EXECUTIVE COMMITTEE MEETING
Friday, January 11, 2019 to Saturday, January 12, 2019
Mission Inn Hotel and Spa, Riverside, CA

I. ORDER OF BUSINESS

A. Roll Call
President Stanskas called the meeting to order at 9:01 a.m. and welcomed members and guests.

C. Aschenbach, A. Bruzzese, M. Cruz, D. Davison, G. Dyer, R. Eikey, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, C. Roberson, and C. Rutan.

Liaisons: Dan Crump, Liaison, Council of Chief Librarians; Carol Farrar, Desert Regional Chair, California Community Colleges Chief Instructional Officers; Omid Pourzanjani, Visiting Senior Executive, Digital Futures Lab; and Iiyshaa Youngblood President, Student Senate for California Community Colleges.

Invited Guests: Michelle Pilati, ASCCC Faculty Lead; and Pam Walker, Educational Consultant.

Staff: April Lonero, Executive Assistant; and Miguel Rother, Associate Director.

B. Approval of the Agenda
MSC (May/Parker) to approve the agenda as presented.

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

Roy Shahbazian, Santa Ana College, was in attendance.

No formal public comment was entered.

D. Executive Committee Norms, pg. 5
Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 7
i. Pre-Session Resolution Deadline – 5 mins., Dyer, pg. 13
Members were updated on deadlines.

F. Action Tracking, pg. 15
Members reviewed the Action Tracking and updated the document as necessary.

G. Local Senate Visits, pg. 17
Members updated the Local Senate Visits table.

H. Dinner Arrangements
Members were informed of dinner arrangements.

II. CONSENT CALENDAR

A. December 7-8, 2018 Meeting Minutes, Rutan, forthcoming
B. Policy 40.00 Honoring Faculty Leaders, Eikey, pg. 25

MSC (Aschenbach/Eikey) to approve the consent calendar as presented.

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Stanskas/Mica
Stanskas informed the committee of his work with the proposed Title 5 regulations. Stanskas will be recommending faculty with experience in online education, governance, and noncredit education to Chancellor Oakley to serve as an advisory body and faculty presence to the California Online Community College. Stanskas noted the progress of this semester in asserting the voice of faculty through the Senate, and that with changes in roles at the Chancellor's Office the Academic Senate will provide institutional memory. He will begin meeting directly with Board of Governor's members this semester. Stanskas updated the committee that Conan McKay has resigned from the Executive Committee and Mayra Cruz has been moved to Area B Representative. A call for an At-Large Representative has been distributed and the nomination forms are due to the Senate Office on January 22, 2019.

Mica reported that Tonya Davis has been promoted to Associate Director of Administration and Miguel Rother has been promoted to Associate Director of Grants and Initiatives. The office is looking to hire a Projector Coordinator and Multimedia Designer. Mica noted that the office is planning all the events for the rest of the semester, including the Academic Senate's 50th Anniversary Celebration at Spring Plenary. The Academic Senate website now contains an Executive Committee Calendar in line with the strategic plan goal to have a master calendar and a Faculty Diversification Resource Page.

B. Foundation President's Report – 10 mins., Aschenbach
Aschenbach reported that the Foundation will be participating in the celebration of the Academic Senate's 50th Anniversary Celebration. The Foundation Directors will be meeting in late January to discuss in detail the Foundation's role in the celebration.

C. Liaison Oral Reports *(please keep report to 5 mins., each)*
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

Dan Crump, Council of Chief Librarians (CCL) Liaison provided an oral report. The Library Services Platform (LSP) is being implemented with wide participation. The CCL is working with the Transfer and Student Services Committee (TASSC) to provide input on the paper regarding library faculty. According to the Annual Data Survey there are 422 full-time librarians and 530 full-time equivalent librarians. Crump noted that new librarians are often being tied to an initiative upon hiring, such as guided pathways.

Iiyshaa Youngblood, Student Senate for California Community Colleges (SSCCC) President, provided an oral report. Youngblood reported that the SSCCC is working on several projects including hiring an Executive Director, receiving direct funding from the state legislature, writing a joint memorandum of understanding (MOU) with the California Community College Student Affairs Association (CCCSAA), and working on legislation to adjust financial aid to account for the total cost of attendance. The SSCCC has joined a coalition with CSU and UC student leaders to engage in joint advocacy efforts. The Spring General Assembly will be April 5-7, 2019 in Sacramento.

Carol Farrar, California Community Colleges Chief Instructional Officers (CCCCIO) Desert Regional Chair, provided an oral report. Farrar reported that the CCCCIOs are working to support colleges with AB 705 implementation, implementation of the Student Centered Funding Formula, and Guided Pathways implementation. Farrar reported that members of the CCCCIO will be attending the Building Diversity Summit on February 8-9, 2019. The Spring Conference will be held April 17-19, 2019 at the Hilton San Francisco Financial District, with a pre-conference for those who aspire to be CIOs.

Adam Wetsman, Faculty Association of California Community Colleges (FACCC) President, submitted a written report.

IV. ACTION ITEMS

A. Legislative and Budget Report – 20 mins., Davison, pg. 27

The Executive Committee received an update regarding the beginning of the legislative cycle and Governor Newsom's 2019-2020 budget. Davison noted bills of interest including: AB 2 (Santiago) "Community colleges: California College Promise", AB 30 (Holden) "Community colleges: College and Career Access Pathways partnerships", AB 23 (Burke) "Workforce training programs", AB 130 (Low) "Postsecondary education: Office of Higher Education Performance and Accountability", SB 3 (Allen) "Office of Higher Education Coordination, Accountability, and Performance", and SB 52 (Atkins) "The Cal Grant Program: Cal Grant C awards". The Academic Senate Legislative and Advocacy Committee will recommend amendments to AB 130 (Low) that include faculty voice and input.

Governor Newsom's 2019-2020 budget proposal includes an extension of the California College Promise to include two years of tuition-free college, increases to Cal Grants to support community college students, a one-time contribution to the State Teachers' Retirement System (STRS) to lower employer contribution

rates, ten million dollars to implement a statewide longitudinal student data system, and ten million dollars to legal assistance for undocumented students. The Student Success Factor of the Student Centered Funding Formula will remain at ten percent until an oversight committee makes a recommendation. Members discussed the role of the community college system in early education and supporting childcare for student parents.

The Academic Senate Legislative and Advocacy Day will be March 12, 2019 with a training provided on March 11, 2019. Davison reviewed the Legislative Day planning process, training, and schedule; and requested committee attendance.

No action by motion was taken on this item.

B. Strong Workforce Program Recommendations – 10 mins., Stanskas, pg. 29
The Executive Committee received an update on the Strong Workforce Program Recommendations.

Aschenbach reported that the CTE Minimum Qualifications Task Force completed a draft of the equivalency toolkit, which is currently vetting, to be distributed to the field in May 2019. Members discussed the possibility of having those resources available for the Career and Noncredit Institute on April 25-27, 2019.

Davison reported that the Credit for Prior Learning (CPL) Advisory Group will meet February 5, 2019 to review draft Title 5 changes surrounding CPL by exam to allow colleges flexibility while ensuring a clear process per legislative guidelines. Recommendations will be sent to the California Community College Curriculum Committee (5C). Following 5C approval, the draft will be forwarded to Consultation Council in April, and if approved, the final draft will be sent to the Board of Governor's for reading at their May meeting and adoption during their July meeting. Stanskas recommended Davison work with the Veterans Services Advisory Committee to discuss guidelines for military CPL.

No action by motion was taken on this item.

C. CCC Guided Pathways Award Program – 10 mins., Stanskas, pg. 31
The Executive Committee received an update on the implementation of the CCC Guided Pathways Award Program. Roberson noted there is a possibility of restructuring the roles of the Guided Pathways Taskforce and Faculty Leads. At the December 14, 2018 Guided Pathways Advisory Meeting, the Chancellor's Office announced that recertifications of the work plans will be due at the end of April,and will require a signature from the academic senate President. However, the form and requirements of the recertification are to be announced.

Roberson shared the "Guided Pathways Publication Guidelines" and requested feedback from the committee. Members raised concern about colleges changing the guided pathways documents and the document retaining the Academic Senate

logo and branding. It was suggested that the "Editorial Guidelines" for internal use be separated into a new document. Roberson will discuss the concerns with the Faculty Leads and bring the publication guidelines to a future Executive Committee Meeting.

No action by motion taken on this item.

