ACADEMIC SENATE for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

EXECUTIVE COMMITTEE MEETING

Friday, June 2, 2023
Hyatt Regency Mission Bay Spa & Marina
1141 Quivira Rd, San Diego, CA 92109
Meeting Room: Belmont
Zoom link

June 2, 2023
9:00 AM – 9:30 AM | Breakfast
9:30 AM – 9:45 AM | Executive Committee Meeting
9:45 AM – 10:00 AM | Closed Session
10:00 AM – 12:00 PM | Executive Committee Meeting
12:00 PM – 1:00 PM | Lunch
1:00 PM – 5:00 PM | Executive Committee Meeting

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at agendaitem@asccc.org no less than five business 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.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment 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 ASCCC Executive Committee Meeting website page.

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 Kumeyaay Nations who have lived and continue to live here. We recognize the Kumeyaay 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 San Diego. As we begin, we thank them for their strength, perseverance, and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call San Diego 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 <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.

E. **Executive Committee Norms, pg.4**
F. **Calendar, pg.5**
G. **Local Senate Visits, pg.12**
H. **Action Tracking and Future Agenda Items, pg.21**
I. **One Minute Executive Committee Member Updates**
J. **President/Executive Director Updates**

II. **CONSENT CALENDAR**
A. **May Executive Committee Meeting Minutes**
B. **Resolutions Assignment– Spring 2023**

III. **ACTION ITEMS**
A. **Personnel – 15 mins., May, pg.29**
The Executive Committee will consider a personnel matter during the closed session.
B. **Legislative Update – 20 mins., Aschenbach, pg.31**
The Executive Committee will receive a report on the 2022-23 (two-year) legislative session and may consider requested action.
C. **Rising Scholars Faculty Advisory– 5 mins., Aschenbach, pg.35**
The Executive Committee will approve the revised Rising Scholars Faculty Advisory Committee charge.
D. **Online Education Committee Membership – 15 mins., Gillis/Bean, pg.37**
The Executive Committee will support opportunities to expand the Online Education Committee membership to include representatives from system partners.
E. **Revision to Online Education Committee Charge – 15 mins., Gillis/Bean, pg.39**
The Executive Committee will support revised Online Education Committee Charge.
F. **Faculty Leadership Institute 2024 – 20 mins., Aschenbach/Davis, pg.41**
The Executive Committee will discuss and provide input on the location for the upcoming Faculty Leadership Institute 2024.
G. **Proposed Updates to the Hayward Award Rubric – 15 mins., Reese/Roberson, pg.43**
The Executive Committee will discuss and adopt updates to the Hayward Award scoring rubric.
H. **Proposed Updates to the Regina Stanback Stroud Diversity Award Rubric – 15 mins., Reese/Roberson, pg.49**
The Executive Committee will discuss and adopt updates to the Regina Stanback Stroud Diversity Award scoring rubric.
I. **Equitable Placement Papers – 20 mins., May/Aschenbach, pg.53**
The Executive Committee will consider suspending the writing of the paper on English, ESL, and math placement.
J. **2023 ASCCC Accreditation Institute – 15 mins., Stewart**

Jr./Parker/Velez/Arzola, pg.85
The Executive Committee will review and approve a first read of the 2023 ASCCC Accreditation Institute.

IV. **DISCUSSION**
    A. **Chancellor's Office Update – 30 mins., May, pg.87**
        A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
    B. **Oral Reports**
        i. **Foundation President's Report – 10 mins., Vélez**
        ii. **Liaison/Caucus Reports -- 5 mins. each, May, pg.89**
            The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.
    C. **Board of Governors/Consultation Council – 15 mins., May, pg.91**
        The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.
    D. **Review of Part Time Equity Paper Draft – 40 mins., Curry/Stewart, pg.93**
        The Executive Committee will provide feedback on the submitted draft.
    E. **Meeting Debrief – 10 mins., May, pg.95**
        The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

V. **WRITTEN REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
    A. **Academic Senate and Grant Reports**
    B. **Standing Committee and Chancellor's Office Reports**
        i. April CTELC Minutes
        ii. May CTELC Minutes
        iii. March FLDC Minutes
        iv. April FLDC Minutes
        v. May FLDC Minutes
        vi. CCC LGBTQ+ Summit Liaison Update Report
        vii. April DRC Minutes
        viii. February DRC Minutes
        ix. March DRC Minutes
        x. May Noncredit Minutes
        xi. Report out 2nd Quarter CAC Meeting
        xii. May Resolutions Committee Meeting Minutes
        xiii. April C-ID Minutes
        xiv. January C-ID Minutes
        xv. Awards Handbook
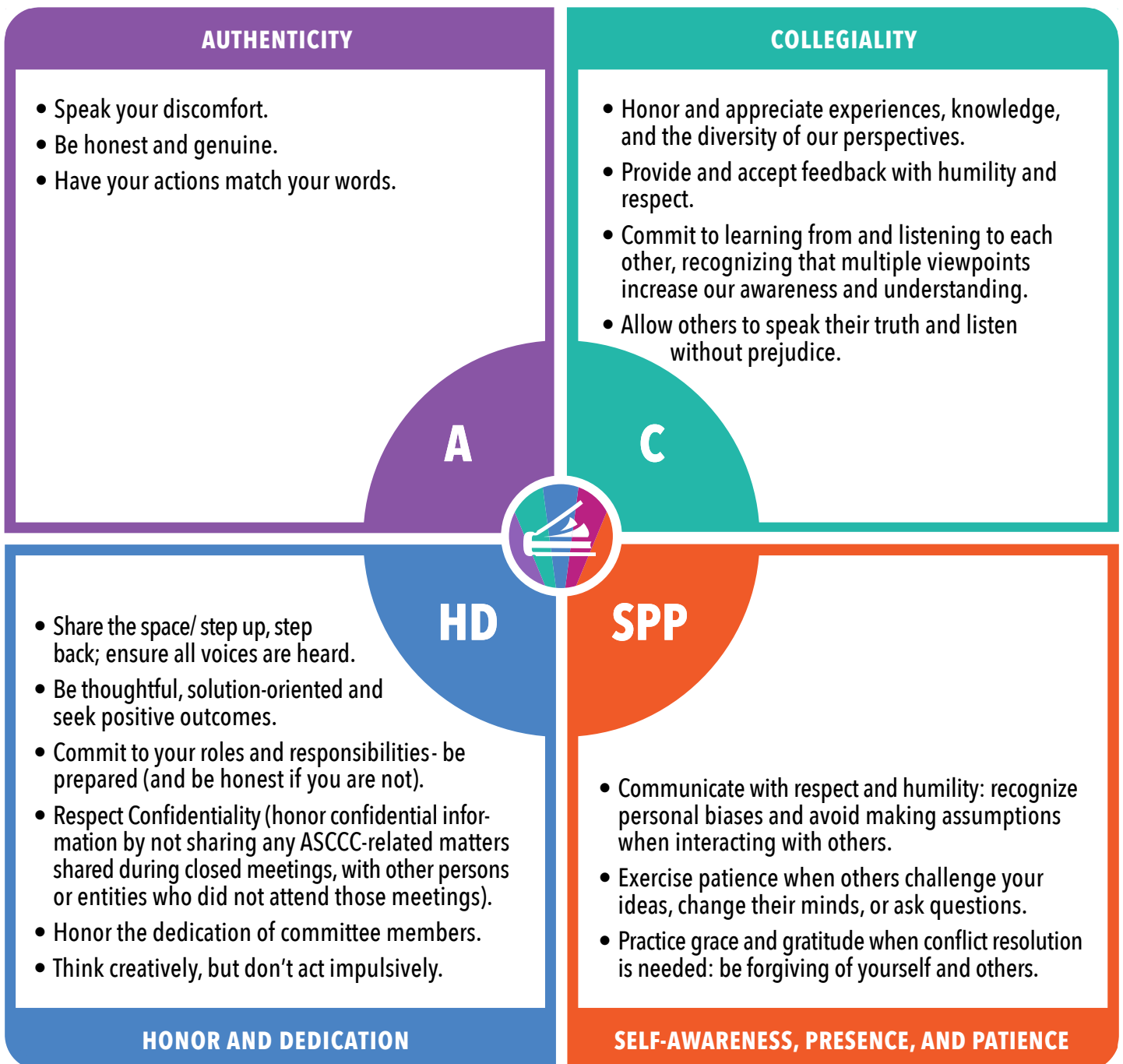   xvi. **Reports**
    C. **Local Academic Senate Visits**

VI. **ADJOURNMENT**

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ASCCC Executive Committee Norms

We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.

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.

A

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.

C

HD

SPP

HONOR AND DEDICATION

- 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.

SELF-AWARENESS, PRESENCE, AND PATIENCE

- 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.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023

SUBJECT: Calendar

DESIRED OUTCOME: The Executive Committee will be informed of upcoming events and deadlines.

CATEGORY: OOB

REQUESTED BY: Mica

STAFF REVIEW : Carrillo

Item No: I.F.

Attachment: Yes (1)

Urgent: No

Time Requested: 5 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Upcoming Events and Meetings

Executive Committee Meeting – DoubleTree by Hilton Irvine Spectrum- August 17-19, 2023

Executive Committee Meeting – San Jose City College/San Jose Marriott- September 15-16, 2023

Executive Committee Meeting – Virtual – October 13, 2023

Please see the 2022-2023 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

August 1, 2023

- Agenda items for the August meeting
- Committee reports, if applicable

August 29, 2023

- Agenda items for the September meeting
- Committee reports, if applicable

September 26, 2023

- Agenda Items for the October meeting
- Committee reports, if applicable

Rostrum Timeline 2022-23

To ED	To Editor	To President	To Visual Designer	To Field
October 1	October 9	October 16	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

Academic Papers Timeline 2022-23

A. Educational Policies Committee – Enrollment Management (Update) – R17.03 S2022

B. Online Education Committee – Ensuring Effective and Equitable Online Education (Update) – R13.02 S2022

C. Data and Research Committee – Optimizing Student Success by Evaluating Placement (NEW) – R18.01 F2020

D. Part-time Faculty Committee – Part-time Faculty Equity – R19.01 S2021

Ed Pol: Enrollment Management Paper

● First Draft of paper to be submitted to February Executive Committee meeting – Due January 17, 2023
● Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
● Final Draft to Area Reps for March Area Meetings – March 15, 2023
● Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Online Ed: Ensuring Effective and Equitable Online Education Paper

● First Draft was submitted to June 2022 Executive Committee meeting
● Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
● Final Draft to Area Reps for March Area Meetings – March 15, 2023
● Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Data and Research: Optimizing Student Success by Evaluating Placement Paper

● First Draft of paper to be submitted to August Executive Committee meeting – Due July 2023
● Second Draft of paper to be submitted to September Executive Committee meeting – Due August 2023

- Final Draft to Area Reps for March Area Meetings – October 2023
- Include in Thursday Fall 2023 Resolutions Packet

Part-time: Part-time Faculty Equity Paper

- Draft Paper outline and survey submitted on May 6, 2022 Executive Committee Meeting
- Timeline TBD

2022-2023 ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	The Sheraton Grand Sacramento
Spring Plenary Session	April 20-22, 2023	DoubleTree by Hilton Anaheim/Orange
INSTITUTES	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Part-Time Faculty Event	February 24, 2023	VIRTUAL
Faculty Leadership Institute	June 15-17, 2023	The Westin San Francisco Airport
Curriculum Institute	July 12-15, 2023	Riverside Convention Center

Notes: Do we want to switch the months for Academic Academy and the Part-Time Faculty Event?

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2022-2023 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11-13, 2022 (Th-Sat)		The Mission Inn Riverside, CA Hybrid	July 25, 2022
Executive Meeting	September 15-17, 2022 (Th-Sat)	American River College	The Sheraton Grand Hotel Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	September 30, 2022 (Fri)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022 (Fri-Sat)		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		The Sheraton Grand Sacramento, CA Hybrid	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th-Fri)		Westgate Hotel San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th-Fri)		The Citizen Hotel Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fri-Sat)		Sonesta Emeryville Emeryville, CA Hybrid	January 17, 2023
Executive Meeting	March 10-11, 2023 (Fri-Sat)	Coastline Community College	Marriott Costa Mesa Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 24-25, 2023		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		DoubleTree by Hilton Anaheim Orange, CA Hybrid	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		Hyatt Regency Mission Bay Spa and Marina San Diego, CA Hybrid	May 16, 2023

*Unless otherwise noted, meetings typically start 11:00 a.m. on the first day and end by 4:00 p.m. on the last day.[1]

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

[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

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2023-2024 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		DoubleTree by Hilton Irvine Spectrum Irvine, CA Hybrid	August 1, 2023
Executive Meeting	September 15-16, 2023	AREA B	San Jose City College/ San Jose Marriott San Jose, CA Hybrid	August 29, 2023
Executive Meeting	October 13, 2023		Virtual	September 26, 2023
Area Meetings	October 27-28, 2023		Various Locations or virtual	TBD
Executive Meeting	November 15, 2023		SOUTH	October 29, 2023
Executive Meeting (Th/Fri)	December 14-15, 2023		The Sheraton Grand Sacramento, CA Hybrid	November 27, 2023
Executive Meeting (Th/Fri)	January 11-12, 2024		Coronado Island Marriott Resort & Spa Coronado, CA Hybrid	December 25, 2023
Executive Meeting	February 9-10, 2024		Santa Clara Marriott Santa Clara, CA Hybrid	January 24, 2024
Executive Meeting	March 8-9, 2024	AREA C	LA Mission College/ HOTEL TBD	February 21, 2024
Area Meetings	March 24-25, 2024		Various Locations	TBD
Executive Meeting	April 17, 2024		San Jose Marriott San Jose, CA Hybrid	April 1, 2024
Executive Meeting	May 10, 2024		Virtual	April 24, 2024
Executive Committee/ Orientation	June 7-9, 2024		TBD by President	May 21, 2024

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.[1]

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Academic Senate

2023-2024

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 17-19, 2023	August 1, 2023	August 7, 2023
September 15-16, 2023	August 29, 2023	September 5, 2022
October 13, 2023	September 26, 2023	October 3, 2023
November 15, 2023	October 29, 2023	November 5, 2023
December 14-15, 2023	November 27, 2023	December 4, 2023
January 11-12, 2024	December 25, 2023	January 1, 2024
February 9-10, 2024	January 24, 2024	January 31, 2024
March 8-9, 2024	February 21, 2024	February 28, 2024
April 17, 2024	April 1, 2024	April 7, 2024
May 10, 2024	April 24, 2024	May 1, 2024
June 7-9, 20234	May 21, 2024	May 28, 2024

Local Senate Campus Visits
2019-2022
(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
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
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River	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
	Davison	3/22/2022	Collegiality in Action
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting

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	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
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
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
	Aschenbach/Wada	2/10/2023	AB1705
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	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
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
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
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

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Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	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	Chow/Reese	4/12/2023	Equivalency (Virtual Local Senate Visit)
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
	Stewart, Parker	11/14/2022	ASCCC Accredtation Committee 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	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - 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
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stanskas, 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
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	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
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	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
	May/Galizio	6/21/2022	CIA Visit
	Galizio	10/11/2022	Local Senate-Participatory Governance
Laney	Bean/Roberson/Howerton	3/6/2023	CTE/Noncredit Regional (North)
Las Positas			
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	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting
	May	9/1/2022	CIA Visit
Ohlone	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour

Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
	May/Galizio	1/17/2023	CIA
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	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
	Chow/Stewart	5/9/2023	Governance/IDEAA in Faculty Leadership
Santa Rosa Junior	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
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
	Curry/ Gillis	9/29/2022	Guided Pathways
	May/Galizio	2/10/2023	CIA
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	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	May/Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley	May/Galizio	2/20/2023	CIA
Canyons, College of the	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	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
	Chow/Bean/Velez	3/9/2023	Cultural Humility Toolkit
East LA			
El Camino	Parker/Velez	4/25/2023	DEI in Curriculum Model
Compton College	Stanskas	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
	Davison	5/13/2022	Collegiality in Action
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
	Parker/Gillis	3/17/2023	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	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stanskas	2/28/2019	GP and Local Senate Visit

	Executive Committee	3/1/2019	Executive Committee Meeting
	Stanskas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley	Davison	10/19/2021	Student Centered Listening Tour
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	May	8/1/2019	Senate Governance and Guided Pathways
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
	Wada Brill Wynkoop/Kutil	4/27/2023	Technical Visit-Curriculum
Oxnard	May/Galizio	4/23/2023	CIA
Pasadena City			
Rio Hondo	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
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Stewart/Reese	1/5/2023	Local Senate Visit- 10+1 Governance/IDEAA
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity
Chaffey			
Coastline	Executive Committee	3/10/2023	Executive Committee Meeting
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance
Crafton Hills	May	10/27/2021	Role of ASCCC
	May/Galizio	4/11/2023	CIA
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
	Velez, Roberson	8/18/2022	10+Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
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
	Velez	1/28/2022	Equivalency
	Velez/Howerton	4/13/2023	Flex + Professional Development + Shared Governance
Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	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	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley	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	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	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			
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 9/19/2022								
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023

SUBJECT: Resolutions Assignment – Spring 2023

DESIRED OUTCOME: The Executive Committee will review and approve the assignments for the spring 2023 resolutions

CATEGORY: Action

REQUESTED BY: May/Aschenbach/Mica

STAFF REVIEW: Carrillo

Item No: II.B.

Attachment: Yes (1)

Urgent: Yes

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine: X

First Reading:

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution's manual states,

> The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President and Executive Director have developed a list of draft resolution assignments as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

2023 Spring Plenary Session Resolutions Assignments

Adopted Resolutions:

Resolution Number	Resolution Title	Assigned to	Notes
01.01	Add a Designated At-Large Part-Time Representative to the Executive Committee	1st Resolved: Standards and Practices Committee 2nd Resolved: Standards and Practices Committee 3rd Resolved: Part-Time Faculty Committee	
01.02	Adopt the 2023–2026 ASCCC Strategic Directions	Executive Director	In Progress
01.03	Flexible Area Meetings	Executive Director	
01.04	Remote Attendance and Presentation Guidance for Virtual Events	1st Resolved: Executive Director 2nd Resolved: Executive Director	
01.05	Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement	1st Resolved: Officers; GEAC Representative 2nd Resolved: Executive Committee 3rd Resolved: Officers, GEAC Representative	In Progress – continue communication with CSU
03.01	In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses	1st Resolved: RwLS/Data and Research Committee 2nd Resolved: Data and Research Committee/LGBTQIA+ Summit Representative 3rd Resolved: EDAC/President	

04.01	Faculty Approval of High School Articulation Agreements	1st Resolved: President/Curriculum/5C 2nd Resolved: Curriculum Committee	In Progress: Unable to get a response on work on 55051 from 17-18 AY
04.02	Separate CSU Approval for "Golden Four" Courses	President/GEAC Representative	
06.01	Support AB 607 (Kalra, 2023), If Amended	Executive Director	Complete
06.02	Support for AB 811 (Fong, as of April 12, 2023)	Executive Director	Complete
06.03	Support Brown Act Teleconferencing Legislation	1st Resolved: Executive Director 2nd Resolved: Executive Director	Complete
06.04	Support Supervised Tutoring for all Students	President/5C	In Progress
06.05	Support Revised Title 5 Associate Degree Requirements	1st Resolved: President/5C 2nd Resolved: President/5C	In Progress
06.06	In Support of Completing Cycle Two of the Baccalaureate Program Approval Process	President/Executive Committee	Complete
07.01	Destigmatize Academic Probation Language and Processes	1st Resolved: President/5C 2nd Resolved: TASSC	
07.02	Ensuring Anti-racist California Community College Online Faculty Training Materials	1st Resolved: EDAC 2nd Resolved: EDAC 3rd Resolved: EDAC	
07.03	Defining Success for Part-Time Students	1st Resolved: President 2nd Resolved: President/Leg and Advocacy Committee	
07.04	Review of Credit for Prior Learning Regulations	Curriculum/5C	
07.05	Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code	1st Resolved: President 2nd Resolved: President/Data and Research Committee	
07.06	Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements	1st Resolved: TASSC/ASCCC BDP Rep(s)	

		2nd Resolved: TASSC/ASCCC BDP Rep(s) 3rd Resolved: President/S&P	
07.07	Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement	President/5C	
07.08	AB 1705 Data Validation and Transfer-Level Prerequisites	1st Resolved: President/Leg and Advocacy Committee 2nd Resolved: President/LAC 3rd Resolved: Data and Research Committee 4th Resolved: TASSC	
09.01	Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines	Curriculum/S&P	
10.01	Disciplines List–Ethnic Studies	Executive Director	In Progress (May Consultation Council item/July BoG)
12.01	Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources	1st Resolved: President 2nd Resolved: President	In Progress
13.01	Low Textbook Cost Designation and Search in CVC Online Course Finder	ASCCC OERI	
13.02	Adopt *Enrollment Management Revisited Again: Post Pandemic* Paper	Executive Director	In Progress
13.03	Adopt *Effective and Equitable Online Education: A Faculty Perspective* Paper	Executive Director	In Progress
13.04	Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation	1st Resolved: President 2nd Resolved: President 3rd Resolved: Ed Policies 4th Resolved: President	
13.05	Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom	Ed Policies	

