



Wednesday, November 4, 2015 – Irvine Marriott

18000 Von Karman Avenue, Irvine, CA 92612

Room: Salons A and B

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

12:30 p.m. to 6:00 p.m. Meeting

Dinner: On your own

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

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Public Comment

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

D. Calendar

E. Action Tracking

F. Dinner Arrangements

II. CONSENT CALENDAR

A. October 2-3 Meeting Minutes, Stanskas

B. Noncredit Liaison Expectations, Aschenbach

C. Legislative Liaison Position, Bruno

D. Online Education Regional Meetings, Davison

E. ASCCC Advocacy Day, Bruno

F. TASSC Survey on Services for Disenfranchised Students, May/Davison

G. Needs Assessment Survey, Rico

H. New Modules for the Professional Development College, Rutan

I. Outcomes for Institutes and Individual Breakout Sessions, Rutan

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Morse/Adams

B. Foundation President's Report – 10 mins., May

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

A. Legislative Update – 15 mins., Bruno/Davison

The Executive Committee will be updated on recent state and federal legislation and consider for approval an initial list of topics for the ASCCC 2016 legislative agenda.

B. Accreditation Institute – 15 mins., Beach

The Executive Committee will provide input and direction for the Accreditation and Assessment Committee regarding the 2016 Accreditation Institute.

C. Instructional Design and Innovation Institute – 45 mins., Rutan/Adams

The Executive Committee will consider for approval the program for the IDI institute.

D. Effective Curriculum Processes Paper Outline – 15 mins., Freitas

The Executive Committee will consider for approval the proposed outline for the effective curriculum processes paper.

E. Workforce Taskforce Update and Direction – 20 mins., Bruno/Goold

The Executive Committee will discuss the Workforce Taskforce recommendations, provide feedback on implementation from the CTE Regional meetings, and consider for approval any action as necessary.

F. Equivalence to the Minimum Qualifications Paper – 10 mins., Stanskas

The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the paper *Equivalence to the Minimum Qualifications*.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 35 mins., (*Time certain 1:30 pm*)

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

B. Board of Governors/Consultation Council – 10 mins.

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

C. Fall Plenary Session – 10 mins., Morse/Adams

The Executive Committee will discuss final plans for the 2015 Fall Plenary Session.

D. ASCCC Audit – 10 mins., Adams

The Executive Committee will discuss the ASCCC audit for 2014 – 15 fiscal year.

E. GEAC General Education Area B4 Update – 15 mins., Stanskas

The Executive Committee will be apprised of developments regarding general education and may choose to provide direction regarding future input to CSU.

F. Approval of the PCAH 6th Edition and the Consultation Process – 10 mins., Freitas

The Executive Committee will discuss the anticipated Board of Governors approval of the PCAH 6th edition in the context of the system Consultation process and provide guidance to the faculty members of System Advisory on Curriculum Committee.

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

A. Standing Committee Minutes

- i. Faculty Development, Rutan
- ii. Noncredit, Aschenbach
- iii. Online Education, Davison
- iv. Relations with Local Senates, Rico
- v. TASSC, May

B. Liaison Reports

- i. COERC, Davison
- ii. FACCC, Crump
- iii. Online Teaching Conference Planning Group, Davison
- iv. SACC, Freitas
- v. SSSP and Student Equity Directors Training, Rico
- vi. TTAC, Freitas
- vii. Helmsley Charitable Trust Convening, Freitas

C. Senate Grant and Project Reports

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar <ul style="list-style-type: none"> • Upcoming 2015-2016 Events • Reminders/Due Dates • 2015-2016 Executive Committee Meeting Calendar • 2015-16 Event Timelines 		Month: November	Year: 2015
		Item No: I.D.	
		Attachment: YES	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Curriculum Regional Meeting (North)** – Solano College – November 13, 2015
- **Curriculum Regional Meeting (South)** – Mt. San Antonio College – November 14, 2015
- **January Executive Meeting** – Cerritos – January 8-9, 2016
- **2016 CTE Curriculum Academy** – Napa Valley Marriott – January 14-15, 2016
- **2016 Innovation and Instructional Design** – Riverside – January 21-23, 2016

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

2015-16 Event Timelines are attached.

Reminders/Due Dates

- December 17, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Jan. Executive meeting
- January 21, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Feb. Executive meeting
- February 18, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Mar. Executive meeting
- April 4, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Apr. Executive meeting
- May 12, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for May Executive meeting

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



**Academic Senate
for California Community Colleges**

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**2015-2016 EXECUTIVE COMMITTEE
MEETING DATES**

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

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

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

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

Action Tracking as of October 26, 2015.xls - Outstanding

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In Complete	Month Complete	Year Complete	Status/Notes
1 ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	Incomplete			The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. April 2015: Bruno will craft language to address concerns raised by the Exec Comte and bring back recommendations at a future meeting. 8/31/15-Followed up with Julie B and Michelle Pilati-they will review the current documents and bring forward white papers this year. 9/17/15: Two white papers will be submitted at the October Executive Committee meeting. The History of C-ID and TMCs and Effective Practices. 10/2/15: The Executive Committee adopted the two white papers on the history and effective practices.
2 Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete			Pending-Morse will follow up again with CoFO
5 Current (Resency) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete			S&P chair will followup with CO
7 Committee Communication	3. October	2014	IV. L.	Adams	Future	Incomplete			Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
10 SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete			Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
11 The Best of the Rostrum	5. January	2015	II. F.	Adams	Future	Incomplete			Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant Rostrum articles including funding for its publication.
12 De-prioritizing Work on the DE Paper	5. January	2015	II. G	Freitas/Davis	Future	complete			The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three Rostrum articles as noted in the agenda item. Update 10/12/15: Last necessary Rostrum article has been submitted. This item is now complete.
13 Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Freitas/Davis	Future	Incomplete			Need to research status
15 Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Freitas	Future	Incomplete			Need to research status
17 ASCCC Certification	6. February	2015	III. D.	Adams	Future	Incomplete			Will be implemented with the Curriculum Module this fall.
18 Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Incomplete			Adams will cost it out and bring back a proposal to the January Meeting
19 ASFCCC Foundation - Research Development	7. March	2015	III. D.	May	Future	Incomplete			Foundation will bring back a plan in fall.
24 Honoring Faculty - Emeritus	6. February	2015	II. C.	Rutan	Future	Complete			Staff will include the emeritus language in policy documents.
26 Foundation Board Nominations	8 August	2015	III. B.	Staff	Future	Complete			Staff will update the Foundation website to reflect the new membership of the Board of Directors.

Action Tracking as of October 26, 2015.xls - Outstanding

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
27 Natural Sciences Competency Statement	8. August	2015	III. C.	Staff	Future	Complete			Staff will include the Natural Sciences Competency Statement in the Fall Plenary Session resolution packet and to ICAS
31 Legislative Update	8. August	2015	V. A.	All Committee Members	N/A	Complete			Executive committee members will send the president concerns and comments to inform the opposition letter.
32 Legislative Update	8. August	2015	V. A.	Morse	N/A	Complete			Morse will send a letter of opposition for AB 988
37 Student Support for Disenfranchised Students Survey	8. August	2015	V. M.	May	Future	Incomplete			TASSC will send out the survey in late October or early November. On 11/4/15 agenda
Standing Committee Appointments	September			Committee Chairs	Future	Completed			Committee chairs will continue to recruit faculty participants and President Morse will confirm these appointments as necessary. Staff will post all appointments on the ASCCC website.
Resolutions to Honor Former Executive Committee Members	September	2015	II. B.		Future	Incomplete			Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee.
Legislation - AB 288 Letter of Support	September	2015	IV. E.	Morse / All Committee Members	Future	Completed			Executive committee members will send the president comments, concerns, and suggestions to inform the letter of support for AB 288. Using this information, Morse will compose and send a letter of support for AB 288.
Legislation - Senate Opposition for SB42	September	2015	IV. A.	Morse	Future	Completed			Morse will continue to assert the Senate's opposition to SB42 including working with PACCC and Chancellor Harris
WFTF Recommendations	September	2015	IV. B.	Officers	Future	Incomplete			The Officers will meet to discuss how to best inform the implementation of the WFTF recommendations.
Faculty Development Committee Revised Direction and Charge	September	2015	IV. E.	Staff	Future	Completed			Staff posted the revised charge on the ASCCC website
Curriculum Processes and Effective Practices White Paper Proposal	September	2015	IV. I.	Freitas / Bruno	Future	Completed			A white paper will return to the next meeting for consideration of approval. The Curriculum White paper was adopted in October.
CTE Liaison Expectations	October	2015	II. C.	Goold	Future	Incomplete			The CTE Expectations will be emailed to local senate presidents requesting a liaison from each local senate.
CTE Leadership Committee Charge	October	2015	II. D.	Staff	Future	Incomplete			Staff will post the revised charge of the CTE Leadership Committee to the Senate website.
CTE Curriculum Committee	October	2015	IV. B.	Goold	Future	Incomplete			The CTE LC will work with the Accreditation and Curriculum Committees on the event.
Accreditation Task Force Report	October	2015	IV. C.	Morse	Future	Incomplete			Morse will alert Chancellor Harris of the Executive Committee's vote to endorse the report.
TASSC Survey on Services for Disenfranchised Students	October	2015	IV. G.	May	Future	Complete			May will share suggestions from the Executive Committee with TASSC and a revised draft survey will return to the next meeting for consideration of approval.
Associate Degree of Transfer (ADT) White Papers	October	2015	IV. I.	Bruno	Future	Incomplete			The two white papers will be posted on the C-ID website and shared with the field.
Curriculum Processes and Effective Practices White Paper	October	2015	IV. L.	Freitas	Future	Incomplete			Freitas will update the paper based on the discussion and send a final version to Adams for posting on the website.
Needs Assessment Survey	October	2015	IV. N.	Rico	Future	Complete			Rico will share the feedback from the Executive Committee with the Relations with Local Senates Committee. A revised draft survey will return to the next meeting for consideration of approval.