D. AB 705 Update – 20 mins., Stanskas, pg. 33

The Executive Committee received an update on the AB 705 implementation at the Chancellor's Office. Members discussed draft Title 5 Regulation changes to §55002, §55003, §55063, and §55522 regarding AB 705 implementation recommended by California Community Colleges Curriculum Committee (5C). May reported that 5C met December 13, 2018 to finalize the recommendations. May indicated that the use of "guided self-placement" was changed to "guided placement" and "self-placement" to limit confusion with the guided self-placement process. It was noted that now placement does not guarantee competency. The committee emphasized that the regulations allow colleges to be responsive if changes are needed for their student.

No action by motion was taken on this item.

E. Faculty Diversification – 30 mins., Stanskas, pg. 35

The Executive Committee received an update on Faculty Diversification in the system. Stanskas reported that the Equal Employment Opportunity (EEO) Committee is working to move forward on a new set of guidelines. The Academic Senate will present five breakouts and a closing session at the Chancellor's Office's Building Diversity Summit, February 8-9, 2019 in Los Angeles.

Henderson presented the Spring 2019 Hiring Regionals Program and requested feedback. Members discussed concerns on the dates, low registration, and discussed ways to increase registration. The committee recommended creating a contingency plan to remove or re-structure breakouts based on registration at the end of the first week of February.

MSC (Aschenbach/May) to approve the 2019 Spring Hiring Regionals Program content with the structural adjustments as necessary.

F. Disciplines Handbook – 15 mins., Eikey, pg. 37

The Executive Committee reviewed the revision of the Disciplines Handbook. Eikey informed the committee that the revision of the Disciplines Handbook was requested through Resolution F16 10.01 "Annual Consideration of the Disciplines List Proposals". Eikey noted the Discipline List Revision process has been changed from every two years to annually and language regarding two hearing has been added.

MSC (Davison/May) to approve the revision of the Disciplines Handbook.

G. Update to the Existing SLO Terminology Glossary – 15 mins., Bruzzese, pg.

39

The Executive Committee reviewed the updated Student Learning Outcomes (SLO) Terminology Glossary. Bruzzese reported that the SLO Glossary was updated based on Resolution S17 9.1 "Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes". It was noted that all language regarding assessment and standardized testing was removed. The committee discussed modification to the definition of objectives and ensuring the definition is consistent across all Academic Senate documents.

MSC (Aschenbach/Roberson) to approve with considerations from the discussion and a note to editor about consistency in definitions across Academic Senate publications.

H. Discipline Hearing Summary – 15 mins., Eikey, pg. 51

The Executive Committee reviewed the proposals to change the disciplines list. Eikey reported that a new discipline, Homeland Security, was proposed and a hearing was held during Fall Plenary. Eikey indicated that there was significant positive support. It was noted that the proposal requests a Master's degree in Homeland Security, Emergency Management, Emergency Preparedness, Crises Management, Disaster Management, or Cybersecurity or the equivalent, and many of those programs are available in California.

MSC (May/Cruz) to approve that the Discipline List Revision Process has been followed and to support a resolution to amend the disciplines list at Spring Plenary.

I. 2019 Part-Time Faculty Institute Program – 10 mins., Rutan, pg. 55

The Executive Committee reviewed and provided feedback on the program for the 2019 Part-Time Faculty Institute. Rutan informed the group that full-time faculty are needed for the "Curriculum Vitae Review". There are thirty scholarships available for travel. It was also noted that a survey will be sent to the attendees to gather feedback for future institutes.

MSC (Foster/ Cruz) to approve the 2019 Part-Time Faculty Institute Program.

J. Revise Academic Senate Rules – 30 mins., Eikey, pg. 65

The Executive Committee discussed a revision to the Academic Senate Rules. Eikey informed the committee that there was a recommendation from the Standards and Practices Committee to remove the trickle process from the election rules, based on a breakout held at the 2018 Fall Plenary. The committee discussed the merits and drawbacks of trickling and the perception of faculty regarding the trickle-down process. Other changes to the rules were reviewed such as term limits, lifetime limits, limits on what positions can trickle, and how many times someone can trickle. It was noted that some faculty felt required to serve on a committee before running for an election, and that serving on certain committees appear to lead faculty to get elected to the Executive Committee faster. Members indicated the need and methods to diversify the applicant pool

for Academic Senate committee assignments. It was recommended to distribute transparent information on re-assign time and Executive Committee roles prior to elections. Members suggested that the root of the issue is a concern that election to the Executive Committee is an exclusive process and limits the diversification of the Executive Committee. Stanskas requested that the agenda item return at the February Executive Committee Meeting for further discussion.

No action by motion was taken on this item.

Follow-Up: The agenda item will return at the February Executive Committee.

K. Guided Self-Placement – 15 mins., May/Rutan, pg. 69

The Executive Committee reviewed the Guided Self-Placement Considerations and Resources from the CCCCO Assessment Taskforce for Guided Self-Placement and Re-imagining the Role of Assessment. May recommended rewording "Guided Self-Placement" due to language in the proposed Title 5 regulations. Members suggested "Guided Pathways Onboarding". It was recommended to provide background information in this document to ensure understanding that Guided Self-Placement is an onboarding process to facilitate student goal and schedule development.

MSC (Aschenbach/Cruz) to approve the content of this document with the provision that purpose and background are added.

L. Proposed Spring 2019 Curriculum Regional Meeting Dates and Program Topics – 10 mins., May, pg. 73

The Executive Committee will consider for approval the dates for the Spring 2019 Curriculum Regional Meetings and program topics. The Curriculum Committee is recommending March 15 and 16, 2019 as the dates for the Curriculum Regional Meetings. May identified proposed topics including: the proposed Title 5 Regulation changes, the AB 705 Data Revision Project, TOP to CIP code conversion, an AB 705 Update, and Hot Topics in curriculum. Members recommended potential presenters and suggested that equity in curriculum be included as a topic.

MSC (Aschenbach/Eikey) to approve the dates and topics for the Spring 2019 Curriculum Regional Meetings.

M. 2019 Spring Plenary Session Preliminary Outline – 60 mins., Stanskas/Mica, pg. 75

The Executive Committee discussed the 2019 Spring Session program. Stanskas mentioned that Academic Senate Past Presidents, system partners, and external stakeholders have received invitations to Spring Plenary. Members suggested guest speakers and breakout sessions. The committee recommended a focus on honoring the wisdom of the past and moving into the future.

No action by motion was taken on this item.

Follow-Up: Breakout session ideas will be submitted to Stanskas and Mica by January 21, 2019.

N. Accounting Policies and Procedures – 15 mins., May/Mica, pg. 77

The Executive Committee reviewed the combined Accounting Policies and Procedures manual. Mica informed the committee that there were no significant changes to policy or procedure in the combining of the documents. Members suggested adding a caveat around member safety in the section regarding economy parking lots, and to change the credit card policy to include all the Officers and Executive Director. Concerns were raised about travel expenses personally incurred by committee members, and it was requested that the possibility of all Executive Committee Members having a credit card be explored. An exception policy in the event of a financial hardship was recommended. The committee discussed the Academic Senate reimbursement form and process. The Accounting Policies and Procedures document will be revised with considerations from the discussion and brought to the February Executive Committee Meeting.

No action by motion was taken on this item.

Follow-up: The Accounting Policies and Procedures document will be revised with considerations from the discussion and brought to the February Executive Committee Meeting.

O. ASCCC Budget Performance – 15 mins., May/Mica, pg. 79

The Executive Committee will be updated on the budget performance for the second quarter. Mica informed the committee that the budget performance shows the Academic Senate's financial position as of November 30, 2018. The committee discussed the progress towards building reserves. Mica recommended the budget be reviewed and updated as needed twice a year to account for mid-year changes.

MSC (Rutan/Davison) to adopt the ASCCC Budget Performance.

P. 2019 SLO Symposium Program – 10 mins., May/Janio, pg. 81

The Executive Committee reviewed the SLO Symposium Program. Members were concerned that some breakouts may have low attendance based on the number of breakouts compared to the number of registered attendees. The committee discussed the merits and drawbacks to removing breakouts from the program at this time. It was suggested to change the title of the "Keynote Breakout" to a follow-up session.

MSC (Aschenbach/Davison) to approve the program as presented with editorial changes.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. pg. 83

No liaison from the Chancellor's Office was present.

B. Board of Governors/Consultation Council – 15 mins., Stanskas/Davison, pg. 85

The Executive Committee received an update on the Board of Governors and Consultation Council meetings.

Consultation Council met January 10, 2019 and reviewed the proposed Title 5 AB 705 Regulations, and proposed Amendments to the Board of Governors Procedures & Standing Orders. An update was given on the Implementation of Student Success Metrics, and information was shared about inquiring about criminal history records on job applications. Stanskas reported that the four Chancellor's Office sponsored legislative requests are expansions and extensions of current legislation.