13.06	Establishing Low-Cost Textbook Parameters	1st Resolved: ASCCC OERI 2nd Resolved: ASCCC OERI	
13.07	Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals	ASCCC OERI/RwLS	
15.01	Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component	1st Resolved: President/Officers 2nd Resolved: President/Officers	In Progress (consider Area 2)
15.02	Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement	President/Curriculum Committee	

Referred Resolutions:

Resolution Number	Resolution Title	Assigned to	Notes
01.06	Honoring Wheeler North with Senator Emeritus Status	Executive Director/Area D Representative	Referred to the Executive Committee to bring back at Fall 2023 session ensuring the honoree's attendance.
10.02	Clarify Local Control Regarding the Application of the Disciplines List	Standards and Practices Committee	Referred to the Executive Committee to research and bring back to Fall 2023 plenary whether this resolution would be in contradiction to a legal opinion provided by the

			California Community Colleges Chancellor's Office.
13.04 13.04.01 13.04.02 13.04.03 13.04.04 13.04.05	Define Academic Freedom in Title 5 Amend 13.04 Define Academic Freedom in Title 5 Withdraw 13.04.01 Define Academic Freedom in Title 5 Withdraw 13.04.02 Define Academic Freedom in Title 5 Amend 13.04 Define Academic Freedom in Title 5 Amend 13.04 Define Academic Freedom in Title 5	Standards & Practices Chair/Ed Pol Chair	Refer resolution and all amendments to Executive Committee for further research and report back by Fall 2023.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Personnel
DESIRED OUTCOME: The Executive Committee will consider a personnel matter during closed session.
CATEGORY: Action
REQUESTED BY: May
STAFF REVIEW: Carrillo

Item No: III.A.
Attachment: Yes
Urgent: Yes
Time Requested: 15 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Executive Committee will consider a personnel matter during closed session.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Legislative Update
DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action
CATEGORY: Action
REQUESTED BY: Aschenbach
STAFF REVIEW : Carrillo

Item No: III.B.
Attachment: No
Urgent: No
Time Requested: 20

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

BACKGROUND

California State Budget:

- Governor's May Revision (2023-24): Higher Education (Summary) (NEW!)
- Joint Analysis of the Governor's 2023-24 May Revision (NEW!)
- Governor's January Budget Proposal (2023-2024): Higher Education
- Legislative Analyst Office (LAO) Overview of The Governor's Budget (2023-2024)
- Joint Analysis of the Governor's January Budget Proposal (2023-2024)
- Legislative Analyst's Office 23-24 Budget Fiscal Outlook for Schools and Community Colleges (November 16, 2022)
- Joint Analysis of the Enacted 2022-2023 Budget (July 1, 2022)
- Chancellor's Office Budget News webpage
  - 2022-2023 California Community Colleges Compendium of Allocations and Resources (December 14, 2022)
  - Board of Governors 2023-2024 System Budget Request
- Department of Finance Trailer Bill Language

2023 Legislative Calendar

- June 2 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight
- July 14 – Last day for policy committees to meet and report bills
- July 15-Aug 13 Summer Recess (IF budget bill passed)
- Aug 1 – Last day for fiscal committees to meet and report bills
- Sept 14 – Last day for each house to pass bills
- Oct 14 – Last day for Governor to sign or veto bills passed by Leg. on/before 9/14

Useful Websites:

- [Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges](#) (May 2022)
- [ASCCC Legislative Updates](#): Role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.
- [California Legislative Information](#): Landing page for searches of California codes, past legislation, current bills, and more.
- [Legislative Analyst's Office (LAO)](#): The LAO provides fiscal and policy advice to the legislature and develops nonpartisan analyses of the state budget.
- [California Department of Finance](#): The Department of Finance provides fiscal policy advice to the Governor. Website includes links to trailer bill language and legislative analyses. *Look here for info about Governor's January Budget!
- [Glossary of Legislative Terms](#): Part of the California Legislative Information website.
- Assembly [Daily File](#) and [Daily History](#) & Senate [Daily File](#) and [Daily Summary](#): The Daily Files are the agendas of Assembly and Senate business for each day. The Daily History/Summary is produced each day after each House has met and includes specific actions taken on legislation.
- Legislative Rosters: [Assemblymember](#)s, [Senators](#), [Find Your Representative](#)
- Legislative Committees: [Assembly Higher Education](#), [Senate Education](#), Assembly Budget [Subcommittee 2 Education Finance](#), [Senate Budget Subcommittee 1 on Education](#)

Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

- Chancellor's Office [Tracked Legislation](#)
- Community College League of California (CCLC) [Bill Tracking](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#) and [Current Legislation](#) (not reflective of 23-24 legislative session as of 12/13/22)
- Community College Association (CCA) [Legislative and Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

Committee Memberships

Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dawn Addis
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Jesse Gabriel
- Assemblymember Jacqui Irwin
- Assemblymember Evan Low
- Assemblymember Liz Ortega
- Assemblymember Kate Sanchez
- Assemblymember Miguel Santiago
- Assemblymember Greg Wallis
- Assemblymember Akilah Weber, M.D.

Assembly Budget Sub 2 Education Finance Committee

- Assemblymember Kevin McCarty, Chair
- Assemblymember David Alvarez
- Assemblymember Sabrina Cervantes
- Assemblymember Megan Dahle
- Assemblymember Mike Fong
- Assemblymember Al Muratsuchi

- Assemblymember Kate Sanchez

Senate Education Committee

- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- Senator Dave Cortese
- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

Senate Budget Subcommittee 1 on Education

- Senator John Laird, Chair
- Senator Dave Min
- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas

![Academic Senate for California Community Colleges — Leadership · Empowerment · Voice]

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Rising Scholars Faculty Advisory Committee – Revised Charge
DESIRED OUTCOME: The Executive Committee will approve the revised Rising Scholars Faculty Advisory charge
CATEGORY: Action
STAFF REVIEW: Carrillo

Item No: III.C.
Attachment: To be sent prior to meeting
Urgent: No
Time Requested: 15 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

BACKGROUND

At its meeting on May 17, 2023, the Rising Scholars Faculty Advisory Committee made revisions to its inaugural charge and requests Executive Committee adoption of the revised charge.

Current charge:

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 within local incarcerated education programs, support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction and governance within incarcerated education statewide; and express the faculty voice in spaces where incarcerated education is discussed and policies and agreements are made. The committee will make recommendations to the Executive Committee and to the Chancellor's Office Rising Scholars Advisory Committee. The Rising Scholars Faculty Advisory Committee will also utilize liaisons and its professional learning network to disseminate information from ASCCC, the Rising Scholars Network, the Chancellor's Office, and California Department of Corrections and Rehabilitation to local faculty teaching in incarcerated environments.

Revised charge:

The work of the Rising Scholars Faculty Advisory Committee shall advance the 10+1 while championing students and advocating for student success within carceral education programs. The committee's work shall support faculty professional learning in the areas of equity, pedagogy, social justice, and community building as it relates to instruction, governance, and student support for carceral-impacted students. ASCCC and RSFAC are committed to representational identity, including lived experiences, of members that is a reflection of the students being served. The committee will provide input and make recommendations to the Executive Committee, the Chancellor's Office Rising Scholars Advisory Committee, and will express the faculty voice in spaces where carceral education discussions take place and policies and agreements that impact faculty and students are made. The Rising Scholars Faculty Advisory Committee will utilize liaisons to disseminate information from ASCCC, the Rising Scholars Network, and the Chancellor's Office to local faculty teaching in carceral-impacted settings.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Online Education Committee Membership
DESIRED OUTCOME: The Executive Committee will support opportunities to expand the Online Education Committee membership to include representatives from system partners.
CATEGORY: Action
REQUESTED BY: Gillis/Bean
STAFF REVIEW: Carrillo

Item No: III.D.
Attachment: No
Urgent: No
Time Requested: 15 min

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Ongoing advances in technology, such as those in the use of AI and OpenAI/Chat-GPT, as well as the regular requests from the faculty body regarding support, clarification, and professional learning opportunities in the areas of Chat-GPT, universal design and accessibility, humanizing online learning, and regular, substantive interaction, has created an opportunity for the ASCCC to consider the existing membership of the Online Education Committee. Additionally, with the resizing of @ONE, there may be an increase in requests from the faculty body related to online education topics. Furthermore, the 2022-2023 Online Education Committee has been working diligently on establishing a partnership with the CCC Accessibility Center through the spring 2023 webinar series, and the committee would encourage the ASCCC leadership to continue and grow that partnership, particularly in the areas of equity in accessibility and universal design.

The recommendations for potential system partner additions to the Online Education Committee (in addition to existing faculty and system partner representatives) are:

1. California Community Colleges Accessibility Center (CCCAC)
2. California Community College Distance Education Coordinators' Organization (CCCDECO)
3. California Community Colleges Tech Connect Center
4. Representative that is a Canvas or LMS administrator or instructional designer – sometimes these positions are classified positions and not faculty.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Revision to Online Education Committee Charge
DESIRED OUTCOME: The Executive Committee will support revised Online Education Committee Charge
CATEGORY: Action
REQUESTED BY: Gillis/Bean
STAFF REVIEW: Carrillo

Item No: III.E.
Attachment: No
Urgent: No
Time Requested: 15 min.

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Given the changing landscape of online education in the community colleges, the 2022-2023 Online Education Committee would recommend the following revisions to the Online Education Committee charge with the goal of emphasizing the ongoing development of professional learning opportunities for faculty as well as increased collaboration with system partners.

Existing charge:

The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality and equitable online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.

Proposed charge:

The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology <u>through professional learning opportunities and other support resources</u>. The Committee supports <u>both IDEAA-focused</u> ~~quality and equitable~~ online education <u>practices</u> and the effective use of educational technology <u>in collaboration with system partners and other ASCCC standing committees.</u> ~~researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed~~. ~~When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.~~

ASCCC Executive Committee Agenda Item

Month: June　　　　**Year:** 2023

SUBJECT: Faculty Leadership Institute 2024 Planning

DESIRED OUTCOME: The Executive Committee will discuss and provide input on the location for the upcoming Faculty Leadership Institute 2024

CATEGORY: Action

REQUESTED BY: Aschenbach/ Davis

STAFF REVIEW: Carrillo

Item No: III.F.

Attachment: No

Urgent: Yes

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

During the March 2023 Executive Committee meeting, the committee discussed planning for the 2023 Faculty Leadership Institute, which included a discussion on whether the current location of the event (SFO Westin) was conducive to the overall event budget of the event. In particular, the number of attendees that typically register for the event is no longer able to cover the full cost of hosting the event at a hotel with the additional A/V needs required to make the event accessible to remote attendees. During this discussion, the Executive Committee felt that it was too close to the upcoming FLI to make the change to location, but determined that a conversation would be warranted to examine the upcoming FLI 2024 to determine the best location to host the event.

The Executive Committee will discuss the pros and cons and potentially take action on the upcoming FLI 2024, including discussion of the different types of locations - potentially having a college host the event or keeping the event at a hotel, reducing the A/V required for the event, and other considerations.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Proposed Updates to the Hayward Award Rubric
DESIRED OUTCOME: The Executive Committee will discuss and adopt updates to the Hayward Award scoring rubric
CATEGORY: Action
REQUESTED BY: Reese/Roberson
STAFF REVIEW: Carrillo

Item No: III.G.
Attachment: Yes
Urgent: No
Time Requested: 15 min

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

When debriefing and reflecting on the completed Hayward Award process in the Standards and Practices Committee, there were a number of suggestions for improving the Hayward Award process, one of which was refining the scoring rubric. Building off of the updates adopted last year, the recommendation from S&P is to change the highest score for each criterion to instead be a possible additional +1 for activities that advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA). This will hopefully provide more opportunity for recognizing and honoring IDEAA work of faculty regardless of where a candidate scores in each criterion.

The Executive Committee provided input at the April meeting. The descriptive language around the rubric described above was clarified in the version presented today. The Executive Committee is asked to adopt these recommendations, perhaps in modified form. If not, then the current rubric will continue to be in effect. Below is the excerpt about the Hayward Award from the Awards Handbook to help frame the discussion.

The Awards Handbook states:

> The Hayward Award is an annual statewide award given to four faculty members, two full-time faculty and two part-time faculty, who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C. Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a $1,250 cash

award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric.

This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March. The award recipients are invited to attend a dinner (or breakfast) with the Academic Senate President on the night before the award ceremony and attend the Board meeting to receive the award the next day. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each local senate may nominate one full- and one part-time faculty member each year; however, only one nominee from a college may be honored by the ASCCC.

Note: This revision replaces the previous requirement that the full-time and part-time awards be rotated by Area.

The Hayward Award– Rubric

a. Commitment to serving and empowering students from diverse backgrounds and experiences (0-45 points)

b. Participation in campus, professional, and/or student activities (0-45 points)

c. Commitment to education and currency in the discipline (0-45 points)

d. Commitment to the mission of California community colleges (0-45 points)

e. Community, state and/or national activities that represent the profession (0-45 points)

f. In addition, within each of the above criteria is an additional possible point added for activities that advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) (+1 point)

Total points possible 25

	0	1	2	3	4		5+1
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but **lacks** evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating **minimal** commitment to serving students included in the application.	Evidence detailing **some** activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	**Significant** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.		Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).Exemplary evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) and **willingness** to go beyond

						~~standard expectations in job description.~~
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows **limited** participation in one or more campus activities.	Evidence shows **engaged participation** and leadership in at least one campus activity or project.	Evidence shows engaged **senior leadership** (president, chair, etc.) in at least one campus activity or project.	Evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects that demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA)~~
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and **limited** engagement in discipline related activities.	Evidence of engagement in **at least one** regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)~~
d. Commitment to the mission of California community colleges	Not present	Description details an understanding of **one or two** aspects of the community college mission.	Description details a **broad** understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of	Evidence of criteria from #2 with a description of **some** candidate activities that directly support open access and student success.	Strong evidence for **multiple** activities directly supporting **several** aspects of the CCC mission. Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum.	Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).~~Exemplary evidence for **multiple** activities directly supporting **several** aspects~~

			commitment to open access.			~~of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA). Evidence of activities being institutionalized that lead to~~ **~~sustained~~** ~~support for open access and helping students succeed across the curriculum.~~
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and **limited** representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of **sustained** representation in **at least one** regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of **sustained** representation in at least one of the previously mentioned organizations in a **leadership role** to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of **sustained** representation in several of the previously mentioned organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes.	<u>Activities advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA).</u>~~Exemplary evidence of~~ **~~sustained~~** ~~representation in several of the previously mentioned organizations as an~~ **~~experienced leader~~** ~~and evidence of engagement with other like-minded participants to improve inclusion, diversity, equity, anti-racism and accessibility (IDEAA).~~

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Proposed Updates to the Regina Stanback Stroud Diversity Award Rubric
DESIRED OUTCOME: The Executive Committee will discuss and adopt updates to the Regina Stanback Stroud Diversity Award scoring rubric
CATEGORY: Action
REQUESTED BY: Reese/Roberson
STAFF REVIEW: Carrillo

Item No:III.H.
Attachment: Yes
Urgent: No
Time Requested: 15 min

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

When debriefing and reflecting on the completed Regina Stanback Stroud Diversity Award process in the Standards and Practices Committee, there were a number of suggestions for improving the process, one of which was refining the scoring rubric. The recommendation from S&P is to simply remove the criterion "Nomination documents". There was confusion as to its exact nature as there are more specific criteria that the documents ought to address, reflecting the nature of this award. The specific criteria are part of the rubric as well and detailed in the call for nominations letter. Below is the excerpt about the Stanback Stroud Diversity Award from the Awards Handbook to help frame the discussion.

The Award Handbook states:

> The Stanback-Stroud Diversity Award, named for former Senate President Regina Stanback-Stroud, honors faculty who have made special contributions addressing issues involving diversity. One person receives a cash award of $5,000 and a plaque. A call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric. This is an ASCCC Senate award, is sponsored by the Foundation for California Community Colleges for $5,000, and is presented at the Spring Academic Senate Plenary Session each year. Depending on activities surrounding the event, the award winner is invited to attend a dinner with the senate president on Thursday night before the award ceremony and receive the award the next day. Alternatively, the senate president, and Standards and Practices Chair may take the winner to lunch or dinner close by his/her local campus at another convenient time. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each college may nominate only one faculty member or group of faculty members.

Stanback-Stroud Diversity Award – Rubric

A. Nomination documents (score 0-3)

B.A.   Creating an inclusive and supportive campus climate (score 0-4)

C.B.   Implementing effective teaching and learning strategies (score 0-4)

D.C.   Fostering student engagement in campus life (score 0-4)

E.D.   Evidence of diversity, equity and inclusivity activities (0-5)

F.E.   Facilitating student access, retention, and success (score 0-5)

Overall total: Possible 225

	0	1	2	3	4	5
a. Nomination documents (0-3)	Not present	Nominee's application from the nominee and Statement from the nominator provide justification for nomination	Nominee's application and statement from the nominator provide justification for nomination AND letters of support	Nominee's application from the nominee and statement from the nominator that provide comprehensive, clear and detailed justification for nomination AND letters of support	--	--
ab. Creating an inclusive and supportive campus climate (0-4)	Not present	Listed contributions of creating an inclusive and supporting campus climate but lacks supporting detail	Minimal quantitative OR qualitative evidence of creating an inclusive and supporting campus climate	Some quantitative AND qualitative evidence of creating an inclusive and supporting campus climate	Significant quantitative AND qualitative evidence of a broad and sustained effort to create an inclusive and supportive campus climate	--
eb. Implementing effective teaching and learning strategies (0-4)	Not present	Listed implementing effective teaching and learning strategies but lacks supporting detail	Minimal quantitative OR qualitative evidence of implementing effective teaching and learning strategies	Some quantitative AND qualitative evidence of implementing effective teaching and learning strategies	Significant quantitative AND qualitative evidence a broad and sustained effort to implement effective teaching and learning strategies	--
dc. Fostering student engagement in campus life (0-4)	Not present	Listed contributions to student engagement but lacks supporting detail	Minimal quantitative OR qualitative evidence of the contribution to student engagement	Some quantitative AND qualitative evidence of the contribution to student engagement	Significant quantitative AND qualitative evidence of widespread student engagement in a sustained manner	--
de. Evidence of diversity, racial/ethnic equity, and inclusivity activities (0-5)	Not Present	Listed evidence of diversity, racial/ethnic equity and inclusion activities but lacks supporting detail	Minimal quantitative OR qualitative evidence of activities leading to increased diversity, racial/ethnic equity, and inclusion	Some quantitative AND qualitative evidence of activities leading to increased diversity, racial/ethnic equity, and inclusion	Significant quantitative AND qualitative evidence of a broad pattern of activities leading to diversity, racial/ethnic equity, and inclusion	Exemplary quantitative AND qualitative evidence of a comprehensive pattern of activities that demonstrate diversity, racial/ethnic equity, and inclusion

f. Facilitating student access, retention, and success (0-5)	Not present	Listed activities leading to increased student access, retention, and success but **lacks** supporting detail	**Minimal** quantitative OR qualitative evidence of activities leading to increased student access, retention, and success	**Some** quantitative AND qualitative evidence of activities leading to increased student access, retention, and success	**Significant** quantitative AND qualitative evidence of a broad pattern of activities leading to increased student access, retention, and success	**Exemplary** quantitative AND qualitative evidence of a comprehensive pattern of activities that demonstrate increased student access, retention, and success

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Equitable Placement Papers
DESIRED OUTCOME: The Executive Committee will consider suspending the writing of the paper on English, ESL, and math placement.
CATEGORY: Action
REQUESTED BY: May/Aschenbach
STAFF REVIEW: Carrillo

Item No: III.I.
Attachment: No
Urgent: No
Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Requested Action: Suspend the writing of the full paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways per Resolution F20 18.01

Rationale: The focus on data regarding student placement is no longer relevant.

With the passage of AB 1705 (Irwin, 2022) and the Chancellor's Office implementation protocols all students, with very few exceptions are to be placed and enrolled in transfer-level English and mathematics courses. Guidance from the Chancellor's Office has instructed colleges to eliminate pretransfer-level courses and instead only provide concurrent or just-in-time support for students that desire or need preparatory coursework as of fall 2023.

BACKGROUND

Following the passage of AB 705 (Irwin, 2017) and the publication of the ASCCC paper, *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*, September 2020 prepared by the ASCCC Guided Pathways Task Force, the ASCCC delegates adopted Resolution F20 18.01 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways:

> 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 resolution was assigned to both the Guided Pathways Task Force (GPTF) and the Curriculum Committee. Much of the first resolved statement had been addressed by the GPTF yet ongoing work remains. In order to meet the second resolved statement, it was recommended that the ASCCC convene a Data and Research Task Force to write the paper. The GPTF disseminated a survey to collect preliminary qualitative data to help inform the research questions and focus of the paper. The survey closed May 7, 2021.

