
- **Bylaw and “rebranding” SACC** – SACC members will discuss the by-laws and membership at the January meeting.
- **Membership discussion** – SACC is in contact with the classified senate to identify a curriculum specialist to join SACC.

Next Meeting: January 14, 2016 (Napa Valley)

Telecommunications and Technology Advisory Committee Meeting

Monday October 12, 2015
CCC Chancellor's Office Sacramento

TTAC Members Present: Bill Scroggins, Dennis Bailey-Fougner, Dolores Davison, Erik Schearer, Gregg Atkins, Gregory Anderson (online), Jay Field, John Freitas, Paul Bishop (online), Robert Coutts, Tim Kyllingstad, and Wei Zhou (online).

Chancellor's Office and Staff: Theresa Tena, Alice Van Ommeren, Gary Bird, LeBaron Woodyard, Tim Calhoun, Anna Stirling, Joseph Moreau, Jory Hadsell, Joseph Quintana, Cindy McCartney and Caryn Albrecht.

Opening: Alice called the meeting to order at 10:07 am. Attendees introduced themselves.

Chancellor's Office and System Update:

Theresa expressed Erik Skinner's regret at having to miss the meeting; he is a Partnership Resource team member and is representing the Chancellor's Office on one of the first site visits today.

The Board of Governors met a couple of weeks ago and heard the Accreditation Task Force Report as an information item, along with public testimony. They plan to take action on that report at the November meeting which will be at Mt. SAC. The BOG retreat had two main focus areas: Work Force Task Force Recommendations, which will also be going to the November meeting; and recent budget augmentations to Basic Skills. The system budget request was heard at the September meeting, since the Department of Finance gathers information by mid-September to begin their evaluation process for the Budget Change Proposal (BCP). There is about \$1B of Prop 98 funding and the BCP includes standard items in terms of growth, COLA, and additional resources for technology. Although anything put in is considered confidential until the BCP comes out, the narrative for that \$22M request is online under the BOG line item on the agenda; it is primarily for infrastructure related to the technology. The Chancellor's Office will put forward as concerted an effort as possible to secure those resources now that there has been an uptick in revenue. There is a lot of need and demand out there and this is a very high priority. Historically, the Chancellor's Office has been successful in getting favorable consideration of requests by the administration and legislature. If particular funding is not seen in January, it could still appear in the May process.

Yesterday was the last day for the Governor to act on bills and Theresa thought that it was interesting to hear the Governor's mindset related to why he vetoed AB 176, which was a bill that would have required the collection and reporting of demographic information for Asians, Native Hawaiians, and Pacific Islanders, after the next census. After the veto, the Governor reported that there would have been benefits to the bill, but that he was wary of the desire to stratify and further divide into more ethnic groups without providing greater wisdom into actions to take.

Recent transitions at the Chancellor's Office include Theresa providing oversight for Institutional Effectiveness and the TRIS area. There will still be a Vice Chancellor for TRIS, and active recruiting for that position is underway. Theresa expressed her gratitude to Alice Van Ommeren for stepping up and taking on the responsibility for that role while the search is done, especially because Alice is doing so in addition to her full time job in research. The Chancellor's Office is aware that they have not been operating at full service and strength, and they hope to be in a better position in the next couple of months. TTAC will be one of the first groups to be notified when the new Vice Chancellor is hired. They are also working on hiring another grant monitor in addition to Gary; he has been a one man army in carrying that work alone and they hope to have some support for him soon.

The Bonilla bill, AB798, related to Open Educational Resources recently passed. LeBaron explained that it is a modification of the Steinberg bill from a few years ago, that created the OER

Council with Academic Senate representatives from CCC, CSU, and UC. It formed Cool 4 ED resources, managed by CSU through their Merlot infrastructure. The goal was to create a library of open educational resources and fund the creation of about 50 open educational resources. At that time \$5M was put into the program in matching funding, and eventually CSU was able to identify \$1M through a couple of foundations for the match. The Bonilla bill took a portion of the remaining money, removed the match and allocated around \$50,000 dollars to the CCC and CSU. Dolores is one of the three CCC representatives on that Council and is another source of information about that effort.

Tim Calhoon provided an overview of the request for \$22M in technology funding being requested. There is \$7M in onetime and \$5M in ongoing funding for CENIC to upgrade and future proof the network. CENIC will also take over the intra-district circuits that colleges are paying for within their districts. There is \$4.5M for information security intended to promote the Information Security Standard put together by SAC and to get the colleges on board, probably including some kind of grant offering. The remaining funds are for: increased help desk funding for CCCApply, the new Student Services Portal and other things coming up; funding for the library, and for video conferencing services. Tim will send details of that request out to the committee.

Last year there were nine additional Chancellor's Office positions provided in the budget, and there was an agency augmentation in this year's budget to provide for the research specialist who was one of those nine, but was brought on this year. There were augmentations for Student Success and Equity but no related IT support provided. Theresa noted that there was an amazing amount of support for local assistance resources provided in the past year as well as six positions that were distributed throughout the agency, but there were 240 staff members back in the 1990s and now there are 165-170, so the agency is still working hard to keep up. Bill felt strongly that the IT and research demands of Student Success and Equity on local districts are so great and everyone is doing the same thing and splitting resources; it doesn't make sense not to have system level research and IT support for those programs. Theresa agreed and explained that as part of the local assistance bill they are looking to increase the statistical operations resources. The Chancellor's Office is willing to engage in these conversations about the best ways to resource the agency to support the local campuses. Bill suggested keeping system level support in mind as TTAC looks at making updates to the Technology Plan.