The Board of Governors will meet January 14, 2019. The Exemplary Award recipients will be honored and the proposed Title 5 Regulations will be read. A training for the new board members will be held January 15, 2019.

C. Online Community College District Board of Trustees Meeting – 15 mins., Stanskas/May, pg. 87

The Executive Committee received an update on the California Online Community College District Board of Trustees Meeting. The Board of Trustees met December 17, 2018 to discuss a mission statement and board policies. May informed the group that the mission statement was not approved. The Academic Senate will be able to review board policies relating to academic affairs and student services.

The Board of Trustees will meet January 14, 2019, and will review board policies, a hiring manager deep dive, and enter closed session for a personnel matter. Stanskas will be recommending five faculty to Chancellor Oakley with experience in online education, governance, and noncredit education to serve as an advisory body and faculty presence to the California Online Community College.

D. Open Educational Resources Initiative (OERI) Update – 30 mins., Mica/Pilati, pg. 89

The Executive Committee received an update on the progress of the OERI grant. Pilati overviewed the work accomplished in Fall 2018, including hosting webinars, identifying OER Liaisons, surveying the field, appointing OER Regional Leads, and revising the Year One Statement of Work. Pilati indicated that technology for OERI is being explored, and there is an intent to integrate OERI into current initiatives, for example having OER materials listed on C-ID descriptors. Pilati shared that the primary focus of Year One is assessing needs by disciplines, securing and supporting local OER contacts, increasing OER awareness, and preparing for resource development. Year Two will be concentrated on the development of resources.

E. Course Identification Numbering (C-ID) System Update – 20 mins., Mica/Aschenbach/Pilati, pg. 91

The Executive Committee received an update on the progress of the C-ID grant.

Rother gave an overview of the definition, history, and advisory structure of C-ID, with a note that the Model Curriculum Workgroup (MCW) has changed in composition and working towards engaging Career Technical Education (CTE) liaisons to encourage participation in C-ID among CTE disciplines. The descriptor, transfer model curriculum (TMC), and model curriculum (MC) development processes were explained. Rother discussed new areas of concentration for C-ID such as the UC Transfer Pathways, the MOU with the Association of Independent California Colleges and Universities (AICCU), work with the Minimum Qualifications Workgroup, Open Educational Resources Initiative, and Credit for Prior Learning. Technology challenges and academic year goals were addressed.

F. Discussion on Statewide Technologies – 60 mins., Stanskas/Mica, pg. 93

The Executive Committee discussed the overall statewide technology initiatives with Visiting Senior Executive Omid Pourzanjani. Pourzanjani overviewed the varying technology students use through their educational journey and the goal to make their experience seamless. CCCApply has been redesigned to ease the user experience and now has 194 ethnic groups available for selection. Degree planning technology is being developed and implemented to assist with guided pathways implementation. Pourzanjani reported on a pilot program gathering multiple measures data and generating placement recommendations for colleges. Pourzanjani discussed the Taxonomy of Program (TOP) Code to Classification of Instructional Programs (CIP) Code conversion process and the need to include faculty in the designation. The merits and concerns over comparing colleges in the program Shortest Path were emphasized.

The Executive Committee expressed overall concern on the need to have faculty representation at the table when discussions surrounding data and data gathering take place. Stanskas recommended for next year that a faculty member outside of the Executive Committee may need to be reassigned to attend all of the system-wide data initiative conversations to provide a whole picture of the conversation.

G. Executive Committee Mid-Year Check-In – 60 mins., Stanskas/Mica, pg. 97

The Executive Committee discussed successes and challenges of the committee work during the fall semester. Stanskas detailed the successes and future work in the Executive Committee's four areas of focus including, AB 705 Implementation, Guided Pathways Implementation, Faculty Diversification, and the Strong Workforce Recommendations.

H. Faculty Development Committee – Cruz

Item VI. iv. Faculty Development Committee was moved to discussion. Cruz reported that the Faculty Development Committee (FDC) is working to develop a Women's Leadership Circle connected to the 2019 Faculty Leadership Institute based on the Academic Senate strategic plan Objective 2.1. FDC is working with feedback from Julie Bruno regarding the event and is considering whether the event should be one-time or annual. Members discussed potential issues and concerns regarding an on-going event, as well as the use of inclusive language. It was noted that because a legislative training event may also be conducted before

the Faculty Leadership Institute, there may be negative perception of holding the Women's Circle concurrently. The committee suggested the formation of a caucus and how that may impact the longevity of the effort.

Agenda items regarding the Women's Leadership Circle and the Legislative Training for the Leadership Institute were requested at the February Executive Committee Meeting.

Follow-Up: Agenda items regarding the Women's Leadership Circle and the Legislative Training for the Leadership Institute will come to the February Executive Committee Meeting.

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

A. Standing Committee Minutes
- **i.** Accreditation Committee, Foster, pg. 101
- **ii.** Curriculum Committee, May, pg. 105
- **iii.** Education Policies Committee, Bruzzese, pg. 113
- **iv.** Faculty Development Committee, Cruz, pg. 115
- **v.** Online Education Committee, Dyer, pg. 119
- **vi.** Standards and Practices Committee, Eikey, pg. 121

B. Liaison Reports
- **i.** California Community Colleges Curriculum Committee (5C), May, pg. 125
- **ii.** Chancellor's General Education Advisory Committee, May, pg. 139
- **iii.** Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Davison, pg. 145
- **iv.** Online Education Initiative Advisory Committee, Dyer, pg. 151

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

The Executive Committee adjourned at 1:37 p.m.

Respectfully submitted by:
April Lonero, Executive Assistant
Craig Rutan, Secretary

ASCCC OERI Update for ASCCC Executive Committee
Prepared January 10, 2019

Fall 2018 Activities

- Supported by OERTF and Miguel
- Hosted 9 webinars – 7 discipline-specific, 2 general
- Began coordinating conversations and activities – ZTC, CCCOER, accessibility, OEI, LibreText, initiatives/committees
- Developed job description for OER Regional Leads
- Developed expectations for OER Liaisons
- Identified Cohort 1 and distributed survey
- Began identifying OER contacts/liaisons
- Initiated survey to establish baseline OER use
- Revised SOW
- Selected OER Regional Leads

Spring 2019 Progress and Plans

- As of 1-11-19, 74 OER contacts or Liaisons identified and 58 responses to baseline OER use survey
- 1-14-19 – OER Liaison (OERL) Expectations to be shared with SPs, OER Initiative list serv (recently renamed), and identified OER contacts or Liaisons – and 1st webinar to be announced (2-1-19)
- Cohort 1 survey to close 1-14-19; initial analysis of data (CD/ECE, COMM, CS, IT/Cybersecurity, ENGL, MATH, PSYCH, SOC) to be completed by February 1
- Weekly webinars, monthly OERL newsletter and webinars
- Develop a range of resources to facilitate expanding OER use at the local level
- Develop RFP process to fill identified gaps
- Identify Cohort 2 and revise survey based on Cohort 1 findings
- Establish and convene Advisory Committee
- Establish and convene Coordinating Committee
- By 3-15-19, analyze OER availability data to identify GE areas and required courses for Cohort 1 degree and/or certificate attainment that lack OER and/or ancillary materials.
- Cohort 2 survey to be completed by 5-1-19 and data results analyzed by 6-1-19. Disciplines currently being considered – accounting, biology, business, econ
- Explore available technology to meet OERI needs
- Establish discipline-based resource collections and space for faculty dialogue
- Conduct presentations upon request

The primary focus of Year 1 is the initiation of a process of assessing needs by disciplines, securing and supporting local OER contacts, increasing OER awareness, and preparing for resource development.