In June 2021 the ASCCC Executive Committee convened the [Data and Research Task Force](#) to respond to Resolution F20 18.01.

> The Data and Research Task Force (DRTF) is convened to respond to Resolution F20 18.01 and to assist local academic senates in using data effectively to improve teaching and learning. The DRTF will work to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters and leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.

In addition to establishing the DRTF, the ASCCC brought on a research analyst to assist with the increasing research needs of the ASCCC. The ASCCC delegates have adopted numerous resolutions calling for research and support to local academic senates in responding to legislation and initiatives impacting education in the California Community Colleges.

In response to the second resolved statement in the Resolution F20 18.01, the DRTF sought and received access to statewide enrollment data and created and disseminated a new survey to collect full and comprehensive data on local AB 705 implementation.

In May 2022, the ASCCC established the Data and Research Committee (DRC) to replace the DRTF.

> The charge of the Data and Research Committee (DRC) is to assist local academic senates in using data effectively to evaluate educational programs and services to improve teaching, learning, and student success. The DRC will work with ASCCC Standing Committees, task forces, and other workgroups to establish and improve data-driven processes to advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in areas of academic and professional matters. The DRC may also conduct data analyses to assess the effectiveness of statewide issues and initiatives in areas of academic and professional matters.

The DRC has continued the work of the DRTF in fulfilling the resolution and completed the paper, *[Changes to Assessment, Placement, and Instruction in Mathematics: Survey Results Reporting on Implementing AB 705 (Irwin 2017)](#),* which was approved by the ASCCC Executive Committee in April 2023. The paper is currently undergoing editing and formatting for publication later this summer.

AB 1705 Frequently Asked Questions (FAQ)
Webinar - February 7, 2023

Contents

Introduction

This FAQ summarizes answers to questions raised during the California Community Colleges Chancellor's Office (CCCCO) February 2023 webinar on key provisions of AB 1705, which will take effect in July 2023.

AB 1705 builds on AB 705 – the landmark effort to maximize the probability that students enter and complete transfer-level coursework in English and math within a one-year timeframe. It addresses issues underlying inequitable and uneven implementation of AB 705 and supports the system's work to revamp placement systems and curricular structures in support of equitable placement and completion outcomes.

For more information on AB 1705 implementation here.
For more information on AB 705, visit https://assessment.cccco.edu/.

AB 705 Outcomes

What about students who drop a class? [Since the implementation of AB 705], has there been an increase in students dropping transfer-level courses before the official census date (typically 3 weeks into the term)?

Colleges do not report pre-census enrollment to the CCCCO. The census date is the time in the semester when students' enrollment is counted for state funding purposes (Title 5, section 58004), and colleges are legally required to remove students for nonattendance before this date. The census date is used in all student outcomes metrics reported to and by the CCCCO, such as throughput, course success rates, and retention rates.

Because enrollment shifts are typical prior to and in the first few weeks of the term and pre-census data is not reported, we cannot tell if there has been a change in students dropping before the census date. However, colleges concerned about this issue might consider evaluating it locally and developing research-informed innovations that help create a sense of confidence, belonging, and support for students in the first few weeks of the term.

How can we trust AB 705 outcomes data when it is mixed with COVID-19 data?

Colleges should expand their corequisite support offerings, which enable students to review foundational concepts and skills while taking transferable courses. Now more than ever, students cannot afford to waste time and money on courses that do not transfer. Improvements in students' access to and completion of transfer-level English and math coursework are consistent whether you isolate them to fall 2019 (pre-pandemic) or after 2020-2021. Find all data (by starting year) on the CCCCO's Transfer-Level Gateway Completion Dashboard.

[Have the AB 705 outcomes] data been separated into Liberal Arts vs Science, Technology, Engineering, and Math (STEM) pathways? They should be looked at independently from one another.

Yes, we have disaggregated the data by math pathway (i.e. Statistics and Liberal Arts Math (SLAM), Business-STEM (BSTEM)) and found similar trends. The Research and Planning Group for California Community Colleges' (The RP Group) Multiple Measures Assessment Project (MMAP) plans to further disaggregate by math class type in 2023. This research will build on MMAP work presented today showing that starting in transfer-level math is more beneficial than starting below transfer level across math courses, no matter a student's high school math preparation.

We are seeing improvements in completion in STEM by all student characteristics post-AB 705 implementation. We have yet to identify a student group that has not benefited from the changes, in either math pathway, even during the terms most impacted by COVID-19. You can explore your own college's outcomes by Grade Point Average (GPA) band for each pathway using the CCCCO's Transfer-Level Gateway Completion Dashboard.

Are the success rates disaggregated by modality (online vs in-person)?

These data are not available at the state level by modality, but that disaggregation would be great to pursue locally!

Are equity gaps growing under AB 705, [and] will these gaps be perpetuated by AB 1705?

No. Every group examined to date has higher completion of transfer-level English and math post-AB 705, but some colleges are seeing larger gaps between groups. One key factor is that colleges continue to disproportionately enroll Black and Latina/o/x students in remedial courses, driving down their completion rates. Fully eliminating these gaps will also require attention to other institutional drivers of inequity, including classroom policies and practices. While more attention is needed, the solution is clearly not to return to a time when all students performed worse.

How can the CCCCO support practitioners in closing equity gaps post-AB 1705?

AB 1705 addresses issues underlying the uneven and inequitable implementation of AB 705. By implementing AB 1705 with fidelity, we anticipate that equity gaps in access to and enrollment in transfer-level English and math will close. By ensuring that students of color begin at the transfer level, colleges will make progress toward stronger and more equitable completion of those courses. Additional strategies for fostering equitable completion are part of the AB 705 improvement plans that colleges submitted to the CCCCO in March 2022. It is the responsibility of the college to implement those strategies, including the use of Student Equity and Achievement funding to support that work. The CCCCO also worked to secure $64 million in additional funds to support AB 1705 and the equity imperative that underlies it.

Default Placement Rules

I have been sent data about English and students who are at the Algebra 2 level, but nowhere do I see the data that now states that the prior placement guidelines provided by The RP Group are now invalid. What has changed that now claims these placement guidelines must be changed?

The default placement rules are still valid for English and math. Specifically in regard to the Algebra 2 recommendation, research conducted by MMAP after we released the default placement rules found that students have a higher completion of transfer-level math courses when they start at the transfer level, regardless of their high school preparation. Find additional information in [Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School.](#)

Do the default placement rules still apply to AB 1705?

The default placement rules are still valid. The default rules suggest that colleges require or strongly recommend that students in the lowest high school GPA bands receive corequisite support. This guidance still holds under AB 1705. In math, the default rules applied to placement into statistics/liberal arts math or precalculus/college algebra/trigonometry. Subsequent research extended the default rules to students who had not completed Algebra 2 in high school. Find additional information in Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School.

However, AB 1705 also stipulates standards for placing students into the lowest transfer-level course for their degree or major, which include courses that were not part of the default rules, such as finite math, applied calculus, and the first STEM calculus course. MMAP will conduct prerequisite validation studies over the next two years to determine guidance for student placement into these courses.

Below Transfer Level Placement and Enrollment

Could we justify offering basic skills math for students who attempted and were unsuccessful in transfer-level courses?

> To enroll students who have an academic goal of certificate, degree or transfer in pre-transfer coursework, the college needs to provide evidence that the pathway maximizes completion of transfer-level math, which is unlikely based on research to date. A study from the Public Policy Institute of California (PPIC) found that when students start in a transfer-level course, they have better chances of successfully completing — even if they do not pass on their first try — than if they start in a course below transfer level. The study also found that students who were unsuccessful in their first attempt at transfer-level math were also less likely to be successful in their other courses, which shows that many of these students may struggle with more than just math content. This research suggests that colleges may need a wider range of supports to help these students make progress toward their academic goal.

What if students want to place themselves below transfer? Even after waivers and talking about data and such, there are still students who will want pre-transfer math. Do we turn them away? I understand the data indicate they will do worse, but can we stop them if they insist?

> The easiest way to avoid this problem is for your college to stop offering pre-transfer courses. When students express an interest in starting below transfer level, they are expressing a desire to "start at the beginning" or to "build skills for later success," they are not asking to start in coursework that hampers their progress or completely derails them from achieving their goals. But when a college maintains pre-transfer courses, students believe that these offerings must help, otherwise why would the college have them? It is the college's responsibility to ensure that students receive (a) equity-minded and capacity-oriented advising; (b) information about corequisite courses, tutoring, and other academic support; and (c) reassurances that help counter the insecurity and uncertainty that is a natural part of starting college.

> As to the letter of the law, under AB 1705, colleges cannot enroll students with an academic goal in English or math courses below transfer level *unless* (a) the college has provided evidence that the pathway in which the student enrolls maximizes their likelihood of completing transfer-level courses within a year of enrolling in the discipline, or (b) the student is part of a specific population identified as exempt under the law. Colleges that continue pre-transfer English or math options must restrict enrollment to students explicitly identified in the law; these populations include [insert]. These courses are no longer an option for the general student population because colleges have the obligation under AB 1705 to ensure that policies, structures, and practices support students to achieve their dreams, not derail them.

Provision Two of AB 1705 specifies validation is required for transfer-level prerequisites. What about college-level prerequisites? [Are they] explicitly barred, or [are they] allowed as a part of a one-year pathway to and through transfer level?

> Colleges have had the opportunity to submit data multiple times over the last four years to validate intermediate algebra and other college-level prerequisites under AB 705. At this point, extensive state and local studies show that pre-transfer coursework does not meet AB 705 or AB 1705 standards, and only specific subgroups of students identified in AB 1705 can be enrolled in pre-transfer English or

math. Research has shown that two-course pathways (including stretch models) do not maximize one-year completion. Students are more likely to complete if they begin in transfer-level courses.

Based on these findings, AB 705 never allowed a two-course pathway to and through transfer-level coursework, given that it required colleges to place students into coursework that maximized their chances of completing transfer-level coursework within a year. The CCCCO addressed this misunderstanding in guidance over the years since the legislation's implementation.

AB 1705 Definitions and Clarifications

Which students does AB 1705 apply to?

Under AB 1705, colleges have an obligation to students with an academic goal of certificate, degree, or transfer, and to students who are undecided about their goals.

Students who have an academic goal related to programs with transfer-level English and math/quantitative reasoning requirements must start in courses that maximize the probability that they enter and complete those requirements within a one-year timeframe of their initial attempt in the discipline. Students who are undecided about their specific academic goal are included until they decide they are not pursuing a goal of certificate, degree, or transfer.

What is considered transfer level at the community college level? We've been using the University of California (UC)/California State University (CSU) [Course Identification Numbering System (C-ID) descriptors](#) as our bar.

Transfer-level courses in general are courses that satisfy general education requirements or lower division coursework for students' major at either the UC or CSU.

What is the meaning of "gateway transfer-level course?"

The phrase "gateway transfer-level course" is short-hand for the lowest transfer-level course that satisfies the English or math requirement for a student's intended credit certificate or associate degree, or the course requirement for transfer within their intended major. For example, in the [Transfer Model Curricula for Business Administration,](#) gateway transfer-level courses include statistics, applied calculus, and finite math but not college algebra.

Can we have a *transferable* example to clarify the meaning of "math/quantitative reasoning coursework that does not satisfy requirements for the certificate, degree, or transfer within the student's intended program or major?"

College algebra is an example of a transfer-level course that some colleges require students to take as a prerequisite to business calculus or the first STEM calculus course. However, it does not satisfy course requirements for business or STEM degrees.

Will there be an audit of each college's fall 2023 course schedules to ensure AB 1705 is being followed?

Yes, the CCCCO will check college catalogs as part of the compliance process.

How will the CCCCO ensure that math courses align with students' majors? Especially early on (e.g., [during] application or matriculation), a student's major is not a good predictor of behavior or of actual major. So, when will major/intent be required to be aligned with course taking?

By August 1, 2024, AB 928 requires California community colleges to place a student on an associate degree for transfer (ADT) pathway if the student declares a goal of transfer on their mandatory education plan and such a pathway exists for their intended major. This requirement, in addition to guided pathways work, should help ensure that students begin in the right math for their area of interest.

Does this AB 1705 guidance mean that if a student is a declared STEM major, they should not be allowed to enroll in statistics unless that course is part of their program of study, even if they freely chose it, and it is not a prerequisite?

Students with a declared STEM major should begin in coursework that helps them make progress toward their degree. This expectation is consistent with guided pathways work and consistent with CCCCO goals for reducing the number of extraneous units students take. However, there are no prohibitions in AB 1705 that preclude a STEM major from taking statistics in addition to the math course requirements for their program of study.

If a student declares a credit certificate program [as their goal], but the program does not require transfer-level English or math, the student is not expected to complete transfer-English or math coursework, or even enroll directly into transfer English or math?

That is correct.

There are students who start a CTE certificate, and after experiencing some success, they decide to pursue a scaffolded degree in their second year. If their first attempt at taking transfer English and/or math is in their second or third year, will the success be measured from the point they start each subject? (In other words, if they start English in the second year and math in the third year, is each subject's success evaluated separately?)

Yes, completion is measured from the point that they start in each subject separately.

In the context of AB 1705 language, is a "course" referred to per the semester system? I'm wondering how to interpret if the community college is on a quarter system.

A semester system includes two terms to make up an academic year, while a quarter system includes three quarters to make up an academic year; therefore, two courses in a semester system is the same as three courses in a quarter system.

Is throughput the standard measure for demonstrating effective pathways?

Yes, throughput is the standard measure for demonstrating effective pathways. For example, students starting in course X who are still enrolled at the first census make up the cohort. Throughput is the percentage of the cohort that successfully completes the gateway transfer-level course within the specified period.

Corequisite Support Courses and Tutoring

Can we still offer corequisite courses if students in those courses have lower completion rates than students in the standalone course without the required support? Is that a fair comparison to make?

Yes, a college may continue to offer corequisite courses under these circumstances.

AB 1705 requires colleges to provide access to academic support, such as corequisites or tutoring, for students enrolled in transfer-level coursework. The law allows colleges to <u>require</u> some students to enroll in corequisite coursework if it is determined that the support will increase the student's likelihood of passing the transfer-level English or math course. This stipulation was also part of AB 705. The CCCCO has not issued guidance or required validation of the effectiveness of corequisites to date because statewide and national research has consistently shown that corequisite remediation attached to a transfer-level course produces higher completion of the transfer-level course <u>when compared to prerequisite remediation</u>. In past guidance, the CCCCO has recommended that corequisites be required or strongly recommended for students in the lowest high school GPA bands in the default placement rules.

We plan to offer direct placement into Calculus I for our STEM students. Does this law support a 2-unit optional corequisite on Calculus I and even Calculus II to support the gaps in precalculus content for those who need that support? Especially since these are traditionally barrier classes to STEM success and have large equity gaps?

Yes, this approach is not only allowed but encouraged. Part §78213(g) of AB 1705 encourages colleges to adopt corequisites in lieu of transfer-level prerequisites to calculus . An optional corequisite for the second calculus course is not prohibited. Please share Calculus I and II disaggregated completion results from this approach with the CCCCO and the field.

Just want to confirm that if our concurrent support is attached to our transfer-level English, we can use high school GPA to place students in the concurrent support?

Yes, you can for students in the lowest and middle high school GPA bands.

We must provide the corequisite support model to students who desire extra support? Regardless of GPA? Does this [guidance] mean we have to offer corequisite support courses to students with high GPAs that we've been placing directly into a stand-alone transfer course?

No, that is not the case. The law requires colleges to provide students access to concurrent support who need it or want it. Concurrent support can be corequisite coursework or tutoring or other academic support, such as supplemental instruction. Colleges should not require or recommend corequisite coursework to students who had high GPAs when in high school.

Will the CCCCO or another entity be tracking whether campuses are providing concurrent support and [monitoring] the quality of that support?

> The CCCCO does not currently have plans to monitor the types of concurrent support or the quality of that support. Concurrent support can include tutoring, supplemental instruction, or corequisite courses linked to transfer-level courses.

Would campuswide tutoring satisfy the requirement for having support available for students taking a transfer-level course? Or is an actual course like a corequisite required to be made available?

> Campuswide tutoring is viewed as one type of concurrent support that satisfies a college's obligation under part §78213 (k) of AB 1705.

With respect to our ability to require concurrent support, can we require attending tutoring sessions as a means of concurrent support?

> It depends on the approach to tutoring. Under part §78213 (k)(2) of AB 1705, colleges can require students to enroll in a corequisite course or in a noncredit tutoring course that is required for supervised tutoring. On the other hand, colleges cannot require a student to attend tutoring outside of the hours designated for the transfer-level English or math in which they are enrolled.

Would replacing a 3 unit transfer-level trigonometry course with a noncredit, 1 unit nontransfer course for a [career education] (CE) certificate be a violation of AB 1705?

> If the CE certificate has no other math requirement and the 1 unit nontransferable trigonometry course satisfies a requirement for the certificate, per advisory board or accrediting body recommendation, this approach would not violate the law. Another possibility is for the 1 unit trigonometry course to be integrated into the certificate program as a disciplinary corequisite to another course within the program or embedded into an existing CE course within the program. Then the situation is outside of the purview of AB 1705 mandates.

Would 2 unit corequisite courses for trigonometry, precalculus, and/or Calculus I along the STEM track be allowed by the law?

> Yes, 2 unit corequisite courses for these courses would be allowed under the law, particularly as a voluntary option. They could be required for students in the lowest high school GPA bands or for students who have not successfully completed prerequisite coursework.

Can a 2 unit corequisite support course be required if the content of that support is remediation of skills successfully completed in high school?

> AB 1705 says that students should not be required to repeat coursework that they passed (C or better) in high school, which includes corequisite courses.

Can colleges now require corequisites?

Colleges have always been able to require corequisite enrollment, which is still the case under AB 1705. The CCCCO recommends that colleges require or strongly recommend corequisite enrollment for students in the lowest high school GPA bands.

Is a 2 unit corequisite considered low unit?

Yes. Research has shown that a 2 unit corequisite is a promising unit load to see improvements in transfer-level course completion.

Can a noncredit "boot camp" model be offered in the summer before a transfer-level course if it is not "required"? Or can it not be offered at all if it's not a corequisite?

Colleges can only enroll United States (US) high school graduates (or the equivalent) who have an academic goal of credit certificate, degree, or transfer into noncredit English or math coursework if and when the student is concurrently enrolled in a transfer-level English or math/quantitative reasoning course.

While colleges can offer other types of noncredit "boot camps" (i.e., not English or math courses), they cannot be required. It is strongly recommended that "boot camps" be designed as a holistic welcome to the campus to acclimate students to college life and academics.

STEM Calculus I and Validation of Prerequisites

Can you talk about the two-course sequence allowed leading to calculus?

Part §78213 (f) of AB 1705 sets standards for transfer-level prerequisites to the first STEM calculus course. The law allows no more than two transfer-level courses in the sequence prior to the first STEM calculus course. Colleges on the semester system that require some students to complete three transfer-level courses prior to STEM Calculus I (e.g., college algebra, trigonometry, and precalculus) will need to make changes to shorten their sequence. For colleges on the quarter system, a three-course sequence is allowed.

One concern from our college is that precalculus is being considered remedial based on the wording of AB 1705 since it is not part of a degree. Any thoughts you can share on that?

Part §78213 (f) of AB 1705 requires colleges to examine the impact of placing and enrolling students into transfer-level course sequences that prepare students for the first STEM calculus course, such as college algebra, trigonometry, and precalculus. Attrition in the pipeline to Calculus I is high, and many capable students are lost along the way. PPIC reports that 15% of students who start in college algebra complete a calculus course within three semesters; for those starting in trigonometry, it is 20%; for those starting in precalculus with embedded trigonometry, it is 38%. Students of color are more likely to be denied access to Calculus I and placed into preparatory courses, which contributes to widespread inequity in Calculus I completion and progress in a STEM major. Thus, there is an equity imperative to ensure that placement minimizes the access barrier to calculus, that prerequisites do not hamper the progress of capable students, and that structures designed to remediate or build essential skills for success in calculus help and do not hinder students who need or desire extra support.

One question I often get from math faculty that I'd love to be able to better answer is regarding the idea that the data isn't reliable because we aren't blindly placing students into

courses. So, for the ask that colleges show proof that, for example, precalculus will support a students' likelihood to complete calculus, is it even possible to demonstrate that [outcome] given that students who are stronger in math will opt into or be placed into calculus, and therefore be more likely to move forward successfully? How do we demonstrate that a student who started in college algebra and made it through to successfully complete calculus would not otherwise have passed calculus without those previous courses?

Because of ethical and logistical constraints, randomized, controlled trials are often not possible. We use statistical modeling for this reason. For example, MMAP researchers used a combination of decision tree analysis and multiple regression to create the default placement rules. With decision tree analysis, researchers identified high school performance characteristics associated with various levels of success for students starting in a given community college course. Using multiple regression, they could examine the effect of the model's input variables on success rates to control for possible selection bias. Multiple regression analysis creates sets of statistical "twins", so to speak, and examines the success of statistical twins who start at different levels of coursework. These types of statistical analyses are possible because of the variability in placement policies across colleges. Full details are available at www.rpgroup.org/mmap.