TTAC Charter Review and Webpage Discussion:

The current TTAC Charter is from 2003 and John Freitas thought it would be useful to update it to reflect how TTAC operates now, as well as to reflect the addition of the major initiatives: OEI, CAI, EPI, and IE. He thought it would be best to have a small group look it over and suggest revisions back to the larger group. Currently the roster has five faculty appointments from the Senate and is also supposed to have five CEOs, but there are currently only two. Cindy explained that it seems to be difficult to get five CEOs; Bill will ask again at a meeting of CEOs next Friday.

Bill felt that the Tech Plans of the past, and especially Tech Plan 3, did a good job of providing background about why TTAC is focused on certain items and provided a useful update to the mission. He thought that it would be useful to incorporate the new Tech Plan, which is used to advise the system, into the preface or background of the charge in the TTAC Charter. TTAC originated to help advise the Chancellor's Office on how to best administer TTIP. LeBaron explained that before 1996-97 the only technology infrastructure shared by the system was the phone, but the Strategic Planning Grant coming out of the Department of Commerce led to BCP funding which created a vision and infrastructure for TTIP and TTAC which included more than just the technology side. The plan included: technology applications, internet, @ONE, video conferencing with CCCConfer which has evolved and expanded broadly, electronic transcripts, and CCCApply. At one point before the budget crunch, the funding was up to \$42M with \$4M going straight to the libraries. The mission has moved and changed as funds have been made available, but it has always been a visionary body. Bill explained that last year the agenda did not include the depth of visionary work, probably because the new work with the three big technology initiatives were more successful than anticipated, and the group was running to keep up with what

was already being done. This year it would be appropriate to get back to that kind of discussion with big visionary ideas about what should be done moving forward. Data analytics is one area, but there are more and that next iteration should be discussed. The ideas from the retreat have traditionally then been crafted into a document reflecting the vision and the goals going forward; last year the larger vision didn't get included as much as usual.

When the Tech 3 Plan was written, the Chancellor's Office Strategic Plan had just come out and much of the vision came from building off of the Strategic Plan. Discussion of the next Strategic Plan will probably come up in November or January, but extended collegial conversations about it will mean that it probably will not be available to be responded to until sometime around November 2016.

Action Items:

1. A small group including John Freitas, Bill Scroggins, and Dolores Davison will meet with Gary to review and make suggestions for revisions and updates to the Charter.
2. Working with Kathy Booth, notes from the last retreat will be used to do some preliminary work on the next Tech Plan prior to the February meeting.

Tim Calhoun provided an overview of the new TTAC website at CCCtechplan.org including: documents (agenda, minutes, and presentations from past meetings), a calendar of meetings, a directory with the membership roster, a discussion area, an announcement area, and resources that include products of TTAC (previous Tech Plans, etc.). With respect to membership, Gary gets information from the Academic Senate and other groups as to who is coming on and going off of TTAC and gives that information to Cindy, who maintains the TTAC membership list and works with Sandoval and Rebecca to make sure that the Listserv is kept up to date and membership changes are made on the website. Tim asked members to look over the site and provide feedback and suggestions back to the Technology Center. A similar format will be used to set up a site for the SAC committee, and both sites will be linked to the Chancellor's Office website. The Technology Center will maintain the documents and the website. Bill suggested that a link to the IEPI Clearinghouse/Professional Learning Network be added to the website when the PLN is available.

System-wide Circuit Upgrade- CENIC:

The system got some one time funds and some ongoing funds, so Gary and Tim have been working with CENIC to review circuit usage to see what needs to be done to get everyone up to speed with 1 Gig circuits and 1 Gig backups including at approved offsite centers. Through that process they identified some schools that are in desperate need of 10 Gig circuits, and there is enough funding to start providing those. At this point there are 30 circuits in place and 65 that are underway. There was \$6.3M from 2014/15 fiscal year still to spend down and there is a plan to do that, but CENIC needs to move faster; there is also another \$4.6M available this year.

In order to determine which colleges should get circuits Gary and Tim started with an analysis of saturated circuits (like Barstow with a completely saturated DS3 circuit). There were a number of circuits that needed repair, and redundant circuits that were necessary, but they also found larger districts that were regularly getting up to peaks that were at half of their maximum. With everyone having multiple devices, the demand is high, and saturation at campuses is happening faster and faster. This is part of the reason for the BCP of \$7M one time funding, plus \$5M in ongoing funding; it is to future proof the network so that as a system we don't fall so far behind that colleges are struggling. Additionally, in September the system came up against the fact that all of the routers at both ends of the circuit are end of life; they are no longer supported. Tim and Catherine knew this was coming, and had been planning for it, but had not been able to find full funding. Now that the recession is ending, funding is available. That funding is important because the 1 Gig routers are about \$12,000 each and the 10 Gig routers are about \$50,000; it is quite a big spend, but it is needed. Since the 1 Gig routers are not always upgradeable, it makes sense to get 10 Gig routers with an added piece to step down for 1 Gig. Work continues on

looking at district needs and circuits, as well as how to get some districts into a ring for redundancy.

