



Friday, January 7, 2022 to Saturday, January 8, 2022

Zoom Videoconferencing

Zoom Link: <https://us02web.zoom.us/j/84155622742>

Hotel Maya

*700 Queensway Dr,
Long Beach, CA 90802*

Meeting Room: Cival/Tikal Ballroom

Friday, January 7, 2022

11:30 AM - 12:30 PM | Lunch

12:30 PM to 5:00 PM | Executive Committee Meeting

6:30 PM to 9:00 PM | Dinner

*Fuego Restaurant at Hotel Maya
700 Queensway Dr,
Long Beach, CA 90802*

Saturday, January 8, 2022

8:00 AM to 9:00 AM | Breakfast

9:00 AM to 12:30 PM | Executive Committee Meeting

12:30 PM to 1:30 PM | Lunch

1:30 PM to 3:00 PM | Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. 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 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive Committee meeting must notify the ASCCC Office, at agendaitem@asccc.org, at least 48 hours prior to the beginning of the meeting.

Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end 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. Land Acknowledgement**

We begin today by acknowledging that we are holding our gathering on the land of the Tongva/Gabrieleño (gab-ree-uh-lee-noh) and the Acjachemen (a-ha-she-men)/Juaneño (hwa-nen-yo) Nations who have lived and continue to live here. We recognize the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Long Beach. As we begin, we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Long Beach their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

- D. 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.

- E. [Executive Committee Norms, pg. 7](#)**
- F. [Calendar, pg. 9](#)**
- G. [Local Senate Visits, pg. 13](#)**
- H. [Action Tracking, pg. 29](#)**
- I. Dinner Arrangements**
- J. One Minute Executive Committee Member Updates**

- II. CONSENT CALENDAR**

- A. December 3-4, 2021, Meeting Minutes, Aschenbach**
- B. [Proposed Virtual Zoom "ASCCC Online Education Committee Lunch Hour Virtual Connect & Chat: HYFLEX" on Friday, March 11, 2022 from 12:00 PM to 1:00 PM, Chow/Curry, pg. 31](#)**
- C. [CTE and Regional Consortia Liaising, Arzola, pg. 33](#)**

- III. REPORTS**

- A. President's/Executive Director's Report – 30 mins., Davison/Mica**
- B. Foundation President's Report – 10 mins., Curry**
- 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, ASCCC Caucuses: Small or Rural College Caucus, LGBTQIA+ Caucus, Latinx Caucus, Black Caucus, Asian Pacific Islander Caucus, Womxn's Caucus, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.
- D. [Chancellor's Office Liaison Report – 30 mins., Davison, pg. 35](#)**
 A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

IV. ACTION ITEMS

A. Legislative Report – 30 mins., May, pg. 37

The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.

B. Culturally Responsive Student Services, Student Support, and Curriculum – 10 mins., Davison, pg. 49

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

C. Equity Driven Systems – 10 mins., Davison, pg. 51

The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.

D. Transfer in the Higher Education system – 10 mins., Davison, pg. 53

The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction. ASCCC

E. ASCCC Accreditation Institute-Third/Final Read – February 25 & 26, 2022 - 15 mins., Howerton/Roberson, pg. 55

The ASCCC Executive Committee will review an updated draft of the ASCCC Accreditation Institute for the virtual event.

F. Outline for New Paper on “Accessibility of Educational Materials” - 20 mins., Chow/Curry, pg. 57 (Date Certain: Friday, January 7, 2022)

The Executive Committee will consider for approval the outline for a new paper on “Accessibility of Educational Materials” by the Online Education Committee.

G. Answers to ASCCC Prompts for Paper Development (Appendix 1 of Publications Guidelines in the Livebinder) for Update to the 2018 Paper “Ensuring an Effective Online Program: A Faculty Perspective” - 20 mins., Chow/Curry, pg. 63 (Date Certain:

Friday, January 7, 2022)

The Executive Committee will consider for approval the answers prompted by Appendix 1: ASCCC Prompts for Paper Development September 25, 2013 in order to update the 2018 Paper “Ensuring an Effective Online Program: A Faculty Perspective”.

H. AB 705 Math and English Survey - 20 mins., Rutan/Mica, pg. 67 (Date Certain: Friday, January 7, 2022)

The Executive Committee will consider for approval the distribution of the AB 705 Math and English surveys to colleges in January 2022.

I. AB 705 ESL Survey - 20 mins., Rutan/Mica, pg. 79 (Date Certain: Friday, January 7, 2022)

The Executive Committee will consider for approval of the distribution of the ESL survey to colleges in January 2022.

J. [Recording ASCCC Presentations and Visits - 20 mins., May, pg. 87](#)

The Executive Committee will consider a plan for implementing guidelines for recording ASCCC presentations and visits.

K. [Enrollment Management Paper - 20 mins., Stewart/Aschenbach, pg. 89](#)

The Executive Committee will consider for approval the outline for the updated Enrollment Management paper.

L. [Spring 2022 Elections - 30 mins., Davison/Mica, pg. 93](#)

The Executive Committee will discuss and approve a method to hold the spring 2022 elections.

M. [Executive Committee Meeting Dates 2022-2023 - 30 mins., Mica, pg. 95](#)

The Executive Committee will continue discussion on the 2022 – 23 Executive Committee meeting dates and may move to approve the presented dates.

V. DISCUSSION

A. [OERI Update – 25 mins., Mica/Pilati, pg. 97](#)

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).

B. [C-ID Update – 25 mins., Mica/Wada, pg. 99](#) *(Date Certain: Friday, January 7, 2022)*

The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

C. [Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 101](#)

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

D. [2022 Spring Plenary Planning - 60 mins., Davison/Mica, pg. 103](#)

The Executive Committee will begin planning for the 2022 Spring Plenary session.

E. [ASCCC Foundation Fundraising and Distribution of Funds - 10 mins., Curry, pg. 105](#)

The Executive Committee will discuss fundraising and consider distribution models for the ASCCC Foundation.

F. [Disciplines List - 20 mins., Parker, pg. 107](#)

The Executive Committee will review and discuss the disciplines list revision proposals for Asian American Studies, Geographic Information Systems (GIS), Native American/American Indian Studies, and Nanotechnology (NANO).

G. [Partnering with FACCC to Address Components of Resolution 6.02 \(Fall 2020\) - 15 mins., Stewart/Aschenbach, pg. 109](#)

The Executive Committee will discuss and provide any feedback on the partnership of the ASCCC Educational Policies Committee and FACCC in addressing components of the F20 Resolution 6.02 on Academic Freedom.

H. [Meeting Debrief – 15 mins., Davison, pg. 111](#)

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

A. Senate and Grant Reports

- i. [Intersegmental Curriculum Workgroup \(ICW\) and Course Identification Numbering System \(C-ID\) Advisory Committee, Mica, pg. 113](#)

B. Standing Committee Minutes

- i. [Curriculum Committee, Curry, pg. 117](#)
- ii. [Non-Credit Pre-Transfer and Continuing Education \(NCPTCE\) Committee, Vélez, pg. 119](#)
- iii. [California Community College Curriculum Committee \(5C\), Curry, pg. 121](#)
- iv. [Data and Research Task Force \(DRTF\), Rutan, pg. 125](#)
- v. [Part-Time Faculty Committee \(PTC\), Roberson, pg. 127](#)
- vi. [Legislative and Advocacy Committee \(LAC\), May, pg. 129](#)
- vii. [Education Policies \(Ed Pol\) Committee, Stewart, pg. 133](#)

C. Liaison Reports

- i. [Diversity, Equity, Inclusion, and Accessibility \(DEI\) Implementation Workgroup, Bean, pg. 137](#)
- ii. [California Virtual Campus - Online Education Initiative \(CVC-OEIAC\), Curry, pg. 145](#)
- iii. [Student Senate for California Community Colleges \(SSCCC\), Bean, pg. 149](#)

D. Local Senate Visits

VII. ADJOURNMENT



ASCCC Executive Committee Norms

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

A

C

HD

SPP

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities- be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

HONOR AND DEDICATION

SELF-AWARENESS, PRESENCE, AND PATIENCE



Executive Committee Agenda Item

SUBJECT: Calendar		Month: January	Year: 2022
•Upcoming 2021-2022 Events		Item No: I. F.	
•Reminders/Due Dates		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Melissa Marquez	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – San Jose/Hybrid – February 4-5, 2022
- **ASCCC Part-Time Virtual Institute** – Virtual – February 10-11, 2022
- **Legislative Day** – Virtual – February 22-23, 2022
- **ASCCC Accreditation Institute** – Virtual – February 24-26, 2022

Please see the 2021-2022 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

January 18, 2022

- Agenda items for the February 4-5, 2022 meeting
- Committee reports and meeting minutes, if applicable

February 15, 2022

- Agenda items for the March 4-5, 2022 meeting
- Committee reports and meeting minutes, if applicable

Rostrum Timeline

To Krystinne	To David	To Dolores	To Katie	To the Field
September 24	October 1	October 11	October 18	November 3
January 3	January 7	January 14	January 21	February 7
February 25	March 4	March 11	March 18	April 6

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



2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.

Meeting Type	Approved Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 12-14, 2021		Mission Inn, Riverside, CA Hybrid	July 26
Executive Meeting	September 9-11, 2021	AREA B	Waterfront Hotel, Oakland, CA Hybrid	Aug 23
Executive Meeting	October 6, 2021		Virtual	Sept 17
Area Meetings	October 15-16, 2021		Various Locations or virtual	
Executive Meeting	November 3, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	Oct 15
Executive Meeting	December 3-4, 2021		The Citizen Hotel, Sacramento, CA Hybrid	Nov 15
Executive Meeting	January 7-8, 2022		The Hotel Maya, Long Beach, CA	Dec 16
Executive Meeting	February 4-5, 2022		Hayes Mansion, San Jose, CA	Jan 18
Executive Meeting	March 4-5, 2022	East Los Angeles College	Omni Los Angeles, Los Angeles, CA	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		Los Angeles Marriott Burbank Airport, Burbank, CA	Mar 18
Executive Meeting	May 6, 2022		The Citizen Hotel, Sacramento, CA	Apr 18
Executive Meeting	June 3, 2022		Hyatt Long Beach, Long Beach, CA	May 16
Orientation	June 4-5, 2022		Hotel Metropole, Catalina Island, CA	
SESSION	Approved Date		Location	
Fall Plenary Session	November 4-6, 2021		The Westin Long Beach, Long Beach, CA (Hybrid Event)	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)	
INSTITUTES	Proposed Date		Location	
Academic Academy	October 7-8, 2021		Virtual	
Part-Time Institute	February 10-11, 2021		Virtual	
Accreditation Institute	February 25-26, 2022		Virtual	
Career and Noncredit Education Institute	May 12-14, 2022		The Westin South Coast Plaza	
Faculty Leadership Institute	June 15-18, 2022		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 6-9, 2022		Riverside Convention Center, Riverside, CA	

Academic Senate

2021 - 2022

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 12-14, 2021	July 26, 2021	August 2, 2021
September 9-11, 2021	August 23, 2021	August 30, 2021
October 6, 2021	September 17, 2021	September 24, 2021
November 3, 2021	October 15, 2021	October 22, 2021
December 3-4, 2021	November 15, 2021	November 22, 2021
January 7-8, 2022	December 16, 2021	December 23, 2021
February 4-5, 2022	January 18, 2022	January 24, 2022
March 4-5, 2022	February 15, 2022	February 22, 2022
April 6, 2022	March 18, 2022	March 25, 2022
May 6, 2022	April 18, 2022	April 25, 2022
June 3-5, 2022	May 16, 2022	May 23, 2022

Local Senate Campus Visits 2018-2021

(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance

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Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stankas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of			
Berkeley City			
Cabrillo	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
DeAnza	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit

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Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

Ohlone	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring

West Valley	Davison	8/24/2018	Local Senate Accreditation
	May/Bean	3/12/2021	DEI/Curriculum

Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
	Davison/Heard	8/20/2021	CTE Minimum Qualification
East LA			
El Camino	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	Local Senate Visit
	May	2/26/2021	Local Senate Visit
LA City			

LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance

LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
LA Trade-Technical			
LA Valley			
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City			
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura			
West LA			

Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
Crafton Hills	May	10/27/2021	Role of ASCCC
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance

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Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
Orange Coast			
Palo Verde			
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City			
San Diego Cont. Ed.			
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1

Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting

Southwestern	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 12/17/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			



Executive Committee Agenda Item

SUBJECT: Proposed Virtual Zoom "ASCCC Online Education Committee Lunch Hour Virtual Connect & Chat: HYFLEX" on Friday, March 11, 2022 from 12:00 PM to 1:00 PM		Month: January	Year: 2022
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval an "ASCCC Online Education Committee Lunch Hour Virtual Connect & Chat: HYFLEX" virtual Zoom session.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karen Chow & Stephanie Curry	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: Online Education Committee has been discussing that it seems useful for the field to have a virtual Zoom "lunch/coffee hour" session on pertinent topics of interest systemwide. We settled on the topic of Hyflex instruction for a proposed virtual Zoom "lunch hour" connection/chat. We plan to deliver no more than 15 minutes of content (e.g. discussion of Hyflex and reminder of our F21 resolution 7.02 on Hyflex) and then open for attendees to share how Hyflex is being defined and implemented on their campuses, including technological/classroom configurations/setup, pedagogical strategies, on-campus safety requirements/protocols, etc.

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



Executive Committee Agenda Item

SUBJECT: CTE and Regional Consortia Liaising		Month: January	Year: 2022
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the appointment of a CTELC to liaise with the Regional Consortia.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Juan Arzola	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Spring 2021 Plenary Session, the delegates approved Resolution 21.01 S21 (Collaborate with Regional Consortia) which directed the Academic Senate for California Community Colleges (ASCCC) to “collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for career technical education faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.”

During the fall 2021 term, the Career and Technical Education Leadership Committee (CTELC) discussed possible actions to begin this rapprochement with the Regional Consortia. The CTELC recommends the following action be pursued:

- Appoint a liaison from the CTELC to liaise with the Regional Consortia, whose charge will be to attend and present a report to each respective organization, with the goal of identifying current and future opportunities for possible and/or enhanced collaboration.

The CTELC has directed the CTELC Chairs to seek approval from the Academic Senate for California Community Colleges to initiate the above action.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: January	Year: 2022
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: January	Year: 2022
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 3, 2022.

Legislative Report January 2022

as of December 16, 2021

Legislative Deadlines 2022:

- January 3 – Legislature reconvenes
- January 10 – Budget submitted by the governor
- January 14 – Last day for policy committees to hear and report to fiscal committees introduced in their house in 2021
- January 21 – Last day for any committee to hear and report to the floor bills introduced in their house in 2021; Last day to submit bill requests to Office of the Legislative Counsel
- January 31 – Last day for each house to pass bills introduced in that house in 2021
- February 18 – Last day for bills to be introduced

Updates:

- [SR 45 \(Min, 2021\)](#) – Relative to academic freedom.
- [AB 89 \(Jones-Sawyer, 2021\)](#) – Peace Officers: minimum qualifications.
- [AB 705 \(Irwin, 2017\)](#) – Seymour-Campbell Student Success Act of 2021: matriculation: assessment.
 - CCCC Memo: ESS 21-300-015 (attached) – Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans
 - PPIC: [Community College Math in California’s New Era of Student Access](#)
- [AB 928 \(Berman, 2021\)](#) – Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.
- [AB 1187 \(Irwin, 2021\)](#) – Community colleges: tutoring. [two-year bill]

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

ASCCC/FACCC Legislative Advocacy Training Webinars 2022: One Tuesday each month, January-May (January 18, February 15, March 22, April 26, May 24), 6:00 pm – 8:00 pm

Register [here](#) or with the following link:

https://faccc.memberclicks.net/index.php%3Foption=com_jevents&task=icalevent.detail&evid=161&year=2021&month=11&day=23&uid=176f5214e22909adcf348d320a7680e0

ASCCC Legislative Advocacy Day 2022: Members of the Executive Committee and the ASCCC Legislative and Advocacy Committee participate in a day of advocacy visits with legislators and staff at the California capitol.