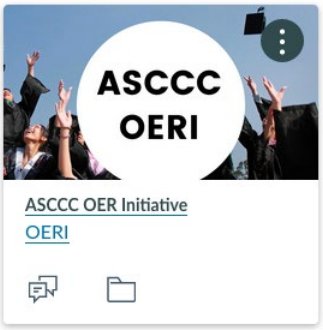
OER Regional Leads (4-5)

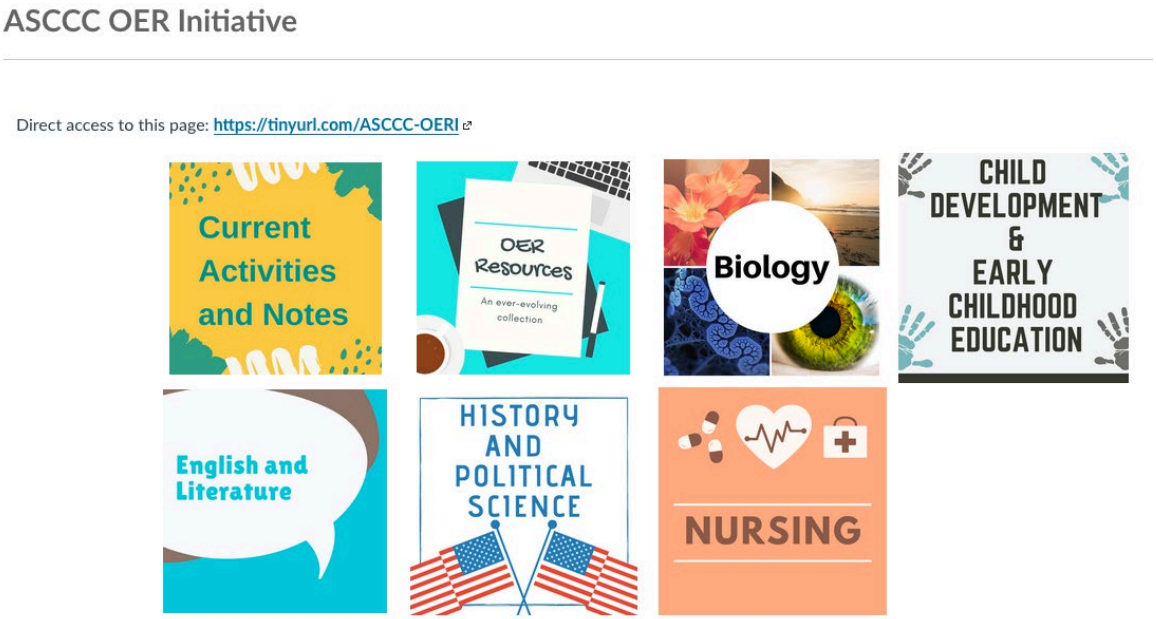
1. Host OER Liaison Orientations
2. Co-Host Monthly OER Webinars
3. Attend weekly OERI calls, OERI Advisory Meetings (one to be scheduled in Spring), and monthly in-person meetings
4. Facilitate/host Weekly Webinars
5. Serve as a Discipline Lead
6. Meet at least twice with all assigned OER Liaisons
7. Develop OER presentations and resources
8. Conduct OER-related presentations as needed

9. Maintain regular contact with OER Faculty Coordinator
10. Serve as primary resource for specified area/topic – accessibility, instructional design, copyright, equity, etc..

OER Liaison Expectations – Spring 2019

1. Sign up for the ASCCC OER listserv by selecting “ASCCC OER Initiative” at https://www.asccc.org/signup-newsletters.
2. Forward ASCCC OERI messages to specified faculty.
3. Attend an OER Liaison Orientation. Orientations will be delivered via the Zoom videoconferencing system. Liaison availability will inform the scheduling of Orientations and attending an archived session will be an option.
4. In addition to the Orientation, attend three additional OERI meetings during the spring term. These meetings may be selected from the monthly Liaison meetings (TBD) and the weekly OER webinars (Fridays at 9:30, beginning 2/1/19).
5. Communicate with the local senate and campus faculty regarding ASCCC’s OER work.
6. Meet at least twice (via phone or Zoom) with an OERI representative to share local needs and issues.





ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

C-ID
COURSE IDENTIFICATION NUMBERING SYSTEM

Course Identification Numbering System (C-ID)

Course Identification Numbering (C-ID) System

- C-ID is a supra numbering system designed to facilitate statewide articulation between the community colleges and the California State University (CSU).

- C-ID served as a replacement for previous projects like California Articulation Number (CAN), Intersegmental Major Preparation Articulated Curriculum (IMPAC), and Lower Division Transfer Pattern (LDTP)

- C-ID is based on course descriptors that are developed by and vetted with community college and CSU discipline faculty

Course Identification Numbering (C-ID) System

- Initially developed in response to SB 1415 (Brulte, 2004), which called for a common course numbering system for the 20 highest-demand majors.
- SB 1440 (Padilla, 2010), established the Student Transfer Achievement Reform (STAR) Act, requiring a community college to grant an associate degree for transfer to a student in that student's field of study once a student has met degree and transfer requirements for a particular major.
- SB 440 (Padilla, 2014), a follow-up bill to SB 1440, expressed findings and declarations of the Legislature relating to timely progression from lower division coursework to degree completion. Signed into law, the legislation requires community colleges to create an associate degree for transfer in every major and area of emphasis offered by that college for any approved statewide transfer model curriculum, as prescribed, thereby imposing a state-mandated local program.

C-ID Development Process

- Discipline Input Group
- Faculty Discipline Review Group (FDRG)
- Statewide Vetting
- Articulation Officer Subgroup
- C-ID Advisory Committee
- Intersegmental Curriculum Workgroup (ICW)
- Model Curriculum Workgroup (MCW) for CTE Disciplines

C-ID Course Review Process

- Each course submitted for a C-ID designation is reviewed by three faculty, two community college faculty and one CSU faculty.
- Courses are reviewed for requisites, content, objectives, methods of evaluation, textbooks, and methods of instruction.
- Approved, conditionally approved, or not approved.Once a course is approved, that college must automatically accept any other college's course with the same C-ID designation.
- As of January 1, 2019 - 20,815 courses have received a C-ID designation of approved or conditional.

Maintenance and Review

- 5 Year Review
  - Ensures that descriptors and MC remain current.
  - Revise elements that are deemed problematic.

- Out of Cycle Reviews
  - Business Administration
  - Elementary Teacher Education

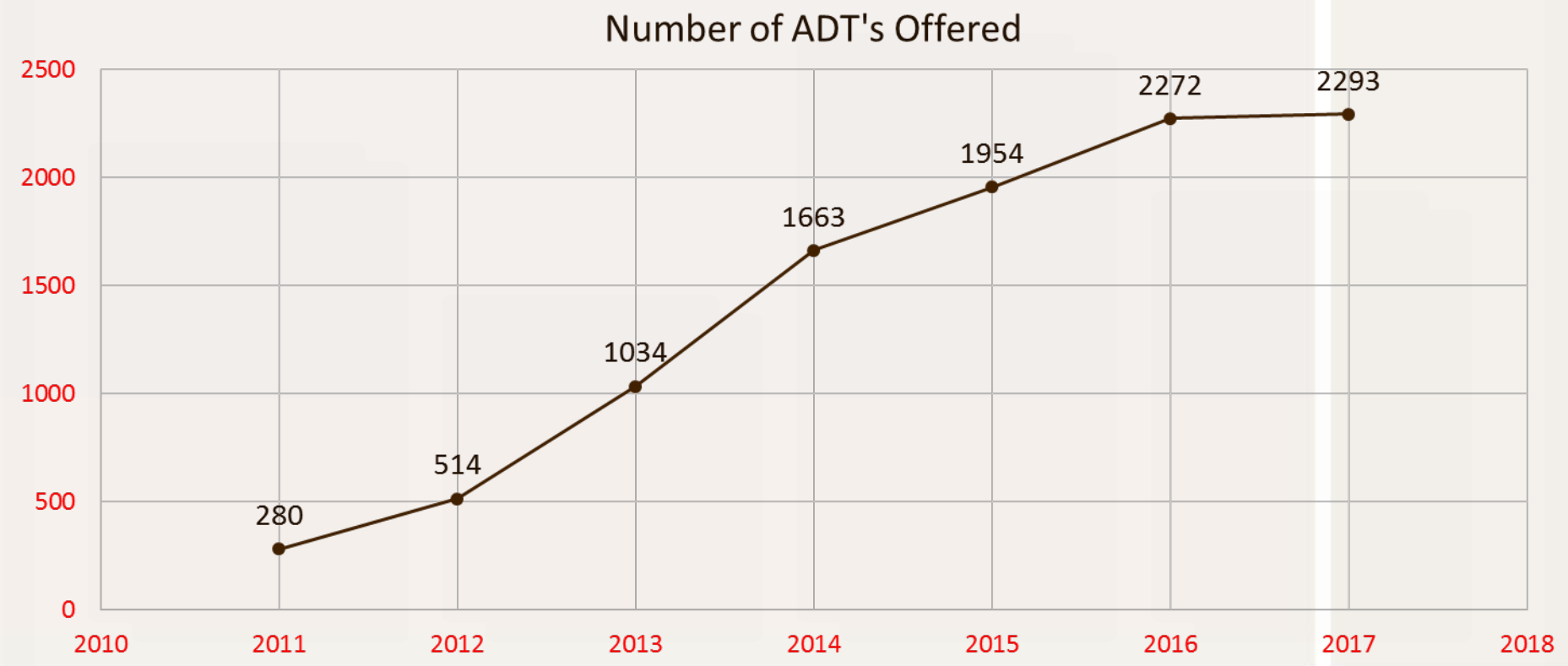
ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