The Technology Center is bringing on a project manager to work with Gary and Tim to manage planning and work with CENIC. This should help with two big issues: getting costs and good estimates of when circuits will go in. The carriers have not been very communicative, and CENIC has been overwhelmed with all of their work with public libraries and a huge upgrade with K-12 in addition to the work for the CCCs. The project manager has experience with telecommunications projects and will work about eight hours each week following up and recording every circuit and when they can be expected, which will help with being able to communicate to the colleges about when circuit upgrades will happen.

SAC looked at what colleges can do to limit bandwidth usage before upgrading to 10 Gig circuits, and colleges that have not met those 3-4 recommendations including putting restrictions on open networks, limiting student accounts to 5 Megabits or less, looking at caching, and those kinds of things, have been told they will not be considered for upgrades until after they are addressed. Bill felt that it would also be useful to define the appropriate use of cloud and wireless usage.

The plan for the Golden Bear Network for a Far North Backbone was funded by the CPUC, but at this point funding for the network has not yet been found. It was on the priority project list for the Rural Internet Access Federal Initiative which had a priority list but during the economic downturn the money was not there. Now that the money is coming back with reauthorization of the Higher Education Act, it is important to make sure that lobbying for that project is happening. Louis Fox, the CEO at CENIC does a pretty good job of keeping track of lobbying, and additionally, Bill encouraged the system office to have this on the legislative priority list. Alice also noted that Theresa was appointed to the CENIC board.

TTAC Retreat Outcomes Report:

Gary reviewed the report that came out of work with Kathy Booth after the retreat last year. It focuses on three primary area goals and the strategies to reach those goals. Committee members provided feedback and suggestions for additions or revisions to the report.

Under Goal A, Bill felt that the aspect of "last mile" work didn't get translated in and is critically needed. The local implementation of the three major technology initiatives will be dependent upon the interaction with local data and local systems. It will involve a huge training component that has to be specific to the operating system both on the technology and implementation side. It doesn't do any good to build big systems, if the colleges can't implement them. As a system we often use the idea of "mini-grants" but this is a much bigger element, especially for smaller colleges. Gary and Tim explained that some of that "last mile" work was being planned for via "implementation grants" for specific areas of help in the EPI. Dennis cautioned that some schools wouldn't even consider trying to do implementation because they haven't changed their systems in twenty years; they might need a million dollar grant, they can't get there and have no staff to do it. Tim Kyllingstad reminded the group about the idea of a FUSION like system for IT, to do an inventory of IT capability on each of the campuses. However, Bill cautioned that it was more than facilities and capability; it has to do with algorithms and business practices that were implemented thirty years ago. New business practices have to be implemented which will easily take at least a year or two of work.

Articulation for degree audit is also important. Tim Calhoon thought that completion of the new ASSIST would be a big factor since as it exists it is not readable and is a textual database, but since it is owned by the UC and they are the grantee, we are not able to speed up that process. It is frustrating, but the new ASSIST has been pushed back until at least January (Bob Quinn has better information). Until that primary ASSIST piece is in place, the new business processes for articulations and computerized systems can't be done. Many campuses simply don't have enough evaluators to do the work for the degree audits, and students can't graduate without degree audit working better and faster. John Freitas noted that with 72 different governing

boards it can be a struggle even to get local governing bodies to consider updating technology; they want to be fiscally responsible, so they are willing to stay with technology from 1975. Joe Moreau thought having minimum implementation standards, could help as long as there was money to help with implementation of those standards; there has to be a revenue stream to support it. There should be consolidated readiness standards for local implementation. Strategy number five on the first page of the matrix is closest but the case needs to be made for it in the goal. That is part of the work of the pilots; Tim Calhoun explained that they are working to tease out what is needed at the local level for implementation of each of the initiatives. It is at a somewhat messy stage, but by the time the initiatives are ready to release to the other colleges there will be a plan. Bill thought that communities of practice should be able to support ongoing practice; there needs to be both assistance and funding for local maintenance pieces as well.

Goal B involves leveraging technology and one element is the current work to re-establish the Ambassador's Program; Anna explained that TTIP South is looking at DE Coordinators as one possible group to act as the campus liaisons for communication about projects and initiatives. The Ambassadors were the local representatives who would do presentations to the Academic Senate, the Classified Senate, Dean's meetings and so on. The primary role of the Ambassador would be to make sure that the information being distributed is accurate and complete. Dolores encouraged the use of Professional Development leads at the colleges as another option, since they are faculty and would therefore be more likely to be heard by faculty members. LeBaron also acknowledged that the DE Coordinators have the primary task of getting their report back to the Chancellor's Office each year, and their other roles on campus can be quite varied, anywhere from a Vice President of Instruction to an Executive Secretary. He also noted that most Professional Development people are attached to the Flex Calendar world, and nine colleges don't participate in the Flex Calendar, so that might be difficult to coordinate. Joe suggested that perhaps it would make sense to look at two to four people to cover the role so that even if one of the positions changes or is empty the communication would still happen.