EXECUTIVE COMMITTEE MEETING

Draft Minutes

Friday, October 2, 2015 to Saturday, October 3, 2015

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:35 p.m. and welcomed members and guests.

Members present: J. Adams, C. Aschenbach, R. Beach, D. Davison, A. Foster (Saturday only), J. Freitas, G. Goold (Saturday only), V. May, W. North, C. Rico, C. Rutan, C. Smith (via Zoom Friday only), and J. Stankas.

Liaisons present: J. Escajeda, Chancellor's Office; John Fraser, Student Senate

Guests present: Lillian Batista-Edwards, MiraCosta College; Elijah Descoteaux, Grossmont College; Jolena Grande, Cypress College; Mark Majarian, Cypress College

Staff present: Sandra Sanchez, Executive Assistant

B. Approval of Agenda

The agenda was approved by consensus with the addition of items IV. M. Inmate Education, IV. N. Needs Assessment Survey, and V. C. Program Review Update.

C. Public Comment

No public comment.

D. Calendar

Adams reminded members of upcoming meetings, events, and due dates. The *Rostrum* deadline is Monday, October 12, 2015, and the November agenda deadline is Tuesday, October 20, 2015.

E. Action Tracking

Members discussed updates to the action tracking spreadsheet.

F. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. September 11-12 Meeting Minutes, Stankas

B. Accounting Policies, Adams

C. CTE Liaison Expectations, Goold

D. CTE Leadership Committee Charge, Goold

Item II. B. was pulled.

MSC (Rico/Davison) to approve items II. A., II. C., and II. D. on the consent calendar.

Action:

- Item A: Staff will post the approved September minutes to the Senate website.
- Item C: The CTE expectations will be emailed to local senate presidents requesting a CTE liaison from each local senate.
- Item D: Staff will post the revised charge of the CTE Leadership Committee to the Senate website.

B. Accounting Policies

This item was pulled for clarification on several changes to the accounting policies. Members also made a few suggestions regarding specific language within the document.

MSC (Davison/Freitas) to approve changes to the accounting policies and to authorize the Officers to make minor revisions as necessary.

III. REPORTS

A. President's/Executive Director's Report

President Morse opened his report with a brief update on the discussion surrounding the Accreditation Task Force Report at the recent Board of Governors meeting. The Board authorized Chancellor Brice Harris to forward the report to the California Department of Education with a letter noting the Task Force's unanimous agreement of the report. Morse will inform the Executive Committee when the letter is available to view.

The Accrediting Commission for Community and Junior Colleges (ACCJC) sent a letter to the CCCCCO Academic Senate Presidents Listserv which mentioned their meeting on October 9 and included a response to the Accreditation Task Force Report.

There has been some controversy surrounding the stipends for faculty serving on the Online Education Initiative (OEI), Education Planning Initiative (EPI), and Common Assessment Initiative (CAI), specifically concerning the amount that faculty should be paid for their work. Morse acknowledged that there was a miscommunication and work is being done to resolve it. There are plans to reevaluate the work that faculty have done and determine how to recognize the faculty expertise while acknowledging the Chancellor's Office concerns with paying faculty to serve on governance groups.

Morse and Foster attended the Equal Employment Opportunity Advisory Committee (EEOAC) meeting where they discussed four areas of professional development activities for faculty, as well as a pipeline teaching program for students interested in returning to the community college system as faculty members.

Morse also provided an update on EEOAC's discussion surrounding the reallocation of equity funding. Based on Title 5 regulations, funding can be distributed in one of three ways: (1) each college receives the same amount, (2) through FTES, or (3) setting different metrics for the colleges. There was a push for the third option, so the committee is considering nine specific metrics.

Morse visited Pasadena City College and the Kern Community College District in September where he presented on collegiality and met with administrators. He is also currently serving as a member of the workgroup authorized by the Chancellor's Office to review the processes of the 50% Law and Faculty Obligation Number.

Adams provided members with brief updates on the audit, as well as the progress of the Professional Development College (PDC) website.

A team of staff, including Kris Costa, Krystinne Mica, and Lynell Wiggins showcased the Statewide Career Pathways (SCP) Counseling Tool Kit as vendors at the CSU/UC/CC Counselor Conference. Overall, it was a successful and positive experience. There are also plans to host webinars this month.

Adams discussed planning logistics for meetings and events. She updated members on the current event registration counts. Registration for the Curriculum Regionals is filling up quickly.

Adams is recruiting faculty to participate in periodic review. There are plans to present in spring; although, it is unclear if this deadline will be met.

Adams met with a PR firm to discuss the ASCCC's communications and marketing plans as noted in the adopted Strategic Plan, and how best to share the Senate's mission and work. She hopes to be able to provide more information at the November Executive Committee meeting.

Lastly, Adams accepted a faculty training opportunity with the Los Rios Community College District. She will be attending a diversity intern meeting for the next 8 weeks; if successful, she may be teaching in the spring.

B. Foundation President's Report

May informed members that the Foundation Board of Directors met on Tuesday, October 29, 2015. They reviewed nominations for the Board of Directors and selected Lorraine Slattery-Farrell from Mt. San Jacinto College to fill this position.

The Board discussed the Strategic Fundraising Plan and will determine short- and long term goals. Short-term goals will consist of what the Foundation has been doing such as fundraising, raffles, area competitions, Foundation receptions at

ASCCC events, etc. Long term goals include the Professional Development College, research, and grants.

The Foundation will be supporting two research projects:

- Impact of Fulltime Faculty on Student Success – in partnership with FACCC
Adams is working with Ian Walton and Greg Gilbert on a literature review. The plan is to have a report ready by February 2016. At that time, a determination will be made regarding what kind of research needs to take place. The Foundation will explore avenues for funding this research through grants.
- Effective Practices for Hiring Diverse Faculty – EDAC
The Foundation plans to support a literature review on the topic, and then seek funding for more research as needed.

The new and improved Foundation website will go live soon.

The Foundation is preparing an Annual Fall Report to be shared at the 2015 Fall Plenary Session. The Board plans to continue this practice at each fall plenary session in the future.

Because the 2016 Spring Plenary Session will be held in conjunction with other statewide constituency group organizations, the Spring Fling will be a little different than those of the past two years. Updates will follow.

Lastly, Adams informed the committee that she was contacted by GEICO about offering insurance to faculty. The Board of Directors plans to explore this offer further, as it may be an opportunity to increase fundraising.

C. Liaison Oral Reports

- Student Senate: Fraser informed the Executive Committee that the Student Senate is meeting to discuss three of four vacant officer positions. He also noted that they will host their biannual General Assembly in Sacramento, November 13-15, 2015.

IV. ACTION ITEMS

A. Legislative Update

The committee received an update on recent state and federal legislation. The Legislature has completed their legislative session sending a number of bills to the Governor. The Governor has until October 11 to sign or veto bills passed by the Legislature on or before September 11, the last day for each house to pass bills.

AB 653 (Levine) *Intersegmental Coordination Information Technology* was chaptered. AB 288 (Holden) *College and Career Access Pathways Partnership* has gone forward to the Governor for signature; the bill has not received any opposition thus far and is expected to pass.

At the September meeting, the committee came to a unanimous decision to reassert the Senate's position on SB 42 (Liu, as of August 28, 2015) and reach out to FACCC about taking a joint opposition. Morse informed members that FACCC is no longer interested, but UC expressed possible interest.

AB 798 (Bonilla) *College Textbook Affordability Act* has gone forward to the Governor for signature. Currently, the bill has not received any opposition in higher education; however, Senator Bonilla's office requested that the ASCCC write a second letter of support to the Governor. The Executive Committee will maintain the Senate's position of support, but there is not an interest in writing a second letter.