- February 22: Advocacy Training to begin about 2:00 pm followed by dinner (if in person)
- February 23: Legislative visits 8:30 am – 4:00 pm

ASCCC Legislative Updates: Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

Useful Websites:

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst's Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>

Senate History: <https://www.senate.ca.gov/content/senate-histories>

Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>

LegiScan: <https://legiscan.com>

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs
Admissions and Registrars
Institutional Research Planning and Effectiveness Professionals

FROM: Dr. Aisha Lowe
Vice Chancellor, Educational Services & Support Division

RE: Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

As we continue to work toward fulfillment of the [Vision for Success](#) and the diversity, equity and inclusion at the heart of the [Call to Action](#), effective implementation of Assembly Bill 705 (AB 705) is essential and remains a primary priority for the Board of Governors and all California Community Colleges. The California Community College system has reached an important milestone in our implementation and evaluation of AB 705, which is detailed in this memo.

This guidance memorandum addresses:

- Background and context on AB 705 implementation to date
- Results of the Validation of Practices data submitted by colleges and the implications for AB 705 implementation and evaluation
- Guidance for effective implementation of AB 705 for English and math
- Required submission of Equitable Placement and Completion Improvement Plans to ensure full implementation of AB 705
- Status and next steps for English as a Second Language (ESL) implementation

Summary Overview: The following applies throughout this guidance memorandum (but will not be repeated throughout)

- Colleges are being directed to shift to transfer-level math and English courses for the vast majority of students (where math and English course requirements exist).
- Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.
- Pre-transfer level courses have not been disallowed. However, colleges are required to demonstrate the effectiveness of those pre-transfer level courses per the standard set by

AB 705 which is successful entrance into and completion of the relevant gateway courses within one year of initial enrollment in the discipline (i.e., placement, enrollment & completion).

- Colleges are being provided with promising practices they are encouraged (but not required) to implement to improve AB 705 outcomes.
- Colleges will ultimately be held accountable for the results of advising, placement, course offering, and concurrent support practices – by student enrollment and success outcomes.
- This applies to students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree (as per AB 705 and title 5).

This guidance memorandum resets California Community Colleges work to fully implement AB 705 and supersedes previous guidance.

Background

After AB 705 was signed into law in 2017, colleges had two years to prepare for English and math implementation, and an additional two-year period to experiment and innovate to establish local communication, advising, course availability and placement practices that fulfill the mandates of AB 705. That two-year experimentation window concluded in spring 2021, at which time colleges submitted Validation of Practices data for fall 2019 to the Chancellor's Office to assess whether or not the evidentiary proof of effective AB 705 implementation was met – proof that the successful completion of a transfer-level course within one year of initial enrollment in the discipline (i.e., throughput) for students starting in pre-transfer level courses was equal to or greater than for students starting in transfer-level courses.

In March 2019, title 5 regulations were approved creating section [55522 English and Mathematics Placement and Assessment](#), which established high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school performance data. In these regulations, colleges were provided with three options for English and math placement methods:

1. Any Chancellor's Office placement method (i.e., the high-school GPA default placement rules established in 2018)
2. A district placement method based upon local research using high school performance data, supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate)
3. A guided placement process, including self-placement, **if** a student's high school performance data was not available (or usable with reasonable effort)

Under title 5, §55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year of initial enrollment in the discipline. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level (or the required college-level) coursework will improve the student's likelihood of completing transfer-level courses in one year.

As per title 5, §55522(c)(1)(C): A district placement method may be based upon guided placement, including self-placement, **only if** a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, **shall not**:

- (i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
- (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

If the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. The Chancellor's Office previously provided provisional approval for districts to employ a guided placement or self-placement method which requires Chancellor approval as detailed in guidance memorandum [AA 19-19](#) released April 15, 2019. To validate those practices, "district[s] must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity)."

To support that data collection and submission process, the Chancellor's Office prepared the Equitable Placement Validation of Practices data template in November 2020, for which colleges submitted data January 2021. Those results are summarized below.

Equitable Placement Validation of Practices Results

Validating equitable placement practices is required per title 5, §55522 under which district placement methods:

- Must place students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree in transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning), unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level coursework will improve the student's likelihood of completing transfer-level courses within one year of initial enrollment in the discipline
- Shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics (or quantitative reasoning) within one year of initial enrollment in the discipline
- Must use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school data
- May utilize multiple measures to increase a student's placement recommendation, but may not lower it
- Must be based on localized evaluation supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course

Per title 5, §55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. **The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:**

- (A) the district's failure to report within two years of adoption;**
- (B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.**

To support that validation process, the Chancellor's Office prepared a data template to streamline data submission and collect evidence in a uniform and expedited fashion. In that data template, colleges reported fall 2019 first-time English and math enrollments for students in the lowest high school GPA band. Data collection focused on students within the lowest high school GPA band to align with one of the key AB 705 stipulations – that students can only be placed below transfer-level if they are “highly unlikely to succeed” in the transfer-level course. Given the research that has accompanied this reform, both in the California Community Colleges and nationally, students in the lowest high school GPA band are the only students for whom one could reasonably consider the possibility of them being highly unlikely to succeed. Colleges reported pre-transfer enrollment data on each applicable tab in the template for specific groups of students based on high school GPA, education goal, and pathway in English, Statistics/Liberal Arts Mathematics (SLAM) and Business, Science, Technology, Engineering, Mathematics (B-STEM). The template auto-populated throughput rates for colleges and provided a local throughput comparison and a statewide throughput comparison rate.

In July 2021 the CCCC presented results from the Equitable Placement Validation reports to the Board of Governors. Of the 115 colleges that submitted an Equitable Placement Validation report, seven colleges (6.1%) were found to be effectively implementing AB 705, with little to no pre-transfer level enrollments, while 108 colleges (93.9%) reported pre-transfer level enrollments that did not maximize throughput for any group of students or maximized throughput for only one small subgroup of students (5 colleges) or submitted incomplete data or had sample sizes too small for evaluation.

Colleges' placement and enrollment results were cross-referenced against additional data sources (i.e., colleges' published placement rules, schedule of classes for fall 2019 and the Basic Skills Progress Tracker) and found to be consistent with the [CCCCO's Transfer-level Gateway Completion Dashboard](#), which provides throughput rates across GPA levels for English and math for students whose first enrollment was in either pre-transfer level or transfer level courses.

Evidence from all of these sources supports one key finding: when local placement practices require, encourage or allow students to enroll in pre-transfer level coursework, throughput is not being maximized. Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.

Colleges can review their individual college results in the Validation of Practices Excel file their college submitted to the Chancellor's Office in January 2021, most likely submitted by your Research Office. When a college entered their local data, a local throughput rate was auto-populated as well as a statewide throughput rate for comparison purposes. Disproportionate impacts by race/ethnicity were also auto-populated. As you navigate the tabs in the Excel, you will see your college's throughput rates, how those compare to the state throughput rate, and

color-coded results will show you if your college maximized throughput, where green indicates throughput was maximized and red indicates it was not. For the disproportionate impact analysis, red indicates there is disproportionate impact and action is needed (when there are no disproportionate impacts for a particular group the cell will be blank). Additional details are available within each tab.

Effectively Implementing AB 705

Research shows that since AB 705 was implemented more students are taking and completing transfer-level math and English courses, no matter their high school performance and across all subgroups. Research evidence has consistently demonstrated that when students are placed directly into transfer-level English and math courses aligned with their path of study, completion is expedited, and persistent opportunity gaps are diminished.

Unfortunately, implementation is uneven and equity gaps persist. While rates have increased across all subgroups, gaps remain for disproportionately impacted students. Colleges with large African American and Latinx populations are more likely to enroll students in pre-transfer level courses, and some colleges increased pre-transfer level course offerings in fall 2020.

As we continue to implement and evaluate the implementation of this transformational reform, focus must shift from compliance to full implementation, and not only to the letter of the law, but the spirit of the law. The spirit and intent of this reform was not simply that students have the option to enroll in these essential gateway courses, but that districts and colleges ensure students' entrance into, support in, and successful completion of these courses is maximized.

The work of implementing AB 705 with fidelity requires that colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses. Offering corequisite support aligned with transfer-level coursework has been shown to increase success for students who need additional assistance compared to providing remedial coursework and is strongly encouraged to be made available to students, where needed, for all courses used to satisfy written communication and quantitative reasoning requirements to transfer, regardless of the department in which they are offered.

Since the implementation of the law, research has been conducted to address outstanding questions or misperceptions. The following practices should be included in colleges' equitable placement and completion implementation:

Place and ensure enrollment of all students with high school data available into transfer-level courses, including students who may have been out of high school ten or more years. Research has found that high school grades remain valid ten years after high school completion, and perhaps beyond (data access is limited to ten years). Placement practices should treat such students the same & assure them the same rights to access. [Review the research brief here.](#)

Place and ensure enrollment of all student groups, regardless of their background or special population status, using the Chancellor's Office high school GPA default placement rules. This includes, but is not limited to, DSPS, EOPS, Foster Youth, Veteran, Umoja, Puente, MESA and economically disadvantaged students. Research has found that for all student groups (identifiable in MIS) direct placement into transfer-level courses maximizes one-year completion

rates (i.e., throughput) when compared to being placed in pre-transfer level courses. For more details on each population [see the research brief here](#).

Place and ensure enrollment of English Language Learners who graduated from a U.S. high school (or the equivalent) directly into transfer-level English or an ESL-equivalent transferable course. Research has found that ELL students who completed high school in the United States maximize throughput (i.e., have higher one-year course completion rates) when placed directly in transfer-level English composition or a transfer-level ESL course equivalent to English composition, with corequisite support as needed. [Review the research report here](#).

Place students who have completed higher level math in high school into higher level mathematics courses based on their high school performance. Research has found that repetition of successfully completed courses is not associated with improved performance of the subsequent course and adds time to completion (e.g., [Sonnert & Sadler, 2014](#)). Based on such findings, it is recommended that colleges develop placement methods that encourage students who have successfully completed courses in high school (e.g., pre-calculus) to progress and start in the next appropriate course (e.g., Calculus I) at the college (and with support as needed). [Review Table 2 of the report here for one conservative method for doing so](#).

Strongly consider placing students on BSTEM pathways who have not completed Algebra II in high school using the Chancellor’s Office high school GPA default placement rules. Research has explored this question in detail and found that enrollment directly in transfer-level coursework maximizes students’ throughput when compared to enrolling first in pre-transfer level courses, even for students who have not successfully completed Algebra II in high school. Based on these findings, it is recommended that students without these courses in high school be placed directly in transfer-level coursework appropriate for their educational goal and major, with appropriate concurrent support where necessary, in order to maximize their likelihood of successfully completing that course. Possible concerns about articulation can be meaningfully addressed through the provision of intermediate algebra content needed to succeed via corequisite or other concurrent support. [Review the research report here](#).

Carefully consider placing and ensuring enrollment of students who may not have completed high school but have completed at least the 10th grade using the Chancellor’s Office high school GPA default placement rules. Based on research specifically conducted to explore this issue, prior Chancellor’s Office guidance advised that “since the default placement rules were developed based on 11th grade GPA, students that have completed the 11th grade would fall under the default placement rules or the colleges adopted placement model for transfer level courses. Based on the results of the MMAP study, the default placement rules may be applied to students seeking enrollment in transfer-level courses; students who have completed 9th and 10th grade can be placed using the default placement rules and their cumulative GPA for the high school grade they have completed.” Research has found that the performance of high school students in transfer-level courses was very similar to that of post-secondary students when disaggregated by the high school GPA bands in the default placement rules. The findings suggest that if colleges choose to extend the use of the default placement rules to students who are currently in the 10th and 11th grade, their performance and success rates should be at or above expected levels, particularly for students in the highest GPA band. [Review the research brief here](#).

Required Action

By fall 2022, the California Community College system must complete full implementation of the law and associated regulations by ending all local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer-level math and English within a year of their start in the discipline.

With some limited exceptions (see summary overview above), this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level English and math/quantitative reasoning courses (whether with or without support) where English and math requirements exist. Colleges are not being required to create new English and/or math requirements.

Every college will submit an *Equitable Placement and Completion Improvement Plan* to document changes in placement practices and curricular structures the college will implement to reach this goal. For colleges that have already reached this goal, reporting requirements are minimal. For colleges in transition to realizing this goal, plans will highlight a broader suite of strategies involving course options and availability, support structures, and professional development to consider. For colleges planning to maintain limited pre-transfer enrollments, plans will also include additional strategies designed to ensure AB 705 rights and protections for students. In the Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). The plan also provides a set of promising practices to help inform local planning work for colleges to consider and indicate which will be implemented. Colleges are also strongly encouraged to invest in concurrent supports to ensure student success in gateway courses.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, both **ensure transfer level placement** in math/quantitative reasoning and English for **all U.S. high school graduate students** and permit **no pre-transfer level enrollments**, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

All California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan **by March 11, 2022** using this link: [Link to Equitable Placement and Completion Improvement Plan Form](#). A pdf of this online form and an Excel data template are enclosed and will be reviewed during a webinar on Monday, November 29, 2021, 3:30-5:00pm on Zoom (see details below). Please review the form and template in advance of the webinar and come prepared to engage with Chancellor's Office leadership and MMAP/RP Group researchers on how to complete the form and template.

English as a Second Language (ESL) implementation

By July 1, 2021, **all** California Community Colleges were to submit an AB 705 adoption plan for English as a Second Language (ESL) implementation detailing how ESL students are advised, assessed and placed (*including where all ESL instruction is noncredit*). Under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans were designed for colleges to explain the placement method, the evidence to be collected, and why the college/district believes it will be effective. Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation should primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).

Implementation of AB 705 for ESL students began this fall, commencing the two-year experimentation and innovation window. During this innovation window, all [currently approved ESL assessments](#) remain approved for use, and are being re-evaluated by the Assessment Committee this academic year. Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL to fulfill the requirements of AB 705. Similar to what has been done for English and math, colleges' implementation of AB 705 for ESL students will be validated in spring 2023 by assessing progress to date and establishing the data needed to evaluate three-year course completion rates in alignment with the law. It is essential that colleges establish the resources and infrastructure necessary to support this important work which includes, but is not limited to, data and research support from local institutional effectiveness offices, and investment in assessment, the revision of curricular sequences for ESL students, and faculty professional development.

Next Steps

It is essential that colleges maintain Equitable Placement and Completion (AB 705 and AB 1805) implementation as a top priority on campus. Implementation leaders and teams should be sustained and intentional focus given to this important work. There are a number of funding sources colleges can use to support this work including, but not limited to Guided Pathways funds, SEA funds, federal minority serving institutions grants, foundation support, and general funds.

Colleges can expect additional guidance upon the completion of an analysis of the ESL Adoption Plans and the AB 1805 forms and data submitted July 9, 2021. In addition to the November webinar to discuss the Improvement Plans, the Chancellor's Office will continue a series of webinars as part of an Equitable Placement and Completion Learning Series to support colleges as the CCC system continues to implement this historic reform and transform options and outcomes for our students.

Equitable Placement and Completion 2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- November 29, 2021 (3:30-5:00pm): AB 705 Implementation Improvement Plans (see Zoom details below)
- Forthcoming: Curricular Reforms; Student Communication & Counseling; ESL Adoption Plans & Promising Practices

If you have questions about this guidance, please email AB705@cccco.edu.

You are invited to a Zoom webinar.