It is true that statistical modeling cannot prove a cause-and-effect relationship between variables, but it can establish strong association and control the effects of confounding factors. Many commonly held medical findings come from statistical analyses, such as the unequivocal link between smoking and certain forms of cancer.

Can you clarify the memo's #4A where it says transfer-level prerequisite coursework for calculus is limited to two courses? We're on the quarter system, and we're wondering how that translates to us. For colleges on the quarter system, would it be two courses, or one year (three courses)? Thanks for helping to clarify!

Yes, two courses in the semester system translates into three courses in the quarter system.

What will be the standard for validating a two-course prep sequence for calculus (trigonometry and precalculus)?

In §78213 (f) of AB 1705, there are three criteria for validating preparatory transfer-level courses for the first STEM calculus course:
> (A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.
> (B) The enrollment will improve the student's probability of completing the first STEM calculus course.
> (C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

MMAP is currently working on a statewide analysis to identify the academic profile of students who are highly unlikely to succeed in the first STEM calculus course. For the group of students with the lowest level of predicted success, MMAP will also determine the students' probability of completing the first STEM calculus course if they start in a preparatory course, such as trigonometry or precalculus. When the statewide findings are released, colleges will have the option to act in accordance with these findings or replicate the study locally. MMAP will provide instructions and technical assistance to college researchers who want to conduct a local validation study.

In the December 23, 2022 memo, page 8, section 2(b) under "Required Action for AB 1705 Implementation" references a data template in which each college shall be required to enter data for transfer-level courses prior to Calculus I, and that if that data does not "verify the student's progress is improved" by taking the course preparing them for calculus, the prerequisite may not be continued. Will we have any visibility to or input into this data template? How will data be collected to "verify the benefit of coursework?"

> **Related question: Can you give specific guidance about what data to collect to allow precalculus as a prerequisite for Calculus I?**
>
> AB 1705 sets a deadline of July 1, 2024 for validation of transfer-level prerequisites to STEM Calculus I and specifies explicit criteria in part §78213 (f). The CCCCO is working with MMAP on a statewide validation study using MIS data reported by colleges and high school records available through Cal-PASS Plus. The study will examine transfer-level prerequisites to STEM Calculus I according to the validation criteria in the law. When we release the results, colleges will have the option to act in accordance with the statewide findings or replicate the study locally. MMAP will provide instructions and technical assistance to college researchers who want to conduct a local validation study.

If a program that requires Calculus III doesn't include Calculus I in the program requirement in order not to exceed the 60 units total, can the college require students to take Calculus I if they haven't taken it yet in high school?

> Is this a hypothetical scenario? The 60-unit constraint applies to ADTs based on Transfer Model Curricula developed through the Course Identification Numbering system (C-ID), and all the calculus-based majors within Transfer Model Curricula list Calculus I as a course requirement. In addition, c-id.net includes Model Curricula (distinct from Transfer Model Curricula) that fall outside of 60-unit requirements for degrees set by SB 1440/440. The Model Curricula describe heavier unit engineering pathways, all which list Calculus I as a course requirement. Regarding STEM programs, AB 1705 specifically focuses on the first STEM calculus course; therefore, Calculus I is a course that satisfies requirements for a STEM degree.

The term "gateway course" keeps being used. I would like it explicitly spelled out for me: is the gateway course for STEM considered to be precalculus or first-semester calculus? If it is first-semester calculus, I have a difficult time believing that a student will be successful in [this course] without some previous exposure to trigonometry and some function basics from a precalculus course. Are we being mandated to place students into first-semester calculus who never took something equivalent to precalculus?

> The phrase "gateway transfer-level course" is short-hand for the lowest transfer-level course that satisfies the English or math requirements of a student's intended credit certificate or associate degree, or the course requirement for transfer within their intended major. For STEM majors, the gateway transfer-level course is the first calculus course.
>
> AB 1705 does not mandate a specific placement course or level. Instead, it mandates standards for evaluating the effectiveness of placement policies and prerequisite requirements that bar students from access to gateway transfer-level courses for their program of study. The law also encourages

colleges to develop corequisites and other concurrent supports for calculus as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

As you note, success in a first STEM calculus course may require previous exposure to trigonometry, or research may show that a full community college trigonometry course prior to calculus deters capable students from progressing into and succeeding in calculus. In which case, colleges may find that trigonometry concepts and skills can be parsed and taught when needed to support calculus learning goals within the context of a corequisite to calculus.

AB 1705 addresses uneven and inequitable access to gateway courses and sets standards for evaluating the impact of prerequisites on students' completion of gateway courses. Currently, access to calculus is uneven and inequitable. Some colleges do not allow any STEM students to start in calculus. For students deemed the most underprepared, colleges require anywhere from six to 16 units of transfer-level coursework prior to Calculus I, and students of color are more likely to be placed into the lowest levels of a college's preparatory sequence. The AB 1705 standards will ensure that capable STEM students are not detoured into prerequisites that hamper their progress, and that all students who aspire to study calculus start in coursework that improves their likelihood of entering and completing it.

In terms of AB 1705 Section 3F, can you please explain how it makes sense to compare the throughput of students who placed into precalculus with those who placed into calculus? After the multiple measures implementation and course deletions mandated by AB 705, these are now two wildly different populations. One consists of students who took a year of precalculus in high school and possibly Advanced Placement (AP) Calculus. The other consists of students who at best passed intermediate algebra with a grade of D or higher. Basing the possible elimination of precalculus on such a comparison, especially without any additional metrics, seems ill-advised.

> **Related question: In terms of AB 1705 Section 3F, can you please explain how it makes sense to compare the throughput of students who placed into precalculus with those who placed into calculus?**

> The deadline for examining the impact of precalculus and similar prerequisites to the first STEM calculus course is July 1, 2024. The CCCCO is working with MMAP to develop statistical models and analyses that will examine the effect of a variety of input variables describing students' academic backgrounds on the output variable of success in calculus. While this research is still under development, MMAP has conducted similar work in the past to develop the default placement rules. They used a combination of decision tree analysis and multiple regression. With decision tree analysis, researchers examined 20+ different variables and identified high school performance characteristics associated with various levels of success for students starting in a given community college course. Using multiple regression, they examined the effect of the model's input variables on success rates to control for possible selection bias. Multiple regression analysis creates sets of statistical "twins", so to speak, and examines the success of statistical twins who start at different levels of coursework. These types of statistical analyses are possible because of the variability in placement policies across colleges.

Is Calculus I a gateway course for engineering majors? Or is trigonometry the gateway course?

Calculus I is a gateway course for engineering majors.

How do we maintain a low-unit support course for students who must enroll directly in calculus if they've never taken anything above Algebra I? Aren't we making STEM less accessible?

In part §78213 (f) of AB 1705, there are three criteria for validating preparatory transfer-level courses for the first STEM calculus course. The first criterion is that the student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation. Research may show that students who have not passed a high school course above Algebra I meet this criterion. The second criterion is that the student is more likely to complete calculus if they begin in the transfer-level prerequisite than if they begin directly in calculus. For students who are highly unlikely to succeed in calculus without additional transfer-level preparation, this criterion does not set a very high bar for demonstrating that the prerequisite improves their likelihood of completion.

To the second question, traditional pathways to STEM Calculus I may appear to make STEM accessible to students deemed underprepared, but this belief is not supported by data. A PPIC study found that only 4% of business and STEM students who start in a community college course below transfer-level complete some form of calculus within four terms, compared to only 15% of students starting in college algebra. Can colleges do better if they rethink placement policies and support structures? AB 1705 requires colleges to investigate that question.

Are we now going to need to justify placing STEM students in precalculus if they never took precalculus in high school? In other words, can we still require students who did not take trigonometry and precalculus in high school to take trigonometry and precalculus at our college before they can take Calculus I?

Part §78213 (f) of AB 1705 requires colleges to examine the impact of placing and enrolling students into transfer-level course sequences that prepare students for the first STEM calculus course, such as precalculus. In part §78213 (g), the law encourages colleges to develop concurrent support as an alternative to precalculus courses. Will traditional pipelines to calculus prove to be the best strategy for improving calculus completion for students deemed "not calculus ready?" Or will corequisite courses produce higher rates of calculus completion? Currently, pipelines to the first STEM calculus course inclusive of precalculus and trigonometry have high rates of attrition and inequitable outcomes. Any changes made in response to AB 1705 will by definition of the law's standards produce higher completion rates of calculus.

For a Math ADT, Calculus I is the first math class that is required in the degree. If a student completed Algebra I in high school, are we saying the student needs to go directly into calculus without any precalculus or trigonometry (even though precalculus is transferable)? Or is it ok to start in precalculus since it's transferable? I need more concrete examples of what is being asked in Provision 2.

Part §78213 (f) of AB 1705 requires colleges to examine the impact of placing and enrolling students into transfer-level course sequences that prepare students for the first STEM calculus course, such as college algebra, trigonometry, and precalculus. For students pursuing the Associate in Science for Transfer (AS-T) in math, beginning below Calculus I is permitted if research shows that students are highly unlikely to succeed in Calculus I, and they are more likely to complete Calculus I, as well as persist into and

complete Calculus II, if they start in a prerequisite course. In part §78213 (g), the law encourages colleges to develop concurrent support as an alternative to traditional transfer-level preparatory courses. Will traditional pipelines to calculus prove to be the best strategy for improving calculus completion for students deemed "not calculus ready?" Or will corequisite courses be a better strategy for addressing high rates of attrition and inequity that the current system produces? Validation studies will answer these questions. Under AB 1705, a college's placement policies and curricular structures must ensure that students make progress in the AS-T in math.

Dual Enrollment

Regarding high school/dual enrollment students, many use below transfer level or transfer-level prerequisites to satisfy high school requirements. In this circumstance, do colleges need to demonstrate that students who start in that place are highly unlikely to succeed in a transfer-level course without the prerequisite (Exemptions are not carte blanche)? Thanks.

Currently, dual enrollment students are exempt from the law and do not need to meet the same requirements for completion.

AB 1705 allows pre-transfer courses for dual enrollment students who haven't graduated high school. Have you started researching whether this practice should also be reconsidered?

That question offers a great area to research locally. Currently, dual enrollment students are exempted from the law, as you mention. However, colleges can examine if their dual enrollment students benefit from direct placement into transfer-level coursework if it fits their intended education goal.

Noncredit Coursework

Does noncredit English as referenced here include noncredit English as a Second Language (ESL)? We have ESL specific skills classes that are distinct and separate from the ESL academic writing sequence. (Conversation, pronunciation, idioms. citizenship, etc. -- not a replacement for the transfer English or ESL sequence - just extra areas they may want to focus)

Noncredit English is separate and distinct from noncredit ESL.

Does AB 1705 apply to students who have enrolled via Noncredit CCCApply?

AB 1705 applies to any student with an educational goal of certificate, degree, or transfer, and the clock starts when the student enrolls in English, math or credit ESL. If a student applies through noncredit without said goals, the college does not have obligations under AB 1705 to ensure that the student makes progress toward achieving their academic goal. However, as they progress, if they declare an academic goal of certificate, degree, or transfer in a program with English and/or math requirements, then the college now has an obligation under AB 1705 to that student.

Repeating Coursework Successfully Completed in High School

How is "successfully completed in high school" being defined? C or better for two semesters? Or are Ds allowed?

"Successfully completed in high school" is defined as "C or better for two semesters." Some colleges in the past have accepted a C or better in the second semester as well.

Please clarify more fully when the college [must] take the highest math a student completed in high school. For example, if a student completed calculus in high school, does the student have to complete it again at community college? In what instance is the college required to take that calculus course as satisfying the requirement? Or doesn't have to accept it?

> **Related question: When you say that students cannot be required to repeat math coursework that they already completed at high school, can you please provide further clarification and specific examples? If a student passed high school Calculus I, does it mean that they cannot be required to repeat Calculus I at college? How will UC and CSU accept this requirement for transfer?**
>
> Please see the AB 1705 implementation guide for a full answer to your question. Regarding calculus, for the purpose of math placement and satisfying prerequisites, a grade of C or better in a full year of high school calculus should give the student access to courses with a Calculus I prerequisite, such as calculus-based introductory engineering or physics courses. However, for the purpose of awarding course credit toward requirements for an associate degree for transfer, colleges may require a student to retake calculus if (1) calculus satisfies a requirement for the certificate, degree, or transfer within a desired major, and (2) the student's prior learning is not recognized by policies that are in place to award course credit.
>
> For example, consider a student who is seeking an AS-T in math, a degree that requires STEM Calculus I. If the student passed calculus in high school with an A but does not meet the college's requirements for awarding course credit, such as an AP score at or above 3 on the Calculus AB test, the college can require the student to retake calculus. UC and CSU recognize the purview of community colleges to determine coursework that is equivalent for the purpose of awarding credit.

Apologize if this has been asked: 1705 requires that we accept high school coursework of the same name as our course (i.e., precalculus), but our faculty have found that the high school course may not cover all of the Course Learning Outcomes in our course, which leaves knowledge gaps in Calculus I. Does this mean we CAN require our precalculus as a prerequisite, or no? (We have a large district that serves several K12 school districts, so [there is] wide variation in course content).

> **Related question: The K12 teachers are not aware of these changes. When I spoke with our feeder schools, the math instructors did not feel that the high school precalculus course was equivalent to the college precalculus course. If all topics are not covered in the high school objectives, how can we say this is a repeated course in the college?**
>
> Please see the AB 1705 implementation guide for a full answer to your question. With regards to the given precalculus scenario, colleges cannot require a student to repeat a full precalculus course for the purpose of placement or satisfying prerequisites. Knowledge gaps in precalculus content can be addressed in a corequisite course to calculus.

Does the law require colleges to establish high school course articulation agreements?

No, the law does not require colleges to establish high school course articulation agreements.

In the description of multiple measures placement, the law says, "the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning." Therefore, for the purpose of placement and clearance of prerequisites, colleges shall use students' self-reported course-taking as required by the law in part §78213(c)(6), and again in (h)(3), without articulation of high school courses. However, corequisite support linked to the appropriate transfer-level course for the student's program of study can be required for students in the lowest bands of high school GPA or for whom prior course-taking does not satisfy prerequisites for the gateway transfer-level course within the student's program of study.

Colleges may choose to develop articulation agreements with local high schools related to awarding course credit toward course requirements for the degree, but this action is not required. Colleges can rely on current local policies and processes, such as AP scores, for establishing course credit toward course requirements for the degree. That said, alignment of curriculum with K12 is always a worthwhile investment, particularly when done to establish clear pathways to degree and career for students. Colleges are encouraged to apply the guided pathways framework to use this as an opportunity to better align K12 and community college curriculum and course requirements. Starting the conversation from a position of respecting the pedagogical and curricular efforts of fellow educators as the expectation can have strong positive effects on the intersegmental relationship, encourage cooperation and collaboration, and potentially yield better student preparation and additional course-taking in the relevant disciplines.

Will the Title 5 math competency be changed to allow high school math with a C or higher to meet associate degree requirements that are not transfer track (i.e., like a degree in welding)?

Satisfactory completion of a mathematics course at or above the level of intermediate algebra satisfies the math competency for the associate degree. Because students cannot be required to repeat coursework they successfully completed in high school under AB 1705, a grade of C or better in a math course at or above the level of high school Algebra 2 satisfies the math competency for the certificate or associate degree. Regulation must follow law.

C-ID states trigonometry is a prerequisite for precalculus. What does trigonometry look like at the high school level?

Trigonometry is usually part of a high school precalculus course.

How do we appropriately measure equivalency of a high school math class with one at the college — just by the title of the class or by content? Is there standardized guidance across the state?

Related question: How is "repeat coursework" from high school defined when the courses are typically not the same? (Ex., integrated math is not taught at most community colleges).

The AB 1705 mandate that colleges cannot require students to repeat coursework that they have successfully completed in high school applies to placement, prerequisites, and the math competency for the local associate degree. For placement and prerequisites, colleges shall honor a student's self-reported information about high school course taking and grades as stipulated in part §78213 (c)(6) and does not require a course equivalency process.

For example, students who report a C or better in Integrated Math 3 meet the intermediate algebra prerequisite for math and science courses. In such cases, the college can offer the option of corequisite support for those transfer-level courses to address gaps. However, if the college plans to award course credit toward requirements for the student's degree, the college can use existing processes for determining when course credit is awarded. There is no standardized process or guidance for how colleges determine equivalency of prior coursework. For more information, please review the AB 1705 implementation guide.

Does "repeat" of high school coursework include statistics and Calculus I?

Colleges can use existing processes to award course credit toward requirements for the student's associate degree. For example, consider a student who is seeking an AS-T in psychology, a degree that requires statistics. If the student passed statistics in high school with an A but does not meet the college's requirements for awarding course credit, such as an AP Statistics score at or above 3, the college can require the student to retake statistics. Please see the AB 1705 implementation guide for more extensive guidance on this topic.

So, if a student passes an AP course in K12, but doesn't take or pass the AP exam, the college is still supposed to award them college credit?

Related question: What about students who take AP Calculus and pass the class, but do not pass the AP test? They do not get credit for this class at the transfer institutions if they do not have Calculus on their college transcript.

Colleges can use existing processes to award course credit toward requirements for the student's associate degree. For example, consider a student who is seeking an AS-T in math, a degree that requires Calculus I. If the student passed calculus in high school with an A but does not meet the college's requirements for awarding course credit, such as an AP score at or above 3 on the Calculus AB test, the college can require the student to retake calculus. Please see the AB 1705 implementation guide for more extensive guidance on this topic.

How can a student be successful in calculus without repeating Algebra II, even if they already successfully took it in high school and were placed there by previous placement processes?

Based on the evidence, the mechanism that placed students back into intermediate algebra was substantially misguided and not supported by the actual evidence of that student's capacity. It also misunderstands meaningfully the evidence of the impact of forcing students to repeat courses they

have successfully completed (which, broadly for students across all levels of preparation, has a negative impact on their grades in the next course)

Articulation and Math Prerequisites

What do we do about non-math science or economics courses that have below-transfer math courses as prerequisites required for C-ID approval?

> **Similar question: What about those courses that require a prerequisite for articulation, such as C-ID ECON 201 or 202 with a stated prerequisite of Elementary Algebra? Or other science courses that require intermediate algebra as a prerequisite for UC articulation?**
>
> As of fall 2022, 57 California community colleges offered only transfer-level math courses, and all these colleges retained C-ID approval for science and economics courses with math prerequisites below the transfer level, as well as articulation status. These colleges used one of the following mechanisms for determining a student's eligibility for the science or economics course: (1) self-reported high school coursework; (2) completion of corequisite coursework; (3) multiple measures placement into, or completion of, a course with the same or higher prerequisite. These mechanisms are cited in part §78212.5 of AB 1705. Also, there have been recent changes to C-ID descriptors for some of these courses. For example, all chemistry courses with C-ID descriptors that include below-transfer math prerequisites now say, "or eligibility for higher level math." The CCCCO, CSU Chancellor's Office (CSUCO), and UC Office of the President (UCOP) are aligned in their understanding of AB 705 and AB 1705, and there is general agreement that community colleges have purview over determining how prerequisites are satisfied in accordance with recent legislation.

How does AB 1705 placement affect compliance with C-ID?
Related question: Are the C-ID descriptors going to be updated?

> These questions may be referring to prerequisites. AB 1705 placement should not affect compliance with C-ID because community colleges have purview over how prerequisites are satisfied.
>
> As of fall 2022, over half of California's community colleges discontinued all pre-transfer math and maintained C-ID certification for courses with pre-transfer math prerequisites. Colleges have used the following mechanisms to address this issue: (1) clear prerequisites using high school coursework; (2) concurrent enrollment in low unit or noncredit corequisites to clear the prerequisite; (3) augment prerequisites to include eligibility for or completion of a higher level course, e.g., "precalculus or higher or eligibility for calculus;" or (4) revised program maps that ensure students complete the higher level math course prior to enrolling in a science or engineering course that has the math prerequisite. Use of these mechanisms should not interfere with C-ID certification.
>
> The CCCCO will work with the ASCCC to ensure any needed updates are made.

Another college in our district has a college algebra course with support on the books while we don't. Any solution/remedy for this?

> AB 1705 does not require a college to implement a corequisite for a particular course or for colleges within a district to align their course offerings; however, doing so may be of benefit to your students.

Some courses require prerequisites for transfer. How are you allowing for this in terms of math, such as Calculus I.