Morse and Bruno have a meeting with the Chancellor's Office Legislative Committee to discuss legislative proposals, which they will report on at the November meeting. They will also be attending the FACCC Advocacy and Policy Conference in February 2016.

B. CTE Curriculum Academy

The committee discussed the structure of the CTE Curriculum Academy. Prior to the January event, those attending will be required to complete the ASCCC Curriculum modules in fall. The event will be structured on how to develop a program from thought to two-year review.

MSC (North/Davison) to approve the structure of the CTE Curriculum Academy.

Action:

The CTE LC will work with the Accreditation and Curriculum Committees on the event.

C. Accreditation Task Force Report

At its September meeting, the Executive Committee held an open forum to discuss the 2015 Chancellor's Office Accreditation Task Force Report. Morse informed the Chancellor's Office that the overall discussion was favorable and a resolution to endorse the report will appear for discussion and debate at the 2015 Fall Plenary Session in November. Morse noted that he also wrote an article on the accreditation report, which will appear the upcoming *Rostrum*.

While a resolution for endorsement by the delegates remains appropriate, the Chancellor's Office has urged all constituencies to take action on the report as soon as possible.

MSC (Stanskas/Rico) to endorse the Chancellor's Office 2015 Accreditation Task Force Report.

Note: One member of the Executive Committee abstained and requested that the minutes reflect this abstention.

Action:

Morse will alert Chancellor Harris of the Executive Committee's vote to endorse the report.

D. Equity and Diversity Action Committee (EDAC) Recommendation

The Executive Committee discussed EDAC's proposal for a series of focus groups informing diversity and inclusion training and research. The focus groups would draw from three categories of faculty in the California community college system: faculty who have recently served on hiring committees; recently hired faculty; and candidates who have gone through the hiring process, but failed to gain tenure-track employment.

It was suggested that, when constructing the survey, EDAC be mindful of the terms of confidentiality for faculty who have served on a hiring committee. There was also a suggestion to include part-time faculty.

Morse noted that several groups are working on similar projects, and it may be best to bring these groups together to avoid any overlap in work.

MSC (Freitas/May) to approve EDAC's focus groups with the recommendation that they work closely with other groups working on similar projects.

E. Instructional Design and Innovation (IDI)

The Executive Committee reviewed the potential presentations for IDI, including both proposals from the field and suggestions from ASCCC committees.

Members determined that a focus group that consists of the following: Online Education, Noncredit, Curriculum, Equity and Diversity, CTE, and Transfer, Articulation, and Student Services be formed to review the initial programs if time permits.

F. Accreditation Institute

The ASCCC Accreditation and Assessment Committee will host the annual Accreditation Institute on February 19-20, 2016, and there is an interest to work with the RP Group on several breakout session. By consensus, the Accreditation and Assessment Committee will consider breakouts with the RP group as appropriate.

G. Transfer, Articulation, and Student Services Committee (TASSC) Survey on Services for Disenfranchised Students

The Executive Committee reviewed TASSC's Survey on Existing Services for Disenfranchised Students. Members made suggestions regarding specific language within the survey.

Action:

May will share these suggestions with TASSC. A revised draft survey will return to the next meeting for consideration of approval.

H. Common Assessment Initiative (CAI) Policy Issues

In August, the Common Assessment Initiative (CAI) Steering Committee discussed the idea of statewide common assessment policies. Currently, all colleges determine their own assessment processes, but common policies would ensure that all students have the same access to retesting and that their assessment profile is valid for the same amount of time no matter where they are initially assessed. Several steering committee members pushed for these decisions to remain under local control. Rutan also noted that it is unclear how much the assessments will cost and who will be paying for them.

The Executive Committee discussed these issues and provided guidance. It was suggested that the Steering Committee develop recommended practices/guidelines, but ultimately leave policy decisions up to the districts. It was also suggested that the steering committee shift their direction to take a fiscal approach regarding how many times the state will pay for students to retest.

I. Associate Degree of Transfer (ADT) White Papers

The Executive Committee reviewed two of four ADT white papers: *History of C-ID and TMCs* and *Effective Practices for Local Implementation of TMCs*. Members also made suggestions regarding specific language within the papers.

MSC (Rico/Davison) to adopt two ADT white papers: *History of C-ID and TMCs* and *Effective Practices for Local Implementation of TMCs*.

Action

The two papers will be posted on the C-ID website and shared with the field.

J. Resolutions

The Executive Committee discussed the resolutions to be forwarded to the delegates for discussion and debate at the 2015 Fall Plenary Session. Resolutions 9.01 and 13.03 were pulled.

MSC (Rutan/Goold) to approve the Executive Committee resolutions to forward to the Area meetings for discussion.

Members also discussed honoring Manuel Baca, faculty representative to the Board of Governors.

K. Fall Plenary Session

The Executive Committee reviewed the preliminary program for the 2015 Fall Plenary Session. Members also discussed how best to present the State of the Senate in a way that will highlight the work that ASCCC is doing on behalf of faculty.

L. Curriculum Processes and Effective Practices White Paper

In response to the Workforce Task Force recommendation to improve curriculum approval processes, the Curriculum Committee was charged with drafting a white paper on effective practices. The white paper focused on the role of the curriculum committee and local approval processes, which will eventually be incorporated into the position paper on effective curriculum processes that is scheduled to come before the body in Spring 2016. The Executive Committee reviewed a draft of the white paper and provided feedback, as well as ideas for the Curriculum Committee to expand on in the larger paper.

MSC (Stankas/Goold) to adopt the Curriculum white papers with clarifications discussed as appropriate.

Action

Freitas will update the paper based on the discussion and send a final version to Adams for posting on the website.

M. Inmate Education

Morse informed the Executive Committee that there is an interest for the ASCCC to formally partner with the Chancellor's Office on the inmate education summits.

MSC (North/Dolores) to approve the Senate's partnership with the Chancellor's Office on the inmate education summits.

N. Needs Assessment Survey

The ASCCC Relations with Local Senates Committee met on September 17, 2015 and discussed the charge and priorities of the committee. There is an interest to learn more about how the committee can act on the charge and better deliver assistance to local Senate leaders.

The committee drafted the a survey to gather information from local senate presidents about how the ASCCC may better support the needs of local senate leaders and provide enhanced outreach to faculty who attend ASCCC events. The proposed goal is to administer the survey at the 2015 Fall Plenary Session. The Executive Committee reviewed the survey and provided feedback.

Action:

Rico will share the feedback with the Relations with Local Senates Committee. The revised draft survey will return to the next meeting for consideration of approval.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Interim Dean Escajeda provided the Executive Committee with a Chancellor's Office update and covered the following topics:

- Staff Update – The Chancellor's Office hired attorneys. Two new graduate students will be joining the office to assist. Ken Nather left his position as a retired annuitant; Patty Blank, also a retired annuitant, will be joining the office in his place.
- UC Pathways – The Chancellor's Office met with UC Pathways on September 28 to discuss several pathways that they are currently researching. They are trying to sync these pathways with the ADTs.
- Curriculum – The Chancellor's Office has been working on developing a new curriculum process. There is a new formula for calculating course hours and units. Also, the Chancellor's Office will no longer review non-substantial credit course modifications; there are plans to work with Governet to create an auto-approval process.
- ADTs – There are currently 1966 approved ADTs. A new progress report will be available soon.
- Basic Skills – The next meeting is scheduled for October 14, 2015.
- Bachelor's Degrees – The Chancellor's Office is releasing a RFA Grant for \$750,000 to support pilot colleges.
- Inmate Education – A summit is scheduled to be held in Sacramento and there is an interest to partner with the Academic Senate.

B. Board of Governors/Consultation Council

The Executive Committee received an update on the recent Board of Governors retreat/meeting held September 20-21, 2015. The following topics were discussed:

- Workforce Task Force Recommendations – The Board was very engaged and complimentary, and they offered several ideas and comments. The recommendations will return for possible approval at the Board's November meeting.
- Basic Skills Education – The discussion on basic skills primarily focused on the work of the California Community Colleges' Success Network (3CSN). There is an interest to also share ASCCC's work on basic skills. Morse will work with Chancellor Harris to arrange an opportunity to present this work to the Board of Governors.
- Accreditation Task Force Report – The Board passed a motion directing Chancellor Harris to forward the report to the California Department of Education with a letter voicing the unanimous constituencies. This item will return to a future Board of Governor's meeting for possible endorsement.

- Nomination of Board Officers – Vice President Cecilia Estolano and President Geoffrey Baum were nominated for their current positions for the 2016 calendar year. Election of new board officers will take place at the November 2015 meeting.