When: November 29, 2021, 3:30-5:00 PM Pacific Time

Topic: Equitable Placement and Completion Improvement Plans

Please click the link below to join the webinar:

<https://cccconfer.zoom.us/j/98052147255>

Or One tap mobile :

US: +16699006833,,98052147255# or +13462487799,,98052147255#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923

Webinar ID: 980 5214 7255

cc:

Dr. Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor, ESS
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff

Attachments:

- Equitable Placement and Completion Improvement Plan Form (for reference only; submit electronically)
- Improvement Plan Data Addendum Template



Executive Committee Agenda Item

SUBJECT: Culturally Responsible Student Services, Student Support, and Curriculum		Month: January	Year: 2022
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: January	Year: 2022
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Transfer in the Higher Education System		Month: January	Year: 2022
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Accreditation Institute-Third/Final Read – February 25 & 26, 2022		Month: January	Year: 2022
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The ASCCC Executive Committee will review an updated draft of the ASCCC Accreditation Institute for the virtual event.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Christopher Howerton/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The updated ASCCC Accreditation Committee charge states, “The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation. (updated June 4, 2021)”

The 2021-2022 ASCCC Accreditation Committee is in the process of finalizing the planned program for the ASCCC Accreditation Institute to be held virtually in February. The theme of the institute is “Continuous Improvement During Constant Change”

ASCCC Executive Committee feedback was received during the November 2021 and December 2021 monthly Executive Committee meetings.

Requested Action: *Approve the final 2022 ASCCC Accreditation Institute Program*

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



Executive Committee Agenda Item

SUBJECT: Outline for a New Paper on “Accessibility of Educational Materials”		Month: January	Year: 2022
		Item No: IV. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for a new paper on “Accessibility of Educational Materials” by the Online Education Committee.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karen Chow/Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: At our October 2021 meeting, the Online Education Committee has been working on drafts of an outline for a new ASCCC paper on “Accessibility of Educational Materials,” per the committee’s assignment of S19 Resolution 9.04 [“Ensure the Accessibility of Educational Materials”](#). Since the committee plans to hold an in-person meeting on January 21, 2022 to work on drafting this paper, we would like to present to the Executive Committee the latest draft of our outline for this paper for review and suggested edits. We hope to have your approval of a perfected outline for us to begin drafting the paper at our in-person meeting.

Two attachments: 1) Proposed Outline for new paper and 2) Answers to ASCCC Prompts for Paper Development (Appendix 1 of Publications Guidelines in the Livebinder)

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

APPENDIX 1: ASCCC Prompts for Paper Development September 25, 2013

The purpose of this paper: **NEW Paper on “Accessibility of Educational Materials”, assigned S19 Resolution 9.04 “[Ensure the Accessibility of Educational Materials](#)” to Online Education Committee**

Proposed completion date: **Spring 2022**

1. Is this a new paper, a revision of, or an update to an existing senate paper? **This is a new paper.**

2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

Ensure the Accessibility of Educational Materials

Spring 2019

Resolution Number:

09.04

Contact:

[Amar Abbott](#)

Assigned to :

[Online Education Committee](#)

Category:

Curriculum

Status:

Assigned

Whereas, All California community colleges are mandated to adhere to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 sections 504 and 508, which require all educational printed and digital materials to be accessible;

Whereas, The California Community Colleges have Information Computer Technology Accessibility Standards including both the U.S. section 508 standards and the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) that provide criteria for making information and communication technology more accessible;

Whereas, Resolution 09.10 F15 [\[1\]](#) directed the Academic Senate for California Community Colleges (ASCCC) to “provide professional guidance on effective practices for the use of publisher generated materials by faculty in all modalities of courses and report to the body by Spring 2017” yet did not explicitly seek guidance with respect to ensuring that all educational materials are accessible as required by law; and

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective* [\[2\]](#) recommends the following:

Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include the development of recommendations and securing approval from appropriate faculty groups regarding instructional design standards for online courses and participation in the development of recommendations on policies regarding the distance education program, including policies for the ongoing professional development of distance education instructors, policies regarding training in the use of the course management system, and policies for ensuring that all courses and materials are accessible to all people with disabilities;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in alignment with the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG); and

Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible educational content by spring 2021.

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?

Resources we are taking into consideration and planning to use as baseline/reference: As noted in the resolution, we will refer to the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG).

Also, we will include CVC-OEI rubrics and resources on their website. We have two faculty CVC-OEI members (Jamie Alonzo and Michelle Pacansky-Brock) on our committee, so they are informing us of CVC-OEI resources. In addition, we will reach out Michelle Pilati and the OERI for resources they recommend we include.

4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes No •

Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective? **Given how much CCCs have pivoted since/during the pandemic to online instruction, and given that costs of textbook and educational materials is often cited as a barrier to student access and success in higher education, we feel that a paper covering all the topics in our outline is a resource that is needed by the field.**

• If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?

We welcome input from Exec on the proposed Outline for this new paper.

5. If the paper is not requested by resolution, what is the justification for writing the paper?

Where and how did the idea for the paper originate? N/A

6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

Please see proposed Outline.

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

There will be an Appendices and/or Works Cited/References list at the end of the Paper. We will follow the guidelines set out in the Exec Livebinder.

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

I don't believe we need a survey to determine what makes educational materials accessible but I believe OERI is doing surveys to determine levels of use of zero cost and low cost educational materials as well as ADA accessible content in their pedagogy, and maybe we can gather and cite the latest surveys they are doing? Welcome Exec feedback/suggestions here...

9. Do you have other information, comments, questions, or concerns?

Not at the moment.

ASCCC Accessibility of Educational Materials (last updated 12/6/21)

Brainstorming Paper Topics

1. Purpose of Paper and the Role of the Academic Senate
 - a. Resolution
 - b. Academic Senates and Accessibility
2. Federal Regulations, Title 5 and Ed Code
 - a. Laws and Regulations
 - b. CCCCCO Guidelines
Consultation with CCC Accessibility Center (Dawn Okinaka)--acknowledge them as a resource
 - c. Updated Title 5 language
 - d. 504 and 508 Compliance
 - e. Audits
3. Role of Faculty in Accessibility
 - a. Legally Mandated Services
 - b. Opportunities to Support Students
4. Data, Equity and Disaggregation
 - a. DSPS Populations
 - b. Race/Ethnicity
 - c. Groups such as Veterans, first generation students, nontraditional/returning students, LGBTQI+, and Intersectionality
 - d. Assessment and Evaluation
 - e. Digital Equity and Accessibility
(Peralta Equity Rubric)
5. Working with our K-12 Partners
 - a. Transition from HS to College
 - b. Dual Enrollment
6. Accessibility Best Practices
 - a. Universal Design
 - b. In person accessibility
 - c. Online apps and course materials
 - d. Publisher Material
 - e. Open Educational Materials
 - f. Online courses Content Management Systems
 - g. Accessibility in Zoom
7. Assessment of Accessibility
 - a. Course Reviews
 - b. Rubrics
 - c. Accessibility Checks
 - d. Accessibility Experts

8. Accessibility Planning and Implementation (role of faculty)
9. Professional development
10. Recommendations for local senates
11. Resources
12. Appendices



Executive Committee Agenda Item

SUBJECT: Answers to ASCCC Prompts for Paper Development (Appendix 1 of Publications Guidelines in the Livebinder) for Update to the 2018 Paper “Ensuring an Effective Online Program: A Faculty Perspective”		Month: January	Year: 2022
		Item No: IV. G.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the answers prompted by Appendix 1: ASCCC Prompts for Paper Development September 25, 2013 in order to update the 2018 Paper “Ensuring an Effective Online Program: A Faculty Perspective”.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karen Chow/Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At our October 2021 meeting, the Online Education Committee has been working on drafts of proposed updates to topics/sections of an updated ASCCC paper on “Ensuring an Effective Online Program: A Faculty Perspective.” Since the committee plans to hold an in-person meeting on January 21, 2022 to work on drafting this paper update, we would like to present to the Executive Committee the latest draft of our Committee Assignments Outline for this paper update for review and suggested edits. We hope to have your approval of the outline for us to begin drafting the paper at our in-person meeting.

Two attachments: 1) Committee Assignments Outline for “Ensuring an Effective Online Program” Paper Update and 2) Answers to ASCCC Prompts for Paper Development (Appendix 1 of Publications Guidelines in the Livebinder)

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

APPENDIX 1: ASCCC Prompts for Paper Development September 25, 2013

The purpose of this paper: **Update to 2018 ASCCC Paper “Ensuring an Effective Online Program: A Faculty Perspective”**

Proposed completion date: **Spring 2022**

1. Is this a new paper, a revision of, or an update to an existing senate paper? **This is an update to the 2018 paper “Ensuring an Effective Online Program: A Faculty Perspective”**
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

No

~~3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?~~

4.

Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective? **Given how much CCCs have pivoted since/during the pandemic to significantly increased online instruction, and given that the 2018 paper did not discuss pandemic-related larger scale shifts to online programs, and since colleges have developed new pedagogical strategies and online education responses to student needs, an update to this paper is a resource that is needed by the field.**

Resources we are taking into consideration and will reference or include:

- a. 2018 ASCCC Paper [“Ensuring an Effective Online Program: A Faculty Perspective”](#)
- b. [CCCCO Distance Education Accessibility Guidelines](#)
- c. [Distance Education Guidelines](#) Updated (shared by Kandace Knudson at Oct. 4 meeting)
- d. [Distance Education Compendium Guidelines](#) Updated (shared by Kandace at Oct. 4 meeting)
- e. CCC Board of Governors’ 11/15 Mtg adopted [new DE Regulations](#)
- f. [Mark-up Googledoc version](#) of 2018 Paper to capture where we want to update. Discussion at Oct. 4 meeting resulted in group’s agreement to look at the Distance Education Guidelines and Distance Education Compendium Guidelines Updated documents that Kandace shared to see what else we could include/update from those documents into this updated Paper
- g. CVC Scaling POQR Quality in Distance Education (Scorecards)- Jamie https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/?gclid=CjwKCAjwoP6LBhBIEiwAvCcthdhBBTTgDPBhOt_r1mdc8gc-WPyhJ4NrGU3qVMgamHnEMJdClF064BoCq78QAvD_BwE

• If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?

We welcome input from Exec on the list of proposed changes to the 2018 paper.

5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate? **Please see the answer to #4.**

6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper

or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

Please see the list of Committee Assignments Outline to the 2018 paper.

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

We will follow the formatting for what currently exists in the 2018 paper. We will follow the guidelines set out in the Exec Livebinder.

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

It may be a good idea to reference CCCCCO's latest survey to the field to determine what % of courses, programs, degrees and certificates are now fully online. We welcome Exec feedback/suggestions here...

9. Do you have other information, comments, questions, or concerns?

Not at the moment.

A. Online Education Committee Outline assignments for the “Ensuring An Effective Online Program: A Faculty Perspective” paper revision

- Introduction. (Karen)
- Effective Practices for Offering Online Courses. (Dan)
- The Role of the Academic Senate and Other Governance Groups in Online Education. (Stephanie Curry)
- The Role of the Curriculum Committee. (Stephanie Curry)
- The Role of the Distance or Online Education Committee (Christopher)
- The Role of the Professional Development Committee. (Malinni)
- Potential Roles of Other College Committees. (Karen)
- Consultation with Collective Bargaining Groups. (Karen)
- The Role of Student Support Services (Stephanie)
- Authentication of Students. (Kandace)
- Andragogical and Instructional Challenges in Online Education (Stephanie)
- Regular and Effective Contact/Regular Substantive Interaction. (Kandace/Michelle)
- Laboratory Courses in Online Education (Karen/Robert)
- Design and Evaluation of Online Course Content (Stephanie)
- Evaluation of Online Instruction. (Stephanie)
- Professional Development. (Malinni/Michelle)
- Accessibility (Kandace)
- Equity and Diversity in Online Courses. (Dan/Michelle)
- Conclusion. (Karen)
- Recommendations (Karen)



Executive Committee Agenda Item

SUBJECT: AB 705 Math and English Survey		Month: January	Year: 2022
		Item No: IV. H.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the distribution of the AB 705 Math and English surveys to colleges in January 2022.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Data and Research Task Force was established by the Executive Committee to address Resolution 18.01 F2020 that calls for the development of a paper (and other resources) to assist colleges with the successful implementation for AB 705. The DRTF has developed a set of questions that they hope will serve as the basis of the mathematics and English portions of the paper (the questions for ESL are still under discussion). Some of these questions ask for data that is included in the AB 705 templates that were submitted to the Chancellor’s Office. We are currently working to gain access to those templates and will remove those question that can be answered using that information from the final survey.

In response to the feedback from the December Executive Committee meeting, the mathematics and English surveys were separated, an introduction was added, the logic that will be implemented when the survey is created has been added, and additional questions were added.

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

In response to [Resolution F20 18.01](#) the ASCCC is requesting your support to collect data, including data disaggregated by ethnicity and special groups to inform our work to address the resolved statements:

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The ASCCC's Data and Research has developed this survey to investigate the local implementation of AB705, identify successful practices with that implementation, and disseminate those practices to all colleges. This survey should be shared with English faculty and your college's institutional research. To help colleges prepare their answers prior to completing the survey, we have included a PDF of the survey with the original email. Each college should submit a single response and please provide all the data that you can to highlight your successes and any challenges you have identified.

1. Is your college using the [unmodified default placement rules for English Composition](#)?
 - a. Yes
 - b. No

2. Select all types of support that your college offers to students in transfer-level mathematics and English Composition.
 - a. Embedded tutoring
 - b. Corequisite Courses
 - c. Supplemental Instruction
 - d. Online tutoring
 - e. Multiple tutoring locations throughout campus
 - f. Other (Fill in the blank)

3. Select all types of support that your college requires for students enrolled in English Composition. (If not required, go to 5)
 - a. Embedded tutoring
 - b. Corequisite Courses
 - c. Supplemental Instruction
 - d. Online tutoring
 - e. Multiple tutoring locations throughout campus
 - f. Other (Fill in the blank)
 - g. Not required

4. Please describe how your college decides whether additional support is required.

5. Has your college developed a guided placement model for English composition? (If no, go to 7)
 - a. Yes
 - b. No

6. Please describe how and when you would use this model?

7. What type of information, other than GPA, does your college use when placing students into English Composition?
 - a. None
 - b. Courses taken in high school
 - c. Self placement
 - d. Grades in specific high school courses
 - e. Other (fill in box)

8. What percentage of your students enroll in English Composition for a second time if they are not successful in their initial enrollment?

9. Before COVID, did your college compare the success rates for in-person versus online English Composition courses? (If no, go to 12)
 - a. Yes, but we do not have them available
 - b. Yes, online was more successful
 - c. Yes, in-person was more successful
 - d. No
10. What were the success rates for in-person English Composition courses?
11. What were the success rates for online English Composition courses?
12. Before COVID, what were the withdrawal rates for English Composition courses?
13. Once all in-person classes were canceled due to COVID, did your college compare the success rates for synchronous versus asynchronous English Composition courses? (If no, go to 16)
 - a. Yes, but we do not have them available
 - b. Yes, synchronous was more successful
 - c. Yes, asynchronous was more successful
 - d. No
14. What are the success rates for synchronous English Composition courses?
15. What are the success rates for asynchronous English Composition courses?
16. Once all in-person classes were canceled due to COVID, what are the withdrawal rates for English Composition courses?
17. Does your college offer transfer level English courses as (select all that apply)?
 - a. Dual Enrollment
 - b. Concurrent Enrollment
 - c. Inmate Scholars
 - d. Other Special Populations (fill in box to describe populations)
 - e. Not Applicable.
18. Have the first enrollment success rates in courses where English Composition is a prerequisite, changed since your college implemented AB705? (If no, go to 20)
 - a. Yes
 - b. No
19. Please list the courses where the success rates have changed. Have the success rates increased or decreased?

20. Has your college developed support courses or offered other types of concurrent support for English courses other than English Composition?
 - a. Yes
 - b. No

21. Has the student-centered funding formula for completion English completion in the first year had a direct or indirect impact on instruction? (If no or don't know, go to 22)
 - a. Yes
 - b. No
 - c. I don't know

22. Please describe how the student-centered funding formula for completion of English completion in the first-year impacts instruction?