> **Related question: Are CSUs and UCs automatically going to approve the articulation we already have when we change the prerequisites?**
>
> **Related question: Are there concerns about articulation to UCs as calculus has a precalculus prerequisite on C-ID.**
>
> **Related question: How do you recommend we satisfy the requirement from UC that intermediate algebra must be a prerequisite to certain math and science courses (such as chemistry or physics)?**
>
> Part §78212.5 (c) of AB 1705 deals with prerequisites and gives mechanisms by which community colleges can establish a student's eligibility for transfer-level courses, which include (1) self-reported high school coursework; (2) completion of corequisite coursework; (3) multiple measures placement into, or completion of, a course with the same or higher prerequisite. After the passage of AB 705, UC and CSU continued to require a prerequisite as part of a course outline, but the prerequisite does not need to be a course. In a 2020 training, UCOP staff described prerequisites as necessary for articulation but also said that a prerequisite of "multiple measures placement" was sufficient. Corequisites are also allowed.
>
> The CCCCO, CSUCO, and UCOP are aligned in their understanding of AB 705 and AB 1705, and there is general agreement that community colleges have purview over determining how prerequisites are satisfied in accordance with recent legislation.

Will transfer institutions finally remove the requirement for intermediate algebra on most transfer-level math classes? Many colleges have that listed as a requirement still for articulation purposes. We get around it with a provision for "placement by multiple measures," but it is a nightmare to recode everything on the back end.

> It may take a while for the three systems to clean up issues like this. UCOP and CSU still require something in the prerequisite line; you cannot leave this blank, but it does not need to be a course. For example, they are accepting "multiple measures placement" as a prerequisite. AB 705 and AB 1705 have required a lot of recoding work on the back end. Thank you to all who have been involved! This work has helped tens of thousands of students make progress toward their academic goals.

English as a Second Language (ESL)

How has AB 705 impacted ESL students?

> ESL is distinct from remediation in English, and additional research was needed to determine the best strategies for this population of students. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.

Therefore, AB 705 established a separate standard for these students: maximizing the probability that a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years versus the one-year timeline for non-ESL students.

Following the passage of AB 705, the CCCCO established an ESL Implementation Subcommittee and established a separate implementation timeline. For more information on this, see page 8 of this CCCCO document for a summary of the system's current work on ESL.

Since then, MMAP found that ESL students who were high school graduates and placed directly into transfer-level English have high throughput rates (successful completion after one year) with corequisite supports when needed. For additional information, see Maximizing English Language Learners' Completion of Transferable English Composition in Community College and the Curricular Options for Supporting English Learners in College Composition webinar from the California Acceleration Project.

Can you also address credit ESL? Can high school graduates be placed in below transfer-level ESL? Or opt into it voluntarily?

High school graduates should be placed directly into the English pathway or advised of their right to do so. They may choose to enroll in an ESL course. If they enroll in an ESL course, they will be held to the three-year timeline that applies to ESL completion.

Can guided self-placement be used for ESL?

Yes.

What about high school data that is outside of the United States for ESL students?

Whether to recognize high school transcript data from other countries is a college-by-college decision. Many colleges do accept such data from students for placement.

When will there be a validation process for locally created ESL guided self-placement (GSP) tools?

That decision has yet to be determined and will not be settled in 2023. Our first task is to design a validation process for ESL AB 705 implementation. That work will commence in spring 2023, and we will aim to have a template and process by fall 2023 for spring 2024 submission. We will need to learn from those submissions and additional research to determine next steps for GSP validation.

Common Course Numbering

We are hearing that AB 1111 will mean lower-unit English and math classes for many of us as course units are standardized along with course numbers and titles. How will this change intersect with the goals of AB 1705 to increase support for English and math? For instance, if English 100 is 3 units, will we have a standardized corequisite to pair with it as a support option?

The work on common course numbering (CCN) is so nascent, it is premature to state how CCN will be implemented or what it will mean for remedial education reform. The CCN Taskforce is still in the early stages of discussion and no decisions have been made.

Failed Attempts of Transfer Level

Are more students failing classes at California's community colleges?

It is true that – among students who begin in a transfer-level course – pass rates have declined somewhat statewide. However, context is important here.

Pre-AB 705, most students who began in remedial classes were lost to attrition without ever enrolling in a transfer-level class. The large-scale failures of our prior system are invisible when we focus only on pass rates in transfer-level classes.

Before AB 705, pass rates were artificially inflated by colleges' incredibly restrictive access to transfer-level courses. To illustrate this: if enrollment in precalculus is restricted to students who have already passed Calculus I, the pass rate will likely be strong. With nearly universal access to transfer-level courses, some declines in pass rates are to be expected.

When we look at all English and math students, we see that completion of transfer-level courses increased from 49% to 67% in English and from 26% to 50% in math. Statewide, more than 41,000 additional students completed transfer-level English in the first year of AB 705 than a few years earlier, and more than 30,000 additional students completed transfer-level math (2015-2016 vs 2019-2020). For more information, visit the CCCCO's Transfer-Level Gateway Completion Dashboard.

If colleges are seeing pass rates drop at the transfer level, we should work to improve them through professional development for faculty and additional supports for students. Corequisite models – which provide students extra support while they are taking transfer-level classes – have been shown to produce higher completion for all students and more equitable outcomes for Black and Latina/o/x students. Colleges should focus on expanding and strengthening these practices, rather than returning to the ineffective practices of the past.

If a student is unable to pass the transfer-level math course after three attempts, then what?

Colleges should have early alert systems in place that activate wrap-around supports for students who are failing a course while the student is still enrolled in the course. Similarly, colleges should have mechanisms in place to proactively support students who have failed a gateway transfer-level math course that they are attempting for a second time. Supports can include addressing basic needs, tutoring, mentoring, or enrolling in concurrent support.

In the case of general education requirements, colleges should provide a multitude of transfer-level options for students, such as liberal arts math, statistics in multiple departments, or other courses in disciplines that met Intersegmental General Education Transfer Curriculum (IGETC) requirements for a "focus on quantitative analysis and the ability to use and criticize quantitative arguments," such as El Camino's COMS 180 Data-Driven Persuasion. By providing quantitative reasoning options, students who may struggle in one course can attempt a different course.

Guided Self-Placement

Are colleges allowed to require students to go into the tiers (straight 101 course or 101 with a corequisite) that they place in according to the self-guided placement (HS GPA) if we have a process for students to challenge that placement?

> Yes, assuming that the straight 101 course referenced is at the transfer level and other requirements of the law are met.

Can you please expand or revisit the "Changes to Placement Including Guided Placement or Self-Placement," #4: "Guided placement or self-placement shall not result in placement or enrollments into...transfer-level coursework that does not satisfy requirements for the student's program of study"?

> AB 1705 clarifies that guided placement or self-placement should result in a placement and enrollment that maximizes the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline. This guidance means that when the student chooses to enroll in English or math/quantitative reasoning, they enroll according to their placement. This approach ensures that the student has the best chance of completing transfer-level coursework that satisfies requirements for their program of study.

Additional Resources

- [AB 1705 Webinar Recording](#)

- [AB 1705 Webinar Presentation](#)

AB 1705 IMPLEMENTATION GUIDE

Overview

This AB 1705 implementation guide follows ESS 22-400-009, the AB 1705 implementation guidance memorandum released in December 2022 by the Chancellor's Office for California Community Colleges.

ESS 22-400-009 summarized the impressive progress made by California community colleges in addressing systemic barriers that disproportionately impeded students of color, low-income students, and students with disabilities from achieving essential English and math milestones to a degree and transfer. The memo provided an overview of key provisions of the law, synthesized new mandates into five required actions, and reinforced recommended strategies from the AB 705 Improvement Plans for on-going work to produce strong, equitable, timely completion of transfer-level English and math/quantitative reasoning courses that count for a certificate, degree or transfer within a desired major or program.

This implementation guide summarizes the key required actions of AB 1705 and provides further guidance on how colleges can fulfill these mandates. Review ESS 22-400-009 to gain a fuller understanding of the actual statute. AB 1705 mandates build on extensive research in response to AB 705 that is summarized here (linked here).

AB 1705 Implementation

AB 1705 applies to all California community college students with an academic goal of a certificate, degree or transfer. Importantly, it also applies to students without declared goals or with undecided goals until those goals are declared.

Students with such goals, in programs with math and English requirements, must start in courses that maximize the probability that they enter and they complete gateway transfer-level English and math/quantitative reasoning requirements for their program within a one-year timeframe of their initial attempt in the discipline.

The phrase *gateway transfer-level course* is used in this implementation guide as a short-hand for the lowest transfer-level course that satisfies the English or mathematics course requirements of the intended certificate or associate degree, or a course requirement for transfer within the intended major. The phrase *academic goal* is used as a short-hand for an academic goal of certificate, degree or transfer.

This implementation guide is organized around the required actions stated in ESS 22-400-009.

AB 1705 Required Actions

1. By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program, shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics/quantitative reasoning courses.
Statute reference: §78213(i)

Pretransfer-level enrollment is only an option for students described in §78213 (j) as exceptions to transfer-level placement and enrollment and for whom enrollment in pretransfer-level math or English maximizes their likelihood of completing transfer-level coursework as described in §78213 (d).
Statute references: §78213(d), (j)

The language of "when beginning coursework in" is important in that neither AB705 nor AB1705 requires students to start English or mathematics immediately nor do they apply to programs without English or math/quantitative reasoning requirements.

Do either A or B to achieve compliance by July 1, 2023

A. Continue or implement default placement and enrollment into transfer-level English and math/quantitative reasoning courses with no enrollments at the college in pretransfer-level English and math courses (including multi-term transfer-level "stretch" courses), unless the pretransfer-level courses are low-unit or non-credit corequisites to transfer-level courses.

OR

B. Continue or implement default transfer-level placement and enrollment into English and math/quantitative reasoning courses with pretransfer-level or non-credit English and math enrollments restricted to specialized programs serving the following student populations identified in §78213(j)
   - Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate
   - Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services
   - Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate
   - Current high school students in dual enrollment
   - Students in career technical education programs seeking a certificate or associate degree with specific requirements, <u>as dictated by the program's advisory or accrediting body</u>, that cannot be satisfied with transfer-level coursework.
   - Specific subgroups of students for whom a community college district or

community college has provided local research and data meeting the evidence standards of §78213(d) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

Option B requires colleges to clearly define and implement a mechanism for restricting access to pretransfer-level or non-credit courses that are not corequisites to transfer-level courses to student groups described in §78213(j), and to document that students enrolled are from the groups described in §78213(j). If a college's placement process results in pretransfer-level or non-credit English and math enrollments, aside from corequisite enrollments for transfer-level courses, for students other than those groups specified in §78213(j), then the college is not compliant with AB 1705.

2. Students shall begin in the transfer-level English and math/quantitative reasoning coursework that satisfies a course requirement for the student's intended certificate or associate degree or a requirement for transfer within the intended major.
Statute references: §78213 (e), (f), (g) and (i)(2)

U.S. high school graduates (or the equivalent) with an academic goal of certificate, degree or transfer shall begin in their gateway transfer-level course, or higher, in English and math/quantitative reasoning. If the student's intended program does not have specific English or math/quantitative reasoning requirements, the coursework shall satisfy transfer-level general education requirements in English or math/quantitative reasoning.

If a college has provided local research and data to verify the benefit of the placement and enrollment into transfer-level prerequisites to gateway courses as described in §78213 subdivisions (e) and (f), students can be placed and enrolled into the transfer-level prerequisite course. If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Validation of transfer-level prerequisites to gateway courses largely applies to the placement and enrollment of students into transfer-level math courses associated with lower division requirements for the major. For example, the [Transfer Model Curricula for Business Administration](#) includes applied calculus or finite math as an option but does not include college algebra; therefore, if a college requires some students to take college algebra before having access to applied calculus or finite math, the college will need to validate that this practice improves students' likelihood of successfully completing the applied calculus or finite math requirements for the business degree within one year as described in §78213 (e). Similarly, Calculus I is the lowest transfer-level math course that satisfies requirements for associate degrees based on the [Transfer Model Curricula for Physics](#). If a college requires a college algebra course and/or a trigonometry course as a prerequisite sequence for Calculus I, the college will need to validate such prerequisites as effective in improving students' likelihood of successful completion of Calculus I as described in §78213 (f).

Community colleges are encouraged to explore the impact of concurrent support as an alternative to transfer-level preparatory courses that are not part of the degree or transfer coursework for the

major, and are specifically encouraged to do so for the first STEM Calculus course. (Statute reference: §78213(g))

All colleges should conduct an audit of their degrees and transfer pathways to identify transfer-level prerequisites to students' required gateway coursework in English or math/quantitative reasoning.

Do either A or B to achieve compliance by July 1, 2023. (STEM programs have an extended deadline of July 1, 2024.)

    A. Ensure that all students with an academic goal of certificate, degree or transfer begin English and math in an appropriate gateway transfer-level course that satisfies course requirements for the intended goal. For Option A, colleges ensure access, enrollment, and support opportunities.
(1) *ensure access*: placement rules and/or prerequisites give all students access to the transfer-level gateway courses for their programs or majors,
(2) *ensure enrollment*: no longer offer the transfer-level prerequisite if it does not satisfy specific math requirements for a degree or transfer within any major OR restrict enrollment in the transfer-level prerequisite to students seeking a degree or a major for which the course satisfies a transfer requirement for that degree or major, and
(3) *provide concurrent support*: for students with weaker high school math preparation and low high school GPA, provide concurrent support tailored to the gateway course, such as a low unit or non-credit corequisite course.

    OR

    B. Validate that the prerequisite to the gateway course meets the AB 1705 standards described in §78213(e) by acting in accordance with the statewide validation finding or replicating the validation study locally.

    If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Timelines for validation:
- Non-STEM programs validate transfer-level prerequisites to gateway English and math/quantitative reasoning courses by July 1, 2023 and make changes if necessary by July 1, 2024 (additional guidance for this validation is forthcoming).
- STEM programs are limited to two transfer-level prerequisites prior to gateway STEM calculus after July 1, 2024. The college must validate the effectiveness of the transfer-level prerequisites to gateway STEM calculus as described in §78213(f) by July 1, 2024 and make changes if necessary by July 1, 2025 (additional guidance for this validation is forthcoming).

3. By July 1, 2023, a community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.
Statute references: §78213 (i)(3), also in §78213 (c)(3)(D)

This provision applies exclusively to courses that satisfy mathematics/quantitative reasoning. All colleges will need to update policies to comply with this provision.

High school math for placement and prerequisites: For the purposes of **placement or prerequisite clearance**, students cannot be required to repeat coursework that they have successfully completed in math in high school or college or through credit for prior learning. This mandate requires all colleges to make changes to their placement and prerequisite policies to honor successful completion (earning a grade of C or better) in high school math courses. For example, college calculus may have a prerequisite of college algebra or trigonometry or precalculus. A grade of C or better in a full year of high school precalculus should give the student access to an introductory engineering course with a precalculus prerequisite or to the gateway calculus course for calculus-based majors. Concurrent support can be required for students with low overall high school GPA or provided as an option for other students. For the purpose of placement, colleges shall honor a student's self-reported information about high school course taking and grades as stipulated in §78213 (c)(6).

High school math for math competency for non-transferable associate degrees: Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra satisfies the math competency for the associate degree. Because students cannot be required to repeat coursework they successfully completed in high school, a grade of C or better in a math course at or above the level of high school Algebra 2 satisfies the math competency for the certificate or associate degree.

High school math for course credit: For the purpose of awarding course credit toward requirements for an associate degree for transfer, colleges may require a student to take a transfer-level math course that repeats a course they passed in high school if (1) the course satisfies a requirement for the transfer degree within the desired major and (2) the student's prior learning is not recognized by policies that are in place to award course credit. For example, consider a student who is seeking an AS-T in psychology, a degree that requires statistics. If the student passed statistics in high school with an A but does not meet the college's requirements for awarding course credit, such as a Statistics AP score at or above 3, the college can require the student to retake statistics. Similarly, awarding course credit toward satisfying general education requirements for the local non-transferable associate degree can be handled through existing processes at the college. Students seeking the local non-transferable associate degree are only exempt from transfer-level math placement and, when they begin in math/quantitative reasoning, direct transfer-level enrollment under very specific circumstances outlined in the law (78213 subsection (j)).

4. By July 1, 2023, a community college shall not enroll into non-credit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework.
Statute references: §78213 (i)(4)

Colleges shall only enroll U.S. high school graduates (or the equivalent) who have an academic goal of credit certificate, degree or transfer into non-credit math or English coursework if and when the student is concurrently enrolled in a transfer-level English or math/quantitative reasoning course.

To ensure compliance, colleges must restrict enrollment into other non-credit English and math courses to student groups defined as exemptions to transfer-level placement and enrollment in §78213 (j). This requires colleges to clearly define and implement a mechanism for restricting access to exempted populations.

Additional Clarifications and Required Actions

Concurrent Support
For students who need or desire extra academic support when enrolled in transfer-level math/quantitative reasoning or English, colleges shall provide access to tutoring, support-enhanced transfer-level coursework, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level math/quantitative reasoning or English, or other academic supports.

A college may require students to enroll in additional concurrent support, including additional language support for ESL students, if it is determined that the support will increase the student's likelihood of passing the transfer-level math/quantitative reasoning or English course. Colleges may require enrollment in corequisite support for (1) students in the lowest high school GPA bands of the default placement rules or (2) students who have not previously completed prerequisite coursework to gateway transfer-level math. Given both state and national research has consistently shown that corequisite remediation produces higher completion of transfer-level coursework when compared to prerequisite remediation, validation of the effectiveness of corequisite support is not currently required but is encouraged locally to ensure the effectiveness of the local implementation.

Changes to Placement, Including Guided Placement or Self-Placement

Colleges are still required to use high school transcript data to place students into English and math coursework.

Colleges must use self-reported high school information when transcript data is not available; this is not optional but required.

High school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student's program of study.

Clarifications on Specific Prohibitions

Colleges are specifically prohibited from placing or enrolling students into pretransfer-level English or math/quantitative reasoning coursework, or transfer-level English or math/quantitative reasoning coursework that does not satisfy requirements for the certificate, degree or transfer within the student's intended program or major, based on the following:

1. The length of time between a student's enrollment date at the community college and the student's high school graduation date.

2. Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services (EOPS), participants in disability services and programs for students (DSPS), and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.

3. Whether the student can provide high school transcript information, self-reports high school information, or uses self-placement or guided placement.

In general, a college achieves AB 1705 compliance when placement policies, processes and practices ensure that students with an academic goal begin in transfer-level English and math/quantitative reasoning courses that satisfy a requirement for the certificate, degree or transfer within the chosen major, and when students who want or need concurrent academic support receive it. A college is not compliant when students begin in English or math coursework that hinders or delays their progress toward their academic goals, reducing their likelihood of completing their gateway transfer-level course in the appropriate time frame.

You can find all Equitable Placement, Support and Completion (AB 705/1705) materials here:
https://assessment.cccco.edu/ab-705-implementation

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: 2023 ASCCC Accreditation Institute
DESIRED OUTCOME: The Executive Committee will review and approve a first read of the 2023 ASCCC Accreditation Institute
CATEGORY: Action
REQUESTED BY: Stewart Jr/Parker/Velez/Arzola
STAFF REVIEW : Carrillo

Item No: III.J.
Attachment: Yes (1)
Urgent: Yes
Time Requested: 15 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Executive Committee voted to hold the 2023 Accreditation Institute (Academic Academy) on September 29-30, 2023 in San Mateo, CA. At its May 2023 Executive Committee meeting, a draft outline of the event (provided by Ginni May and Krystinne Mica) was approved and a charge was issued for the outgoing 2022-2023 and incoming 2023-2024 ASCCC Accreditation Committee Chairs and Co-Chairs work together to bring the event to fruition. We are requesting that the ASCCC Executive Committee at its June 2023 meeting review, make any suggestions/feedback, and approve the first draft of the ASCCC 2023 Accreditation Institute with the goal of approval of a final draft at its August 2023 meeting.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023

SUBJECT: Chancellors Office Liaison Discussion

DESIRED OUTCOME: The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW : Carrillo

Item No: IV.A.

Attachment: No **Urgent:** No

Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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.

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023
SUBJECT: Liaison/Caucus Reports
DESIRED OUTCOME: The Executive Committee will receive oral or written reports form liaisons or representatives from partner organizations and ASCCC Caucuses.
CATEGORY: Discussion
REQUESTED BY: May
STAFF REVIEW : Carrillo

Item No: IV.B.
Attachment: No
Urgent: No
Time Requested: 5 minutes each

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Invited partner organizations and ASCCC Caucuses include, but are not limited to: Association of Community and Continuing Education (ACCE), ASCCC Caucuses: Asian Pacific Islander Caucus, Black Caucus, Latinx Caucus, LGBTQIA+ Caucus, Small or Rural College Caucus, Womxn's Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association(CCA), Council of Chief Librarians (CCL),California Community Colleges Chief Instructional Officers(CCCCIO), Chief Student Services Officer Association (CSSOA), Faculty Association for California Community Colleges(FACCC), The RP Group, and the Student Senate for California Community Colleges (SSCCC).

ASCCC Executive Committee Agenda Item

Month: June **Year:** 2023

SUBJECT: Board of Governors/ Consultation Council

DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.