C. Program Review Update

Following the adoption of Resolution 7.05 S14, North has been working with the CCCCO LaunchBoard project to examine the feasibility of using state-level data to inform local review for CTE programs. North presented a draft *Rostrum* article that describes the project and potential next steps. A top priority in these next steps could include the ASCCC as a partner in convening faculty and stakeholder input groups to further investigate the types of inquiry needed for CTE programs to effectively improve themselves. The Executive Committee discussed the direction of this ongoing work and offered feedback.

VI. REPORTS

A. Standing Committee Minutes

- i. TASSC, May
- ii. Relations with Local Senates Committee, Rico
- iii. Educational Policies Committee, Davison

B. Liaison Reports

- i. GEAC, Stankas
- ii. IEPI, Bruno
- iii. CAPP, Adams

C. Local Senate Reports

- i. Cosumnes River College, Davison/Aschenbach

VII. ADJOURNMENT

The Executive Committee meeting was adjourned at 12:15 p.m.

Respectfully submitted by

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



Executive Committee Agenda Item

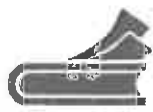
SUBJECT: Noncredit Liaison Expectations		Month: November	Year: 2015
		Item No: II. B	
DESIRED OUTCOME: The Executive Committee will consider for approval the expectations of the Noncredit Liaisons.		Attachment: NO	
		Urgent: YES	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Cheryl Aschenbach	Consent/Routine		X
STAFF REVIEW ¹ : Julie Adams		First Reading	
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: At the Spring 2015 Plenary, delegates passed Resolution 17.05, which urged “local academic senates to identify a noncredit faculty member to act as a liaison to facilitate communication among local noncredit faculty, the local academic senate, and the Academic Senate for California Community Colleges.” The Noncredit Committee met on Monday, September 28, 2015, and developed the following expectations for a Noncredit Liaisons. The Executive Committee will consider for approval these expectations.

Noncredit Liaison Expectations

- Attend local senate meetings and report as needed about statewide issues of concern in noncredit
- Facilitate local noncredit discussions; participate in regional noncredit discussions
- Identify noncredit issues or concerns locally or regionally
- Communicate with credit and noncredit faculty to align curriculum and integrate services to students
- Participate in conversations to promote the use of noncredit alone and in combination with credit to meet statewide initiatives
- Create a mechanism to communicate with faculty on local campuses around issues of common concern regarding credit and noncredit
- Serve as a conduit between the local noncredit faculty and the ASCCC Noncredit Committee representatives
- Identify local noncredit faculty to serve locally and statewide on committees and taskforces
- Promote best practices in local and regional noncredit by recommending and encouraging noncredit faculty to present at ASCCC institutes, academies and plenary sessions
- As local funding permits, attend state-level events (ASCCC, ACCE)



Executive Committee Agenda Item

SUBJECT: Legislative Liaison Position		Month: November	Year: 2015
		Item No: II. C.	
DESIRED OUTCOME: The Executive Committee will consider for approval the Local Legislative Liaison Guidelines.		Attachment: No	
		Urgent: No	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to a need to strengthen communication between the ASCCC and local senates, the body passed Resolution 17.3 S15 Establishing a Local Legislative Liaison Position as follows:

Whereas, Local academic senates have the freedom to take and publish positions on proposed legislation after informed discussion and deliberation and to meet with legislators to express their views and positions regarding legislation;

Whereas, Some local senates have created a legislative liaison position so that a designated individual is responsible for tracking and reporting to the academic senate on legislation, and such a position may be a great benefit to an academic senate in providing current information on relevant legislation and enabling the senate to form positions upon which it may wish to act; and

Whereas, The effectiveness of the Academic Senate for California Community Colleges in influencing legislation is contingent upon providing information and analysis to local senates and receiving in response feedback and direction for action;

Resolved, That the Academic Senate for California Community Colleges urge local senates to establish a legislative liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty.

When establishing the legislative liaison position, academic senates should create a structure to best serve the needs and interests of the faculty at their local colleges. For example, the position may be

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

held by one faculty member, shared by two faculty members, or may consist of a small group of faculty with one faculty member acting as the primary contact. Any of these models are well suited to fulfilling the intent of the resolution. To provide assistance in implementing the resolution, the Legislative and Advocacy Committee prepared legislative liaison position guidelines that academic senates may modify on to best fit with their local governance structure. The responsibilities of the Legislative Liaison(s) may include, but are not necessarily limited to:

- Attend local senate meetings and report regularly or as requested about legislation and legislative issues.
- Facilitate or act as a resource for local discussions of legislation and contemplated legislation.
- Identify legislation issues of particular local concern and convey those to the Legislative and Advocacy Committee.
- Communicate opportunities and, at times, the urgent need for faculty participation in legislative activities.
- Collaborate with local senate officers to create and or improve a mechanism for the most effective communication with faculty on campus about legislative issues of common concern.
- Serve as a conduit between the local faculty and the Legislative and Advocacy Committee representatives in the area.
- As funding permits, attend state-level events and meetings (ASCCC, FACCC), participate in panels or make presentations as appropriate.
- Monitor the legislative listserv and the Legislative Updates website and report to the local Academic Senate and, as determined to be appropriate in collaboration with local senate officers, faculty at large on campus.
- Work with local student organizations and advocacy groups to help them with their efforts as well as encourage them to join in efforts led by others.

Action: Approve the Legislative Liaison Position guidelines.



Executive Committee Agenda Item

SUBJECT: Online Education Regional Meetings		Month: November	Year: 2015
		Item No. II D	
DESIRED OUTCOME: The Executive Committee will consider for approval Online Education Regional Meetings for the spring.		Attachment: YES / NO	
		Urgent: YES / NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Last spring, the Online Education Committee held a set of regional meetings (one in the north, one in the south) to provide the field with information regarding online education, including accessibility, the Online Education Initiative, and other matters of academic and professional interest in online education. The attendees at these regional events included faculty (part and full time), staff, distance education coordinators, and administrators, many of whom had not previously attended an ASCCC event. The Online Education Committee would like to hold another set of regionals in the spring (April 8-9, 2016), prior to plenary, to disseminate information to the field and potentially gather information regarding effective practices. We would be seeking colleges to volunteer (one north, one south) to host the regionals.

The structure of the regionals would be similar to the structure of the Curriculum Regionals: a general session in the morning, with updates from the Chancellor's Office, curriculum committee, and possibly the OEI (through the faculty on that committee, including Fabiola Torres and John Freitas), and other topics of interest. After lunch there would be breakouts in the afternoon. Topics might include an expanded discussion about accessibility; effective practices with regular, effective, and substantive contact; professional development and online faculty; accreditation concerns; and others. While some of these topics might seem slightly redundant, the audience for the regionals is different from that at plenary and most of our institutes.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Advocacy Day		Month: November	Year: 2015
		Item No. II E.	
DESIRED OUTCOME: The Executive Committee will consider for approval the establishment of an ASCCC Advocacy Day.		Attachment: No	
		Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

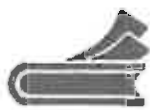
BACKGROUND:

The ASCCC often joins its system and higher education partners in advocacy events such as the Intersegmental Council of Academic Senates Advocacy Day and Chancellor’s Office meetings with the Governor’s and the Legislators’ aides. Although these meetings are worthwhile and constructive, it remains clear that many in the legislature are still unfamiliar with the benefits and necessity of involving the Academic Senate in proposed legislation and statewide projects and initiatives. To ensure legislators and their aides are well informed of the purview, role, and efforts of the Academic Senate, the Legislation and Advocacy Committee is recommending to the Executive Committee the scheduling of an advocacy day with the Legislature.

The Legislation and Advocacy Committee recommends that this spring, the ASCCC book a room in the Capitol and set up appointments with the appropriate legislators and their aides to engage them in issues that fall within the purview of academic and professional matters. The LAC recommends that Executive Committee members and LAC members attend the advocacy day, as desired and appropriate. If the spring advocacy day is successful, the LAC recommends that this activity be expanded to add an additional advocacy day in the fall.

Action: Establish an ASCCC advocacy day for Spring 2015.

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



Executive Committee Agenda Item

SUBJECT: Transfer, Articulation, and Students Services Committee Survey on Services for Disenfranchised Students		Month: November	Year: 2015
		Item No: II F	
DESIRED OUTCOME: The Executive Committee will consider for approval a survey to gather baseline data on the types of services available to disenfranchised students at California Community Colleges.		Attachment: No	
		Urgent: Yes	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	May/Davison	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Survey on Existing Services for Disenfranchised Students in the CCC
(October 14, 2015)

At the fall 2014 plenary session, the body passed Resolution 20.01: *Developing a System Plan for Serving Disenfranchised Students*:

Whereas, California’s community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California’s community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention, and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and Board of Governors to develop a long-range plan that will increase services for disenfranchised students.