23. Has your college developed courses that meet the transfer requirement for English composition that is not taught by the English department? (If no, go to 25)
 - a. Yes
 - b. No

24. What additional English composition options does your college offer?

25. Please describe the equity gaps your college tracks for English composition courses (throughput rate, course success rates, retention rates in sequences, etc.) Has the implementation of AB705 had a positive or negative impact on the equity caps your colleges tracks for these courses?

26. How does your college disaggregate data related to the implementation of AB705 for English composition? Please describe any disaggregation that your college uses that goes beyond the groups defined in the Student Equity and Achievement (SEA) Program.

27. Other than professional development, what do your faculty believe that they need in the classroom to ensure student success in courses impacted by AB705?

28. Can we follow up for additional details?

29. Name of the college you represent:

30. Name, title and contact information of respondent(s)

31. List of respondents who participated in gathering data and/or answering survey questions.

In response to [Resolution F20 18.01](#) the ASCCC is requesting your support to collect data, including data disaggregated by ethnicity and special groups to inform our work to address the resolved statements:

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The ASCCC's Data and Research has developed this survey to investigate the local implementation of AB705, identify successful practices with that implementation, and disseminate those practices to all colleges. This survey should be shared with mathematics faculty and your college's institutional research. To help colleges prepare their answers prior to completing the survey, we have included a PDF of the survey with the original email. Each college should submit a single response and please provide all the data that you can to highlight your successes and any challenges you have identified.

1. Is your college using the unmodified [default placement rules for mathematics](#)?
 - a. Yes
 - b. No

2. Select all types of support that your college offers to students in transfer-level mathematics (Select all that apply).
 - a. Embedded tutoring
 - b. Corequisite Support Courses
 - c. Supplemental Instruction
 - d. Online tutoring
 - e. Multiple tutoring locations throughout campus
 - f. Other (text entry box for this option)

3. Select the type of support that your college requires for students enrolled in transfer-level mathematics. (If not required, go to 5)
 - a. Embedded tutoring
 - b. Corequisite Support Courses
 - c. Supplemental Instruction
 - d. Online tutoring
 - e. Multiple tutoring locations throughout campus
 - f. Other (text entry box for this option)
 - g. Not required

4. Please describe how your college decides whether corequisite support is required for transfer-level mathematics. If your college does not require support, leave the fill in blank.

5. Please describe the types of corequisite support, including the types of corequisite courses that your college offers for transfer-level mathematics courses? Which transfer-level mathematics courses have support courses available?

6. Has your college developed a guided placement model for mathematics? (If no, go to 8)
 - a. Yes
 - b. No

7. Please describe your model and when the model is used to place students?

8. What type of information, other than GPA, does your college use when placing students into transfer-level mathematics?
 - a. None
 - b. Courses taken in high school
 - c. Specific course grades from high school
 - d. Self-placement
 - e. Other (text entry box for this option)

9. What percentage of your students enroll in a transfer-level mathematics course for a second time if they do not successfully complete their initial enrollment? When you look at the disaggregated data, have you identified any student groups that are less likely to enroll for a second attempt?
10. Before COVID, did your college compare the success rates for in-person versus virtual transfer-level mathematics courses (if no, go to 13)?
 - a. Yes, but we do not have them available
 - b. Yes, online was more successful
 - c. Yes, in-person was more successful
 - d. No
11. What were the success rates for in-person transfer-level mathematics courses?
12. What were the success rates for online transfer-level mathematics courses before COVID?
13. Before COVID, what were the withdrawal rates for transfer-level mathematics courses?
14. Once all in-person classes were canceled due to COVID, did your college compare the success rates for synchronous versus asynchronous transfer-level mathematics courses? (If no, go to 17)
 - a. Yes, but we do not have them available
 - b. Yes, synchronous was more successful
 - c. Yes, asynchronous was more successful
 - d. No
15. What are the success rates for synchronous transfer-level mathematics courses?
16. What are the success rates for asynchronous transfer-level mathematics courses?
17. Once all in-person classes were canceled due to COVID, what are the withdrawal rates for transfer-level mathematics courses?
18. Does your college offer college level or transfer level mathematics courses as (select all that apply)?
 - a. Dual Enrollment
 - b. Concurrent Enrollment
 - c. Inmate Scholars
 - d. Other Special Populations
 - e. Not Applicable.
19. Does your college offer Intermediate Algebra (If no, go to 22)?
 - a. Yes
 - b. No

20. Does your college require that Business, Science, Technology, Engineering, or Mathematics (B-STEM) majors complete Intermediate Algebra or high school Algebra II before enrolling in a transfer-level course? (If no go to #22)
 - a. Yes
 - b. No

21. Given the recent memo from the CCCCO, does your college plan to continue requiring that B-STEM majors complete Intermediate Algebra or high school Algebra II before enrolling in a transfer-level course?
 - a. Yes
 - b. No

22. Have the first enrollment success rates in courses where Intermediate Algebra is a prerequisite, changed since your college implemented AB705? (If no, go to 24)
 - a. Yes
 - b. No

23. Please list the courses that have been impacted by the implementation of AB705.

24. Does your college track the rate of successful sequence completion for the entire B-STEM mathematics sequence (If no, go to #26)?
 - a. Yes
 - b. No

25. How has the successful sequence completion rate for B-STEM majors changed since your college implemented AB705?

26. Has your college developed a course to assist students, who initially chose a Statistics or Liberal Arts Mathematics (SLAM) pathway to transition to the B-STEM pathway (if no, go to 28)?
 - a. Yes
 - b. No

27. Please describe the course your college created to help students transition from the SLAM to B-STEM mathematics pathway?

28. Has the number of students identifying as a B-STEM major changed since your college implemented AB705?
 - a. Increased
 - b. Decreased
 - c. Stayed the Same

29. Has your college developed mathematics support classes for courses outside of mathematics that previously (or currently) had a prerequisite of Beginning or Intermediate Algebra (Introductory Chemistry, General Chemistry, etc.)? (If no, go to 31)
 - a. Yes
 - b. No
30. Please describe the mathematics support courses that have been created for other disciplines that previously required Beginning or Intermediate Algebra?
31. What classes does your college offer that satisfy the transfer mathematics requirement (Area B4 of CSU General Education Breadth or Area 2 of IGETC) that are not offered by the mathematics discipline (Psychology Statistics, Sociology Statistics, etc.)? Have any of these courses been developed since your college implemented AB705?
32. Have the student demographics of students identifying as a B-STEM major changes since the since your college implemented AB705? (If no, go to #34)
 - a. Yes
 - b. No
33. Please describe how the demographics of students identifying as a B-STEM major has changed since implementing AB705.
34. Has the student-centered funding formula for completion of transfer-level mathematics in the first year had a direct or indirect impact on instruction? (If no or I don't know, go to #36)
 - a. Yes
 - b. No
 - c. I don't know
35. Please describe how the student-centered funding formula for mathematic in the first-year impacts instruction.
36. Please describe the equity gaps your college tracks for transfer-level mathematics courses related to AB705 (throughput rate, course success rates, retention rates in sequences, etc.) Has the implementation of AB705 had a positive or negative impact on the equity caps your colleges tracks for these courses?
37. How does your college disaggregate data related to the implementation of AB705 for transfer-level mathematics? Please describe any disaggregation that your college uses that goes beyond the groups defined in the Student Equity and Achievement (SEA) Program.
38. Other than professional development, what do your faculty believe that they need in the classroom to ensure student success in courses impacted by AB705?
39. Can we follow up for additional details?

40. Name of the college you represent:

41. Name, title and contact information of respondent(s)

42. List of respondents who participated in gathering data and/or answering survey questions.



Executive Committee Agenda Item

SUBJECT: AB 705 ESL Survey		Month: January	Year: 2022
		Item No: IV. I.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval of the distribution of the ESL survey to colleges in January 2022.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Data and Research Task Force was established by the Executive Committee to address Resolution 18.01 F2020 that calls for the development of a paper (and other resources) to assist colleges with the successful implementation for AB 705. The DRTF has developed a set of questions that they hope will serve as the basis of the English as a Second Language (ESL) portions of the paper. The structure of these questions differs slightly than those developed for mathematics and English because ESL is not subject to the same requirements.

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

In response to [Resolution F20 18.01](#) the ASCCC is requesting your support to collect data, including data disaggregated by ethnicity and special groups to inform our work to address the resolved statements:

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The ASCCC's Data and Research has developed this survey to investigate the local implementation of AB705, identify successful practices with that implementation, and disseminate those practices to all colleges. This survey should be shared with English as a Second Language (ESL) faculty, counseling faculty that work with ESL students, and your college's institutional research. To help colleges prepare their answers prior to completing the survey, we have included a PDF of the survey with the original email. Each college should submit a single response and please provide all the data that you can to highlight your successes and any challenges you have identified.

Definitions

- **ELL Student:** A student where English is not the first language that they learned to speak, read, and write.
- **ESL Student:** A student that has been identified as benefiting from taking one or more ESL courses.
- **Transfer-level Composition (TLC):** A writing course that has been approved to satisfy the English composition requirement for CSU General Education Breadth and the Intersegmental General Education Transfer Curriculum (IGETC).
- **ESL TLC:** An ESL course, taught by an ESL instructor, that has been approved to satisfy the English composition requirement for CSU General Education Breadth and the Intersegmental General Education Transfer Curriculum (IGETC).
- **Placement:** The use of validated assessment measures to specify the highest course or courses a student is eligible to enroll in and recommendations about supports to successfully complete that course.
- **Guided Placement:** A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement.

- **Self-Assessment Survey:** A process or a tool used to encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. Survey results may culminate in course recommendations, but not placement. This survey may be part of the college's student onboarding process.
- **Self-Placement:** The process in which a student chooses their placement after consideration of the self-assessment survey results and other relevant factors.

1. Is your college using an assessment test to place ESL students? (If no, go to 5)
 - a. Yes
 - b. No
2. Which assessment test(s) is your college currently using? Is the assessment test administered to all ESL students?
3. Has your college maintained assessment services to administer assessment tests to ESL students? (If yes, go to 5)
 - a. Yes
 - b. No
4. How does your college administer assessment tests to ESL students?

Guided Placement

5. Has your college developed guided placement for ESL? (If no, go to 10)
 - a. Yes
 - b. No
6. How does your college determine whether to have a student complete the guided placement process?
7. Does your guided placement include examples of writing that the student uses to select their writing level?
 - a. Yes
 - b. No
8. Does your guided placement model include a question about whether English is the primary language spoken in the home?
 - a. Yes
 - b. No
9. Does your guided placement model include a question about how many years of formal English instruction a student has completed?
 - a. Yes
 - b. No

Self-Placement

10. Has your college developed a self-placement model for ESL students? (If no, go to 14)
 - a. Yes
 - b. No

11. Does your self-placement include examples of writing that the student uses to select their writing level?
 - a. Yes
 - b. No

12. Does your self-placement model include a question about whether English is the primary language spoken in the home?
 - a. Yes
 - b. No

13. Does your self-placement model include a question about how many years of formal English instruction a student has completed?
 - a. Yes
 - b. No

ESL equivalent to transfer-level composition (ESL TLC)

14. Has your college developed an ESL equivalent to English composition? (If no, go to 16)
 - a. Yes
 - b. No

15. Has your ESL TLC course been approved for CSU General Education Breadth (Area A2) and/or IGETC (Area 1A)?

Concurrent Support of English Language Learners (ELLs) in Transfer-level Composition (TLC)

16. Has your college developed specific concurrent support for ELL students enrolled in English composition? (If no, go to 20)
 - a. Yes
 - b. No

17. Please describe the types of concurrent support that your college has developed for ELL students enrolled in English composition.

18. Does your college require concurrent support for ELL students enrolled in English composition? (If no, go to 20)
 - a. Yes
 - b. No

19. How does your college decide to require concurrent support for ELL students enrolled in English composition?

Defining ESL Students

20. How does your college decide that a student is an ELL student?
21. How does your college determine if an ELL student is a U.S. high school graduate (or equivalent) and thus eligible to directly enroll in transfer-level English composition or an ESL equivalent to transfer-level English composition (ESL TLC)?
22. How does your college distinguish between ELL students who are U.S. high school graduates (or equivalent) vs. ELL students who are not U.S. high school graduates?
23. What percentage of students that have been identified as ELL students choose to enroll directly into TLC?
24. What is the success rate (in their first attempt) for students identified as ELL students that choose to enroll directly into TLC?

Transitioning from English Composition to ESL Courses

25. Has your college developed a process for students to transition into ESL courses if they originally chose to enroll in English composition? (If no, go to 27)
 - a. Yes
 - b. No
26. Please describe your process for transitioning students into ESL courses if they originally chose to enroll in English composition.
27. What percentage of ELL students that have successfully transitioned from your college's ESL program into TLC are successful in their first attempt? How does this percentage compare to student performance prior to the implementation of AB705?

English Composition Taught by ESL Faculty

28. Does your college offer English composition courses that are taught by ESL faculty? (If no, go to 30)
 - a. Yes
 - b. No
29. What are the enrollment rates for ESL students enrolling in English Composition courses taught by English faculty versus those taught by ESL faculty?

ESL Enrollment

30. Has the enrollment in your ESL program been impacted since the implementation of AB705?
 - a. Yes
 - b. No

31. How has the enrollment in your ESL programs been impacted since the implementation of AB705?
32. Has the implementation of AB705 impacted the success rates for ELL students in courses outside of ESL or English? (if no, go to 34)
 - a. Yes
 - b. No
33. Please describe the impacts AB705 implementation has had on the success rates of ESL students in courses outside of ESL and English.
34. Please describe the process your college used to gather data on the success rates of ELLs in courses outside of ESL or English?

Counseling

35. Are ELL students required to meet with a counselor before enrolling in ESL or English composition courses?
 - a. Yes
 - b. No
36. Do counselors encourage ELL students to register for English Composition courses taught by ESL faculty?
 - a. Yes
 - b. No
37. Please describe any changes in the majors being selected by ELL students since the implementation of AB705.

Support Services

38. What support services are still needed for ESL students and faculty?

Other Courses Taught by ESL Faculty

39. Are there courses other than English composition are taught by ESL faculty that meet general education or graduation requirements?
40. Please describe the equity gaps your college tracks for ESL courses and for ESL students in English composition related to AB705 (throughput rate, course success rates, retention rates in sequences, etc.) Has the implementation of AB705 had a positive or negative impact on the equity gaps your college tracks for these courses?
41. How does your college disaggregate data related to the implementation of AB705 for transfer-level mathematics? Please describe any disaggregation that your college uses that goes beyond the groups defined in the Student Equity and Achievement (SEA) Program.
42. Can we follow up for additional details?

43. Name of the college you represent:

44. Name, title and contact information of respondent(s)

45. List of respondents who participated in gathering data and/or answering survey questions.

Executive Committee Agenda Item

SUBJECT: Recording ASCCC Presentations and Visits		Month: January	Year: 2022
		Item No: IV. J.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider a plan for implementing guidelines for recording ASCCC presentations and visits.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

With the onset of the COVID-19 pandemic colleges and stakeholders moved to remote operations, which provided more opportunities and requests to record presentations and visits. At the December 2021 Executive Committee meeting, action was taken for the ASCCC to form a small workgroup to bring forth a plan and recommendations regarding recording of presentations and visits for consideration by the Executive Committee. If approved, the Standards and Practices Committee would create guidelines or policy based on those recommendations.

Plan for feedback and consideration by the Executive Committee:

- Phase I – In January 2022, the ASCCC Executive Committee will consider short-term, temporary guidelines for recording presentations and visits.
- Phase II – In May 2022, the ASCCC Executive Committee will discuss the effectiveness of the temporary guidelines, recommend changes to the guidelines as needed, and provide a recommendation to the Standards and Practices Committee for guidelines for recording presentations and visits. The Standards and Practices Committee will consider the recommendation and then provide refined guidelines to the ASCCC Executive Committee at the June 2022 Executive Committee Meeting for consideration.