CATEGORY: Discussion

REQUESTED BY: May/Aschenbach

STAFF REVIEW : Carrillo

Item No: IV.C.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

President May and Vice President Aschenbach 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-agendas

Consultation Council:

https://www.cccco.edu/About-Us/Consultation-Council/agendas-and-minutes

ASCCC Executive Committee Agenda Item

Month: June   **Year:** 2023

SUBJECT: Review of Part Time Equity Paper Draft.

DESIRED OUTCOME: The Executive Committee will provide feedback on submitted draft

CATEGORY: Discussion

REQUESTED BY: Curry/Stewart

STAFF REVIEW: Carrillo

Item No: IV.D.

Attachment: No

Urgent: No

Time Requested: 40 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Part Time Faculty Committee request that the Executive Committee provide feedback on the proposed draft of the paper- **Part-Time Faculty: Equity, Rights, and Roles in Governance.** The 2022-2023 has prepared a draft for the executive committee to provide comments and direction. Executive committee member will note areas that still need additional data from the 2023 Part Time Faculty Survey and additional areas. The committee is waiting for data cleanup on several sections. Additional data and changes based on Executive committee comments will be added for a proposed first read in August 2023 and approval of the body at the Fall 2023 ASCCC Plenary.

Please review and use this link to add comments.

https://docs.google.com/document/d/1Vr6Wl5Ka0DGUbmvNGZIjzaWiF66z_tP_xebemk17wVo/edit?usp=sharing

ASCCC Executive Committee Agenda Item

Month: June **Year:** 2023

SUBJECT: Meeting Debrief

DESIRED OUTCOME: The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW: Carrillo

Item No: IV.E.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Members may use this opportunity to share thoughts on the meeting, to confirm assignments, events, or other efforts scheduled during the next month, and to identify potential future agenda items or projects based on items discussed during the meeting.

CTE Leadership Committee
4.14.2023   9:30am – 10:45am
ZOOM
MINUTES/ MEETING SUMMARY

+ Call to Order
  - Present: Shelley Eckvahl, John Grounds, Armine Javadvyn, Carrie Roberson, Lynn Shaw
  - Welcome- committee members asked questions and had discussion before meeting began at 9:36am
  - Notetaker: Carrie Roberson will take notes
  - Agenda approved by consensus

+ Approval of Minutes
  - 2.28.2023 CTELC Meeting Summary approved by consensus

+ CTE Leadership Committee 2022-2023- GOOGLE DRIVE
  - Assigned Resolutions (Chair provided Status: Completed/Ongoing)
  - Future CTE Regional Ideas form HERE. Committee discussed the opportunity for ongoing collaboration with the Regional Consortia (as per Resolution S21, 21.01): Collaborate with Regional Consortia. Committee recognized important to have intersectionality with our efforts. Committee agreed that having regional events within the 8 regions would better serve the faculty in those areas. Chair will put forward an agenda item to the ASCCC for feedback and consideration of 8 CTE Regional events in collaboration with the CCCCO Regional Consortium leads.
  - Committee provided feedback the March 6th and March 20th Career/Noncredit, Pre-transfer, Continuing Education Regional Meetings. Noncredit information related to CTE is eye-opening and could provide various professional development and learning opportunities in a targeted approach (webinar, event, other). There is also a need to consider events specifically for CTE faculty and all of the HOT TOPICS pertaining to the work that needs to be done locally and at the statewide level related to CTE courses and programs. Discussion that there is opportunity to showcase things that are going well and no need to reinvent the wheel on things that are being implemented at local colleges. More inclusion of part-time faculty and voice is desired as well as intentional efforts to orient or train local academic senate CTE Liaisons.
  - Committee discussed and provided insights to the advantages of having an official CCCCO Regional Consortia representative on the ASCCC CTELC committee going forward. The Chair will put in an agenda item to request feedback and approval from the ASCCC.
  - HOT TOPICS
    ▪ Committee discussed the future potential to generate an ASCCC CTE Caucus. Chair reviewed process and intentions of caucus groups outside of the work of the ASCCC and ASCCC committees.

+ CTELC Actions & Outcomes
    ▪ Committee gave feedback and ideas on the DRAFT: April CTE Liaison memo/ Committee members will provide input and ideas on the Google

Drive document.

- Chair provided an update on the 4.11.23 *All Things CTE: Communication/ Connection/ Collaboration* webinar (9 participants, varied disciplines and roles). Chair asked committee members to join or to facilitate, if desired, the last two webinars scheduled for 2022-2023
- HOT TOPICS for Resolutions or Rostrums?
  - Spring 2023 Plenary Session RESOLUTIONS
  - ROSTRUM ideas were not discussed.

- Announcements
  - ASCCC Events
  - Chair asked committee members to share with other faculty and consider a Volunteer Application for Statewide Service
  - Committee member info and updates
    - Chair shared the ASCCC 2023 – 2026 Strategic Plan Directions to be voted on by delegates at the Spring 2023 ASCCC Plenary session. Committee acknowledged the value of the plan. Committee members asked about action to the plan and the Chair reiterated that there will be further action through strategies and that is is regularly evaluated for progress at ASCCC meetings. Chair also shared information about the Periodic Review process for further insights to the work of the ASCCC.
  - BoG/ CCCCO updates were not provided.

- Next/Final meeting date- Committee determined a Friday after 11:00 would be ideal in scheduling the final CTELC meeting for 2022-2023.

- Future agenda items (see In Progress)

- Adjournment @ 10:29am

- **Status of Previous Action Items**

- **In Progress:**

  *CTELC with Noncredit, Pre-Transfer, Continuing Education Committee Regional Event FEEDBACK
  *April CTE Liaison Memo HERE
  *HOT TOPICS

- **Completed:**

  - November CTE Liaison Memo
  - January CTE Liaison Memo
  - All Things CTE: Communication/ Connection/ Collaboration webinar 12.5.22, 12.16.22, 2.2.23, 2.24.23, 4.11.23
  - CTELC with Noncredit, Pre-Transfer, Continuing Education Committee Regional Event(s)- March 6th, Laney – March 20th - Compton
  - CTE Assigned Resolutions: Updated in ASCCC LiveBinder
    - F19 Resolution 19.01- Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines
    - S21 Resolution 21.02- Collaborate with Regional Consortia

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

CTE Leadership Committee
May 12th, 2023 11:00am – 12:15pm
ZOOM

MINUTES

- Meeting called to Order @ 11:03am
  - Attendance/ Welcome- Lynn Shaw, Amber Gillis, John Grounds, Armine Javadyn, Carrie Roberson
  - Notetaker: Carrie will take notes
  - Approval of the Agenda- approved by unanimous consent

- Approval of Minutes
  - 4.14.2023 CTELC Meeting Summary- approved by unanimous consent

- CTE Leadership Committee 2022-2023- GOOGLE DRIVE
  - Chair reviewed the following assigned/completed tasks
    - FYI: ASCCC CTELC Liaison- CCCCO Regional Consortia representative
    - FYI:2023-2024 CTE Regional Events
    - Committee reviewed and worked on (completed) the CTE LC 2022-2023 End-Of-Year Report which includes additional assigned completed tasks (noted below, as well)

- CTELC Actions & Outcomes
  - Chair updated the committee on work being done on Drop the Top: TOP to CIP Resolution- updated in Google Drive from Vicki Jacobi at Taft College to bring to Fall 23 Plenary

- Announcements and Appreciations!
  - ASCCC Executive Committee Election Results
  - ASCCC Resolutions
  - ASCCC Events - Faculty Leadership Institute
  - Volunteer Application for Statewide Service- Chair noted in the EOY Report for the CTELC that John Grounds and Armine Javdyn would like to continue on this committee for the 2023-2024 academic year. John served since March 23 and Armine has served this year.

- Adjournment – Committee gave each other accolades for the work done during 2022-2023.

⯊ Status of Previous Action Items

⯊ **In Progress:**
- End-of-Year Report to ASCCC by June 3rd, 2023

⯊ **Completed:**
- November CTE Liaison Memo
- January CTE Liaison Memo
- April CTE Liaison Memo
  - Memos sent to Academic Senate Presidents, CTE Liaison listserv, CTE Faculty listserv
- All Things CTE: Communication/ Connection/ Collaboration webinars 12.5.22, 12.16.22, 1.30.23, 2.2.23, 2.24.23, 4.11.23, 4.21.23, 5.8.23
- CCCAOE Presentation at CCCAOE Leadership 1.0 Academy
- CCCAOE Presentation at conference: *DEI 5C TOOLKIT: Culturally Responsive Higher Education Curriculum Assessment Tool*
- Breakout session at CCCAOE: *Mission Possible*
- General Session at Fall Plenary: *Mission Still Possible*
- CCCCO Regional Consortium representative for the CTELC
- CTELC with Noncredit, Pre-Transfer, Continuing Education Committee Regional Event(s)- March 6th, Laney – March 20th – Compton
- CTELC Regional Events to plan with Regional Consortia (see ASCCC Executive Committee minutes from 5.10.23)
- CTE Assigned Resolutions: INFO updated in ASCCC LiveBinder
  - F19 Resolution 19.01- Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines
  - S21 Resolution 21.01- Collaborate with Regional Consortia
  - S21 Resolution 21.02 Prioritizing System Support for the ECE/EDUC Education and Human Development Sector

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Faculty Leadership Development Committee
DATE: Tuesday March 21, 2023
TIME: 10am – 12pm

FLDC Charge: *The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.*

Meeting Summary

Members Present (*notes present): *Christopher Howerton (chair), *Manuel Vélez (2ⁿᵈ Chair), Suman Mudunuri, Anna Nicholas, Miryan Nogueira, *Kathy Osburn, *Elizabeth Walker
Guests:

Meeting started at 10am

1) Committee Member Check-in and "one-minute accomplishments", Shout-outs, and Connections
   a. Committee members that were present shared recent accomplishments and local work.
   b. Christopher asked for views on the work we've completed. It was agreed that this year's biggest challenge was convening all the FLDC members for monthly meetings. However, members have been active asynchronistical via e-mail and working draft documents.

2) Procedural - Members present affirmed the agenda and process for capturing minutes.
3) Announcements – the chair shared reminders about upcoming ASCCC events. Committee members Kathy and Elizabeth will be attending in person.

4) **FELA** (Faculty Empowerment Leadership Academy)
   a. The chair went over the FELA convening that we had last month. Both Karen and Manuel reported that they found the meeting to be productive and enjoyed the level of dialogue. Christopher mentioned that cohort members expressed an interest in Intersectionality, so he found articles on the topic and will develop a packet to share with the cohorts. Christopher also mentioned that the cohort had a lively conversation on the topic of extroverts and introverts in leadership.

   b. Christopher and Manuel met with the ASCCC Executive Director. I will be possible for members of the cohort will receive a free copy of the book, Salsa, Soul and Spirit: Leadership for a Multicultural Age by Juana Bordas. The book was suggested by Mentor Mayra Cruz. Christopher hopes that this book can also be used to serve as a foundation for next year's cohort.

   c. We've begun our recruitment process for next year's cohort. This is sooner than previous years and requires more pre-planning. Part of this is beginning the process to select mentors for next year's academy. Members of FELA will also be able to display ribbons on their name tags

indicating that they are cohorts.

d. FLDC is planning one more final FELA cohort convening in May as a final event. Cohorts will be asked to speak about their experiences in the academy and what they take from it. In our next meeting we'll introduce a form to help cohort members prepare for this.

e. Need to develop/ in progress.
   - Contract/Goal Template with connection to IDEAA and list of proposed activities
   - Reading list or resources to be sent to cohort – Ongoing/in development.
   - Summary Template
   - Consider 23-24 Mentor recruitment to begin in April (Spring Plenary?)

5) Next FLDC Meetings
   - April 12, 2023 (Wednesday) 1:00pm - 3:00pm ZOOM
   - May 9, 2023 (Tuesday) 10:00am - 12:00pm ZOOM

6) Future Agenda Topics
   a. Reading/Resource materials for FELA Cohort
   b. EOY Committee Report

7) Adjournment **– Meeting adjourned a 11am**

Status of Previous Action Items

A. In Progress
   a. Rostrum Article
   b. Review FELA selection Rubrics
   c. Topics and structure of FELA cohort convenings
   d. Form Templates for FELA
   e. Reading/Resource list for FELA- ongoing

B. Completed
   a. Update FELA Timeline. Including the recruitment of participants, expectations for completion, and review of letters.
   b. Update FELA application forms (google forms)
   c. Fall 2022 Plenary BO Session
   d. Selected FELA participants (mentors and mentees)
   e. Held first initial cohort convening
   f. Sent readings for January to cohort
   g. Sent readings for February to cohort
   h. Held 2nd FELA Cohort Convening
   i. Sent reading for March to cohort

Faculty Leadership Development Committee
DATE: Wednesday April 12, 2023
TIME: 1pm – 3pm

FLDC Charge: *The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.*

Meeting Summary

Members (*notes present): *Christopher Howerton (chair), *Manuel Vélez (2nd Chair), Suman Mudunuri, *Anna Nicholas,* Miryan Nogueira, *Kathy Osburn, *Elizabeth Walker
Guests:

Meeting started at 1:05pm

1) Committee Member Check-in and "one-minute accomplishments", Shout-outs, and Connections
   a. Committee members shared personal updates and local reports. It was great to have almost all members present for this meeting.

2) Procedural – The committee affirmed our planned agenda, and February meeting summary. The chair will send out March and April draft summary for review prior to our May meeting.

3) Announcements – The chair shared reminders about upcoming ASCCC events. Many FLDC members will be in attendance for the spring Plenary.

4) **FELA** (Faculty Empowerment Leadership Academy)
   a. FELA mentor applications are available via google forms on the ASCCC FELA website. The goal is to begin recruiting mentors asap to effectively connect mentors and mentees. The hope is to use the Spring Plenary to help promote mentor applications. Once mentor recruitment occurs, recruitment for mentees will begin. Christopher imagines that mentee recruitment will occur in August and pairings of mentors and mentees will begin in September of 2023. We will be using the same Google forms for recruitment as we did this cycle.

   b. Christopher updated the committee on the monthly leadership readings that have been sent to the cohort. The curated list includes a variety of leadership themes and recently included readings focused on leadership, culture, and intersectionality of identity. The final FELA cohort convening is scheduled for May 19th 10-11am. Christopher asked members if they could attend; Miryan, Manuel, and Elizabeth agreed to attend.

   c. Christopher shared a draft of the FELA Report Summary which is a method for mentees to report on their experiences in FELA and on their leadership styles. The summary consists of several questions asking mentees to list their completed "requirements", to focus how they would incorporate IDEAA into their leadership, and their interest in attending future academies.

Finally, the report asks for any feedback regarding the experience.

    d. The chair asked for comments and feedback from the membership on the draft FELA summary form. During this work session, members offered several suggestions on editing the questions. Christopher will send the updated form on May 1st to the cohort. Mentees will be responsible for filling out the form and submitting but will be encouraged to work with their mentor to finalize. During our wrap-up final FELA convening members can get help and answers to questions regarding the form. The completed forms by mentees should be submitted formally by the end of may to the FELA coordinator and to the ASCCC Executive Director.

5) Upcoming Final FLDC Meetings
- May 9, 2023 (Tuesday) 10:00am - 12:00pm ZOOM
- During our final meeting we will complete our committee End-of-the-year report and make

6) Adjournment **– Meeting adjourned at 2:15pm**

Status of Previous Action Items

A. **In Progress**
    a. Rostrum Article
    b. Review FELA selection Rubrics
    c. Topics and structure of FELA cohort convenings
    d. Form Templates for FELA- in progress
    e. Reading/Resource list for FELA- ongoing

B. **Completed**
    a. Update FELA Timeline. Including the recruitment of participants, expectations for completion, and review of letters.
    b. Update FELA application forms (google forms)
    c. Fall 2022 Plenary BO Session
    d. Selected FELA participants (mentors and mentees)
    e. Held first initial cohort convening
    f. Sent readings for January to cohort
    g. Sent readings for February to cohort
    h. Held 2nd FELA Cohort Convening
    i. Sent readings for March to cohort
    j. Sent readings for April to cohort
    k. Started recruitment for 2023-2024 FELA cohort (Mentors and Mentees)
    l. Book in common for cohort suggestion.

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Faculty Leadership Development Committee
DATE: Tuesday May 9, 2023
TIME: 10:00am – 11am

FLDC Charge: *The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.*

Meeting Summary

(* notes present)
<u>Members</u>: Christopher Howerton* (chair), Manuel Vélez* (2nd Chair), Suman Mudunuri, Anna Nicholas*, Miryan Nogueira, Kathy Osburn, Elizabeth Walker
<u>Guests</u>:

<u>Meeting started at 10:05am</u>

1) Committee Member Check-in and "one-minute accomplishments", Shout-outs, and Connections - Committee members shared recent work and excitement that we are near the end of the academic year.

2) Procedural - committee affirmed the agenda and past minutes. The chair will forward finalized meeting summaries to ASCCC Exec and update the website.
   a. Adoption of Agenda
   b. Process of Minutes and committee review expectations
      ● March and April meeting summaries – The chair shared these draft document with the committee for feedback. Finalized meeting summaries have been submitted to the ASCCC Executive committee for information and updated to our committee website
      ● This meeting summary will be shared with the committee and finalized via e-mail.

3) Announcements – The chair shared the following reminders about upcoming ASCCC events.
   a. Upcoming ASCCC Events
      ● ASCCC Leadership Institute (6/14-6/17)
      ● ASCCC Curriculum Institute (7/12-7/15)
   b. ASCCC Calendar

4) **FELA** (Faculty Empowerment Leadership Academy) – The chair reminded the committee on the upcoming deadlines for the next cohort for FELA. Applications are currently live and active for interest. The committee was updated on the cohort reading lists, and discussed plans for the final FELA cohort convening scheduled for Friday 5/19 for one hour (10-11am). The chair also updated the committee on the summary report to mentees and current plans for recognizing the cohort members.
   a. 2023-2024 Cohort Mentor Recruitment is open
      ● For Mentors by May 15, 2023
      ● For Mentees by August 18, 2023
   b. Reading list (Review current and planned readings for distribution)

- **Feb**: Focus on various leadership styles and mentoring relationships.
- **March**: Focus on various cultural approaches to leadership & ASCCC Resolution Guides
- **April**: Intersectionality and leadership; ASCCC Resolution Process
- **May**: Summary Reflection Form and quick readings on integrity and leadership

   c. Final Cohort Convening. Zoom session with breakout room option.
1. May 19, 2023 (10am-11am) Near completion wrap-up convening.
    a. Agenda for Convening (5/19/23 10am)
    b. Summary Report- Sent to cohort on May 1st. Will need to submit completed summary to Howerton and Mica (also copied to their mentor) by May 31st.
    c. Graduates and Mentors will be recognized during the ASCCC Leadership Academy in June.

   d. Need to develop/ in progress.
- Reading list or resources to be sent to cohort – Ongoing/in development.
- Sample cohort communications

5) End of the Year ASCCC Committee Report - Draft The committee reviewed the ASCCC Standing Committee EOY draft report for the FLDC and provided feedback prior to submission due on 5/20. The draft includes completed actions by the committee, meeting dates, and recommendations for next year's committee.

6) Adjournment **: Meeting adjourned at 11am**

Status of Previous Action Items

A. In Progress
   a. Review FELA selection Rubrics

B. Completed
   a. Update FELA Timeline. Including the recruitment of participants, expectations for completion, and review of letters.
   b. Update FELA application forms (google forms)
   c. Developed and structured FELA cohort convenings
   d. Fall 2022 Plenary BO Session
   e. Selected FELA participants (mentors and mentees)
   f. Held first initial cohort convening
   g. Sent readings for January to cohort
   h. Sent readings for February to cohort
   i. Held 2nd FELA Cohort Convening
   j. Sent readings for March to cohort
   k. Sent readings for April to cohort
   l. Started recruitment for 2023-2024 FELA cohort (Mentors and Mentees)
   m. Book in common for cohort suggestion.
   n. Sent May readings and FELA summary report template to cohort
   o. Planned final FELA Cohort Convening
   p. Developed repository of cohort communications
   q. Developed summary/reflection report template for Cohort members

Liaison Update Report for ASCCC Executive Committee

Submitted by: Christopher Howerton, ASCCC North Represent

Below is a provided summary of the CCC LGBTQ+ Summit and Regional Convenings

Regional Convenings (In-Person x3) - May 12
Updates:
1. **Final Registration: 163 total**
    a. Northern
        i. 60 registered
    b. Central
        i. 39 registered
    c. Southern
        i. 64 registered

Event Logistics
- **Event Locations** (3 regional locations)
    o **North Campus:** College of San Mateo
        ▪ Keynote: Angelica Garcia (President of Berkeley City College)
        ▪ Committee Member Reps: Michael Vargas
    o **Central Campus:** Fresno City College
        ▪ Carole Goldsmith (Chancellor of the colleges at State Center Community)
    o **South Campus:** Irvine Valley College
        ▪ Erika Endrijonas (Superintendent/President at Pasadena City College)
        ▪ Committee Member Reps: Salvador Navarro, Sammy Sassoon
- **Theme/Tagline:**
    o Overall Event: Fiercer Together - Uplifting Queer & Trans Students on Our Campuses
    o Regional Specific Tagline: "From Passion to Action"
- **Event Agenda**
    o 8am-9am: Breakfast/Registration
    o 9am-10am: Welcome & Keynote Speakers
        ▪ 9am-9:10am: Welcome & Keynote Introduction
            ▪ Done by Campus Rep.
        ▪ 9:10-9:45am: Keynote Speaker
        ▪ 9:45-10am: Strategizing Session Instructions/Announcements
            ▪ Done by Foundation Regional Rep.
    o 10am-12pm: Strategizing sessions
        ▪ Introductions + Icebreaker
        ▪ Designate Roles
            ▪ Notetakers
            ▪ Speaker (share out component during closing session)
        ▪ Strategize solutions / action items to implement
    o 12pm-1pm: Networking Lunch

- o 1pm-2:00pm: Closing Session
  - ▪ Share outs from groups
    - ▪ Done by Foundation Regional Rep.