In support of this resolution, the ASCCC Transfer, Articulation, and Student Services Committee (TASSC) would like to gather baseline information to learn the types of services available to disenfranchised students that are currently offered at California community colleges. As such, this survey

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

is distributed via a wide range of listservs, including senate presidents, counselors, administrators, and others. If you are not able to answer the questions below, please forward this survey to someone whom you believe is able to answer them. Respondents' colleges will not be published for public view.

1. What is your position at your college? (drop down menu)
 - Senate President
 - CIO
 - CSSO
 - Counseling Dean
 - Student Services Dean
 - Counselor
 - Other, please describe

2. What is the full name of your college?

The questions below are specifically about services offered to the disenfranchised students defined in the second whereas; these questions do not pertain to students who are currently part of programs such as EOPS, CalWorks, etc.

1. Does your college offer or assist students with *on campus* housing? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
2. Does your college offer or assist students with *off campus* housing? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
3. Does your college offer or assist students with obtaining food (for example, food pantries, vouchers, etc.)? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
4. Does your college offer students any financial assistance programs (for example, short-term loans, monies for utilities, or the like)? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
5. Does your college offer students on-campus childcare? If yes, how is this funded, what kinds of services are offered, and where do students find this service?
6. Does your college offer services for homeless students? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
7. Does your college offer on-campus mental health services for students? If yes, how is this funded, what kinds of services are offered, and where do students find these services?
8. Has your college developed any partnerships with other organizations (Departments of Social Services, Rehabilitation, or the like)? If so, list those organizations and explain the partnerships.
9. How is information about any of the services referenced in this survey that are offered at or by your college disseminated to the college community?
10. Are there additional ways that you would define students who are disenfranchised other than the second whereas of the resolution on page 1?
11. Does your college have a formal or official method to identify disenfranchised students? If so, what method is used?



Executive Committee Agenda Item

SUBJECT: Needs Assessment Survey		Month: November	Year: 2015
		Item No: 11 G.	
DESIRED OUTCOME: The Executive Committee will consider for approval the Needs Assessment Survey developed by the ASCCC Relations with Local Senates Committee.		Attachment: YES	
		Urgent: YES / NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cynthia Rico	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

This is a second read of the needs assessment survey designed to gather information from local Senate leaders on how the Relations with Local Senates Committee and Senate Exec can support the local Senate Presidents and Local senates with resources. The goal is to administer this survey at the fall 2015 plenary and send the survey out by Survey Monkey to ensure a wider participation following plenary.

Outcome: Seeking any other suggestions and approval from Executive Committee of the survey

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Relations with Local Senates Committee (RLSC) Needs Assessment Survey Fall 2015

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

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

1. Have you ever sought assistance from the ASCCC?

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

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

- I am not aware of the services offered by the ASCCC
- I do not know how to go about requesting assistance
- I have not needed to request assistance at this time

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

YES NO I am unable to navigate the website easily

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

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

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

YES NO

If yes, please describe and who should be contacted?

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

YES NO Don't know

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

Your Name: _____

College: _____

Discipline: _____

Local Senate College Position (Title): _____

E-mail: _____



Executive Committee Agenda Item

SUBJECT: New Modules for the Professional Development College		Month: November	Year: 2015
		Item No: II H.	
DESIRED OUTCOME: The Executive Committee will consider for approval the list of new modules to be created for the professional development college and identify individuals or committees to create them.		Attachment: NO	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Building on the success of the Leadership Academy, the members of the Curriculum Committee and the CTE Leadership committee created a set of modules on the basics of curriculum. Curriculum Basics 101 will be the modules posted to the new Professional Development College (PDC) website and they will allow interested individuals to learn about the basics of community college curriculum from their home or office. The Faculty Development Committee (FDC) discussed possible additional modules that they are recommending the Senate develop in the coming year. Those modules are:

- Basics of Academic Senates
- Inmate Education
- Minimum Qualifications and Equivalency
- Increasing Inclusivity Through Better Communication
- Hiring of Diverse Faculty
- New Faculty Orientation

The FDC is asking the Executive Committee to approve the development of modules in these areas and to suggest possible committees or individuals to assist in the task. Additionally, the committee welcomes any suggestions for additional modules that should be developed.

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



Executive Committee Agenda Item

SUBJECT: Outcomes for Institutes and Individual Breakout Sessions		Month: November	Year: 2015
		Item No. 11.1.	
DESIRED OUTCOME: The Executive Committee will approve including outcomes for individual breakout sessions and overall outcomes for IDI.		Attachment: NO	
		Urgent: YES	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Craig Rutan	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

After each plenary session or institute, the Senate staff sends out a survey to attendees to improve the event in the coming year. The surveys rarely provide useful information and the majority of the comments focus on the quality of the food or the temperature in the rooms. In order to improve the information generated by surveys, the Faculty Development Committee (FDC) discussed including an expected outcome for each breakout session in the online program. Inclusion of these outcomes will allow the surveys to focus on whether the session attended met the stated outcome, how the presentation could better meet that outcome, and whether the presentation was helpful and should be offered again. Additionally, overall outcomes for institutes were discussed as a way to encourage new individuals to attend institutes and as a way to market new institutes like the Instructional Design and Innovation (IDI) Institute.

FDC is requesting that this strategy be used for IDI. The call for proposals already requires this information, but any presentations developed by Senate committees or members of the Executive Committee will need to develop outcomes as well.

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



Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: November	Year: 2015
		Item No: IV A.	
DESIRED OUTCOME: The Executive Committee will be updated on recent state and federal legislation and consider for approval an initial list of topics for the ASCCC 2016 legislative agenda.		Attachment: Yes (3)	
		Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Legislation Update

The Legislature has completed their legislative session sending a number of bills to the Governor. The Governor had until October 11 to sign or veto bills passed by the Legislature on or before September 11, the last day for each house to pass bills. The ASCCC Legislation Report as of October 18, 2015 is provided as an attachment. The most recent Chancellor’s Office State and Federal updates and the CO Legislation Matrix are also included as attachments.

All letters submitted in support or opposition of proposed legislation as well as the latest ASCCC Legislative Report may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

ASCCC 2016 Legislative Agenda

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

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

Assigned to the Legislative and Advocacy Committee (LAC) for further development, the LAC members identified the following areas of interest for inclusion in the ASCCC 2016 Legislative Agenda:

1. Audit Fee Change
2. Stand Alone Course Approval

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

3. Student Mental Health Services

Of course, these areas need additional investigation. The Legislative and Advocacy Committee is interested in exploring these areas with the Chancellor's Office, FACCC and other system partners. Furthermore, the committee recognizes that this is a nascent agenda and believes that other areas will be added as the 2016 legislation session advances.

Action: The Legislative and Advocacy Committee requests ASCCC Executive Committee confirm the development of the Legislative Agenda with the three areas of interest and requests approval to explore these areas with our system partners.

**ASCCC Legislative Report
October 18, 2015**

Assembly Bills

AB 176 (Bonta) Data Collection

Requires the segments of higher education to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016. The bill calls for 10 additional categories. There is discussion around affects of disaggregating the data including concerns around identifying individual students and the loss of data. Amendments include specific reporting requirements and compliance with FERPA. **Additional amendments include delineation of categories. Last amended 7/14/15. Last amended on 09/01/15 to remove the Department of Healthcare Services 09/01/15.** (CO Supports)

Status: Vetoed by Governor 10/07/15

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

AB 288 (Holden) College and Career Access Pathways Partnership

This bill would authorize a community college district to enter into a CCAP partnership with a K-12 school district to develop pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Amendments include language to address employment concerns, the 15 units per term maximum, service areas, CCAP agreements, and reporting requirements. **Amendments include Chancellor's Office responsibilities, parameters of CCAP agreements, a 10% cap on total number of FTE statewide and a sunset date of 1/1/22. Of concern is language stating that remedial courses offered through a CCAP agreement "shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation."** Amended on 07/13/15. Amendments on 09/01/15 include preventing over**subscribed courses from being offered through CCAP.** Last amended on 09/04/15 to expand definition of academic programs to include certificates and credentials in addition to associate degrees as well as clarifying language. (CO Sponsored/Support)

Status: Chaptered 10/08

ASCCC Position/Resolutions: Resolution 6.03 S15 specifically endorsed the intent of this bill. In addition, the ASCCC has several other resolutions that generally support expanding

opportunities for dual and concurrent enrollment (4.01 F07 and 4.02 F07). While the ASCCC does not have anything specifically on this legislation, those resolutions seem to generally apply. We also have a resolution requesting limitations on concurrent enrollment (15.02 S09). Recently, resolution 13.02 F14 requested guidance on regulations and effective practices for dual and concurrent enrollment as well clarifying terminology. We also have two *Rostrum* articles on the concurrent enrollment in the December 2007 issue.