If the above plan is approved, the Executive Committee will provide feedback, recommendations, and consider the following short-term, temporary guidelines for recording presentations and events through June 3, 2022.

Guidelines for consideration by the Executive Committee: *see attachment*

Committee members: *Amber Gillis, Ginni May (chair), Krystinne Mica, Robert L. Stewart Jr., Manuel Vélez*

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



Executive Committee Agenda Item

SUBJECT: Enrollment Management Paper		Month: January	Year: 2022
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for the updated Enrollment Management paper.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Robert Stewart Jr./Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution 17.01 (F18) [Guided Pathways, Strategic Enrollment Management, and Program Planning](#) was assigned to the Educational Policies Committee and includes a second resolved statement that reads as follows:

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, California Community Colleges Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

The Educational Policies Committee reviewed the 2009 paper [Enrollment Management Revisited](#) and the 1999 paper that it updated, [Role of Academic Senates in Enrollment Management](#) and recommends an update to the paper that includes an increased focus guided pathways, equity-driven systems, DEI, and on operational elements of enrollment management.

The Educational Policies Committee asks for Executive Committee feedback on and approval of the proposed outline.

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

DRAFT Outline: Enrollment Management Re-Revisited
An Update to Enrollment Management Revisited (2009)
Submission date: December 16, 2021

Abstract

Part I. Introduction

- A. What is Enrollment Management in California's Community Colleges?
 1. (Shift in GP environment to broader conception of EM)
- B. A Philosophy of Enrollment Management - (Reframing as Student Access)
- C. Essential element to an Equity-driven system
- D. Envisioning a Balanced Curriculum

Part II . Looking Forward - Enrollment Management Variables What has Changed (and Not) in the Last Decade -

- A. Students - who are they? (PT, FT, Modality, Age, Purpose, etc.)
- B. Enrollment Variables and Trends in California Community Colleges pandemic, students enrolling more in DE; students enrolled 20 years ago are different than today, so a case can be made for innovations in programs to address low enrollment in certain area; innovation is also embraced by accreditation currently; update data tables to represent current longitudinal trends
- C. Community College Funding and the Influence of Apportionment Methods on Enrollment Management - increasing enhanced noncredit is encouraged through SCFF
- D. Demands for Outcomes, Accountability and Productivity
- E. Changes in Noncredit Programs changes in SCFF for enhanced NC
- F. Secondary Students in Community Colleges dual enrollment (CCAP and Traditional) now in SCFF
- G. Basic Skills in the Age of AB 705 - A Shift from basic skills to corequisite support; placement practices.
- H. New Accreditation Requirements and Enrollment Management ; equity & Social Justice and Innovation is supported by ACCJC; add IDEA importance in programming and courses
- I. New Technology for Scheduling and Enrollment Management (Predictive Scheduling, etc.)
- J. Crisis - fires, pandemics - being more nimble
- K. Redesigning the student experience: Guided Pathways, meta majors, and targeted enrollment management, education plans, etc..
- L. Reimagining the Academic Calendar - Compressed Calendars, Alternative Scheduling, Modalities
- M. Considerations for Enrollment Management in Basic Aid (Community Supported) Districts

Part III . Opportunities for Collaboration- Roles of Constituent Groups in Enrollment Management

- A. Faculty Responsibilities through the Academic Senate and Elsewhere
- B. Silos and Collaboration
- C. Administrative Roles
- D. Bargaining Unit's Role
- E. College and District Enrollment Management Committees
- F. The Roles of Students and Staff
- G. The Role of the "Silent Constituents"

Part IV. Introduction to Enrollment Management Principles and Practices - A Primer and Resources

- A. Definitions
- B. Concepts

C. Practices

Part V . Enrollment Management in Action

- A. Strategies for Local Discussions of Enrollment Management and Policy Development
- B. Considerations for a Philosophy of Enrollment Management
- C. Considerations for Enrollment Management Procedures
 - 1. Managing difficult conversations, prioritizing needs, scheduling practices, etc.
- D. Enrollment Management Plans

Part VI. Conclusion and Recommendations

- A. Recommendations (Academic Senates, Administrators, Faculty Chairs, Boards, etc.)

References

Appendices

Enrollment management in Basic Aid districts

Title 5 and Education Code Sections (pertaining to topics covered in paper)



Executive Committee Agenda Item

SUBJECT: Spring 2022 Elections		Month: January	Year: 2022
		Item No: IV. L.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and approve a method to hold the spring 2022 elections.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

In spring 2020 and spring 2021, the ASCCC’s elections were held via online written ballot, using the software E-Ballot. This was allowable under [California Corporations Code \(Section 7140\(m\)\)](#) that permit the leadership body of an organization to take certain actions to protect the interests and functions of the corporation in the event of a genuine emergency. Over the last 19 months, the State of California has been under [Executive Order N-21-21](#), which declares a state of emergency in California as a result of the COVID-19 pandemic. This Executive Order is scheduled to end on March 31, 2022.

The ASCCC Rules states that elections “shall take place on the last day of the Spring Plenary Session.” (Article I.D.1. Schedule). Given that the emergency order from the Governor will end before the Spring 2022 Plenary Session, the ASCCC engaged with legal counsel to determine if it was still possible to hold elections separately from the plenary session.

The ASCCC Executive Director met with legal counsel on December 7 to discuss and was given the following information/recommendations:

- Once the Executive Order is lifted, the ASCCC cannot invoke CCC Section 7140(m), as the state will no longer be in a declared state of emergency.
- Because of this, the ASCCC must follow the Rules as written and conduct elections during the spring plenary session.
 - The ASCCC can, if deemed necessary, switch the day in which the elections are held during the session (i.e. elections may be held on the first, second, or third day) but it must be held during the plenary.

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

- Attendees, whether in-person or online must use the same voting tool (whether it's E-ballot, written, etc) to conduct voting.

As a result of these recommendations, the ASCCC Executive Committee shall discuss the ways in which election voting can take place and determine the best possible option to conduct for spring elections.

A few things to note and consider:

- Since the plenary is being planned as a hybrid event, the best method to conduct elections is to use an online software, as we cannot do a written ballot for online attendees.
- E-ballot cannot do a 1-day turnaround. We will need to use another software company to conduct the online voting, should we choose to do that.
- We may consider scheduling the elections over the course of plenary, e.g.
 - Option A:
 - Elections take place on Saturday concurrently with Resolutions voting (same as we've done previously but using an online software to facilitate.)
 - Option B:
 - Elections takes place Friday morning instead of the general sessions for speeches
 - Option C:
 - Thursday from 9 – 12p, voting opens for Officers and At-Large. Winners are announced by 5pm
 - Friday from 9a – 12p, voting opens for Area Representatives. Winners are announced by 5pm
 - Saturday from 9a -12p, voting opens for North and South Reps and special elections. Winners are announced by 5pm.
 - Option D:
 - Others??



Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2022-2023		Month: January	Year: 2022
		Item No: IV. M.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will continue discussion on the 2022 – 23 Executive Committee meeting dates and may move to approve the presented dates.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will continue discussion on planning for events and meetings for 2022-2023.

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



Executive Committee Agenda Item

SUBJECT: OERI Update		Month: January	2022
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI), including highlights from the work done in Fall 2021.

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



Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: January	Year: 2022
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Eric Wada	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate to facilitate transfer and articulation among the higher education segments in California. C-ID was first established in 2007 to create course descriptors for the top 20 transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla, 2010) and Associate Degrees for Transfer (AD-Ts). Most recently, C-ID has focused on updating core processes on TMC modification, discontinuation, and/or consolidation, as well as working with Ethnic Studies faculty to explore the creation of an Ethnic Studies TMC.

The Executive Committee will receive an update on the C-ID system, including highlights from the work done in Fall 2021.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: January	Year: 2022
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Davison and Vice President May 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:

- <https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>
- <https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

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



Executive Committee Agenda Item

SUBJECT: 2022 Spring Plenary Planning		Month: January	Year: 2022
		Item No: V. D.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will begin planning for the 2022 Spring Plenary session.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the preliminary outline for the upcoming 2022 Spring Plenary Session, to be held hybrid on April 7-9, 2022. At our December 2021 meeting, the Executive Committee decided on the top 3 priorities for professional development events:

1. Access
2. Engagement
3. Impact

In consideration of the priorities, below are some considerations the Executive Committee should review when making decisions about the event:

- Should we continue to cap in-person attendance to 150 attendees?
- Event Program:
 - Do we want 1 program that is the same for all attendees? That is, everyone will have access to the same sessions, regardless of how they attend the event.
- Technology
 - Cost of AV and who pays
 - Fee structure for registration
- Others?

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



Executive Committee Agenda Item

SUBJECT: ASCCC Foundation Fundraising and Distribution of Funds		Month: January	Year: 2022
		Item No: V. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss fundraising and consider distribution models for the ASCCC Foundation.	Urgent: No	
		Time Requested: 10 Mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Foundation Directors would like to discuss with the ASCCC Executive Board the direction of the Foundation in streamlining fundraising and broadening opportunities to support faculty professional development.

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



Executive Committee Agenda Item

SUBJECT: Disciplines List		Month: January	Year: 2022
		Item No: V. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and discuss the disciplines list revision proposals for Asian American Studies, Geographic Information Systems (GIS), Native American/American Indian Studies, and Nanotechnology (NANO).	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karla Kirk/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2021, the Standards and Practices Committee received disciplines list revision proposals in the disciplines of Asian American Studies, Geographic Information Systems (GIS), Native American/American Indian Studies, and Nanotechnology (NANO).

The Geographic Information Systems (GIS) submitter of the proposal withdrew the submission from the disciplines list hearing.

The [Asian American Studies](#), [Native American/American Indian Studies](#), and [Nanotechnology \(NANO\)](#) proposals seeks to establish a new discipline. Submitters of each proposals included the required documentation and support in their proposals. The summary documents were publicly posted prior to the fall area meetings and discussed at area meetings. Karla Kirk and LaTonya Parker Standards and Practices Committee chairs, facilitated the first hearing for these proposals during fall plenary along with members of the committee. The Disciplines List Revision Handbook states that “The duty of the Executive Committee is not to approve revisions to the Disciplines List but instead to confirm that the process has been followed and that sufficient evidence exists for the proposal to be debated by the body. Once they have confirmed that the process has been followed and sufficient evidence exists, the Executive Committee will approve sending a resolution forward to the body for deliberation.” The Standards and Practices Committee requests that the Executive Committee confirm that the disciplines list revision proposal process has been adhered to thus far and that the Executive Committee act on the committee’s recommendation that sufficient evidence exists for the proposals to advance to second

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

hearing for consideration of action by the delegates at spring plenary. Attached are the summary sheets for each proposal, including first hearing testimony.



Executive Committee Agenda Item

SUBJECT: Partnering with FACCC to Address Components of Resolution 6.02 (Fall 2020)		Month: January	Year: 2022
		Item No: V. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and provide any feedback on the partnership of the ASCCC Educational Policies Committee and FACCC in addressing components of the F20 Resolution 6.02 on Academic Freedom.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Robert Stewart Jr./Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

[Resolution F20 6.02](#) which was adopted at the Fall 2020 Plenary Session has the following resolves:

Resolved, That the Academic Senate for California Community Colleges work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom, including the need to increase funding for tenured positions in both instructional and non-instructional faculty roles;

Resolved, That the Academic Senate for California Community Colleges work with the UC and CSU Academic Senates to incorporate into graduate education for future professors and instructors the principles and importance of academic freedom, tenure, and governance to ensure the future protection and defense of academic freedom;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Student Senate for California Community Colleges to support and develop a statement regarding student academic freedom; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to faculty and colleges, through breakouts, articles, workshops, or papers on academic freedom in a digital age with a focus on anti-racism.

The Educational Policies Committee would like to partner with FACCC to address many pieces of the resolves and would like some feedback from the Executive Committee on ideas brainstormed at a December 9, 2021 meeting with Robert L Stewart Jr, Cheryl Aschenbach and Wendy Brill-Wynkoop.

Potential Outcomes:

- Spring 2022 Webinars
- 1 Day Conference

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

- Reprint Rostrum Article on Academic Freedom and Equity (in FACCC publication to widen the reach) and cite article on F20 6.02 resolution webpage to help address the resolution - <https://www.asccc.org/content/academic-freedom-and-equity>
- Possible resolution to support and upcoming legislative resolution that supports resolution F20 6.02
- Write an article in FACCC Publication to widen the reach



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: January	Year: 2022
		Item No: V. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

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



ICW & C-ID Advisory Committee Meeting

Wednesday, September 15, 2021

2:00 pm – 4:00 pm

In Attendance (Via Zoom):

Juan Arzola, Social Justice Studies Faculty, College of the Sequoias
David Barsky, Mathematics Faculty, CSU San Marcos
Candice Brooks, Dean, CCC Chancellor's Office
Chase Fischerhall, Associate Director of Preparation & Relations with Schools & Colleges, University of California – Office of the President
Josh Franco, Political Science Faculty, Cuyamaca College
Markus Geissler, ITIS Faculty, Cosumnes River College
Mark Groen, Education Faculty, CSU San Bernardino
Tracy Hamilton, Natural Sciences & Mathematics Faculty, Sacramento State University
Michael Jenkins, Engineering Faculty, Fresno State University
Aisha Lowe, Vice Chancellor, CCC Chancellor's Office
Virginia May, ICW Chair, ASCCC
Allison Murray, English Faculty, Long Beach City College
Cheryl Pugh, Articulation Officer, CSU Los Angeles
Karen Simpson-Alisca, Assistant Director for Undergraduate Transfer Programs & Policy, CSU Chancellor's Office
Aimee Tran, Articulation Officer, Saddleback College
Eric Wada, C-ID Advisory Chair, ASCCC
Krystinne Mica, Executive Director, ASCCC

Staff in Attendance:

Miguel Rother, Director of Grants & Initiatives, ASCCC
Megan Trader, C-ID Project Coordinator, ASCCC

I. Introductions and Announcements

Introductions were made and the meeting commenced.

II. Approval of the September 15th, 2021 Agenda

The September 15th, 2021 Agenda was approved by consensus.

III. Approval of June 1st, 2021 ICW/C-ID Advisory Committee Meeting Minutes

Revisions were made to include Juan Arzola in attendance and the correction of a minor spelling error. The minutes were approved by consensus.

IV. ITIS 5 Year Review - MC & Descriptors

Geissler presented the ITIS 5 Year Review materials to ICFW for approval. No substantial changes were made to either the MC or descriptors.

Action: Motion to approve the ITIS MC and descriptor revisions. Franco, Hamilton (MSU)

Geissler asked whether the ITIS would be allowed to forward a second MC for Cybersecurity or whether a new FDRG will need to be formed for that discipline.

Follow Up: Wada suggested adding this as an item for discussion on the agenda of the next ICW/C-ID Advisory Committee meeting. Geissler and Wada to meet and discuss next steps for a Cybersecurity MC.

V. FTVE Revisions

The FTVE 5 Year Review was presented to the ICFW. There were no substantial changes to the TMC, however some descriptors had substantial changes. The group discussed whether the 5 Year Review process was correctly followed.

Action: Motion to approve the FTVE TMC and descriptor revisions. Franco, Hamilton (MSU)

VI. English TMC & Descriptors

The TMC was reviewed and there were no substantial changes. The ENGL 100, 105 and 110 C-ID descriptor word count was lowered from 6,000 to 5,000 to align with IGETC requirements and there were no substantial changes to any other descriptor.

Action: Motion to approve the ENGL TMC and descriptor revisions. Jenkins, Franco (MSU)

VII. ICW/C-ID Advisory Committee Reorganization

Wada presented a document which would redefine the roles of the ICW and C-ID Advisory Committees. Historically, the meetings for these committees have been held separately but many of the members overlapped. The goal of this document was to identify the roles, members, and voting members of each committee, in order to consolidate this information into a concise document and to determine whether a combined ICW/C-ID group could replace the separate committees.