_____

(Virtual) Summit - April 19-20

- **Post Event Reporting**
  - o All recordings, speaker slides, attendance reports, survey results and final budget will be provided on May 10
  - o Remediated recordings and slides will be posted on the VRC by May 12
- **Registration**
  - o Registered: 1095
  - o Logged in: 889
  - o Participated: 834
- **Sponsorship**
  - o $63,500 raised!
- **Event Agenda**
  - o [Fiercer Together Challenge winners](#)

ASCCC Data and Research Committee
April 27, 2023

https://lrccd.zoom.us/j/82562968186?pwd=eFVMZHdmb0hMWHhHRldOdGxrMG5mQT09

AGENDA

I. Call to Order and Adoption of the Agenda. Present: Emily Banh, Daniel Judge, Gina Lam, Erica Menchaca, Craig Rutan, Meridith Selden, Eric Wada

II. Welcome and check-ins.

III. AB 705 paper approved. Editing stage next. Graphics edits needed, citations, and author list.

IV. Plenary session breakout. Erica and Meridith presented and fielded questions from the audience. Gina and Craig participated.

V. May 11th DRC Webinar: 1:00pm-2:30pm. Review the survey responses (attachment). Plan for discussion topics. Webinar planning: May 4th at 1pm. Presenters: Emily Banh, Janet Fulks, Gina Lam, Meridith Selden, Eric Wada. Focus will be on how faculty define student success, and how to design qualitative data surveys and use the data. We can look at qualitative data from individual courses, departments, programs, or institutions. The emphasis on qualitative data is due to quantitative data often being more readily available but those data don't always align with faculty definitions of student success. Quantitative data have limitations when addressing equity gaps because they don't provide context. Qualitative data can be used to contextualize quantitative data.

VI. Research and Planning (RP) Group and ASCCC professional development collaboration next year. Ideas for the structure and ASCCC involvement include: (1) Continued collaboration on studies related to equitable placement and prerequisite validation. (2) Defining student success. (3) Challenges with MIS and data code definitions, and involving faculty in definitions for MIS data and other data elements.

VII. ASCCC Committee Service for next year. Committee members were encouraged to re-apply for statewide service for next year. There may be a need for one or two committee members to remain on the DRC.

VIII. Assigned Resolutions

13.02 (F'19): Data Paper and Equity-Minded Practices
18.01 (F'20): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
Spring 2022 – 3.04 - Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705
Spring 2022 - 3.05 Disaggregate Asian and Pacific Islander Student Data

Spring 2022 – 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings - Due 2023 Spring

IX.   Events:

X.   Adjournment

Status of Previous Action Items

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ASCCC Data and Research Committee
February 23, 2023

https://lrccd.zoom.us/j/82562968186?pwd=eFVMZHdmb0hMWHhHRldOdGxrMG5mQT09

AGENDA

I. Call to Order and Adoption of the Agenda: Members present: Emily Banh, Brenda Edgerton-Webster, Daniel Judge, Gina Lam, Erica Menchaca, Craig Rutan, Meridith Selden, Eric Wada

II. Welcome and check-ins. Committee members provided brief updates.

III. AB 705 paper status: On the March 10th Exec agenda. Final edits will be input this weekend and next week.

IV. Rostrum article ideas? If any, they are due March 5th.

V. Spring Plenary Session Breakout: Friday, April 21st 1:15pm-2:15pm online. Draft title and Description (attached to meeting). Please send edits by Friday, February 24th. There is an opportunity for committee members to present. Brenda Edgerton-Webster, Erica Menchaca, and Meridith Selden expressed interest in presenting. The presentation may have an interactive element. The session will focus on data coaching and the importance of faculty having access to their own data. To the extent that it's possible, the session will have an interactive component.

VI. Webinar date: Consider May 4th or May 11th in the afternoon. The 1:00pm time slot works, but we will try to find the date that works best for the committee. All committee members are encouraged to participate in leading this webinar.

VII. Assigned Resolutions

18.01 (F'20): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
Spring 2022 – 3.04 - Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705
Spring 2022 - 3.05 Disaggregate Asian and Pacific Islander Student Data
Spring 2022 – 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings - Due 2023 Spring

VIII. Events:

a. Spring Plenary Session: Apr 20-23; Anaheim (and portions online)

IX.   Adjournment

Status of Previous Action Items

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ASCCC Data and Research Committee
March 23, 2023

https://lrccd.zoom.us/j/82562968186?pwd=eFVMZHdmb0hMWHhHRldOdGxrMG5mQT09

AGENDA

I.   Call to Order and Adoption of the Agenda

II.   Welcome and check-ins.

III. AB 705 paper requested edits; second reading at April Exec. If Exec approves, there is still a final editing step where non-substantial edits to grammar and voice are made. We will write a more general introduction to the paper outlining why it's being written. Comments from Exec were reviewed. Further editing will occur over the next two weeks.

IV.   May 11th DRC Webinar: 1:00pm-2:30pm. Topics? Consider the added resolution below (13.02 F'19).

V.   Spring Plenary Session Overview: The committee overviewed some of the topics at Spring Plenary and started discussing our breakout on faculty and data interests.

VI.   AB1705 Implementation Guidance Memo and FAQ Document: We discussed questions that might have come up from colleges or colleagues. There are already some questions about validation.

VII. Assigned Resolutions: Committee recommendation that we refer resolution Spring 2022 13-09 to the Curriculum Committee for primary oversight.

   13.02 (F'19): Data Paper and Equity-Minded Practices
   18.01 (F'20): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
   Spring 2022 – 3.04 - Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705
   Spring 2022 - 3.05 Disaggregate Asian and Pacific Islander Student Data
   Spring 2022 – 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings - Due 2023 Spring

VIII. Events:

   a. Spring Plenary Session: Apr 20-23; Anaheim (and portions online)

IX.   Adjournment

Noncredit, Pre-transfer, and Continuing Education Committee

May 17, 2023
12:30 p.m.—2:00 p.m.

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

Location: Zoom

Meeting Summary

I. Meeting started at 12:30 p.m.
    Call to Order and Roll Call (* in attendance)

Michelle Bean—Chair *	Maryanne Galindo	Carolina Kussoy *
Christopher Howerton—2nd Chair *	Janue Johnson	Liliana Martinez*
Leticia Barajas *	Nadia Khan *	Luciano Morales

II. Shout-outs, Affirmations, and Connection
    A. Congratulations, Maryanne and Leticia! - New local academic senate leaders!!
    B. High-five, team, for a great year! - The committee shared some highlights from this year professionally and personally. Things to "glow on"! Members of the committee also expressed their deep gratitude to our chair for her amazing leadership in this work!

III. Adoption of Agenda - The committee affirmed the agenda for our final meeting.
    A. Google Shared Folder
    B. Minutes Volunteer - Christopher will draft the meeting summary for our meeting.

IV. Community Agreements Review of the Year
    A. Honor each other's stories without judgment and create a shared space.
    B. Uplift the stories and spirit of noncredit and shifting the narrative that noncredit and continuing education is "less than."
    C. Advocacy for regulatory change and awareness of noncredit and continuing education on a local and statewide level.
    D. Provide reminders, tools, agendas, minutes, and help navigating the system to the group.

V.   Spring Plenary Debrief - The chair shared a few highlights from the resolution process and ASCCC Executive Committee elections. Committee members shared their experience with the noncredit breakout session. Overall, all attendees of the plenary event had a very positive experience. The adopted resolutions were shared with members.

VI.   Toolkit Review (Nadia and Michelle) - The chair shared recent feedback from the ASCCC Executive Committee during the recent review of the Noncredit Toolkit draft. The committee made some edits to address these questions. Next steps include updating the draft as best we can and pass to the 2023-2024 Noncredit Committee to shepherd the completion and formal submission.

VII.   Survey Review (CJ and Michelle) - Due to time, this topic was not fully discussed. Results from this survey will be forwarded to the 2023-2024 Noncredit Committee to discuss next steps from this data.
   A.   Summary Graphs
   B.   *Rostrum* article recommended for fall with ACCE and ASCCC to share out the data.
   C.   Other ideas- Recommend sharing with 23-24 RwLS committee to support all liaisons.

VIII.   Goals and Priorities Review
   A.   WORK PLAN Update - The chair shared the updated committee work plan. The chair also updated the ASCCC livebinder spreadsheet. The work plan here was used as a committee planning document. The committee reviewed and updated status on a few items that will be shared with the next committee
   B.   End of Year Report Feedback - The committee reviewed the draft EOY report and provided suggestions. The chair will finalize and submit.

IX.   Announcements - The chair shared upcoming ASCCC events and encouraged members to resubmit their volunteer application for state-wide committee service.
   A.   Check for upcoming ASCCC events at here
   B.   Application for Statewide Service—share with colleagues!

X.   Closing Comments
   A.   Any other final comments or suggestions for the future – members expressed gratitude for the community space.

XI.   Adjournment - 2:13 p.m.

Incomplete:
● Noncredit Toolkit
● Noncredit Liaison Survey Data

Completed Tasks:
● *Rostrum* articles on changing the narrative around noncredit education: 2 in winter; 1 in spring
● North and South Regionals meetings
● Plenary Breakout Session Leveraging Noncredit Education for Equitable Student Opportunities
● Resolution 01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
● ACCE Report at ASCCC Executive Meetings

CALIFORNIA APPRENTICESHIP COUNCIL (CAC)
2023 SECOND QUARTERLY MEETING

Thursday, May 4, 2023
9:00 A.M.

Report Out to ASCCC by Christopher Howerton, ASCCC North Representative

I attended via Zoom the 2nd quarter CAC meeting held in person in Monterey. Agenda and Chief's Report linked. Standing Committee Meetings for the CAC were held on Wednesday May 3, 2023 with report outs during the formal CAC meeting. Agendas for all CAC Subcommittees can be found on the CAC website and linked. Minutes from 2023 1ˢᵗ Quarter meeting are available on the website as well.

Highlights from Meeting and Reports
1. Executive Session – No Session this meeting
2. Announcements
   • The Governor reappointed various commissioners who were on expired terms. These commissioners were issued the oath to continue service.
3. Communications –
   • Letter from Scott Gordon. He retired and formally resigned as commissioner on April 3ʳᵈ and notified the CAC.
   • Firefighters – appointed a designee to the CAC
4. Legal Matters –
   • No legal matters presented.
5. Apprenticeship Complaint Findings/Decisions by the Administrator of Apprenticeship
   • 1 determination over the last quarter. A hearing was conducted, and evidence was submitted. Affirmative decision.
6. Notice of Appeals during the Quarter
   • none
7. CAC Appeal Panel Decisions
   • none
8. Chief's Report – DAS Chief Eric Rood
   • *Update Highlights:*
   • *DAS launched the Equal Representation in Construction Apprenticeship (ERiCA) grant on March 14, 2023. This grant addresses systemic barriers that have historically limited the participation of women and non-binary individuals in construction apprenticeship programs. By addressing childcare issues and building a community of practice through peer mentorship and guidance, ERiCA aims to increase the representation of underrepresented groups in the construction industry. The grant also provides funding to organizations like Tradeswomen, Inc. and Women in Non-Traditional Employment Roles to work with apprenticeship programs and promote construction to the next generation of women construction workers. Meanwhile, the California Firefighter Joint Apprenticeship Committee (Cal-JAC) Academy continues to offer pre-apprenticeship training for emergency medical technicians (EMTs) and paramedics. This 6-month program is designed to remove barriers to entering the fire service for qualified candidates who demonstrate economic*

need. Graduates earn EMT certification and 2 complete entry-level written and physical testing requirements, with a high pass rate on the National Registry Exam.

- *ERiCA Grant The Equal Representation in Construction Apprenticeship (ERiCA) Grant is currently in the review and evaluation phase. The deadline for applications was on January 12, 2023 and all applications were received electronically through the Cal EGrants platform, a platform setup by ETP on Salesforce. DAS has received 35 total applications, with 12 groups applying to both categories of funding; Supportive resources for Childcare and Outreach and Community Building. Therefore there were 23 unique lead agencies that have applied for a combined total of $53M worth of requests. The evaluation is underway to determine how the $25M will be awarded. DAS announced the awardees in March. Link to the ERICA grant website.*

9. **Propose Regulations §230.1 language updates**
   - The Rules Committee met and based on legal council suggested revisions made and presented to the full CAC for formal adoption.

10. **New Business**
    - No new business during this meeting

11. **Presentation**: Employment Training Panel (ETP): Apprenticeship Funding
    - Update- on various contracts that are available, eligibility, application process timeline, and submission requirement (Trust, Wage Progression Sheet, DAS Standards, Curriculum, etc.)
    - Apprenticeship Program working with DAS, Community College Chancellors Office, and Stakeholder Engagement.
    - Next Steps: Revised Application, Funding Model, Trainee Impact Stories, DEI, Continued Support of Gov. Newsom's 500,000 new apprentices by 2029

12. **Educational Agency Report (CCCCO)** – Sean McCobb, Coordinator of Apprenticeship Programs..
    - On track to process grants. RSI program on P1 reporting results with updates and comparison. Scheduled 2 funds in the CC districts showed 31% of allotment used by P1 (21-22) and roughly the same for P1 (22-23).

13. **Standing Committee Reports (Sub committees met on May 3, 2023)**
    - CAC/CCA Liaison Committee- Chairperson Larry Hopkins
      - Discussed conference logistics. Website CAC-CCA.org is up and running. The website will be used for registrations.
      - Dates: April 30-May 3, 2024; Location San Diego; 12-16 sessions per day of the conference. (some highlights of sessions include suicide prevention in the trades, compliance, and curriculum development)
    - Forums Committee – Chairperson Paul Von Berg
      - Discussed future forum topics including AI in equipment, and other programs.
    - Legislation Committee – Chairperson Yvonne de la Pena
      - Discussed the May revise and formal support to request increase in schedule 2 and 3 to support apprenticeship. Motion approved by CAC to write a letter to formalize the request.
    - Standards, Rules, Regulations & Operating Procedures Committee - Chairperson Louis Ontiveros
      - Proposed text of changes §230.1 Employment of Apprentices on Public Works.
    - Related Supplemental Instruction Committee -Chairperson Jack Buckhorn
      - Working on a best practice policy, still seeking input and feedback for possible amendments to the document. A link on the website will be coming for more feedback.

- Public Relations & Publicity Committee- Chairperson Scott Gordon
  - ➢ Discussion on update on recent robust newsletter. Increased click rate and statistics for distribution. (5713 send, 3314 opened)
  - ➢ Question about proper release forms for images/photos
- Equal Opportunity in Apprenticeship Committee -Chairperson Sheri Learmonth
  - ➢ Update on various efforts and spotlights on women in the trades.

14. Report of Administrative and Cooperating Agencies – The various groups provided an update on their work and concerns to the CAC.
- Division of Labor Standards Enforcement (DLSE) Public Works Unit
- U.S. Department of Labor Employment and Training Administration Office of Apprenticeship (USDOL/ETA/OA) Douglas Howell, California State Director
- California Association for the Advancement of Apprenticeship Training (CAAAT) Tracey Barrett, President
- California Apprenticeship Coordinators Association (CACA) Lupe Corral, President

Future Meetings:
- 3rd Quarter: August 3, 2023 – Handlery Hotel San Diego; San Diego CA
- 4th Quarter: October 26, 2023 – Visalia Marriott at the Convention Center; Visalia CA

Meeting adjourned at 10:32am

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Resolutions Committee
Friday, May 12, 2023
12:30 p.m.—2:00 p.m.
Zoom

Meeting Summary

I. Call to Order at 12: 38 p.m. and Roll Call

Michelle Bean—Chair	Kim Dozier	Mark Edward Osea
Juan Arzola—2nd Chair	~~Peter Fulks~~	Michael Stewart

II. Shout-outs, Affirmations, and Lean-in
   A. Committee members engaged in leaning in on how end of year will proceed and next year's committee assignments will occur.

III. Adoption of Agenda
   A. Minutes Volunteer--Juan will be taking minutes.
   B. Committee Agreements
      ● Be authentic and real.
      ● Everyone chip in and contribute to the process and discussions, adhering to deadlines and holding each other accountable.
      ● Be each other's ride or die–a strong team. Call in and out when going off in a tangential way.
      ● Don't take everything personally. Give ourselves space and grace to make mistakes.
      ● Give clear instructions and expectations.

IV. Plenary Debrief
   A. Members shared their perspectives and experiences with spring Plenary.
      1. Specific to Resolutions processes: Working on one online document was a challenge. Ensuring that changes are accurate and up-to-date because it seemed that multiple members were accessing the same online doc and making changes. Another issue is having to move from Online google doc to an online word doc creates stress because formatting issues occur. Suggestion might be for Resolution Committee to create its own Microsoft account with a One Drive link so Committee can work off the drive.
      2. Another suggestion is for laminated signage that can be used to identify Pro/Con/Parliamentary mics for in-person and online be created for future Resolution Committee use.

V. End of the Year Report—Committee reviewed the End of Year (EOY) report and Michelle solicited feedback: noted above added to EOY.

VI. Announcements
   A. Check for upcoming events at here—Curriculum Institute coming up and Faculty Leadership Institute is open to all. Committee members shared the faculty they encouraged to attend.
   B. Application for Statewide Service—Chair encouraged all to apply and forward the application to colleagues.

VII.   Closing Comments—Committee expressed gratitude to each other for a great year and positive working experience.

VIII.   Adjournment at 1:55 p.m.

Model Curriculum Workgroup (MCW) Minutes
April 3, 2023
1:00 pm – 2:00 pm

Via Zoom

In Attendance:
Cheryl Aschenbach, Vice President, ASCCC
Karen Chow, English Faculty, De Anza College
Julie Clark, Articulation Officer, Merced College
Dolores Davison, C-ID Curriculum Director, ASCCC
Roger Gerard, Hospitality Management Faculty, Shasta College
Carlos Guerrero, Social Science Chair, Los Angeles City College
Sarah Harris, Curriculum Chair, College of the Sequoias
LaTonya Parker, Secretary, ASCCC

Staff:
Miguel Rother, C-ID Grant Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. **Introductions and Announcements**
   Chair Aschenbach welcomed committee members and introductions were made.

II. **Review of Charge**
   Aschenbach gave a brief history of the MCW Committee. Previously, the MCW's scope only reached CTE disciplines, whereas the new MCW charter's scope will likely reach beyond only the CTE disciplines.

III. **Approval of Core Competencies**
   Sarah suggested looking at core competencies beyond Ethnic Studies. Guerrero gave a brief summary of the formation of the Ethnic Studies FDRG and their work on the core competencies for the CSU Area F requirements. The Area F requirements mean colleges would need to include three of the five core competencies in their course outlines in order to qualify for C-ID alignment. The CCC core competencies were based on the CSU core competencies, which resulted in very similar competencies for both segments. Guerrero stated that

the timeline for the TMC and descriptor finalization should be Fall 2023, so that all elements of the Ethnic Studies TMC and descriptors will be ready and finalized by the February 2024 timeline of implementation.

MSC (Harris, Parker) to approve the Ethnic Studies Core Competencies. The proposed Core Competencies were approved by consensus.