C-ID
COURSE IDENTIFICATION NUMBERING SYSTEM

TMC

Administration of Justice	Agriculture Animal Sciences	Agriculture Business
Agriculture Plant Science	Anthropology	Art History
Biology	Business Administration	Chemistry
Child and Adolescent Development	Communication Studies	Computer Science
Early Childhood Education	Economics	Elementary Teacher Education
English	Environmental Science	Film, Television, and Electronic Media
Geography	Geology	Global Studies
History	Hospitality Management	Journalism
Kinesiology	Law, Public Policy, and Society	Mathematics
Music	Nutrition and Dietetics	Philosophy
Physics	Political Science	Psychology
Public Heath Science	Social Justice Studies	Social Work and Human Services
Sociology	Spanish	Studio Arts
Theatre Arts		

Number of ADTs



ADT Degrees Awarded

	11-12	12-13	13-14	14-15	15-16	16-17
Associate in Science	72	1,674	4,784	9,753	14,219	17,630
Associate in Arts	650	3,490	6,668	10,992	16,649	20,849
Total	722	2,164	11,452	20,745	30,868	38,479

C-ID for Career Technical Education (CTE)

- The C-ID infrastructure is being used to address 5 WFTF recommendations
- Facilitate Course Portability Across Colleges
- Clear Pathways
- Stack-able Pathways
- Links to Industry

C-ID CTE

- 42 CTE Disciplines In-progress
- 95 Final Descriptors
- CTE descriptors are given X as a suffix, signifying that it is intra-segmental and does not articulate to the CSU segment.
- 228 CCC courses have received C-ID approval.
- C-ID is working with faculty in Automotive, Biomanufacturing, Dental Hygiene, and Respiratory Care, to align MC to baccalaureate programs offered within the CCC segment.

C-ID Technology

- ***In 2015 work began on upgrading the C-ID system.***
- ***Planned upgrades were:***
  - An improved course review process linking honors and cross-listed course submissions
  - Linking of "single COR" district submissions
  - New reporting tools and data metrics
  - Integration of the appeals process
  - Improved resubmission process
  - Improved drafting and vetting process for TMC, model curriculum, and descriptors.

Model Curriculum Workgroup (MCW)

- *Address CTE Challenges:*
  - By refining the C-ID Process for CTE Disciplines
  - Professional Development for CTE Faculty and CTE Liaisons
  - Finalize C-ID Descriptors and Model Curricula (MC) for Disciplines In-progress

Applications

UC Transfer Pathways

- UC Transfer Pathway pilot program in the disciplines of physics and chemistry.

- On April 11, 2018, the CCCCO and the UC Office of the President signed a memorandum of understanding (MOU) "Enhancing Student Transfer".

Association of Independent California Colleges and Universities (AICCU)

- On July 25, 2018 the CCC Chancellor's Office and the Association of Independent California Colleges and Universities (AICCU) signed an agreement ensuring that California community college students pursuing an Associate Degree for Transfer can receive guaranteed acceptance and a more affordable, seamless pathway to 36 private, non-profit four-year colleges and universities.

Other External Applications of C-ID

- *Minimum Qualifications*
- *AB 705*
- *Open Educational Resources (OER)*
- *Credit for Military Experience*
- *General Education*

C-ID Technology

- *An improved course review process linking honors and cross-listed course submissions*
- *Linking of "single COR" district submissions*
- *New reporting tools and data metrics*
- *Integration of the appeals process*
- *Improved resubmission processImproved drafting and vetting process for TMC, model curriculum, and descriptors.*

C-ID Technology

- *Challenges:*
  - Bugs
  - Regression
  - Data Integrity
  - Ease of Use
- *Spring 2019 Development:*
  - Parity between the 1.0 and 2.0 systems.
  - CSU Articulation Officer
  - Alerts and Notifications
  - Course Review Workflow

Projects Overview (partial list)

Dr. Omid Pourzanjani, Visiting Sr. Executive

opourzanjani@cccco.edu

Maintaining Focus on Students

Guiding Principle:
Technology in Support of Student Journeys

- Away to create a vision for what the ideal student journey could be
- Using the vision to guide the planning, designing, and enhancing of technology solutions
- Personas reflect common student journeys

CALIFORNIA COMMUNITY COLLEGES STUDENT JOURNEY MAPS

Student Journey #1: **Tara Shaw**

Tara is a new high school graduate with need for remediation in English and Math and need for financial aid.

Primary Goal:
Transfer to a four-year college

Main Challenges:
Placed into courses below her ability, with no way to re-place for another 18 months.

Occupation:
None

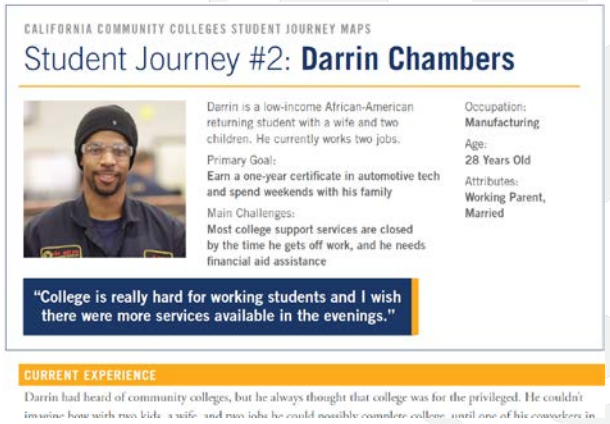
Age:
18 Years Old

Attributes:
Transfer student

"I'm excited to be a college student, but there are so many steps to figure out."

CURRENT EXPERIENCE

Tara was introduced to her local community college in high school. The college provided assessment testing for her college for senior students at no cost. Tara's family did not have the means to send her directly to a university, so she participated in this assessment. Although Tara had taken pre-calculus and English Literature at her high



CALIFORNIA COMMUNITY COLLEGES STUDENT JOURNEY MAPS

Student Journey #2: **Darrin Chambers**

Darrin is a low-income African-American returning student with a wife and two children. He currently works two jobs.

Primary Goal:
Earn a one-year certificate in automotive tech and spend weekends with his family

Main Challenges:
Most college support services are closed by the time he gets off work, and he needs financial aid assistance