Bill expressed concern about Goal B which only addresses professional development; it really should include hiring practices as well, "Increase participation in comprehensive and high quality professional development and hiring practices that promote digital literacy and student success." Similarly, Strategy II should be expanded so that it does not just strengthen the expertise of existing personnel but also looks at hiring additional staff as well. Finally, under Activity 12, related to hiring quality IT staff, Bill encouraged changing the wording to "hiring, promotion, and internal development," to support a variety of options. It is important to work on all fronts, building existing staff up, and working with HR on better hiring practices and a clearer understanding of the needs of modern technology workers; for example, telecommuting should not be a bad word. It would also help to promote best practices and to have a competency based training program developed as a system. Maybe @ONE could provide an online training program with a professional development certificate in the area of digital literacy for Academic Deans and Presidents. Anna thought that could be done if the subject matter expertise was offered by CISOA. Wording could be added to Activity 13, "Provide digital literacy training to college leaders and offer a professional development certificate." Jay also suggested outreach from TTAC to the HR groups, and perhaps addition of an HR person to the TTAC Charter be considered. Anna suggested that working on writing and sharing technology job descriptions across the system could be beneficial as well.

Members felt that something should be done with respect to the paper chase in the system. There are document management systems that can help with work flow, and that is an area that needs attention. Bill is implementing a system called OnBase which is part of IT but is embedded around campus in the systems to analyze business practices in DSPS, financial aid, and so on, to work with document retrieval, coupled with Apex fillable signature. He noted that it will probably be a ten year project to update business practices. There is also a problem with lack of digital literacy of staff to fill the system; there is the need for a business analyst position that is part of IT but that can also understand financial aid. Bill is able to work on these issues because Mt. SAC

is big, but he is also hoping to be able to work the bugs out and provide it as a model system wide.

Under Goal C local priorities should include be included along with statewide priorities. Activity 15 suggests establishing an advisory body that would provide governance and oversight in the area of data and data analytics. This is because requests will come in from other state agencies and groups regarding potential uses of the data and there will be a need for a group that is able to set requirements and review research requests like an IRB for human subject research. The wording could be changed to, "Establish or designate an advisory body to provide governance and oversight," since it could be a task given to an existing body.

A suggestion was made to also have a Goal D related to Cyber Security. Information Security was a compelling issue raised at the retreat and there is money being requested for it; it makes sense to have a plan for security as well. Bill suggested having Jeff Holden come up with appropriate draft goals, strategies, and activities for a large cyber security goal. This is a major concern for the CCCs; most colleges surveyed in 2013 felt that their information security programs were immature and the vast majority did not have even one staff person dedicated to security. Higher education is a big target and the CCC is a fairly weak one. Our counterparts at CSU have an information security officer and a team on every campus. Last year within our system it was reported in the media that 35,000 records were lost. Joe Moreau noted that with about 1.3M social security numbers stored in the SIS on his campus, and an average cost of \$145 per record to remediate a breach, the resulting cost would be over \$188M if there was a significant breach. At Mt. SAC they are aware of over 200 attempts every day to either breach or convince others to provide information from within the campus. It is a real and serious issue and as a result, it is important to build security awareness on campuses, make sure that staff members who deal with PII are trained every year, and implement the security standard for the system.

Action Item: Make suggested wording revisions to each of the goal areas and work with Jeff Holden to develop Goal D related to Cyber/Information Security.

Education Planning Initiative (EPI):

David Shippen, provided an overview of the scope of the EPI using a diagram from 2008 outlining the lifecycle of the student while explaining how various aspects of EPI connect into that lifecycle. Currently there are nine pilot colleges and four are deep into implementation; none of them are up and running with students yet, that is expected in late November and December. Those pilots are creating a record of lessons learned, along with code that can be leveraged by Banner, Colleague, and other schools.

EPI has \$6M in funding for each of five years, the project underspent in the first two years, but has caught up this year. The base infrastructure for the portal is now in place and the team is working on completing the portal and getting a block of colleges on board. There will be orientation tools (developed by the colleges) and career exploration tools (the RFP is due soon). The emphasis is on college configurable portlets so that local colleges can get what they want and the project can foster an environment of creativity. There will be several alternate paths to the portal and portlets which will allow colleges to incorporate use into their college environment in a variety of ways.

There are a number of Education Planning and support tools that the project is responsible for. The contract for Starfish by Hobsons has been signed and includes a Degree Planner and an integrated Degree Audit Tool. There is also an Early Alert and Retention tool that came as a bonus. The project will be supporting online planning, student engagement, and wrap around guidance services, and will be supporting colleges with or without tools. Colleges may decide to remain with their existing education planning and degree audit tools, and still make use of the student portal and Starfish for retention.

EPI is also involved with various connections with C-ID, ASSIST, Curriculum Inventory, and e-transcripts. The first version of C-ID is no longer supported and version 2.0 is in the design phase. ASSIST Next Gen now has APIs in place and EPI will be supporting integration when the CSU completes version 2.0. The Chancellor's Office Curriculum Inventory system supported by Governet is obsolete and version 2.0 is in the design phase. Emphasis will be focused on data quality and web services. A dedicated product manager has been hired to work on the ongoing deployment of e-transcript through the end of 2015. Steps are being taken toward: a California e-transcript standard, a student ordering portlet, and a potential RFP. At this point communication and rumor control are important so that colleges get accurate information about all aspects of the project. Next steps will involve ongoing pilot operations and then analysis of how to refine the process for phase two.