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

AB 340 (Weber) Campus Climate Report

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

Status: Vetoed by Governor 10/11/18

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

AB 404 (Chiu) Accreditation

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

Status: Chaptered 10/08/15

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

AB 542 (Wilk) Early and Middle College High Schools

Grants the same enrollment priority consideration to Early College High Schools as is authorized under current law for Middle College High Schools. Also allows colleges to claim apportionment

for ECHS and MCHS students in physical education courses beyond the 5% statutory cap and exempts these students from the 10% cap on summer course enrollment. Amendments include specifying criteria for claiming apportionment and reporting requirements. **Last amended 7/08/15.**

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

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

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

Provides financial and educational assistance to students affected by the closing of CCI campuses in California. Waives CCC fees for CCI students until July 1, 2018. Restrictions apply and are delineated. Also provides funds for CO to support statewide media campaign to inform CCI students of educational opportunities at CCCs. Recent amendments include provisions of legal aid and student loans assistance. **Amended 07/09/15** Amendments includes specifying Heald College in some sections, requiring affected to students to have demonstrated need as determined enrolling college, and providing restoration of award years for student who received a California National Guard Education Assistance Award and attended Heald College. Amended 08/18/15. Latest amendments include removing distance education and add clarifying changes 08/31/15. **Last amended 09/04/15.**
(CO Supports)

Status: Vetoed by Governor 10/08/15

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

AB 626 (Low) Instructors

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

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

ASCCC Position/Resolutions: Resolution 6.04 S15 specifically endorsed the intent of this bill. In addition the ASCCC has numerous resolutions supporting progress on the full time obligation (75/25 ration). The most recent, Resolution 13.01 F14 states, “Resolved, That the Academic

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

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

AB 770 (Irwin) Basic Skills and Professional Development

Establishes a financial grant and professional development funding program for adopting or expanding the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals. Delineate the specific criteria required to award the grant funds as well as reporting requirements. **Amendments include levels of funding and grant criteria and reporting requirements as well as provisions for technical assistance from the CO. Last amended on 7/01/15. Amended 8/18/15 (CO support, if amended)**

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

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

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

AB 798 (Bonilla) College Textbook Affordability Act

Accelerate the adoption of OER to reduce the students’ cost and improving access to materials through the OER Adoption Incentive Fund. Requires grants to be used for activities such as faculty professional development, OER curation activities, and technology support for faculty. Requires local academic senates, in collaboration with students and administration, to pass resolution in support. **Amendments include removal of UC, require CaOERC to provide oversight of meeting plan requirements and determination of plan approval. Grant recipients**

would submit progress reports to CaOERC. ICAS is required to report to the legislature. Last amended on 7/01/15 Latest amendments include benchmarks requirements for grant recipients and changes to the use of the money at local colleges. The ASCCC president is working with Bonilla's staff 8/27/15. Amended 09/04 and 09/09/15 Amendments include changes to the amount of money that would go to colleges; instead of a specific amount (\$50,000 was the most common number), colleges would now receive grants of \$1,000 per course section up to \$50,000, with the aim of a 30% savings in at least 10 of those sections. There are also provisions for stipends for COERC (\$27,000 total) and a stipulation that \$200,000 will go directly to COOL for Ed for the administration of that program. (CO support, if amended)

Status: Chaptered 10/08/15

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

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

AB 968 (Williams) Transcripts

Require districts to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll. Amended 09/04/15 to include language to delay implementation until July 1, 2016.

Status: Vetoed by Governor 10/09/15

ASCCC Action: Letter of opposition written to be submitted 8/30/15. Action rescinded by ASCCC Executive Committee 09/11/15

AB 1010 (Medina) Part time temporary employees

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

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

ASCCC Position/Resolutions: The ASCCC has many resolutions to address the academic and professional issues specific to the situations of part time faculty as well as the paper “Part Time Faculty: A Principled Perspective” which includes recommendations on hiring and evaluation

processes and procedures and their implementation.

AB 1016 (Santiago) Student Transfer Act

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

Status: Chaptered 10/02/15

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

AB 1366 (Lopez) Dream Resource Centers

Require CCCs that have at least 500 currently enrolled students meeting the requirements set forth in title 5 section 68130.5 to create Dream Resource Centers on each campus to assist students by streamlining access to all available financial aid and academic opportunities for those students. The Dream Resource Centers would seek to empower and create a safe and welcoming environment for those students and increase enrollment, transfer, and graduation rates among this population. Amendments include provisions to accept gifts, bequests, or donations to fund DRCs. Additional amendments include requirements for colleges that do not meet the minimum student requirement to establish a DRC to have a designated staff person to fulfill specified functions. **New amendment includes language to allow centers to offer support services, including, but not necessarily limited to, state and institutional financial aid assistance, academic counseling, peer support services, psychological counseling, referral services, and legal services. Last amended on 7/08/15.** Latest amendments removes mandate for center and requires a Dream Resource liaison and the space where the liaison is located may be designated as a Dream Resource Center 08/18/15. **Last amended 09/01/15 (CO neutral)**

Status: Inactive file 09/09/15

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

Senate Bills

SB 42 (Liu) Commission on Higher Education Performance

Changes the composition of and renames the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education. Regardless of substantial amendments, the makeup of the commission is still without segment representation. **Significantly amended on 7/14/15 to include on the advisory committee the chairs from both the Assembly Higher Education and Senate Higher Education, require an annual report on higher education to the Governor, and require the commission to review the pursuing of cross segmental initiatives. Amended 08/31 and 09/02/15.**

Status: Vetoed by Governor 10/07/15; In Senate. Consideration of Governor's veto pending.

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

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

SB 786 Adult Education Regional Consortia

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

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

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

Higher Education - Watch

AB 636 (Medina) Student Safety

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

Status: Chaptered 10/09/15

AB 653 (Levine) Intersegmental Coordination Information Technology

This bill was amended significantly in June and no longer specifically allows for the sharing of

contracts with UC and CSU for the purchase of goods and services. It does allow CCC districts to publish a notice for bids and proposals to an internet site or bidding platform instead of a newspaper. It also declares that there is nothing in Ed Code or Public Contract Code that precludes a CCC district from purchasing similar materials or services under the same terms and conditions in a contract awarded by UC and CSU. **Last amended 6/30/15** (CO Support)

Status: Chaptered 09/30/15

AB 801 (Bloom) Homeless Youth in Higher Education

Establishes priority registration for homeless youth and former homeless youth, designates a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to current and former homeless youth and current and former foster youth and provides other program and financial assistance to homeless and former homeless youth. **Amended 6/01/15. Amended 09/01 and 09/03/15.**

Status: Inactive file 09/08/15

AB 967 (Williams) Sexual Assault Case Procedures

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

Status: Vetoed by Governor 10/11/15

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

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

Status: Inactive file 09/01/15

AB 1385 (Ting) Accreditation

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

Status: Inactive file 09/11/15

AB 1397 (Ting) Accreditation Public Comments

The bill went under significant revision since being introduced. Amendments include defining the composition of visiting teams to include an appropriate percentage academics, public decision-making, prohibiting participation of persons with conflicts of interest, preservation of review documents, making documents public, and an appeal process. Latest amendments include specific criteria to determine conflict of interest. **Amended 7/08/15. Last amended 09/04/15.**

Status: Inactive file 09/11/15

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

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

Status: Chaptered 09/01/15

SCA 1 (Lara) University of California: Legislative Control

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

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

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

October 2, 2015

OVERVIEW

The congressional committee hearing process for policy legislation and the federal budget moves at a much slower pace than the legislative process at the state level. As a result, the status of bills may not change for months, and the status of some of the federal legislation we are monitoring has not changed since the July 2015 Federal Legislative Update. Disagreements and posturing during the federal budget process often result in “continuing resolutions” (CR) that maintain the prior fiscal year’s funding levels and requirements, setting aside major changes proposed earlier in the year. On September 30, 2015, the last day of the federal fiscal year, the federal government avoided a shutdown by passing a continuing resolution that only funds the government through December 11, 2015. The bill is a ‘clean’ CR that would keep funding levels the same as they are presently.

Education Secretary Arne Duncan to Step Down in December

Education Secretary Arne Duncan has announced that he will step down from his post in December of this year. Duncan is an original member of President Obama’s cabinet and came with him to Washington from Chicago, where he served as the city’s schools chief. President Obama has selected Deputy Secretary of Education John B. King, Jr. to replace Secretary Duncan. Dr. King is the Senior Advisor Delegated Duties of Deputy Secretary of Education, a position he assumed in January 2015.

Dr. King oversees all preschool-through-12th-grade education policies, programs and strategic initiatives, as well as the operations of the Department, which has more than 4,000 employees and a budget of more than \$60 billion. He also oversees the Department’s work leading cross-agency collaboration for President Obama’s My Brother’s Keeper task force, which seeks to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people are able to reach their full potential.