Occupation:
Manufacturing

Age:
28 Years Old

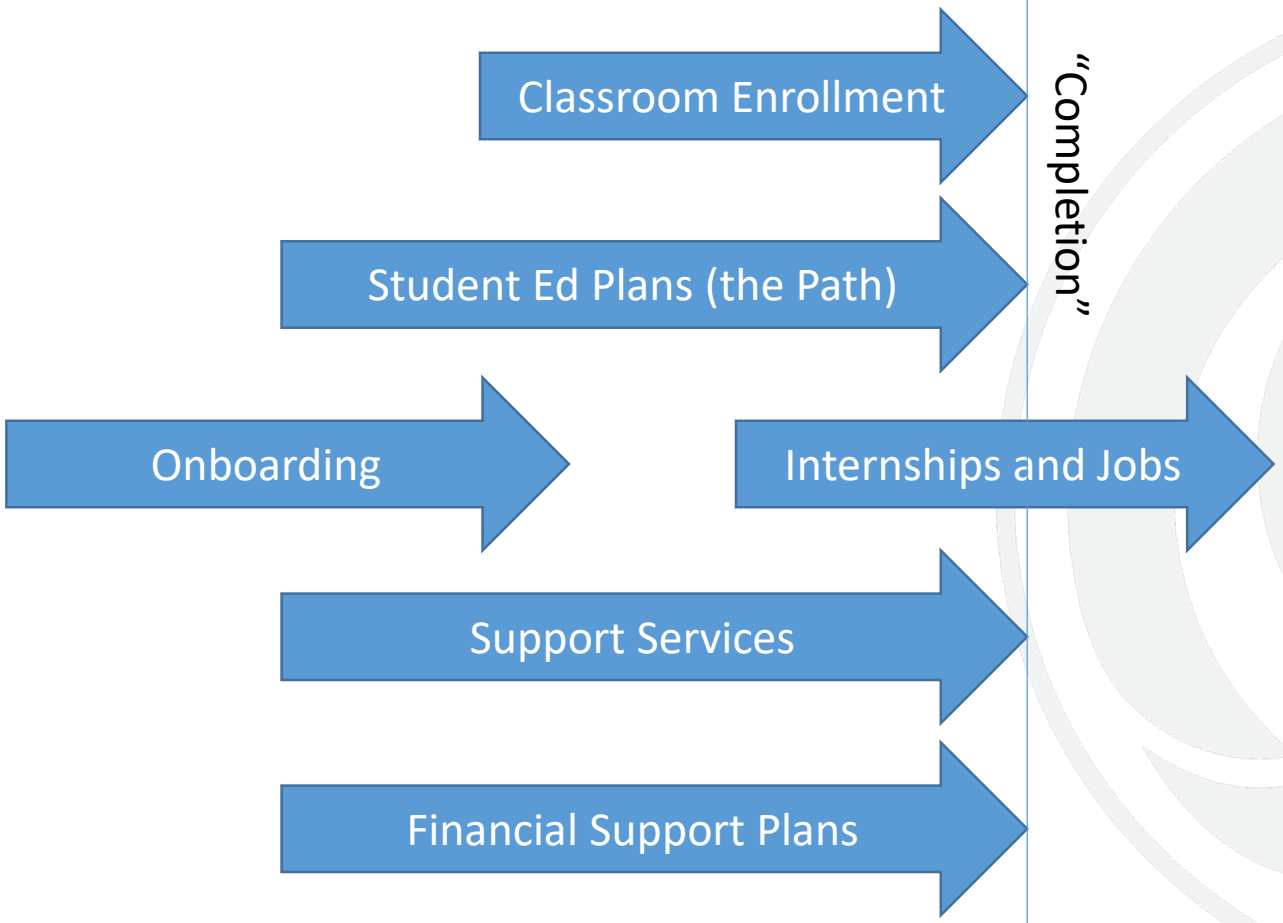
Attributes:
Working Parent, Married

"College is really hard for working students and I wish there were more services available in the evenings."

CURRENT EXPERIENCE

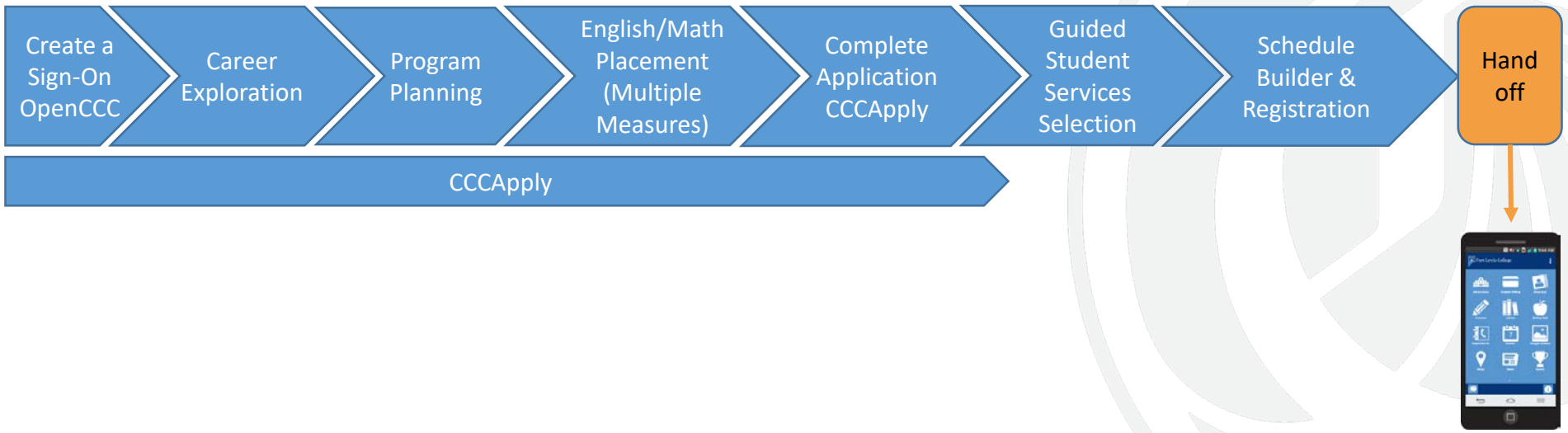
Darrin had heard of community colleges, but he always thought that college was for the privileged. He couldn't imagine how with two kids, a wife, and two jobs he could possibly complete college, until one of his coworkers in

Interaction Streams (UX)



CCCApply

Onboarding Stream (Integrated and Personalized)



CCCApply Identified Areas of Enhancement

- Simplified and updated user interface
- Reduced number of questions
- Expansion of race and ethnicity data collection
- Integration with the Multiple Measures implementation
- Effective use for both credit and non-credit students
- Integration of application with entire CCC onboarding process

Timeline

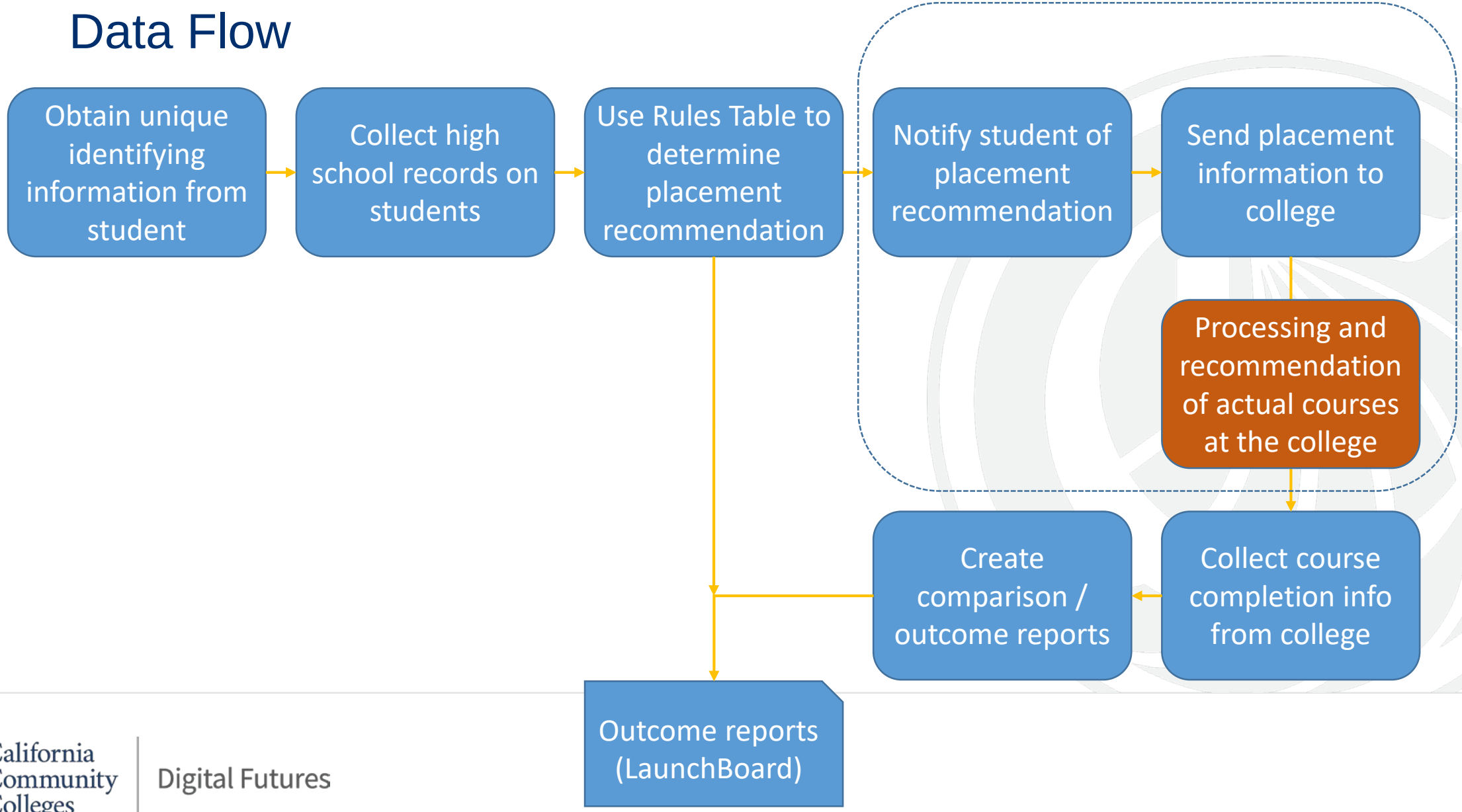
February 27, 2018	$500K grant approved by College Futures
March 13, 2018	College Futures project kick-off meeting
May 15, 2018	Ideas42 Statewide Master Class in user experience design
June 1, 2018	First all-hand kick-off meeting $323K grant approved by Stupski Foundation
June – September 2018	Student, faculty and staff focus groups
November 2018	Phase 1 release of UX design informed by student focus groups
August 2018 – June 2019	Iterative design and quarterly releases