David provided a quick demonstration of the portal as it exists in development now. The portal is being built using an iterative development process on secure and scalable infrastructure so that it can expand quickly for peaks and troughs of use. It has been extensively student-tested. The main content supplied to students is presented in a center area carousel of checklist boxes. These are items that are either required of students or recommended to them. Each of the checklist boxes contains links out to tasks for the student to complete and a progress bar that fills in as they are completed; the progress bar was specifically added based upon student input. Administrative tools for the college allow the content of the checklists, number of checklists, etc. to all be entirely configurable. The design is responsive so that the portal is accessible on iPhones, laptops, etc. There is also a pin board app launcher with links out to portlets or sites, this is also configurable by the institutions and acts as a consolidated list of tools and resources that can be searched and saved by the student for easy reference.

Jay noted that the pilot process at San Francisco City College with fifteen counselors working on it has been very interesting and is resulting in a lot of business process conversations about how services are offered. Hobsons has been very good and they are working on data integration with Banner. Jay is hoping to wrap up this phase of preparation work by the end of December and be able to pilot with students next semester.

There are many lessons that are being learned from the pilot college experiences; members of the Steering Committee and the team are very aware of the need to focus on business processes. Almost all colleges in the system currently don't do degree audit until a student is ready for graduation. Changes are needed to be able to do the degree audit earlier so that education planning can be done. It will be important to communicate that information about business process out to the system.

Common Assessment Initiative (CAI):

Jennifer Coleman explained that the project has been on the road giving a lot of presentations lately; last week they were at the RP Group Conference and then the Assessment Association Conference on Friday. They are starting to get the word out, along with examples, which is providing stakeholders the opportunity to get complaints and suggestions into the process in time to make changes. The test will cover math, English, and ESL and will be adaptive at the test-let level, which means that a student will start with a group of questions and his/her performance on those questions will determine the next set of questions presented, and so on. Students will have more questions or fewer depending upon how they do. The assessment will incorporate multiple measures that colleges can choose to use or not, and there will be assessment preparation as well. Accessibility is a primary consideration that is being built into the platform, content, and item creation. The assessment system is being developed through work with two vendors: Unicon for the software of the platform and administration, and Link-Systems International for the item content using their Worldwide Test Bank tool. Math, English, and ESL faculty are very involved in all aspects of the development of test content.

CAI has seven different work groups that have been meeting for over a year. Prior to July groups were meeting singularly, but now they are being brought together so that general questions can

be answered together. The content area work groups originally came together around developing the competency maps and are now working on item development and actual test content. The test development vendor, Link Systems International, has also met with the work groups twice to look at how test items will be developed from the competency maps.

English and ESL met together recently to determine how they will interact within the test. The work group recommendation going to the Steering Committee on Thursday is that based on pre-registration questions students will enter the assessment for English/ESL within a combined test. The exact name has not been proposed yet, but the goal is to not have the name carry the stigma that sometimes accompanies the "ESL" label. The test-let adaptive model will move students seamlessly into or out of English and ESL as needed for that student. This means that students will not need to choose the test that they take and they will still be given the questions that appropriately determine their competency levels. The outcome could in certain cases provide a dual recommendation for placement depending upon what programs the local school has in place for English/ESL. This will be a huge move forward and the work groups believe it will serve students better. Dennis noted that they did an integrated model in Oregon when he was there and he felt that it provided for a much better system for students, especially for those with lower skills who no longer felt "I'm not college material," but instead were given placements into appropriate courses.

The English and ESL work groups also talked about writing samples and what will be offered to colleges. They are recommending that the project put out an RFP for a technology driven solution which will leverage the use of existing work and prompts from the field as well as the use of automated grading technology going forward. Those recommendations from the work groups regarding a combined test and the RFP for the writing sample will go to the Steering Committee on Thursday. Local colleges would still be able to hand score writing samples if they chose to.

The outcome of the tests for both English/ESL and math will be some kind of profile of student performance; it will not just be a single number. Additionally, since placement is the purview of the faculty, there will be local work needed to determine placement from that profile of competencies. There will also need to be local validation of that placement model.

CAI is using the work from the Multiple Measures Assessment Project (MMAAP) to inform which multiple measures will be offered through CCCAssess. There is some pilot college overlap between CAI and MMAAP and they are currently convening with regard to non-cognitive variables.

There are twelve pilot colleges at various stages of preparation and there will be two components of piloting: the test and the technology. Piloting of the test will involve data collection and validation, while piloting of the technology/platform will involve the student information system interface. All aspects of piloting, including professional development, will involve an iterative process of rolling out, evaluating, and then improving for the next phase. This will not be a static solution, but one that is improved upon during each step of the process regarding what works in terms of rollout and what resources are needed. The pilot phase will take the better part of a year with item quality checks along the way.

Currently, during fall 2015 the piloting of item quality and non-cognitive variables is taking place. In spring 2016 the field testing of the full test and then test validation and approval will occur. Release and implementation to the field beyond the pilot colleges will begin in fall 2016 for spring 2017 placement, probably beginning with sister colleges of the original twelve pilots that want to come on and then expanding to other colleges in the system. Ongoing feedback and development will continue throughout the phased rollout process which will fit into the assessment window on each campus, leading finally to success.