The document suggests that ICW should become the overarching committee, which would oversee the ICFW and C-ID Advisory committees. Jenkins suggested explicitly defining dual roles for specific group members on the document

Action: Motion to approve the document consolidating information about the committees. Arzola, Franco (MSU)

Follow up: The C-ID Advisory and ICW Committees will continue to consolidate and clarify the staffing and roles of the committees. Once finalized, this change will be updated on the C-ID website for the public.

VIII. TMC Discontinuation Process Draft Proposal

This item was postponed until the next ICW meeting.

IX. CSU Phase Out Document Draft Proposal

Lowe stated that the draft proposal for the CSU Phase Out Document will be ready for review at the next ICW/C-ID Advisory Committee meeting.

X. Chair's Report

Wada and May presented the Chair's Report. Wada discussed the approval of the Business Administration 2.0 TMC. CSU Fresno is no longer accepting the first version of the Business Administration TMC, which is earlier than advised by the CCCC. The group discussed whether students that were continuously enrolled would be able to continue with the first version of the Business Administration TMC. Simpson-Alisca stated that the process of moving to a similar determination needs to come through the CCCC for approval as a formal procedure.

XI. Adjournment



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ASCCC CURRICULUM COMMITTEE

November 10, 2021

3:00 - 4:30 p.m.

Zoom

Meeting Summary

Attendance: Stephanie Curry—chair, Michelle Bean, Sarah Harris, Michelle Grimes-Hillman, Nili Kirschner, Jeff Waller, Henry Young

- I. Call to order and adoption of the agenda at 3:01 p.m.
- II. Approve the minutes
 - a. August 2021—approved by consensus.
 - b. September 2021—approved by consensus.
- III. Curriculum Handbook Update
 - a. Response from ASCCC on Handbook Format—Chair spoke to ASCCC Exec; they recommended using the Curriculum website (<https://www.ccccurriculum.net/>) to create a page with updated information including DEI recommendations. Also, will discuss who will “own” the page to update regularly as needed. Committee will brainstorm at next meeting to see what we want to add.
- IV. Plenary Debrief—about 100 people in person and others online; overall a good event. Members commended ASCCC staff and exec for a great hybrid plenary. Spring will be in Burbank.
 - a. Presentations—thank you to Sarah and Henry for their session; Michelle and Stephanie did a session on ethnic studies.
 - b. Resolutions related to Curriculum
 - i. Our resolution on adding DEI to COR passed. Discussion on the tool/chart that 5Cs workgroup is composing (Michelle shared link to [draft](#)).
 - ii. Resolution on equity in STEM resources passed with some controversy in including arts (STEAM)—the intent of the author (per Dr. Rubalcaba/EDAC) was to highlight the disparities and equity gaps in science and math particularly; Jeff is asking for a more robust discussion at state level of how to analyze data. Concerns on outside organizations “seeing” AB705 data before faculty (such as CAP).
 - iii. Resolution on updating the handbook for baccalaureates was passed.
- V. Curriculum Regionals Debrief
 - a. Had 278 people attended (both days)—overall positive responses.
 - b. Questions included ethnic studies and cross-listing. Stephanie recommends we write a Rostrum on cross-listing. Issue is that there isn’t specific guidance in title 5. Also, maybe a cross listing workshop. Jeff suggested using the student resolution on student impacts. Also, consider the way colleges use “backend cross listing”—using and/or. And assigning

- courses to disciplines.
- c. Nili, Sarah, and Henry volunteered to write the article on cross-listing. Consider having different parts such as having a brief definition first and then deeper dive in part two.
- VI. Curriculum Institute 2021
- a. Brainstorming Themes—responses from Curriculum regionals [Padlet](#): HyFlex, CBE, CPL (maybe invite Norco), AB 928 and transfer pathways, ethnic studies and cross listing, AB 705, sharing best practices of curric committees, articulation, collaboration with AOs/CIAC.
Ideas: Heart Work, Creating Space, Eyes on the Prize, Sustaining and Investing in Values, Surfing the Wave, Life Preserver sessions (basic stands), Superheroes in Curriculum.
Focus on training to support the CC mission and being revolutionaries and champions of curriculum.
- b. Review Regional—reviewed Padlet info.
- VII. Future Meetings –possible spring in person meeting—maybe in Sacramento or OC. Stephanie will send a new Doodle for the December meeting without a Wednesday afternoon to ensure everyone can attend.
- VIII. Adjournment at 4:24 p.m.

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- 9.02 S21 [Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies](#)
 - 9.06 S21 [Develop a Rubric for Ethnic Studies Courses for the CSU General Education Area F](#)
 - 9.07 S21 [Defining Ethnic Studies and its Four Core Disciplines](#)
 - 9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
- Curriculum Regionals October 2021
 - Rostrum November 2021
 - Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record
 - ASCCC Plenary Presentations November 2021
 - All things Ethnic Studies
 - The Role of Senates in General Education
 - ASCCC Resolution
 - 9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5

**Non Credit Pre-Transfer and Continuing Education Committee
Meeting Minutes
October 18, 2021**

Meeting called to order at 11:00AM

Members Present: Mary Legner, Luciano Morales, Donna Frankel, Gevork Demirchyan

- I. Career and Non-Credit Institute Planning:
 - A. Manuel informed everyone that the institute will be on May 12 to the 14th and is going to be a hybrid event, as of now. The venue will be the Westin South Coast Plaza in Costa Mesa and all members of this committee will be asked to attend.
 - B. Manuel also went over the organization of the institute: There will be a total of 20 breakout sessions, 8 of which would be organized by our committee. Another 8 will be organized by the CTE Committee, and the final four will be co-organized.
 - C. Manuel also agreed to create some Google docs in order for the group to share ideas on possible themes and outcomes for the institute as well as possible breakout sessions.
 - D. Mary Legner expressed a concern with flexibility in scheduling and suggested scheduling events or sessions in the evening. It was agreed that the feasibility of that would be considered.
 - E. Donna Frankel asked if the sessions could be recorded. Manuel agreed to look into that question further.
 - F. The group also discussed the possibility of offering scholarships to cover registration.
- II. Discussion on topics for a Rostrum article:
 - A. Manuel let the committee know that the next due date for submission of articles to the Rostrum is at the end of November and asked them for possible topics.
 1. One possible option would be to write an article on AB705 and its effectiveness in closing equity gaps
 2. Luciano Morales suggested writing a paper on the growing number of programs focusing on Spanish speaking students. He specifically talked about a bilingual entrepreneur program at Cerritos as an example. Other examples included relationships between Math and ESL programs. It was agreed that Manuel, Gevork, and Luciano would look into writing an article.
 3. Mary Legner let the committee know that a former member of the committee, Emma Diaz was in the process of writing an article on non-credit career pathways. It was agreed that Manuel would reach out to Emma regarding this article.
- III. Fall 2021 Plenary
 - A. Manuel gave a very brief update on the Fall Plenary. Together with the former chair of this committee, Karen Chow, Manuel was scheduled to present on Non-Credit Basics at a face-to-face breakout session.
 - B. The committee discussed the possibility of submitting a resolution asking the ASCCC executive committee to look into AB 705 and its effectiveness. It was agreed to create a Google doc to try to develop the resolution in time for the November 2nd, deadline.
- IV. Next Meeting Time:
 - A. The committee agreed that for the rest of the year, our meeting days/times would be the third Monday of each month at 11:00AM. If there's a conflict for any reason then the committee would reschedule the meeting in conflict.
- V. Meeting adjourned at 12:00PM

Minutes: November 15, 2021

Members Present: Mary Legner, Luciano Morales, Manuel Velez, Gevork Demirchyan, Amber Gillis, Donna Frankel

Previous minutes accepted by consensus

I. Career and Non-Credit Institute Planning Theme:

A. Theme for noncredit institute

1. Luciano had more possible themes that we added to the list
2. We discussed theme number 5: "Student-Centered Change: A Holistic Transformation" since this was the theme preferred by the CTELE
3. Some members of the group mentioned that the "student-centered" themes are ones they preferred the most
4. We looked at how we could use some of the other themes as breakout sessions
5. In the future, we could also include supplementary blurbs for the possible themes for clarity
6. The group recommended NCPTCE changing "Student-Centered Change: A Holistic Transformation" to "Student-Centered Change: A Holistic Experience" since the words "Change" and "transformation" may be redundant.
7. Members discussed how focusing on the experience that different students have would be great. Also, it's not just about the experiences that students take away from school but the experience they bring to the classroom.
8. The group agreed on Theme 5 (Preferably with the updated wording)

B. Career and Non-Credit Institute Planning Outcomes

1. We changed "Equitable Placement" to "Equitable Placement (Closing equity gaps in the age of AB 705"
2. Items related to this theme were discussed:
 - a) What are colleges and counselors doing to help students with Equitable guided self-placement?
 - b) Mary also brought up how certain colleges have used noncredit programs to decrease equity gaps
 - c) Discussed of how AB075 relates to noncredit programs (cuts down on noncredit requirements which may hurt some students who are unprepared).
3. Amber brought up corequisite models, their relation to student success, and how some schools may be changing or even eliminating corequisites
4. Donna brought up adding an outcome focusing on the needs of disabled students and lifelong learners in Noncredit courses
5. We added best practices for supporting Dis(Abled) students and how schools can have relationships with senior centers and off-campus centers to support them
6. As for Lifelong learners, we focused on working with seniors in an online format and relationships with off-campus centers
7. We will add more items to the document in the meantime

C. Other

1. We will work on the rostrum article
2. Dual-immersion programs K-12 where students take coursework in Spanish
3. Meet December 6 to finalize speakers



Educational Services and Support Division
California Community Colleges Curriculum
November 15, 2021
MINUTES

Attendance:

ASCCC: Stephanie Curry (co-chair) Michelle Bean, Robert L. Stewart Jr. Nili Kirshner, Mark Osea, Erik Shearer, Randy Beach, Amber Gillis **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fullbright, Jennifer Vega La Serna, Jennifer Zellet **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik, Christopher Sweeten **SSCCC:** Brianna Andrade **CCCAOE:** Maniphone Dickerson

1. Welcome and Attendance

The meeting commenced at 9:02am. The committee was welcomed and attendance was taken.

2. Approval of Agenda (attachment)

The agenda was approved by consensus

3. Approval of Minutes (attachment):

The minutes from Sept and October were approved (moved Shearer, seconded Zellet)

4. Workgroup Updates

a. Work Experience

- i. Significant Progress since last update. Streamlined article with purpose and definitions, responsibilities of the college, attendance, accounting and repetition, and employee and student responsibilities. Jan will send out old version and updated language for 5C review. Need Mark LeForstier in Legal to review one more time before sending it to 5C in December. Input from practitioners are being included in the revision.

b. Title 5 Updates (55063)

- i. Progress on review/ Committee talked about how to define satisfactory completion, C- and implications and complications to other areas of title 5 and college implications with grading, overall breaking out 55063 to be streamlined and broken down into 5 themes (not final titles). Three sections of title 5 recommended to expand to 5 sections.
 1. Additional Requirements
 2. Courses
 3. Degree Approval

- 4. General Education
- 5. Student Requirements
- ii. Timeline- hoping to bring a review to 5C in December. Still need some conversation with Marc LeForstier.

c. DEI and Curriculum:

- i. Materials can be found here

<https://docs.google.com/document/d/1kmO7KcmWRL5zfCvLFE0h8Xz1eBUrUPgEP2Nn5y4wZ2Y/edit>

Opportunity to infuse equity in all curricula practices with resources and support for faculty, classified professionals, administrators.

Processing Chart created identifies 4 areas for discussion

- 1) Traditional Eurocentric Practices
- 2) Equity Principles
- 3) Culturally Responsive Classroom Practices
- 4) Culturally Responsive Practices for Curriculum Committees and Senates

Group focused on asset minded language. Provided definitions for terms used.

References are included.

What to do with it next

- 1) Post on Curriculum Websites (5C and ASCCC)
- 2) Have it come out from CCCCO as a memo/webinar
- 3) Perhaps have Canvas Shell with resources
- 4) Have this topic as a General Session at the CI 2022
- 5) Professional Development Implementation
 - a. Utilizing “technical visit” approach for colleges to include the Chancellor’s Office, ASCCC, and CIOs.
 - b. Leverage already establish Regions for PD opportunities
 - c. CCCCIO Spring 2022 Conference Presentation
 - d. Inclusive of noncredit
 - e. PD to be intentional, meaningful, and timely

Need to ensure to have discussion on how we push it out to the field and support implementation at the campus level. Need to provide the professional development support for all roles to implement. Need a multi-tiered approach. Promote/Highlight partnerships CCCCIO, ASCCC and CCCCIO. Can we have a mentor/mentee support for implementation? Need to provide regional and peer support. Can be supported through annual required Curriculum Committee training as required by the CCCCO. This work will align with the ASCCC resolution on embedding DEI in the COR.

Workgroups will discuss the how to implement, make recommendations/timeline plan to bring the next meeting. Need to make sure the implementation is not stalled.

5. Strategic Planning Discussion

Need input from 5C on the impact of AB 1111. The committee reviewed the actual legislative

language

(https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111)

The committee reviewed AB1111 addressing these areas

- i. Current landscape of course numbering across our system
- ii. How to build on C-ID
- iii. What will be impacted
- iv. What do we need to know and be careful
- v. Who must be involved/consulted

Ideas, Concerns and Questions were captured in a Padlet. This brainstorming will be shared with the CCCCO and SOVA (who has been hired to review current numbering processes).

Major Concerns Included

- C-ID was not created for this purpose.
- Who determines comparability (local or statewide)
- Lack of participation on CSU faculty in C-ID Processes
- Does this bill require common titles?
- Domino effect on courses, numbering and prefixes for courses not in GE at local campuses
- Impact on courses that do not fit into C-ID (unique courses developed by the college)
- How will this impact cross listing
- How much will this cost (technology, personnel, resources)
- How will this impact baccalaureate programs
- Not all GE courses have C-ID Descriptors
- How will this impact data collection
- Will this require dictating unit values
- How will this align with the impact of 928

5C will invite SOVA to continue this discussion on AB1111 during their landscape analysis This will be a regular topic on our agenda.

6. Constituency Reports

- ASCCC – ASCCC Fall Plenary was last week. Resolutions on Adding DEI and Anti-racism into the COR, Updating the Bachelor’s Degree Handbooks and Paper on Equity and Equity Mindless in STEM. Presentations related to curriculum on Ethnic Studies and Role of Senates in General Education. Working on a Rostrum Article and Workshop on Cross Listing.
- ACCE- Conference will be on November 18. CCCCO will be represented. Working with Legislators and impact of COVID on Noncredit students/programs
- CCCCIO- Conference in October. CCCCO attended including Aisha Lowe and Daisy Gonzalez. Focus of Spring conference on equity in teaching and learning. Edgar James Navarro working with CIO group, on the Ethics of Care. Exploring how CIOs can support this in the classroom
- CCCSSO- Focusing on the allocation of basic needs, holistic approach and the

establishment of Basic Needs Centers and the hiring of basic needs coordinators and discussing financial aid

- 4CS- Next Friday will be the first meeting of the Ethnic Studies Task Force. Leslie is the 5C representative. She will bring back a report at the next meeting

The meeting adjourned at 11.50am



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Data and Research Task Force
December 8th, 2021
2:00 PM – 3:00 PM

Members Present: G. Castilla, G. Lam, E. Menchaca, C. Rutan (Chair), M. Seigal, M. Selden

Meeting began at 2:03 PM

Mathematics and English Surveys: C. Rutan shared the feedback received from the Executive Committee and presented the revised English and Mathematics surveys. The surveys have been separated based on feedback from Exec. Additional questions that could be added are:

1. What English classes, other than composition, has concurrent support been added since the implementation of AB705?
2. What concurrent support has been developed for classes that previously required below transfer mathematics courses?
3. What contextualized mathematics courses has your college developed since the implementation of AB705?
4. What classes outside of the mathematics department does your college offer that satisfy the transfer requirements for quantitative reasoning?