Prior to his arrival at the Department, Dr. King had served since 2011 as the commissioner of education for the state of New York. In that role, he served as chief executive officer of the State Education Department and as president of the University of the State of New York, overseeing the State’s elementary and secondary schools (serving 3.1 million students), public, independent and proprietary colleges and universities, libraries, museums, and numerous other educational institutions.

Secretary Duncan’s departure means Agriculture Secretary Tom Vilsack will be the sole remaining Cabinet-level secretary who has been with President Obama since 2009 (Office of Management and Budget Director Shaun Donovan started in 2009 as his Housing and Urban Development secretary).

Speaker Boehner to Resign at the End of October

On September 25, 2015, House Speaker John Boehner (R-OH) announced that he will be resigning at the end of October. Therefore, the House Republican Conference will have to choose a new leader in the coming weeks. The field of individuals seeking leadership positions has already begun to come together. Current Majority Leader, and former community college trustee Kevin McCarthy (R-CA) has announced his intention to seek the Speakership. Thus far, the only challenger to the current Majority Leader is Florida Congressman Daniel Webster (R). The race to replace McCarthy as Majority Leader will likely be more contentious with House Majority Whip Steve Scalise (R-LA) and Budget Committee Chairman Tom Price (R-GA) both vying

for the job. However, additional contenders may still enter both races. A date is not yet scheduled for the leadership elections.

Funding Bills

During the current budget discussions, changes that were proposed earlier this year are still on the table. Before Congress began its annual recess during the month of August, the Appropriations Committees of the U.S. Senate and the House of Representatives approved and passed their respective Labor, Health and Human Services, and Education (LHHS-ED) funding bills for Fiscal Year (FY) 2016. Both measures included significant cuts to higher education programs, including cuts to the Pell Grant program. For example, while the maximum Pell Grant award will increase for the 2016-2017 school year, the Senate bill rescinds over \$300 million to support Pell Grants next year. The Association of Community College Trustees (ACCT) notes that this will lead to a shortfall for the program in FY 2017.

College Scorecard

In September, the White House and the Department of Education released the College Scorecard (<https://collegescorecard.ed.gov/>), a system designed to provide prospective college students with information about institutions of higher education. The College Scorecard is the product of President Obama's proposal for a Postsecondary Institution Ratings System (PIRS). Using the scorecard, students and parents can search a college to find income data as well as loan and debt information for its graduates. A number of flaws have been found in the new system. For example, while the scorecard provides some useful data, it does not take into account nuances in student populations. It also fails to provide analysis of the data, but rather leaves its users to make their own conclusions.

The Association of Community College Trustees (ACCT) has identified some key concerns regarding the College Scorecard, including the exclusion of a number of community colleges from the database. The ACCT has also pointed out that because community college students in California receive the majority of their aid from state rather than federal sources, the scorecard, which relies on data from Title IV aid programs, only provides data for a small percentage of students enrolled at the community colleges.

White House Announces Changes for FAFSA

In conjunction with the release of the College Scorecard, the Administration announced use of "Prior-Prior Year" tax information for the Free Application for Federal Student Aid (FAFSA) starting in October of next year. This means that students will be able to submit a FAFSA earlier, and more FAFSA filers will be able to use the IRS data retrieval tool. Presently, students and families are often unable import their tax information into the FAFSA because their prior year tax information is unavailable. This change will make it easier for students and families to file a FAFSA. A fact sheet on the FAFSA changes may be viewed here: <https://studentaid.ed.gov/sa/sites/default/files/fafsa-changes-17-18.pdf>.

COMMUNITY COLLEGES BILLS OF INTEREST

Campus Climate and Safety

HR 2680 HALT Campus Sexual Violence Act

The Hold Accountable and Lend Transparency on Campus Sexual Violence Act or the HALT Campus Sexual Violence Act amends the Department of Education Organization Act to require the Department of Education to make publicly available on its website:

- a list of the institutions of higher education (IHEs) under investigation, sanctions or investigation findings, and a copy of program reviews and resolution agreements

- the letter terminating the Department’s monitoring of such agreements

The bill also amends the Clery Act to direct the Department to develop a biennial sexual violence climate survey and include statistics from the survey in the annual campus security report provided to current and prospective students and employees. It would allow an individual to allege a violation of the Clery Act in a judicial proceeding and increase the maximum penalty for substantially misrepresenting the number, location, or nature of the crimes required to be reported under the Clery Act. Lastly, the bill would make changes to the annual statement IHEs prepare regarding their policies on domestic violence, dating violence, sexual assault and stalking, and would direct the Departments of Education and Justice to create a joint interagency Campus Sexual Violence Task Force.

S. 590 Campus Accountability and Safety Act

This bill by Senator Claire McCaskill (D-Missouri) and co-sponsored by a bi-partisan group of 12 Senators will establish new campus resources and support services for student survivors, ensure minimum training standards for on-campus personnel, create new transparency requirements, require a uniform discipline process and coordination with law enforcement, and establish enforceable Title IX penalties and stiffer penalties for Clery Act violations. This bill was referred to the Senate Committee on Health, Education, Labor and Pensions.

S. 706 Survivor Outreach and Support Campus Act

Senator Barbara Boxer (D-CA) introduced the Survivor Outreach and Support on Campus Act (S.O.S. Campus Act). The legislation would require every institution of higher education that receives federal funding to designate an independent advocate for campus sexual assault prevention and response. This advocate would be responsible for ensuring that survivors of sexual assault – regardless of whether they decide to report the crime – have access to: emergency and follow-up medical care, guidance on reporting assaults to law enforcement, medical forensic or evidentiary exams, crisis intervention, and ongoing counseling and assistance throughout the process. Congresswoman Susan Davis (D-San Diego) introduced H.R.1490, a version of this bill in the House.

Tuition, Fees, Financial Aid

S. 1716 and H.R. 2962: America’s College Promise Act of 2015

Senator Tammy Baldwin (D-WI) and Congressman Bobby Scott (D-VA) introduced legislation, S. 1716 and H.R. 2962, modeled after President Obama’s America’s College Promise proposal. These bills would make two years of community college free through a federal-state partnership. Federal grants would be awarded to states that agree to waive community college resident tuition and fees for all eligible students. The federal investment in the program would be \$79.7 billion over the next 10 years; however, no source of revenue has been identified to cover the cost. States would be required to commit to Maintenance of Effort equal to or exceeding their average spending per full-time equivalent student at institutions of public higher education for the three preceding years and contribute 25 percent of the average community college resident tuition and fees per student in all states in the 2016-2017 award year.

S. 60: Eligibility for Postsecondary Education Benefits

S. 60 by Senator David Vitter (R-LA). This bill would prohibit states from offering in-state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in-state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented immigrants on the basis of residency. However, using different criteria, such as graduation from an in-state high school (similar to California’s AB 540), states have been granting in-state tuition regardless of immigration status. If enacted, this bill would force states to either grant in-state tuition to Americans from every U.S. state or deny in-state tuition to undocumented immigrants that are currently considered residents.

HR 1507 Investing in States to Achieve Tuition Equality for Dreamers Act of 2015 or the IN STATE Act of 2015

The IN STATE Act of 2015, sponsored by Congressman Polis (D-CO), would amend title IV (Student Assistance) of the Higher Education Act of 1965 (HEA) to direct the Secretary of Education to allot grants to states to offer Dreamer students in-state tuition and expand their access to in-state financial aid. This bill is similar to its Senate version: S.796 IN-STATE for Dreamers Act of 2015.

HR 1959 College Options for DREAMers Act

This bill sponsored by Congressman Hinojosa (D-TX) would amend the HEA to provide Dreamer students with access to student financial aid. This bill is identical to the Senate measure S. 1059 College Options for DREAMers Act

HR 1956 Pell Grant Protection Act

This bill would amend the HEA to ensure funding for the Federal Pell Grant program by removing the program from the congressional discretionary appropriations process. This measure is identical to the Senate bill: S 1060 Pell Grant Protection Act.

HR 1958 Year-Round Pell Grant Restoration Act

Sponsored by Congressman Hinojosa, HR 1958 would amend the HEA allow eligible students to receive additional Federal Pell Grants for payment periods that are not otherwise covered by their Federal Pell Grant award for that academic year. This bill is identical to the Senate measure S1062 Year-Round Pell Grant Restoration Act.

S. 1102 Protect Student Borrowers Act of 2015

Sponsored by Senator Reed (D-RI) this bill would amend title IV of the HEA to require institutions participating in the Federal Direct Loan program to accept risk sharing requirements. The House version of this measure is HR 2364 Protect Student Borrowers Act of 2015.

S. 1373 College for All Act

Sponsored by Senator Sanders (I-VT), the College for All Act would amend the HEA to eliminate tuition and required fees at public institutions of higher education by creating a grant program funded by a federal-state partnership.