Professional development will be a big piece of the CAI process and will include several important user groups: IT/software interface; Assessment Center staff; faculty, including counselors; and researchers. There will be many local factors, and efforts are being made to leverage other

professional development events and activities so that stakeholders do not need to attend separate events to learn more about the project and the process. Professional development will happen through a number of different models including synchronous, asynchronous, and targeting geographically isolated colleges.

The project is coordinating with OEI and EPI in several areas including IT considerations and integration into SIS, the statewide data warehouse, and the Student Success Portal (SSP). The platform will be a web-based portal with delivery through EPI's SSP or a neutral branded portal which will be able to be accessed at local integration points. Serious consideration is being given to IT considerations because so many colleges are under staffed and over-burdened in that area. The primary concern is to keep everything working while bringing a mandated program to the entire system. The project is looking at resources to provide from the initiative and the Technology Center to help with these considerations. The assessment that is developed will be software neutral and browser based. Through the pilot phase, the project will figure out where the hot points are for integration with the SIS and how to provide assistance for overcoming them. From the very beginning of the rollout, paper and pencil versions will be available for special populations, as well as those campuses without computer labs.

There are other considerations for faculty, researchers, and assessment center staff. Faculty considerations include: custom placement models with algorithms for 113 colleges which provide not just a cut-score, but mapping to the local curriculum, class level aggregate reports, counseling reports with different options, and student facing reports. Researcher considerations include local validation for disproportionate impact and the reports dashboard. Finally, assessment staff considerations include: the platform, activating an assessment, reports, troubleshooting, and support services. The monetary resources that will be provided to assist with these efforts are still to be determined and announced. Currently at the pilot colleges the local implementation teams are being set up including: assessment center staff, faculty, IT, researchers, administrators, and so on. There are also a few students that are interested in helping to inform the process.

Interested stakeholders can get further information by: visiting the CCCAssess.org website, joining the CAI interest Listserv, watching for biweekly newsletters, and tracking the CAI roadshow. It would also be helpful to add CAI to department meeting agendas and to forward comments, concerns, and questions to the project afterward.

Online Education Initiative (OEI):

Jory Hadsell explained that the focus of OEI is on student completion and the project is pulling together technology and resources to provide students greater access to the courses they need and help them through in a timely manner. There are 24 pilot colleges participating in OEI and they started out in three groups of eight colleges each for: readiness, tutoring, and full launch. The pilots are now in two groups, the eight full launch colleges which are now offering OEI courses in Canvas with tutoring and readiness resources, and the other sixteen colleges which are offering OEI courses with tutoring and readiness support and will be on Canvas in the spring.

The course list for OEI was built by looking at core courses needed for ADT that were also in highest demand and filled the quickest; seventeen course titles were selected and are listed on the OEI website. OEI started with bottleneck courses, but next steps might logically involve the CSU and IGETC capstone courses. The project has developed a number of resources for use by the project and the system. The Course Design Rubric has been used to review 80-90 OEI courses. The Quest for Success Readiness modules were developed under a Creative Commons license and were rolled out last spring. The modules are hosted on the TTIP South server. Online tutoring with NetTutor was also rolled out last spring and was offered through a contract with the Foundation providing up to 24x7 tutoring services for all pilot colleges. That program has been expanded to other online courses at the original eight tutoring pilots to gather more data so that there are now just shy of 700 course sections where online tutoring is embedded in the courses. The tutoring platform is offered free to any CCC and through ACTLA a

tutoring consortium is being developed. There has also been some work on providing embedded basic skills support in the OEI courses. OEI is not offering basic skills courses, but is embedding basic skills support in the courses where students might need them.

The project is working on RFPs to provide plagiarism detection and online proctoring, as well as for a counseling platform. Both RFPs will be due on November 2nd and the plan is to implement the tools in the spring. There are also plans to put out an RFP for online counseling soon along with a plan to develop a trained network of counselors throughout the state with certification for distance counseling. Jory is also working with the Council of Chief Librarians and the Academic Senate to find a way to better coordinate online resources; a work group has been formed to try to coordinate that partnership.

The OEI courses will make up the body of the Exchange which will allow a swirling student to take an online course offered by another college if both the student's college and the college offering the course are in the Exchange. The Exchange will be piloted with the eight full launch colleges beginning one year from now, in fall 2016. This will provide the opportunity to have access to some courses from another college, but not to complete entire programs; it will not be a 114th college. The intent is to streamline the process with agreements so that students will not be required to go through additional steps for enrollment to take one or two classes to complete their degree; those business processes are what is being agreed upon among the eight pilot colleges. In terms of the current timeline, the Consortium kickoff meeting pulling together representatives from all 24 pilot colleges will happen on October 21st in Sacramento. The Consortium will provide governance for the operational processes for the Exchange. In spring 2016 all 24 pilot colleges will be offering OEI courses in Canvas with the resources built in. In the fall of 2016, the eight full launch colleges will pilot the Exchange and will learn a lot about the process, then in the spring of 2017 all 24 colleges will move into the Exchange. Beyond that, in fall of 2017 the Exchange will be opened to other colleges to join if they wish to do so.