IV.   **Future Agenda Items**
1. Discuss any relevant Spring Plenary resolutions
2. Discuss Model Curricula for other disciplines that may benefit from developing competencies

V.   **Adjournment**

Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee
January 31, 2023

Via Zoom

In Attendance:
Raul Arambula, Dean of Intersegmental Support, California Community Colleges Chancellor's Office (CCCCO)
Cheryl Aschenbach, ICW Committee Chair, ASCCC
David Barsky, Mathematics faculty, CSU San Marcos
Michelle Bean, English Faculty, Rio Hondo College
Anne Britt, Biology faculty, UC Davis
Julie Clark, Articulation Officer, Merced College
Dolores Davison, C-ID Curriculum Director, ASCCC
Josh Franco, Political Science faculty, Cuyamaca Community College
Mark Groen, Mathematics Faculty, CSU San Bernardino
Tracy Dawn Hamilton, Mathematics faculty, Sacramento State University
Krystinne Mica, Executive Director, ASCCC
Gerardo Okhuysen, UCI Senate Analyst, UC Irvine
Cheryl Pugh, Articulation Officer, Cal State Los Angeles
Bob Quinn, Educational Services & Support Specialist, CCCCO
Carrie Roberson, At-Large-Representative, ASCCC
Marci Sanchez, Assistant Director of Undergraduate Transfer Programs, CSUCO

Guests:
Kristen Colchico, Public Health FDRG Lead, Diablo Valley College
Roger Gerard, Hospitality Management FDRG Lead, Shasta College
Caron Inouye, Associate Dean of Academic Programs, Curriculum & Assessment, CSUCO
Craig Kutil, AO Subgroup Member, Las Positas College
Erin Larson, Interim Dean of Instructional Design & Development, CCCCO
Denise Rogers, Art History FDRG Lead, San Diego Mesa College

Staff:
Miguel Rother, C-ID Program Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. **Introductions and Announcements**
    Chair Aschenbach welcomed committee members and introductions were made.

II. **Approval of the Agenda**
    The January 31, 2023 agenda was approved by consensus.

    Action: Approved (Barsky, Bean, MSC).

III. **Approval of May 31, 2022, Meeting Minutes**
    The May 31, 2022, minutes were approved by consensus.

    Action: Approved (Barsky, Franco, MSC).

IV. **TMC/ADT/C-ID Handbook**
    Aschenbach presented an update on the C-ID handbook, which is now available on the C-ID website. The handbook consolidates information on the C-ID grant program, including history, roles, and acronyms into a singular handbook. The handbook was approved in the spring of 2022 and underwent minor revisions before being posted on the C-ID site in the fall of 2022.

V. **ICW, C-ID Advisory and ICFW Roles**
    Aschenbach and Davison presented an overview of the ICW, C-ID Advisory and ICFW roles in C-ID. The ICW reviews processes, policies and criteria relative to the Transfer Model Curriculum. TMCs are built on course descriptors, which are overseen by the C-ID Advisory Committee. The ICFW is a subcommittee of ICW, which reviews and makes recommendations upon TMCs that have been developed or revised.

VI. **Ethnic Studies**
    Larson gave a brief update on Ethnic Studies Core Competencies document created by the Ethnic Studies task force. The CCCCO assembled a task force to focus on key implementation strategies and resources that community colleges would need to meet the Fall 2024 deadline to have an Ethnic Studies requirement in place. The taskforce looked at CSU and UC requirements for Ethnic Studies, as well as the CCC core competencies for Ethnic Studies. The core competencies document Larson provided was meant to encompass elements of requirements for all three segments.

    The CSU and UC requirements align with each other; however, the task force is still looking at how to best align the CCC core competencies with CSU and UC requirements. Next steps will be providing guidance to the field in implementing the Ethnic Studies requirement, sharing the core competencies with California community colleges, assisting colleges in understanding the requirements and addressing nuances encountered locally.

VII. TMC Release Dates

Quinn gave a background on TMC Release Dates as it pertains to version changes. In 2010 ADTs came out due to legislation – then ICW was formed, they began their work in creating TMCs. In 2014, legislation was introduced that gave colleges 18 months after the TMC is introduced to create a degree. The ICW decided to create more structure around releasing TMCs. The policy was then updated to release TMCs on September 1st and February 1st of each academic year.

When TMC version changes started coming about, it was decided that discussion with CSUCO was necessary regarding similar pathways. Locking in a guarantee to hold similar pathways in place for the older versions for a certain amount of time to protect the transfer students so they don't get caught up in version change and find they're missing an ADT course from the new TMC version.

Discussions at the time with the CSU Chancellor's Office produced an agreement with a memorandum from the CSUCO that states a when version change of a TMC is introduced, the CSU will guarantee a similar pathway for at least three years. However, version TMCs introduced in February bring more complexity to the issue, as the guarantee stops mid-academic year. Quinn brought this issue up with Foster, who then made a concession to the rule. If a TMC is introduced in February, the CSUCO will allow three years from the TMC approval plus until the end of the academic year.

Next steps: Quinn to consider feedback provided and to continue conversation about this at the CCC AO Regional Representatives spring meeting.

VIII. Art History Five-Year Review

Rogers presented the Art History five-year review materials. The proposed changes called for minor changes to descriptors and an "or" option to the core. These changes are not considered substantive.

Action: Approved (Barsky, Franco, MSC).

IX. Hospitality Management Five-Year Review

Gerard presented the Hospitality Management Five-Year Review materials. The proposed changes are considered non-substantive. Because the Hospitality Management discipline did not have the full FDRG, the policy titled "ICW's Ability to Endorse/Validate Incomplete FDRG Recommendations" was implemented, which allows an incomplete FDRG to finalize a five-year review, as long as the proposed revisions receive two-thirds approval from all ICW members.

Action: Approved (Franco, Bean, MSC).

X. Public Health Science Five-Year Review

Colchico presented the Public Health Science Five-Year Review materials. The proposed changes are substantial and will include a newly revised TMC that has more concentration of Public Health Science courses, instead of one section of the "core" courses and one section of electives. The proposed changes would include a TMC structure with multiple tiers: the core section, which includes health and wellness, biological sciences, and statistics courses; the second tier will include a choice of science courses; the third tier will include a class that focuses on diversity, equity and inclusion, final tier will be the students' choice from a group of electives they can take in the public health discipline, which is meant to provide them with more options.

Action: Approved (Bean, Franco, MSC). The Public Health Five-Year Review TMC revisions will be posted with the September TMC release date.

XI. Transfer Alignment Project

Chair Aschenbach provided a background regarding the transfer alignment project, which was started about two years ago, to determine where, in what cases, we could have an alignment between the TMC for transfer to CSU and the UC transfer pathways. The disciplines that were considered to be more easily aligned with UC transfer pathways were identified, while other disciplines were identified that may be possible to align with UC transfer pathways in the future, with more consideration and revision. Where alignment is not possible between TMCs and UC transfer pathways, the project is charged with clearly communicating what the differences in preparation are and why they are important for transfer to one system versus another.

XII. FDRG Membership (Including UC Members)

Chair Aschenbach presented this item, which, as a direct result of Item XI, requests to consider adding UC members to FDRGs to help create TMCs that take into account UC transfer pathways, as well. Aschenbach proposed adding up to three UC faculty members to each FDRG. However, in order to avoid disciplines being held up by incomplete membership, Mica proposed instead to invite UC faculty members to join the FDRGs, without actions by the FDRG being dependent upon UC membership. The proposal was then revised to request UC participation, where possible, to C-ID FDRGs, without FDRG approval or action being contingent upon UC membership.

Approved: (Motion: Britt, Franco, MSC)

XIII. Women's & Gender Studies & Data Science Discipline Development Update

Rother gave a brief update of the discussion around Women's & Gender Studies as well as Data Science. It was determined that there wasn't enough information regarding Data Science as a discipline to move forward with creating a TMC. There was more UC interest in Data Science, but not very much CSU interest.

However, the Women's & Gender Studies discipline was determined to be worth further consideration with Discipline Input Groups (DIGs) later in spring semester 2023.

XIV. Reinstate Model Curriculum Workgroup (MCW)

Mica presented a proposal to reinstate the MCW committee. The Model Curriculum Workgroup (MCW) was originally a subcommittee of ICW that would oversee the development and revisions of model curricula. During the 2018-19 academic year, the MCW was put on hiatus by the ICW to refocus some of the work the MCW was doing.

In Fall of 2022, the Ethnic Studies core competencies, as presented by Larson in Item VI, were vetted to the field by C-ID in order to make a recommendation based on the feedback gathered. The CCCCO requested that the recommendation made regarding the core competencies be made by CCC faculty, at which point it was suggested that instead of creating a new workgroup, that C-ID should consider reinstating the MCW for this purpose.

Action: Approved (Franco, Bean, MSC).

Next steps: ASCCC leadership will revisit the composition and charge of MCW prior to reinstating the group.

XV. Future Agenda Items

Roberson suggested the new MCW committee as a future agenda item.

XVI. Adjournment

Awards Handbook

I. Background

Each year the Academic Senate for California Community Colleges (ASCCC), often in conjunction with the Board of Governors and the CCC Foundation for California Community Colleges, provides an opportunity for colleges to highlight faculty and student achievements, and effective programs. This handbook provides background information for the Standards and Practices Committee, which facilitates the award process, and faculty readers for each of the award applications.

II. Awards/Scholarship Descriptions

In this section, the awards will be briefly described including the target audience, funding, and other important information about the awards and scholarships.

a. Annual Awards

The **Exemplary Program Award**, established in 1991, recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award's traditions. Up to two college programs receive $4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January. The Program Director of each program is invited to attend the Board meeting to receive the award. The Senate covers the costs of travel for the program directors only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. EachAt least by May the Standards and Practice Committee recommends to the Executive Committee the theme for the upcoming year. Generally, the focus of the theme is on a topic that is of interest to the Board of Governors or is one where programs would be benefit from being shared with the Board. Each college may nominate one program for this award.

The **Hayward Award** is an annual statewide award given to four faculty members, two full-time faculty and two part-time faculty, who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C. Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a $1,250 cash award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric.
This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March. The award recipients are invited to attend a dinner (or breakfast) with the Academic Senate President on the night before the award ceremony and attend the Board meeting to receive the award the next day. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each local senate may nominate one full- and one part-time faculty member each

year; however, only one nominee from a college may be honored by the ASCCC.

Note: This revision replaces the previous requirement that the full-time and part-time awards be rotated by Area.

The **Stanback-Stroud Diversity Award,** named for former Senate President Regina Stanback-Stroud, honors faculty who have made special contributions addressing issues involving diversity. One person receives a cash award of $5,000 and a plaque. A call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric. This is an ASCCC ~~Senate~~ award, is sponsored by the Foundation for California Community Colleges for $5,000, and is presented at the Spring Academic Senate Plenary Session each year. Depending on activities surrounding the event, the award winner is invited to attend a dinner with the senate president on Thursday night before the award ceremony and receive the award the next day. Alternatively, the senate president, and Standards and Practices Chair may take the winner to lunch or dinner close by his/her local campus at another convenient time. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each college may nominate only one faculty member or group of faculty members.

b. Periodic Awards

The Chair of the Standards and Practices (S&P) Committee will provide an Executive Committee agenda item each year for discussion of possible candidates for these awards.

The **Norbert Bischof Faculty Freedom Fighter Award** (NBFFF)

Background
The **Norbert Bischof Faculty Freedom Fighter Award** (NBFFF) is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the ASCCC ~~Academic~~ Senate. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof.

Nomination Process
Any member of the Executive Committee may submit a nomination to the chair of the Standards and Practices Committee for consideration. The chair of the Standards and Practices Committee will send out a reminder to all Executive Committee members by January 15th that all nominations must be submitted no later than February 1st. There is no requirement that a faculty member be nominated each year.

Selection Criteria
Candidates for this award will have demonstrated skillful, effective, and courageous leadership that has a lasting positive impact on the California community colleges, both locally and statewide, by supporting and strengthening the principles and values of the

Academic Senate for California Community Colleges. Nominees will have demonstrated determination and poise in a variety of settings, while continuing to successfully advocate for faculty, and despite facing individuals and institutions opposing their efforts.

Evaluation of Candidates

The Chair of the Standards and Practices Committee will submit an agenda item for this award no later than the March meeting of the Executive Committee. Nominees will be discussed in open session at a regularly scheduled meeting of the Executive Committee. The discussion will include a brief presentation by the nominating Executive Committee member highlighting the work of the nominee, the adversity that they nominee has faced, and the impact that their selfless advocacy has had on the California community colleges, both locally and statewide. Following the discussion, the Executive Committee may select a winner following a motion and a majority vote of the members present.

Award

The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.

The **CCC Advocate** is presented to legislators who have demonstrated commitment to the California Community College sSystem, students, and its unique mission and role within state public postsecondary educational system. The award recipient is nominated by Executive Committee members and approved by the Executive Committee. The award recipient is recognized at one of the bi-annual plenary sessions.

c. Scholarships

Each year the Academic Senate Foundation provides scholarship for part-time faculty to attend ASCCCSenate events including fall and spring plenary sessions, the academic academy, or other events as determined by the Foundation Board of Directors. These scholarships cover registration and some expenses. Part-time faculty are nominated by their local academic senate.

Norbert Bischof Memorial Scholarship. A scholarship, not exceeding $1,500, which may, or may not be granted every year, will be presented to a faculty leader to attend the Faculty Leadership Institute. The criteria for the faculty member is as follows and they are presented unranked and none is considered absolute:

- Current college climate – (Under sanction, votes of no confidence, other disruptions or extreme/chronic conditions exist.)
- Untimely immediate need – faculty is unexpectedly thrust into major leadership role such as academic senate president, vice president, or aAccreditation cChair on a short timeline.
- Prior activities – faculty has demonstrated a prior history of excellence in leadership and is seeking to expand his/her leadership horizons (e.g., local or state committee leadership, outstanding faculty of the year or other award winner).
- In attendance – college has not been represented at ASCCCAcademic Senate events in some time, and/or faces other barriers to statewide engagement of their faculty.

~~faculty.~~

Note: The ~~Academic Senate~~ ASCCC already has a scholarship function to assist those who are in fiscal need; the focus of the NBFFF scholarship is to award support to those facing significant leadership challenges or potential.

III. **Disqualification**
- Current ~~Academic Senate~~ASCCC Executive committee members cannot be nominated, but other candidates from their respective colleges are qualified.
- If the applicant uses the nominee's name, the application will be disqualified.
- At least three applications must be received for an award to be given. ~~If no more than three applications are received for any award, an award will not be given.~~
-

IV. **Communication to the Field**
- Each August, all the award packets (letter, application, timeline, and rubric) will be posted to the ASCCC website.
- In September each year, a *Rostrum* article will be prepared to inform the field about the awards, provide the timeline for submission, and suggest effective practices for nominating faculty.
- Each plenary session, information about the awards will be included in session materials.
- All events will have information about awards including timelines and application process.
- The ASCCC~~Senate~~ website will be updated to include nominations for awards, applications, and announcements of winners.
- A press release will be prepared and emailed to senate presidents announcing the winners.

V. **Timeline**
Each year the Senate Office will establish dates and deadlines consistent with the following timeline. This timeline establishes:
- when the call for awards packets are sent to the local senate presidents;
- when applications are due in the office;
- when the packets of award nominations are sent to the readers;
- when the selections are due from the readers to the office; and
- when the awards are presented.

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Exemplary	October 1st week	November 2nd week	November 2nd week	December 1st week	January BOG Meeting
Hayward	November 1st week	December 4th week	January 2nd week	February 1st week	March BOG Meeting
Diversity	December 1st week	February 2nd week	February 3rd week	March 2nd week	Spring Plenary Session Fri

The **Standards and Practices** Committee chair should receive a copy of this timeline.

VI. Readers

The **Standards and Practices** Committee chair works with the ~~associate~~Executive ~~d~~Director to ensure that the appropriate readers are selected for each award. All awards must be reviewed by at least five readers. Reader pools need to be large enough to both allow for some disqualifications, and they should be large enough so one reviewer is unlikely to significantly skew the results. If the pool is reduced below five readers due to disqualifications, the S&P Chair will work with the Executive ~~associate d~~Director to ensure at least five readers review the award applications.

Below is the reader selection process for each award.

a. Selection:
Exemplary Awards: S&P Committee members and at least one representative from CIOs, CSSOs, CEOs, and Student Senate will read the applications. The S&P chair will identify these representatives prior to the due date so that the Senate Office can mail or email the applications directly to the readers.

Hayward Awards: S&P members and up to four additional readers that expressed interest as a reader for statewide service or were recommended by Executive Committee members. All readers read and score all applications. ~~four additional faculty members from each Area will read the applications. Area Representatives~~ **will recommend** ~~the four faculty readers (who are not Executive Committee members) from their Areas. Note~~   **Area Readers do not read full-time faculty** ~~applications for their own area.~~

Diversity Award: S&P Committee members and representatives from the Senate's Equity and Diversity Action Committee will read the applications.

b. Disqualification of readers: **Members of S&P, Executive Committee, or any other readers cannot participate in reading any application where their college is a nominee. This participation includes receiving a copy of the applications or participating in the discussion about scores or applications.**

c. Self -Recusal: A reader is expected to recuse himself/herself from the reading process if he/she recognizes one of the applicants or any other conflict. The reader should contact the ~~associate~~ Executive ~~d~~Director and/or the S&P Chair if he/she has any concerns.

d. Expectations
All qualified readers are expected to
- return scores to the Senate Office by the established deadlines;
- use the agreed upon criteria and rubric to evaluate the nominee;
- participate in conference call discussions if necessary;
- maintain confidentiality of award applications; and
- provide feedback about the process.

VII.   Responsibilities of the S&P Committee Chair and Committee

- Recommends themes and guidelines for the Exemplary Program Award to the Executive Committee;
- Reviews and updates the Awards Handbook;
- Reviews the processes and develops new rubrics as needed;
- Facilitates the awarding of each award including scoring the applications; and
- Recommends publishing information about the winners through the *Rostrum* and other outlets.
- Facilitates breakout sessions to show case award winners.

VIII.   Responsibility of Senate Office Team~~Staff~~

- Set the timelines for awards;
- Update and send the prior year award letters and applications to the Standards and Practices (S&P) Chair for review and editing as necessary;
- Prepare documents, distribute to the field based on the type of award[1], and collect applications;
- Prepare packets, send to the readers, collect scores and maintain process confidentiality;
- Contact senate president, award winners, and public information officers of the awardees;
- Coordinate award recipients' attendance at ceremony activities;
- Alert the Foundation if they are involved in the sponsorship;
- Work with the Standards and Practices (S&P) Chair to develop press releases, articles for the web, and information for plenary session; and
- Update the web with information about award recipients.

Approved: August 13, 2010
Revised: September 11, 2012
Revised: August 29, 2013
Norbert Bischof policy approved May 29, 2014
Hayward Award policy revised February 3, 2017
Revised: August 11, 2017
Revised; March 19, 2019
Revised; Mar 16, 2023

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[1] Hayward: Send to CIOs, CSSOs, SPs, and professional development groups. Exemplary: depends on theme (i.e., BSI Coordinators, RP (research), Counseling groups. In other words, consider the topic and the possible group who might have an interest in it.

Standards and Practices Chair Checklist

August/September
- Work with office team~~staff~~ to ensure that the awards letters, applications, and rubrics are posted on the Senate's website and included in the welcome back letter.
- Develop an article for the *Rostrum* announcing the awards and timeline and share any effective practices

October
- Follow up with Senate office team~~staff~~ to ensure Exemplary Award applications are sent to the field.
- Work with S&P and Executive Committee members to solicit Exemplary Award applications.
- Work with Area Representatives in making announcements about awards and upcoming timelines.
- Identify CEO, CIO, CSSO, and Student Senate representative to read Exemplary Award applications in addition to S&P Committee members.
- Send readers names to the Senate Office.
- Work with the S&P Committee to identify past Exemplary Award winners to invite to participate in a Fall Plenary Session breakout session on exemplary programs.

November
- S&P Committee and others will read Exemplary Awards.
- Work with Senate office team~~staff~~ to ensure Hayward Award application are sent to the field.
- Solicit help from the Executive Committee members in recruiting readers for the Hayward Award if very few requested as part of statewide service.
- ~~Remind Area Representatives that they will need to recruit readers for the Hayward Award.~~

December
- Readers will return Exemplary Award scores to the Senate Office.
- S&P Committee members will meet via conference call to discuss scores for Exemplary Award. Members will also consider improvements to the process and documents.
- Once winners are selected, work with the associate director in developing the press release for the Exemplary Award.
- Follow up with ~~Area Representatives~~ Executive Committee members for names of readers for Hayward Award.
- Work with Senate office team~~staff~~ to ensure that the Stanback-Stroud Diversity Award is sent to the field.
- Work with the S&P Committee to develop a *Rostrum* article highlighting the winners of the Exemplary Program Award.

January
- S&P Committee members~~, Area Representatives and area~~ and additional readers will read the Hayward Award Applications.

February
- Readers will return Hayward Award applications to the Senate Office.
- S&P Committee members will meet via conference call to discuss scores for the Hayward Award.

Members will also consider improvements to the process and documents.
- S&P Committee members will read the Diversity Award.
- Work with the S&P Committee to write a *Rostrum* article highlighting the Hayward Award winners.

March
- Readers will return Diversity Award applications to the Senate Office.
- S&P Committee members will meet via conference call to discuss scores for the Diversity Award. Members will also consider improvements to the process and documents.
- Work with the S&P Committee to identify Exemplary Award winners to invite to participate in a Spring Plenary Session breakout session on exemplary programs.

May
- Review the award timeline, applications and rubrics for possible modifications.
- Identify possible themes for the Exemplary Awards.
- Bring any significant modifications and theme recommendations to the Executive Committee for approval.
- Work with office teamstaff to update the Awards timelines for inclusion in Faculty Leadership Institute materials.