AB-705 Data Pipes

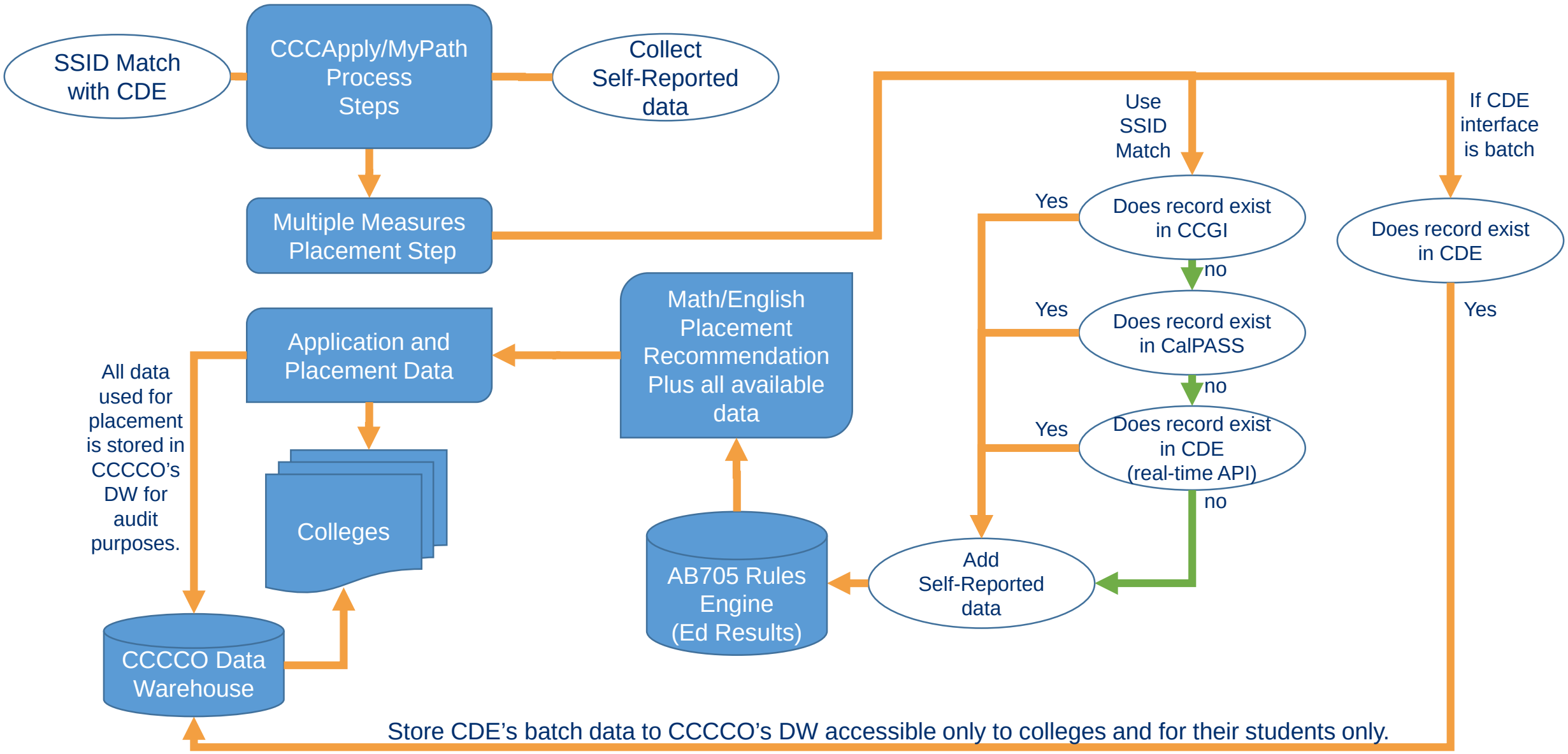
Goals

- Use the most accurate/current data available
- Use Rules Table approved by the Chancellor's Office
- Provide placement information and recommendation to colleges
- Pass as much information to the colleges as possible to inform placement decision
- Collect course completion information to provide AB-705 outcome reports

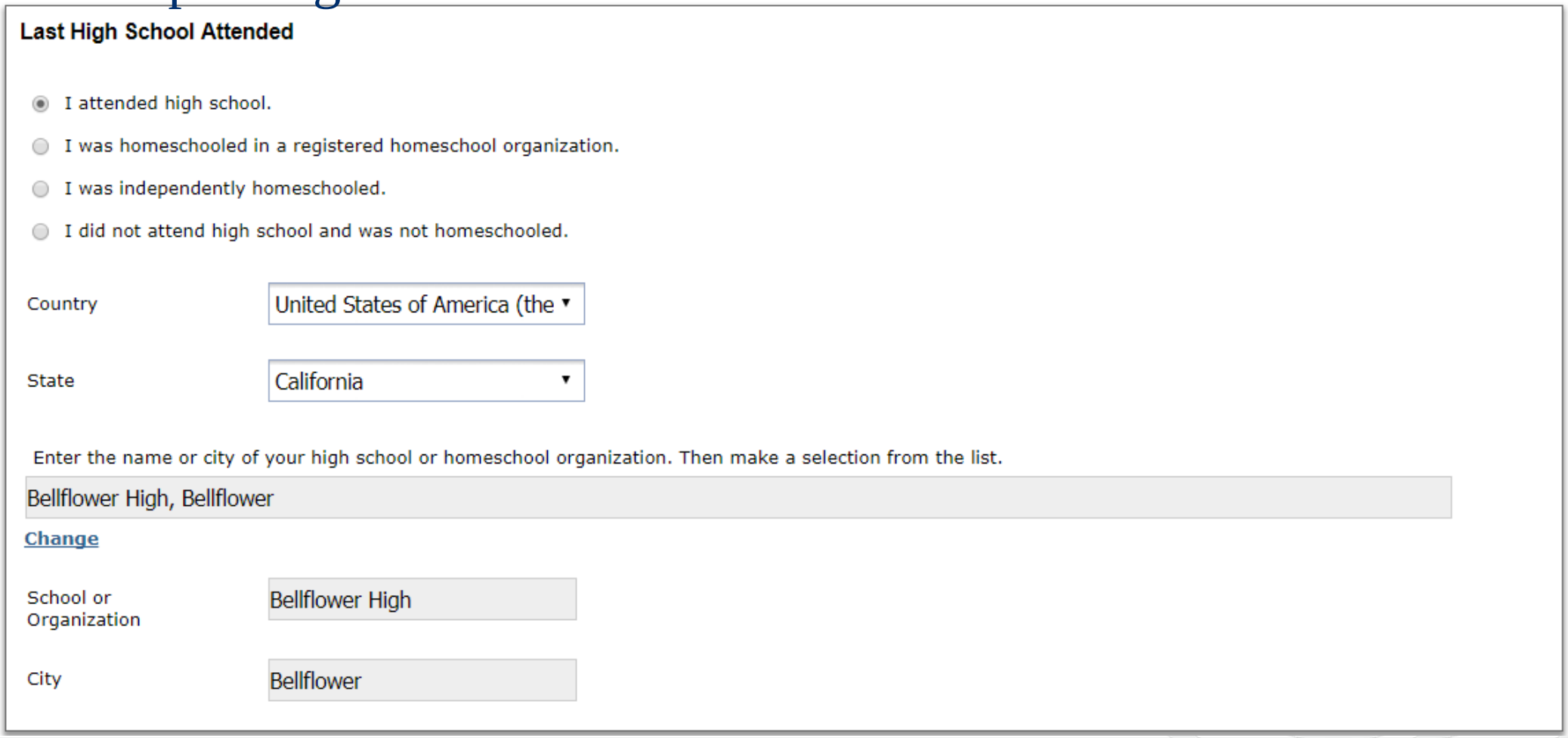
Data Flow


Obtain unique identifying information from student
Collect high school records on students
Use Rules Table to determine placement recommendation
Notify student of placement recommendation
Send placement information to college
Processing and recommendation of actual courses at the college
Collect course completion info from college
Create comparison / outcome reports
Outcome reports (LaunchBoard)

Proposed Placement Recommendation Logic (version 3)



Self-Reporting Screen



Self-Reporting for Math, English, and GPA

High School Transcript Information

College staff use this information to provide guidance. Your responses will not affect your admission to college.