Steve Klein explained that it was a long process of nearly a year for the selection of the CCMS but it ended with a nearly unanimous decision to select Canvas in February of this year. There were many stakeholders involved, and both faculty and students were quite pleased with what they saw in the demonstrations and interviews. Since then the contract has been signed and ratified and the project is supporting colleges using Canvas in various ways. The primary focus is on the eight pilot colleges currently implementing Canvas with OEI courses. The implementation has gone fairly smoothly. There are now about twenty colleges in the system using Canvas. Steve anticipates that after three years about half of the colleges in the system will be using Canvas. One of the benefits for colleges that choose to do a full Canvas adoption, in addition to the support for pilot colleges and the resources and activities, is that the initiative can cover 100% of the cost for Canvas, at least through the 2018/19 academic year. Although what happens at the end of a grant is never certain, the project anticipates continued funding and support to achieve the goals in the RFA. The project is allowing colleges to have 18 months to transition off of their existing CMS and to complete the full transition; the intention is not for colleges to run several CMSs. The contract provides faculty and administration with support and training; evening and weekend phone support are built in. There are also partners at @ONE providing additional support.

Colleges should have extensive conversations on their campuses while deciding whether to make the transition to Canvas, so they understand what is involved and what the benefits are to adopting Canvas, while also understanding that it does help the greater effort. This does not involve choosing a platform for a year or two; this is a selection process that took into consideration a CMS that will sustain the system for ten years or more. It is a big choice that campuses are making and one that needs to involve some long range visioning. The project has provided a webpage with resources to support having that extended conversation.

At this point the technical elements of the Exchange are starting to be built. The first development sprint is underway and involves OEI working with Lou DelZompo and the

Technology Center. The reciprocity agreements among the eight full launch pilot colleges must be finalized, including defining what it means to determine residency status, financial aid, and so on. There is a large continuum of what the Exchange will include; the first release will be for the easiest agreements that can be formalized through a data exchange, while one of the last might be financial aid considerations. This is a long term development product.

There are three ways that colleges can make use of OEI resources:

- A college may not want Canvas, and not want to participate in the course Exchange, but does want to use project resources: tutoring, readiness, etc.
- A college may want Canvas, and project resources, but not be sure that they want to participate in the course Exchange, or
- A college may want Canvas, participation in the Exchange, and also wants to use project resources.

All three levels of participation are supported and encouraged by OEI, and there are colleges engaged at all of these levels.

OEI is committed to full accessibility. One of the key elements of CMS selection was concern that it met the highest accessibility standards and Canvas has a team that is making improvements around functionality for accessibility. Additionally the course design rubric process includes a full accessibility review with Jayme Johnson. One of the specifications for tutoring was full accessibility and while none of the vendors was truly compliant, the project is working with NetTutor on enhancements to make sure that they meet the needs of disabled students. They are partners with OEI and have expanded their support areas, and their training aligns with ACTLA standards, OEI has been satisfied with NetTutor's responsiveness so far. They are offering 60 hours of staggered tutoring per subject, and if a student with a disability calls or connects online they will get full services for those subjects in those areas when they call. Math and English tutoring is offered 24 x 7. Anna explained that Zoom is being used internally (not with students) although it is not yet accessible, because they offer a better video conferencing solution than Blackboard for the long term. She noted that Blackboard's existing accessible product is not going to be supported in the future and Zoom is working to make their product 100% accessible, which is why TTIP South is working with them. Accessibility is part of the primary conversation with every resource that is investigated. Jory explained that OEI works with Jayme Johnson and Sean Keegan on RFPs to make sure that accessibility standard WCAG AA 2.0 is met; this is particularly important for proctoring, it is not acceptable to have issues when a student is taking a test.

John Freitas and Dolores Davison expressed concerns about the incoherence of the messages in the field regarding Canvas adoption. Some people are hearing "four years free", which is not true. Some campuses are ignoring the ability to continue their existing CMS during the 18 month transition period and instead planning to shut off the existing CMS as quickly as possible to save money; it is important to have a clear message about ensuring the quality of online instruction rather than just having a push to make it happen quickly. The communication going out to CISOs and CTOs needs to make it clear that the transition time is there. On the other hand there are other campuses that are putting out the message that colleges can have some faculty switch to Canvas and others don't need to transition at all because the college will be able to just keep both CMS, and that is not true unless the college wants to pay for both. OEI will pay for Canvas if the college is moving toward transitioning; if the college intends to keep two or more systems it will have to pay the negotiated rate for Canvas, OEI will not cover the cost. Tim Calhoon explained that the Technology Center just got a large email list from TTIP South that may be used to get the message out directly to faculty system wide; recipients will be able to opt out if they choose.

The project understands that \$10M in funding is ongoing, and while the grant period is five years, that simply means that the initiatives are up for renewal at that point, with the existing agent, or with someone else. At that point the funding would not go away, even if it went to another

grantee. Bill noted that there was budget act language that came with the money that mandated having a CCMS, so having a subsidized CMS is unlikely to go away.

Student Perspective:

Travis Childress, who has been a CCC student at Fresno City College for a little over a year, and is a Veteran who was an IT guy for eleven years with the Air Force, brought his experience and perspective to the committee. He noted that he has heard good things about TTAC and the work they have done and are doing to upgrade infrastructure and connect things together. The biggest issue for students with respect to IT is that they want wireless accessibility to work flawlessly and immediately. Travis has seen issues with wireless at his college and thought that although it is counterintuitive, bandwidth and session limitations could help speed up access on campuses; rather than linking up and staying linked up all the time. This could be a very cost effective solution across the system.