The revised English and mathematics surveys will be brought to the January Executive Committee meeting and will hopefully be distributed to colleges following that meeting.

ESL Survey: A preliminary set of survey questions were shared with the task force. Additional questions to be included:

1. Has your college developed a process that allows students that chose to enroll in Composition to transition back into ESL courses?
2. Does your guided placement model include a question about whether English is your first language?
3. Have the majors selected by ESL students changed since the implementation of AB 705?
4. How are ESL students performing in classes outside of ESL and English since the implementation of AB 705.

C. Rutan will create a Google doc to allow task force members to add additional questions. All suggested questions must be added by December 15 to be included in the agenda item for the January Executive Committee meeting.

Next meeting is on January 11, 2022, at 11 AM.

Meeting adjourned at 3:04 PM.

Respectfully submitted by Craig Rutan (Approved via email on December 15, 2021)



ASCCC PART-TIME COMMITTEE

November 15th, 2021 @4:00PM – 5:30PM
ZOOM

Meeting Summary

- I. Call to Order
 - a. Welcome/Attendance
*Members present: Ian Colmer, Mussie Okbamichael, Anthony Stevens, Carrie Roberson (chair), Anastasia Zavodny
*Members absent: Tejal Naik
 - b. Notetaker- Carrie will take notes
- II. Adoption of the Agenda- approved by consensus
- III. Approval of 10.18.2021 Minutes/Meeting Summary- approved by consensus
- IV. ASCCC Information
 - a. ASCCC [Part-Time Faculty Committee](#)
Committee discussed including the term “faculty” after Part-Time committee to be used going forward. This notion provides clarity for the field when seeking information, professional development, and relates to the charge of the committee.
 - b. ASCCC [2018 – 2023 Strategic Plan](#)
Chair reviewed Part-Time Faculty Committee charge and ASCCC strategic plan. Chair indicated that the ASCCC in reviewing the current plan and strategizing the future ASCCC strategic plan and will include PT faculty voices once next steps are determined.
- V. ASCCC Part-Time Faculty Committee [Google Drive](#)
Chair reviewed content in the ASCCC Part-Time Faculty Committee Google Drive documents and information. Chair encouraged committee members to include resources and add to the documents as related to priorities/tasks.
- VI. ASCCC Part-Time Faculty Committee Priorities/ Tasks
 - a. Committee Priorities
Chair reviewed priorities for professional development. Committee discussed that the timing of current professional development offerings to not necessarily align with Part-Time Faculty needs. Committee discussed ongoing opportunities for professional development to the field. Committee determined that webinars are a good idea but the timing is significant and needs to take into account FLEX at the local college, format for “events,” utilizing experts in the field, content/topics
 - b. Committee Tasks
 - i. Outline for paper: part-time faculty equity, rights, and roles in governance
Committee discussed a need for a survey to our Part-Time faculty to gather information about the realities of the Part-Time faculty experience.

The committee began generating ideas for a survey to the field to help inform the paper content.

ii. ASCCC Part-Time Faculty Institute

Chair iterated the importance of completing program descriptions and securing presenters. Committee reviewed the program DRAFT and made minor suggestions and would send ideas to Chair or update the program DRAFT. Chair mentioned that a cover sheet for the final read to ASCCC Exec was due that day and the DRAFT program will be submitted by December 2nd, if it is complete.

VII. ASCCC Updates

Chair provided information on upcoming ASCCC Events and indicated that event data/information on Part-Time Faculty attendance would be provided at a future meeting.

Chair thanked committee members Ian and Anastasia for their participation/ presentation at the ASCCC Fall2021 Plenary presentation on HOT TOPICS. Anastasia and Ian provided “takeaways” from the session, such as the format was good, terrific participant contributions, lack of Full-Time faculty participation. Chair shared realities of some technical issues, but that it was an excellent session.

VIII. Announcements/ Updates

a. Future meeting dates:
December 13th 4:00pm – 5:30pm

[ZOOM](#)

Chair indicated that we would determine Spring 2022 meeting dates at our next meeting

IX. Adjournment- meeting adjourned at 5:38pm

Status of Previous Action Items

In Progress:

PTFI Institute Planning
ASCCC PT memo to listserv

Completed:

Presentation at ASCCC Fall 2021 Plenary session
*Hot Topics for Part-Time Faculty

FUTURE AGENDA ITEMS (TBD)

*ASCCC State of the System- ASCCC President/Vice President
*Data on PT attendance at ASCCC events



Legislative and Advocacy Committee

December 7, 2021

3:30 pm-5:00 pm

Minutes

Members Present: Ginni May (chair), Christopher Howerton (2nd), Kathleen Bruce, Ric Epps, Maria Figueroa, Jeffrey Hernandez, June Yang

Liaisons: Jasmine Prasad (SSCCC),

Guests:

Meeting started at 3:30pm

1. Minutes taken by Christopher Howerton
2. Approval of Agenda – (MSC)
3. Check-in: committee members shared plans for the upcoming break.
4. Approval of minutes: done via email
5. Announcements: The chair shared the following announcements:
 - a. Legislative and Advocacy Webinars with FACCC – January 18, February 15, March 22, April 26, and May 24; 6:00 pm – 8:00 pm
 - b. New Executive Committee member – Juan Arzola (College of the Sequoias) was appointed to fill the at-large vacancy. The chair shared his current ASCCC assignments
 - c. Update on the request in Resolution Fall 20.01 – response received: The chair asks committee members to consider the questions below and in an early meeting in 2022 we will discuss recommendations. J. Hernandez recognized there needs to be some delineation and framework for how budget is allocated. We need to be clear that we are not discussing how students should be paid, but what are some typical costs associated.

We were unable to get this in request in in-time for the DOF BCP deadline. We did however discuss this request with them in our follow-up conversation last week.

They had a series of follow-up questions that I was not able to address:

- What is the statewide total needed for student employees?
- What is the pay range for each student employee and how many hours would they work?
- What is the length of their employment? (I shared that I assumed it was the academic year)
- How many student employees would each college employ?
- Would this count against any students' financial aid? (I understand the answer is no unless they are close to the income threshold)
- What are the planned reporting and metrics?

- Would students work in their field of study?

Thanks in advance for your help on this!

- d. The chair shared that the Public Policy Institute of California has released a new report: *Community College Math in California's New Era of Student Access*. There will be a PPIC webcast about the report (12/9/2021). The chair will forward the report to the committee for information and committee members are allowed to register for the webinar that is rolling out the report. The committee discussed other equity impact as it related to other acceleration efforts/pathways.
6. Rostrum Articles:
 - a. **Discussion:** Addressing Resolution F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#)
 - i. Entire Committee – Committee members are contributing to the draft. The committee reviewed the draft together during the meeting. It is asked that committee members finish adding content this week, and K. Bruce will conduct a quick pass to one-voice the document to eliminate moments of passive voice.
 - ii. Googledoc:
<https://docs.google.com/document/d/1jTmtrq1UzvjlPvzJBAkYPOtriGJfL5q5/edit>
 - iii. Draft to be complete by December 7 – TODAY!!! – For clarification, this was a committee set deadline to ensure time for the chair and others to finalize our draft for formal submission that is early in January.
 - b. **Reminder:** Legislative Advocacy
 - i. May and Brill-Wynkoop – Another Rostrum article under construction focused primarily on the coordinated efforts of legislative advocacy. The committee also discussed how to support the ASCCC caucuses to engage in information sharing, such as signing up for list serves, submitting resolutions, and supporting our advocacy efforts.
 - ii. Due January 3, 2022
 7. **Discussion** – January 2022 Newsletter to ASCCC Legislative Liaisons – The chair will draft a newsletter and then share with the committee for feedback/input with the goal of sending out at the end of January.
 - a. List of actions for local liaisons – include a few action items that are realistic and manageable. A goal for one newsletter a month
 - b. Explanations of bills of particular interest – we will only highlight a couple of bills
 - c. Revision of Legislative Liaison description? – We may want to review the description. The committee will review in a spring meeting.
 8. **Discussion** – Legislative and Advocacy Day 2022 -
 - a. Participants – The chair has received committee members' availability for the visits including ASCCC executive committee members.
 - b. Schedule/Format – ASCCC Executive Assistant is helping coordinate meetings. Many legislators are preferring virtual. We are still assessing the balance of face-to-face and virtual visits. The chair asks that the committee members keep the day open. There will be a training the day before in the afternoon.

- c. Priorities – see below for draft. If any committee member has feedback send directly to the chair.

Equitable Access to Technology – Following the COVID-19 pandemic, the need for equitable access to technology was undeniable. Faculty and students not only need professional development for using technology, they need access to affordable and high-quality technology. From the Governor’s Council report, *Recovery with Equity*, “The digital divide—access to and cost of both devices and internet connectivity with sufficient bandwidth—has been fully exposed and exacerbated by COVID-19” to findings from the Student Senate for the California Community Colleges report *COVID-19: California Community College Student Challenges* it is abundantly clear that in order to close equity gaps sufficient access to technology for college classrooms whether in-person or online is a must.

Expand Transfer Opportunities – This remains an ongoing yet more urgent priority for the ASCCC. We recognize the many challenges students face when attempting to transfer from the community college system to a four-year institution, and believe that there are several areas where transfer can be improved. Funding is needed for intersegmental, discipline-specific dialogue and professional development that brings faculty from the CCCs, CSUs, and UCs together to discuss emerging discipline trends that will ensure consistent transfer expectations and pedagogical alignment among the public higher education systems of California. These efforts, coupled with resources for counseling and advising at all three systems, will improve articulation processes and allow greater access for students seeking assistance in transfer. We appreciate the clean-up language around the Associate Degrees for Transfer in AB 928 (Berman, 2021) to consider loosening the 60-unit restriction currently in Education Code for STEM majors as it will provide additional options for transfer to the CSU, AICCU, and HBCU systems. The role of practitioners in the development, evaluation, design, and processes for aligning transfer pathways is critical. However, pathway alignment will only yield more transfers if there is additional space in transfer institutions to take community college students.

Resolution F20 20.01?

...priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member

9. **Events** and Important Dates – The chair shared the following with the committee:

- Executive Committee Meeting, January 7-8, 2022 (Hybrid)
- Part-Time Faculty Institute, February 10-11, 2022 (Virtual)
- Legislative and Advocacy Day (in-person/virtual TBD)
 - February 22 – training (followed by dinner if in-person)
 - February 23 – Legislative Visits: 8:30-4:00
- Accreditation Institute, February 24-26, 2022 (Virtual Pending)

10. Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: <https://asccc.org/directory/legislative-and-advocacy-committee>

11. Future Agenda Items:

- i. Student Legislative priorities
- ii. Address questions from Lizette Navarette regarding Resolution 20.01 (January 2022)
- iii. Drafting Resolutions for spring plenary session (January 2022) – such as supporting legislation liaison and communicate with board of trustees. Establishing relationships with local legislators. (Possible additional breakout

with an emphasis on what your local senate can do around legislation and advocacy)

- iv. Review liaison description early spring

12. Adjourn – The meeting adjourned at 5:07pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- Rostrum article addressing Resolution F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#)
- Planning of Legislative and Advocacy Day
- November Letter for ASCCC Legislative Liaisons
- Rostrum Article on Advocacy – May/Brill-Wynkoop

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

- Resolution 4.01 F21 Transfer Pathway Guarantees – for consideration at 2022 Fall Plenary Session

Committee Priorities – Tracking Resolutions and other Assignments

F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#)

Legislative Information

Links:

- California Legislative Information Home page: <https://leginfo.legislature.ca.gov>
- ASCCC Legislative and Advocacy Committee page: <https://asccc.org/directory/legislative-and-advocacy-committee>
- ASCCC Legislative Updates page: <https://asccc.org/legislative-updates>

Legislative Session for the 2021 Calendar Year has ended. (Year 1 of the 2021/2022 two-year legislative cycle)

Legislative Session for the 2022 Calendar Year

- January 1, 2022 – statutes take effect
- January 3, 2022 – Legislature reconvenes (for Year 2 of the 2021/2022 two-year legislative cycle)



Education Policies Committee Meeting

Wednesday, November 24, 2021

9:00 a.m.—12:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

I. Robert Called to Order and took Roll Call: * Indicates present at meeting

*Robert L Stewart Jr – 1 st Chair	*Cheryl Aschenbach – 2nd	Andrew Delunes
*Sharyn Eveland	*Carlos Guerrero	*Luke Lara
*Erik Shearer	Matais Pouncil, CIO	Wenjie (Jacky) Liang, Student

II. Carlos led the Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles. (Led by Carlos)

III. Introductions – Please Welcome our Student Senate for California Community Colleges representative and committee member Jacky from Diablo Valley College. We are pleased to have student representation on the Committee!

IV. Future meeting dates will be (We will need to choose an all-day meeting date for Spring 2022):

December 16, 2021 – 2pm-4pm

January 27, 2022 - 2pm-4pm

February 24, 2022 - 2pm-4pm

March 24, 2022 - 2pm-4pm

May 26, 2022 - 2pm-4pm

V. Adoption of Agenda (Cheryl volunteered take minutes).

Minutes approved via email after the last meeting (committee agreed that silence is agreement).

VI. Access to [ASCCC Educational Policies Committee Google Shared Folder 2021-2022](#)

- VII. [Educational Policies Committee Contact Information 2021-2022](#). Members are encouraged to review and update their contact information.
- VIII. 2021-2022 EDUCATIONAL POLICIES COMMITTEE Goals and Priorities. Updated Priorities sheet is located in the Google Shared Folder
- A. [ASCCC Education Policies Committee Updated Priority Spreadsheet](#)
- IX. Workload for Today
- A. Discussion on [Enrollment Management Revisited \(2009\)](#) to determine need for update or rewrite.
- Feedback:** *Some themes and information needs updating. Some information is obsolete. Things missing: Guided Pathways and how it has changed the framing of enrollment management, changes to law including AB705 and impacts on basic skills, further discussion of DE modalities, and apportionment. Some concern that the 2009 paper built on 1999 paper, and creating a trail of supplements could be confusing, so pulling elements from the two original papers into a replacement paper might be necessary despite how that translates into additional workload. Initial focus on apportionment can now be inclusive of success elements given the SCFF. Current accreditation focus on social justice and innovation could be included. The emphasis on examining community populations and diversifying approaches to recruiting and retaining diverse students and having a focus on racial and ethnic groups is missing. The impacts of technology sophistication as it relates to scheduling management systems and the technological advancement of academic maps -> education plan -> scheduling. Increased accessibility of data to support scheduling can be included. A greater consideration of providing education and services to a student population with part-time students as a majority. Section 2 likely needs the most updating as it focused on what had changed in early 2000s. One challenge: writing a paper that highlights the universal underpinnings that are timeless while highlighting the elements that are more contemporary; another tact could be writing the paper from a perspective that it will have to be updated. A suggestion was made that we could start writing by developing Rostrum articles and targeting breakout session opportunities at Curriculum Institute.*
- Timeline:** Target of Fall Plenary 2022.
- November 24-Outline ideas contributed during this meeting via Google doc and member dialog
 - Nov 24-Dec 16-Erik, Cheryl, and Carlos will meet to consolidate ideas and create an outline for review prior to and then approval at December 16 meeting.
 - December 16-Robert and Cheryl will submit outline agenda item to Exec for January 7-8, 2022 meeting.
 -
2. Discussion on [Academic Freedom Paper \(2020\)](#) to further discuss resolution 6.02 (2020).
- Feedback:** *The paper is current in terms of content, so no update is needed. There is an increased need to keep elements of academic freedom in front of people, so the resolution could be addressed through smaller projects and possible collaborations with other groups like FACCC. There was general agreement that this could be a series of smaller efforts. Robert will follow-up with Wendy Brill-Wynkoop, FACCC President, to see*

if FACCC has plans to have an academic freedom conference.

3. Discussion (Led by Luke) on the [Fall 2017, 7.03](#) resolution that deals with “Evaluation and Certification of Coursework from Home schools” in order to determine how to address the resolution.