What was your **unweighted high school GPA** (grade point average)? Please enter a value between 0.00 and 4.00.
If you are still in high school, enter your **cumulative unweighted GPA** as of the end of 11th grade.

3.75

What was the highest English course you took in high school?

12th grade Honors English Composition or Literature

What grade did you receive?

B+

What was the highest math course you took in high school?

Algebra 2

What grade did you receive?

A-

College Education

College education level as of 01/04/2017

No degree

Additional Considerations

- More accurate placement requires knowledge of student's academic goal
- Processing students that may start in non-credit
- Processing existing students
- Proper coding of Math and English courses
- Properly code co-requisite support courses

Implementation Timeline

Next Steps / Timelines (1 of 3)

- Proof of concept of pipes was done September 2018
- Pilot of the entire process in progress now with a few colleges
- Scaling will occur within the next-~~2~~3 months.
- MOU with CDE is still under development

Race/Ethnicity Data Disaggregation

Race/Ethnicity Disaggregation

- Educational attainment is disproportionately impacted across ethnic groups traditionally clustered into single groups such as “Asians/Pacific Islanders”
- Better serving the local community
- Assembly Bill 1726
- Effort to refine the work on student equity

Collaboration with CSU and UC

- Discussions were held with UC and CSU
- CCC combined all CCC, UC, and CSU groups into an initial list
- The list was hundreds of items long
- CCC limited the list to groups with populations of at least 10,000 in CA
- Exception to that rule was the inclusion of all American Indian tribes recognized by the state of California.

  This exception was made in part because accurate public records of the size of each tribe was not available.

Current and Proposed Ethnicity Collection

Broad group	Current	Proposed
African American or Black	1	11
American Indian or Alaska Native	1	118
Asian (including Filipino)	10	18
Hispanic or Latino	4	19
Middle Eastern or North African	0	13
Pacific Islander	4	6
White	1	9
Total	21	194

Implementation timeline

- The expanded race/ethnicity collection went live in CCCApply on December 7.
- The Chancellor's Office MIS will be ready to consume this data from the colle
  and provide reports starting September 2019.

Demo

Current State

Race/Ethnicity

Per U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.

Yes No

Are you Hispanic or Latino?

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

What is your race? Check one or more:

- Asian: Indian
- Asian: Chinese
- Asian: Japanese
- Asian: Korean
- Asian: Laotian
- Asian: Cambodian
- Asian: Vietnamese
- Asian: Filipino
- Asian: Other
  A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent.
- Black or African American
  A person having origins in any of the black racial groups of Africa.
- American Indian / Alaskan Native
  A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- Pacific Islander: Guamanian
- Pacific Islander: Hawaiian
- Pacific Islander: Samoan
- Pacific Islander: Other
  A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White
  A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Demographic Information

Consent

Review Application

Submit Application

Nationality

Country of birth

Country of Citizenship

Proposed State

Race/Ethnicity

Per U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.

Check the box below if you identify as Hispanic or Latino. If you indicate that you are Hispanic or Latino, you will have the option to select more specific ancestry groups.

Yes No Are you Hispanic or Latino?

clear selection

Check all of the ethnicity and ancestry groups that you identify with. When you select a major ethnicity group, you will have the option to select more specific ancestry groups. Select all that apply.

- [ ] Asian
- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Native Hawaiian or Other Pacific Islander
- [ ] Middle Eastern or North African
- [ ] White

Proposed State

Race/Ethnicity

Per U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.

Check the box below if you identify as Hispanic or Latino. If you indicate that you are Hispanic or Latino, you will have the optic
more specific ancestry groups.

Yes No

clear selection

Are you Hispanic or Latino?

- [x] Chilean
- [ ] Argentinean
- [ ] Bolivian
- [ ] Colombian
- [x] Costa Rican
- [x] Cuban
- [ ] Dominican (Dominican Republic)
- [ ] Ecuadorian
- [ ] Guatemalan
- [x] Honduran
- [ ] Mexican
- [ ] Nicaraguan
- [ ] Panamanian
- [ ] Peruvian
- [ ] Puerto Rican
- [ ] Salvadoran
- [ ] Spanish
- [ ] Venezuelan
- [ ] Other Hispanic or Latino

Proposed State

Check all of the ethnicity and ancestry groups that you identify with. When you select a major ethnicity group, you will have the select more specific ancestry groups. Select all that apply.

- [x] Asian
  - [x] Afghan
  - [ ] Bangladeshi
  - [ ] Burmese/Myanmar
  - [ ] Cambodian
  - [x] Chinese
  - [ ] Indian
  - [ ] Filipino
  - [ ] Hmong
  - [x] Indonesian
  - [x] Japanese
  - [ ] Korean
  - [ ] Laotian
  - [ ] Pakistani
  - [ ] Sri Lankan
  - [ ] Taiwaneese
  - [ ] Thai
  - [ ] Vietnamese
  - [x] Other Asian
- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Native Hawaiian or Other Pacific Islander

Proposed State

- [ ] Korean
- [ ] Laotian
- [ ] Pakistani
- [ ] Sri Lankan
- [ ] Taiwaneese
- [ ] Thai
- [ ] Vietnamese
- [x] Other Asian

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [x] Native Hawaiian or Other Pacific Islander
  - [x] Fijian
  - [ ] Guamanian or Chamorro
  - [ ] Native Hawaiian
  - [x] Samoan
  - [ ] Tongan
  - [x] Other Pacific Islander
- [ ] Middle Eastern or North African
- [ ] White

Student Success Metrics

http://cccco.edu/StudentSuccessMetrics

Phase 1: In Production Now

- College level
- Four student types—adult ed/ESL, short term career education, degree/transfer, undecided/other
- Academic years 2014-15, 2015-16, 2016-17
- Top-level metrics only, no disaggregations
- Metrics for learning progress, momentum, success, employment, earnings

Phase 2: January 2019

- Equitable access metric
- 12 types of disaggregation: gender, race/ethnicity, age group, College Promise grant/BOG recipient, Pell grant recipient, Perkins economically disadvantaged, first-generation, foster youth, disabled student, veterans, LGBT, homeless
- 5 additional metrics: completed transfer English, completed transfer math, retention at another college, average units for AA/AS, average units for ADTs
- Enrollment and completion metrics for 2017-18

Phase 3: May, 2019

- 3 institutional levels: districts, micro-regions, and macro-regions
- 1 year of data for transfer, apprenticeship, and employment data for 2017-18
- cohort view for all metrics and disaggregations

Next Steps

- Continue to hold webinars to collect input.
- Continue to review feedback on this work submitted by the field to research@cccco.edu
- Continue to explore potential for policy changes and reporting requirements with Scorecard and IEPI metrics.

NOVA

PLAN. INVEST. TRACK.

California Community Colleges | Digital Futures

Active Funds

- Strong Workforce Program
- Adult Ed Block Grant
- Integrated Planning
- Guided Pathways
- SWP K-12 currently being entered into NOVA
- Vision Goals
- Student Equity and Achievement (March)

Future Funding Plan

- Student Equity (March 2019)
- Apprenticeship (April/May 2019)
- Nursing (June 2019)
- EWD / SB 1402 (June 2019)

Regional Workshops

Integrated Planning and Vision Goal Setting

California Community Colleges | Digital Futures

Integrated Planning and Vision Goal Setting

- Bring together initiative experts with college leadership teams
- Focus on Student Journeys
- Help participants understand the data in SSM
- Identify gaps and barriers to student success
- Use the funding streams to help fill the gaps or remove barriers
- Start to formulate possible vision goals for the college
- Review tools and services available to support the work

Schedule

Date	Location
Monday, February 11, 2019	Sacramento
Wednesday, February 13, 2019	Los Angeles
Tuesday, February 19, 2019	Oakland
Friday, March 1, 2019	Fresno
Monday, March 4, 2019	Monterey
Tuesday, March 12, 2019	Santa Barbara
Thursday, March 14, 2019	Riverside
Wednesday, March 20, 2019	Orange County
Thursday, March 21, 2019	Downtown San Diego
Thursday, March 28, 2019	San Diego (Del Mar)

Other Interesting Projects

(under development)

Other Interesting Projects

- TOP to CIP Conversion
- Central Ed Plan and Program Plan Repository
- Program Mapper
- Shortest Paths to Completion