Students at Fresno are excited about the transition from Blackboard to Canvas, but some are apprehensive about getting used to a "new complicated system," since there was a bit of a learning curve with Blackboard. How easy Canvas is to navigate on campus will determine whether students end up crying or cheering.

Slow access during registration is very frustrating for students. Currently at Fresno it can take 3-4 hours to get through to register. Having ease of access for registration is very important to students.

Bill explained that when you try to have 30 people in a room all go on wireless at the same time, it won't work; you can't change the laws of physics. Wireless is not a panacea. It is useful to have wireless availability spots, but to also provide hardwired connections in classrooms, particularly for high bandwidth applications. As a system it would be helpful to put out an information piece about the challenges and opportunities of wireless access on college campuses. Wireless access is an issue that will continue to grow. More people are coming on campus with multiple devices that all log in automatically after they have been set up which uses up bandwidth rapidly.

Professional Development:

Anna Stirling provided an overview of the Professional Learning Network, PLN, (formerly called the Professional Development Clearinghouse) that TTIP South has been working on with IEP. It is not live yet, but she was able to provide a preview of activities that will be possible when it is complete. This will be a location to: gather resources, make connections, find speakers, look at a calendar of conferences, and so on. MyPD will be a feature for faculty, staff, etc. to develop their own professional development plan. The regional summits last November found this was a feature that attendees, especially adjunct faculty, thought was highly desirable. They can identify what skills and competencies they want to develop over the next year and use this location to establish those goals, and keep track as competencies are acquired.

Users will be able to see resources from other schools, and anybody from the system will be able to add information and content to the site; individuals and colleges could submit things to be reviewed. Additionally, there would be the option to connect with peers and to develop communities of practice, as well as to facilitate conversations in webinars, institutes, and training events. Local, regional, and statewide professional development events could be added to the calendar which will be searchable by topic, date, and location. There would also be certain sections where the various initiatives could place content and resources. It would also allow users to search for speakers from particular projects or initiatives to come speak on their campus.

@ONE has partnered with Grovo as a content provider to help provide micro-training, a series of short videos with questions for the PLN. This provides for a short information delivery option with a check for understanding built into it. @ONE and Grovo are working on some accessibility training as part of the course review process. It includes how to write better alt tags, how to check for color contrast and other things like that. Currently the Grovo video player is only

accessible in full screen, (the captions are under the video when not in full screen) but they have been told that is not acceptable. Anna also met with Linda.com last week regarding partnering; she will meet with them again next week to see if it will be feasible. They are working with Grovo to try to find a way to offer official recognition for Flex credit or pay advance; right now they are using a proprietary product, but @ONE would like to find a better solution. Linda.com uses an open source Mozilla solution. The goal is to have the ability to display that information, along with the metadata (what it was, how many hours, etc.) behind the badge, when people complete courses.

The existing Blackboard conferencing product is accessible, but BB is revising it and the new product is not accessible, and the one that is currently in use will potentially not be available after the end of this year. Therefore, TTIP South is working with Zoom to make sure that platform is completely accessible so that depending on what happens with Blackboard Collaborate, the system will still have an accessible tool. There are times that TTIP South chooses to work with solutions for a period of time to see if there is a way to make them 100% accessible.

@ONE is working with OEI on two primary focuses: involvement in the course design review and the Canvas migration process. The Introduction to Teaching with Canvas course will go live October 19th. There will be both facilitated and self-paced versions available. There will be four live "Canvas Conversations" offered that will be available under the community college license at Canvas deployment. There will also be regional "Train the Trainers for Canvas Introduction" that will be offered as face-to-face workshops for pilot schools before December; the intent is to have two trainers from each pilot school.

There will be six northern sessions of "Applying the OEI Course Design Rubric" over the next couple of months; previous sessions were in the south and @ONE is alternating locations. Dates for those sessions will be on the website; interested people should contact Anna. These sessions will introduce the rubric and how colleges can use it locally if they want to before going through with OEI. Right now there are over 70 courses that have gone through some stage of review; those with remaining issues to be addressed all have to do with accessibility. The rubric is very deep and in order to meet it, the WCAG 2.0 standard must be met. Meeting that standard can be difficult especially with older courses with some inaccessible features. Jayme is working with faculty members to get them up to the standard.

@ONE has been providing a lot of support to OEI and is now looking at ways to provide support to EPI and CAI with webinars, and partnering with the Technology Center for informational videos.

Meeting Summary and Action Items:

- 1) Support the Budget Change Proposal in technology and get information so that when the Governor's January budget comes out TTAC is ready to move forward
- 2) Develop the Tech Plan during the year, including background and visionary information
- 3) Schedule the February TTAC meeting and agenda; include looking at the draft Tech Plan
- 4) Align the Tech Plan with the Chancellor's Office Strategic Plan when it comes out
- 5) Refine the goals, strategies, and activities from last year's retreat to use this year to flesh out the plan
- 6) Update the charter including the charge and mission of TTAC and then integrate into the Tech Plan
- 7) Use techplan.org to keep current so that there is a historical record of the vision behind the work of TTAC

Adjournment:

The meeting was adjourned at 3:03pm.