Report: *Luke shared information he got from his articulation officer and transfer center coordinator. One suggested this wasn't an issue needing addressing; the other suggested two ways students can verify a language other than English for UC. One way is through credit by exam. The other is that IGETC allows any faculty member from an accredited university to verify, so we could help connect students to a university faculty member. Cheryl will follow-up to the resolution contact (John Freytag @ DVC) to determine if this is still a need. His response will influence whether this information can simply be updated on the resolution page or if a Rostrum article should be written.*

4. Breakout Room Discussion and Outlining of Potential Rostrum Articles – Current Rostrum Deadline January 3, 2022

Members separated into breakout rooms to discuss Rostrum articles with an intention of having at least an outline for each article.

A. Administrator retreat rights (13.01 F20): Carlos, Erik, Sharyn

B. Repeatability to alleviate substandard grade (14.01 F17): Luke, Robert, Sharyn

C. Student academic dishonesty (7.01 S15): Cheryl, Andrew

X. Announcements

A. Check for upcoming events at [here](#)

- CTE Coffee Hour – DEI; January 13, 2022
- CTE Coffee Hour – CBE; February 9, 2022
- 2022 Part-Time Faculty Institute (Anyone interested in participating?); February 10-11, 2022
- 2022 Accreditation Institute -Hybrid (Anyone interested in participating?); February 24-26, 2022
- CTE Coffee Hour – Teaching with Technology; March 11, 2022
- Spring 2022 Area Meetings; March 18 (A&B) & 19 (C&D), 2022
- 2022 Spring Plenary Session (Hybrid); April 7-9, 2022
- 2022 Career and Noncredit Education Institute (Hybrid); May 12-14, 2022
- 2022 Faculty Leadership Institute (Hybrid?); June 16-18, 2022

B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate; Giving Tuesday – November 30, 2021 (\$6000 fundraising goal)

C. [Application for Statewide Service](#)

XI. Closing Comments

A. In Progress Review

B. Any other final comments or suggestions?

XII. Adjournment

In Progress

- Cheryl will lead an effort to craft a new committee charge; this includes a subcommittee of

Andrew and Matais as well as full committee input.

- Members will review the [Academic Freedom Paper \(2020\)](#) and [Enrollment Management Revisited \(2009\)](#) to inform further discussion about resolution-related actions.
- Luke volunteered to look into the [Fall 2017, 7.03](#) resolution that deals with “Evaluation and Certification of Coursework from Home schools” and provide some feedback as to how we can address this resolution. Cheryl will reach out to the original resolution contact to for input on whether a Rostrum article is sufficient.
- Workgroups will begin work on Rostrum articles to address multiple resolutions:
 - Administrator retreat rights (13.01 F20): Carlos, Erik, Sharyn
 - Repeatability to alleviate substandard grade (14.01 F17): Luke, Robert, Sharyn
 - Student academic dishonesty (7.01 S15): Cheryl, Andrew
- Robert will follow-up with Wendy Brill-Wynkoop, FACCC President, to see if FACCC has plans to have an academic freedom conference.
- Enrollment Management Paper: Erik, Cheryl, and Carlos will meet to consolidate ideas and create an outline for review prior to and then approval at December 16 meeting

Completed Tasks:

- Robert and Cheryl will construct committee agreements for consideration at the next meeting based on the group input
- Rostrum article was submitted on Succession Planning. Contact: Robert L Stewart Jr. Article can be found [HERE](#)
- Robert & Cheryl updated the committee priority spreadsheet and made recommendations for level of priority, while also marking resolutions already addressed as “completed” and archiving all resolutions that required archiving. The updated committee priority spreadsheet can be found [HERE](#)
- Committee members will review and update their [contact information](#)

Agenda
Diversity, Equity, Inclusion, and Accessibility Implementation Workgroup
Wednesday December 08, 2021
12:30 p.m. – 3:30 p.m. via Zoom

- 1. Welcome and Meeting Goals** (Presenter: Executive Vice Chancellor Marty Alvarado)

Goal #1: A shared understanding of systematizing DEIA at the statewide and local levels.

Goal #2: A shared understanding of advancing local implementation of the DEIA Integration Plan and leveraging a statewide communication plan.

- 2. DEIA Integration Plan Updates:**

- Presenters: Nadia Leal-Carrillo, Priscilla Pereschica and Ebony Lopez

- 3. Chancellor’s Office DEIA Integration**

- Presenters: Dr. Daisy Gonzales & Executive Vice Chancellor Marty Alvarado

- 4. Advancing Statewide Communication of the DEIA Integration Plan**

- Presenters: Nadia Leal-Carrillo, Priscilla Pereschica and Ebony Lopez

- 5. Diversity, Equity, Inclusion, and Accessibility Workgroup Member Reports**

- A. ACBO
- B. ACHRO
- C. ASCCC
- D. Campaign for College Opportunity
- E. CCCT
- F. CEOCCC
- G. CIO
- H. CSSO
- I. FACCC
- J. SSCCC

- 6. Next Meeting:** Thursday, January 13, 2021 from 2:00p.m.- 5:00p.m.

SAMPLE TEMPLATE: Diversity, Equity, Inclusion, and Accessibility Workgroup Member Reports

Diversity Equity Inclusion and Accessibility Implementation Workgroup Members:

Starting with our next meeting, we will prioritize reports from every organization during our scheduled meetings. Workgroup members will be asked to present for 7-10 minutes. The template below provides an example of what a report may include. Should your organization have more than 1 representative, please select one representative to provide the report.

1. **DEIA Integration Plan Priorities.** What are your top 3 priorities for the next 3 months? The next 6 months? Clearly map out the progress you intend to make and note any deadlines to accomplish those goals.

2. **Internal organizational structures.** Describe how your organization is planning or has already designed a structure to support the goals outlined above and the ongoing work. (e.g. internal workgroup, subcommittee, participating in internal committees of other associations or organizations, etc.)

3. **Challenges and Opportunities.** Describe any challenges and the opportunities for collaboration and coordination. Who do you need help from and what type of help?

4. **Statewide Resources and Tools.** What types of statewide resource and tools are your association or organization stakeholders asking for? Be specific about the need for professional development, technical assistance, guidance or regulatory changes with information about the problem and the information that leads to the solution.

Chancellor's Office DEI Workgroup Meeting

December 8, 2021

Notes by Michelle Velasquez Bean

In Progress Review:

Upcoming focus on tenure review new title 5 regulations for employee DEI criteria.

- Will be in 45 day comment period in December and January.
- Will be shared with stakeholders and union partners in December/January and consultation council in January/February.
- First reading in BOG in March and second reading in May.

Dr. Daisy Gonzalez thanked the workgroup members for the significant and impactful work. Next year's focus should be integrated and institutionalizing—see slide below:

DEIA Integration Model

DEI Taskforce (Identifying the Problem)

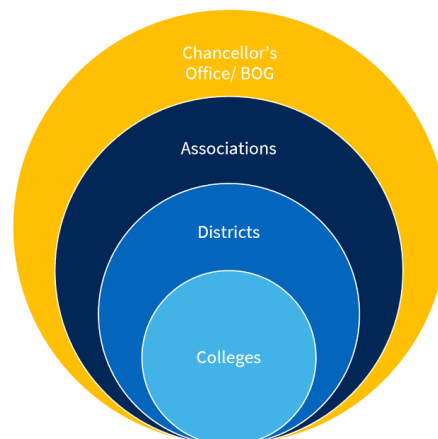
Identified and recommended strategies to address the lack of faculty/staff diversity through structural changes

DEIA Implementation Workgroup (Defining Structures)

Responsible for guiding and implementing the 68 DEI recommendations of the DEI Integration Plan

Fidelity to Implementation (Cycle of Improvement)

Establishing a cycle of continuous improvement through infrastructure (e.g., policies, practices), professional development, maintaining the obligations of the Regulations, etc.



Dr. Marty Alvarado asked what is needed to continue to move DEIA:

- Michelle shared we need to ask BIPOC faculty what they need at their local campus to continue the work and feel safe.
- Buul shared we need to do the road show both virtual and in a way to humanize the virtual space.
- Rowena reminded us of the collective impact of all groups working together with intentionality.

Ideas for advancing the work:

Inclusive & Anti-Racist Institutions



Reports:

- A. ACBO—no report
- B. ACHRO—working on pilot screening process; thanked ASCCC for collaboration. Working on evaluation process—tools to make changes: HR with local senate.
- C. ASCCC—see below
- D. Campaign for College Opportunity—feel free to reach out to make case to fund DEI work.
- E. CCCT—upcoming townhall with a focus on understanding and using data to support DEI
- F. CEOCCC—collaborating with trustees in DEI taskforce
- G. CIO—adding DEI to awards, diversity group mentoring
- H. CSSO—no report
- I. FACCC—working on legislation with priorities specific to DEIA: faculty of color mentoring budget support; pronoun preference and name change at time of registration; paid mandatory microaggression and harassment training; more faculty hiring money; health care for part-time faculty; academic freedom resolution. Planning advocacy conference in spring.
- J. SSCCC—no report

ASCCC report to the workgroup:

- Equity-minded Hiring webinars went well--thank you to ACHRO. Oct with 80+ participants and Nov with 70+ (about 60% faculty, 30% admin, rest staff and others). Needs emerging on wanting to be part of ACHRO pilot implementing indiscriminatory/anonymous screening process; more support on onboarding and retaining faculty of color; cluster hiring; rubrics for screening. Reemerging

questions on addressing microaggressions, how districts are spending money for FT hire from state, affinity group and diverse publication job boards.

- DEI in Curriculum Model Principles and Practices in development in 5C; vetted by ASCCC at Dec meeting. Working on updating regulations to include DEI and antiracism requirements into CORs. *Rostrum* article on DEI in CORs.
- In-progress: EDAC working on model Cultural Humility Journey Map and Inventory Tool; engaging in developing ASCCC Cultural Humility Journey Map/Plan.
- In-progress: Standards and Practices updating awards criteria to include diversity, equity, and inclusion.
- Plenary general session on abolitionism and activating antiracism well received-- thank you to Dr. Buul. Many progressive resolutions passed: equity in STEM, supporting mental health and trauma informed practices, culturally responsive teaching and learning embedding into the COR, critical race theory. *Rostrum* article on critical race theory in CCCs.

California Virtual Campus - Online Education Initiative

Advisory Committee Meeting

Virtual

October 6, 2021 - 3pm to 5pm

Attendees

Andrea Hanstein, Bob Nash, Bonnie Peters, Jamie Alonzo, Jessica Hurtado, Jory Hadsell, Justin Schultz, Mike Vogt, Geoffrey Dyer, Carlos Lopez, Nohelia Canales, Laura Carlsson, Julie Cornett, Cynthia Dewar, Vandana Gavaskar, Kandace Knudson, John Knolle, Myriam Levy, Becky McCall, Pamela Posz, Jacky Rangel, Erin Larson, Joe Moreau

Approval of Minutes

The meeting began at 3 pm. Geoffrey and Carlos thanked the committee for the work done and welcomed new members. Geoffrey called for a motion to approve the May minutes. There were no objections or corrections, the minutes were approved.

OVERVIEW OF CVC-OEI ADVISORY COMMITTEE CHARTER

Geoffrey and Carlos gave a brief history of the CVC-OEI mission and explained the intent and scope of the Advisory Committee. Jory advised that some of the Ex-officio Members titles may need to be updated. Erin Larson confirmed that the titles for "CCCCO Dean of Academic Affairs" and "CCCCO Specialist, Student Success and Support Program" should be replaced with "CCCCO Dean, Educational Services and Support" and "CCCCO Specialist, Educational Services and Support". Joe Moreau suggested that the "CCCCO Technology Director" should also be updated. Geoffrey called for a motion to confirm that the CCCCCO Dean and Specialist titles be updated and that the CCCCCO Technology Director title be revised once the correct title is confirmed by Erin Larson at the next meeting. There were no objections, the charter review was approved,

CCC Chancellor's Office Update

Erin Larson announced that there is a new CCCCCO Dean in Educational Services and Support, Dr. Candace Brooks. She will be over Instructional Design and Delivery and working on some of the programs that Dr. Aisha Lowe has been working on.

Erin then shared that the Zero Technical College Degree program should be awarding the initial round of funds in December and that more information should be coming out soon regarding the application process and goals. She then wanted to promote the Pathways to Equity conference in March 2022 and shared a [link](#) to more information.

Executive Director Update

Jory mentioned that there will be student representatives to this committee but the appointments have not come through at this time. He then shared the CVC Exchange student feedback and data that resulted from interviews with students who have already cross enrolled. As of September 28, there are 14 active teaching colleges and 59 active home colleges. There were also 664 successful cross-enrollments, 20% of which the students found at their home college. Jory then shared additional emerging data points from the survey.

Jory reviewed the CVC Top Strategic Priorities for 2021-2022 in conjunction with CCCCCO leadership and in support of system-wide priorities, including the Vision for Success. They are (1) more expansive financial aid automation in the CVC Exchange so more students can benefit from cross-enrollment / remove equity barriers; (2) continued expansion of CVC Exchange cross-enrollment and more universal student access from expanded Home Colleges; and (3) begin support for dual enrollment of high school students through a limited scope dual enrollment pilot. He also shared the Strategic Objective Areas and the Activity Highlights timeline.

CVC Exchange Financial Aid Workgroup Update

Jamie said that Greg Ryan could not be here today. He noted that they've engaged the services of Pat Hurley as a financial aid consultant to assist them, and that financial aid fraud has become an issue lately, so they met with the California Financial Aid Commission who advised them on the potential vulnerability around the Exchange. He then gave an overview of efforts thus far and next steps.

Course Review Processes - Independent Course Alignment and Status of Local Peer Online Course Review and Centralized Reviews

Bob said the goal is to increase the state-wide access to courses that are aligned with the CVC-OEI Online Course Design Rubric. He shared a slideshow to review Independent Course Alignment, implementation steps, and the scaling of quality online course design and teaching. He said that the workgroup would meet in late October to review the OLC Scorecards with the aim of creating a set of programs statewide that can empower local colleges to do some of this work to align courses and badge courses on their own under certain circumstances. Jamie noted that the Student Services team is also looking at utilizing scorecards, especially for some of their work around mental health support. Bob then led a group discussion about implementation steps and Local Peer Online Course Reviews (POCR).

Wrap-Up & Closing

Geoffrey thanked the group for work done in advance of the meeting and also for participation and input during the meeting.

Adjourn



Student Senate for California Community Colleges Liaison Report

Submitted by Michelle Velasquez Bean

Meeting Date: December 11, 2021

SSCCC Items Discussed

- Discussion of hybrid for spring general assembly (budget and modality).
 - Approved in-person breakout sessions and hybrid general sessions and voting.
 - Theme: Rising to the Challenge: Creating a Movement for Change
 - Requesting ASCCC sponsorship of SSSCC General Assembly
- Review of fiduciary responsibilities with Mark Alcorn.
- Updated their bylaws and minimum qualifications for board officers and stipends.
- [Priority legislation](#): VPLA shared Google link with spot bill language and other leg items, including call for AB 705 updated bill, Cal Fresh, OER, Foster Youth, and DSPS students and noncredit.
- Approved collaboration with ASCCC for June 2022's in-person Leadership Institute. Mandatory for entire SSSCC board to attend.

ASCCC Reported Items

- Appreciation from President Davison on collaboration with the Chancellor's Student Centered Listening Tours
- ASCCC President's Newsletter at asccc.org/president-update, including items such as OERI, Transfer Alignment Project, and Rise Scholars
- ASCCC getting a new website look this month
- Focus on exploring and supporting hybrid future professional development events (and elections) with the following criteria: ACCESS, ENGAGEMENT, IMPACT
- ICAS continues to meet and discuss AB 928
- Developed new EXEC norms in community
- 5C working on DEI Model Curriculum Principles and Practice
- Upcoming events: Part-time Faculty Institute, Accreditation Institute, and supporting A2MEND Conference with faculty scholarships