Workforce Training

HR 1503 Community College Energy Training Act of 2015

This bill would require the Secretary of Labor to carry out a joint sustainable energy workforce training and education program. It also appropriates \$100,000,000 for each of the fiscal years 2016 through 2020. Not less than one-half of these funds shall be awarded to community colleges with existing sustainability programs that lead to certificates, credentials, or degrees in one or more of the industries and practices.

HR 2224: Youth Access to American Jobs Act of 2015

This bill, sponsored by Congressman Rick Larsen (D-WA), would direct the Secretary of Education to award grants to 10 partnerships between a local educational agency (LEA), a community college, and a state apprenticeship program to carry out a program for students to:

- 1) take science, technology, engineering, and mathematics (STEM) courses and STEM-focused Career and Technical Education courses a during grades 11 and 12 at a secondary school that prepare them for community college;
- 2) enroll in a course of study related to the manufacturing field at the community college upon graduating from the secondary school; and
- 3) enroll, for a two-year period, in the state apprenticeship program or the joint-labor management training program upon receiving an associate's degree from the community college.

Miscellaneous

HR 182: Centralized Report of Veteran Enrollment

H.R. 182 by Congressman Ken Calvert (CA-42) would streamline the Department of Veterans Affairs (VA) processes for community colleges that have multiple campuses. Currently, the VA requires community colleges to certify that their veteran students are enrolled for a specific number of classes before the VA will disperse student benefits. These rules must be updated to account for multi-college Community College Districts, such as Riverside Community College District (RCCD). Without such an update, veterans that take classes at a multi-college District see their benefits delayed while colleges and the VA complete and shuffle unnecessary paperwork. H.R. 182 would direct the Secretary of Veterans Affairs to permit the centralized reporting of veteran enrollment by certain groups, districts, and consortiums of educational institutions.

HR 937: Dual Enrollment Grants

Congressman Ruben Hinojosa (D-TX 15) introduced The Fast Track to College Act of 2015. The bill authorizes the Secretary of Education to award matching six-year grants to local educational agencies (LEAs) that partner with institutions of higher education (IHEs) to establish or support dual enrollment programs, such as early college high schools, that allow secondary school students to earn credit simultaneously toward a secondary school diploma and a postsecondary degree or certificate.

S. 649 Higher Education Reform and Opportunity Act of 2015

The Higher Education Reform and Opportunity (HERO) Act would allow all 50 states and the District of Columbia to develop their own systems of accrediting educational institutions, curricula, apprenticeships, job-training programs, and individual courses, all of which would be eligible to receive federal student loan money.



October 2, 2015

OVERVIEW

The Legislature adjourned on September 11, 2015, and will reconvene on January 4, 2016. The Governor has until October 11, 2015, to sign or veto all bills in his possession. If the Governor does not act on a measure, it automatically becomes law.

In the final days of the legislative session a few measures that were nearly through the legislative process were, for various reasons, held back by the authors of the bills and placed on the “inactive file.” Although these bills will not move any further this year, they are now “two-year” bills and are still eligible to be passed in 2016.

For details and copies of any bill, please contact the External Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://www.leginfo.ca.gov> or its new website at: <http://leginfo.legislature.ca.gov/>. The new website allows you to compare prior versions of the measure, review proposed changes in the law as amended, etc.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 (Holden) encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, helping high school students achieve college and career readiness, and improving high school graduation rates. AB 288 (Holden) passed in the Senate Appropriations Committee with amendments to prevent oversubscribed courses from being offered through the partnership.
 - Position: Sponsor/Support
 - Status: AB 288 (Holden) was sent to the Governor.

- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 (Wilk) exempts Early College High School (ECHS) and Middle College High School (MCHS) students from the lowest priority enrollment consideration. The bill allows a community college to claim state apportionments for MCHS and ECHS students enrolled in physical education courses beyond the 5 percent statutory cap and exempts these students from the 10 percent cap regarding enrollment in community college summer courses.
 - Status: AB 542 (Wilk) was “held” in the Senate Appropriations Committee.

- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** The Budget Act included language from earlier versions of AB 770 (Irwin) to create the Community Colleges Basic Skills Innovation Program. Following enactment of the State Budget, AB 770 (Irwin) was amended to add clarifications to this new program regarding application criteria, administration, and technical assistance.
 - Status: AB 770 (Irwin) was “held” in the Senate Appropriations Committee.

- **SB 172 (Liu) Pupil Testing: High School Exit Examination: Suspension.** SB 172 (Liu) suspends the requirement to pass the California High School Exit Exam (CAHSEE) as a condition of receiving a high school diploma through the 2017-18 school year. This action was necessary because the CAHSEE exam is not aligned with the new Common Core State Standards. The CAHSEE contract was suspended as of July 1, 2015, which left approximately 5,000 high school “graduates” for the 2015 school year with no opportunity to take the test. This outcome resulted in questions about the impact of SB 172 (Liu) on admission to community colleges, access to the BOG Fee Waiver, and access to the Cal Grant and Pell programs.

The Chancellor’s Office recently distributed guidance to community college personnel regarding these issues. A related bill, SB 725 by Senator Hancock, offers a solution for the 5,000 students who graduated in 2015 and are affected by the suspension of CAHSEE exam. SB 725 (Hancock) removes the requirement that students pass the CAHSEE exam if they have met all other high school graduation requirements. SB 725 (Hancock) contains an urgency clause which allows the bill’s provisions to take effect immediately with the governor’s signature. SB 172 (Liu) passed in the Senate Appropriations Committee with amendments to authorize local education authorities to award degrees without the exam requirement, and to add a sunset date.

- Status: SB 172 (Liu) was sent to the Governor.
- **SB 725 (Hancock) Pupil Testing: High School Exit Examination: Exemption.** SB 725 (Hancock) applies to the 2015 high school graduating class and removes the requirement that seniors pass the California High School Exit Examination as a condition of graduation from high school if they have met all other requirements for high school graduation. The bill contains an urgency clause allowing the provisions of this bill to take effect immediately.
 - Status: SB 725 (Hancock) was signed into law by the Governor.
- **SB 786 (Allen) Adult Education: Regional Consortia.** SB 786 (Allen) provides that specified joint powers authorities which provide adult career technical education be eligible for Maintenance of Effort (MOE) funding through adult education.
 - Status: SB 786 (Allen) was “held” in the Assembly Appropriations Committee.

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 340 (Weber) Postsecondary Education: Campus Climate Report.** AB 340 (Weber) declares the intent of the Legislature to enact legislation requiring governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate. The Chancellor’s Office report is contingent on information received from colleges.
 - Position: Support
 - Status: AB 340 (Weber) was sent to the Governor.
- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and if the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto), signed into law last year, requires colleges to report serious crimes to local law enforcement if the crimes occur on campus or involve students or employees. While AB 1433 (Gatto) included language prohibiting the disclosure of the accused assailant’s identity to local law enforcement if the victim declined to be identified, AB 636 (Medina) allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.
 - Status: AB 636 (Medina) was sent to the Governor.

- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 767 (Santiago) requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017 and every 5 years thereafter and to consider including an active shooter response plan.
 - Status: AB 767 (Santiago) was signed into law by the Governor.
- **AB 913 (Santiago) Student Safety.** AB 913 (Santiago) requires each community college district (CCD) to adopt rules requiring each of their respective campuses to enter into written agreements with local law enforcement; upon adoption of such a rule, the CCD and its colleges shall add language to the agreement concerning sexual assault and hate crimes.
 - Status: AB 913 (Santiago) was sent to the Governor.
- **AB 967 (Williams) Student Safety.** AB 967 (Williams) requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault. Recent amendments added an implementation date of April 1, 2017 and a sunset date of December 31, 2021. The bill would additionally require the governing board of each community college district to report data relating to cases of alleged sexual assault, including:
 - The number of sexual assault, domestic violence, dating violence, and stalking complaints received by the institution.
 - The number of complaints investigated by the institution and the number that were not investigated.
 - The number of investigations in which the respondents were found responsible at the disciplinary proceedings of the institution and the number of investigations in which the respondents were not found responsible.
 - The number of disciplinary sanctions imposed on respondents who were found responsible disaggregated by following categories: expulsion, suspension of at least two years, suspension of fewer than two years, probation.
 - Position: Neutral
 - Status: AB 967 (Williams) was sent to the Governor.
- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 (Williams) requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll. Recent amendments set the implementation date for community college districts at July 1, 2016.
 - Status: AB 968 (Williams) was sent to the Governor.
- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** AB 969 (Williams) authorizes a district to deny or permit conditional access to a student found responsible for sexual assault, domestic violence, dating violence, or stalking. The bill would also allow a district to require a student seeking admission to disclose any past expulsions for sexual assault, domestic violence, dating violence or stalking; failure to do so may be considered by the community college district in determining whether to grant admission.
 - Position: Support
 - Status: AB 969 (Williams) was placed in the Senate's inactive file.
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 (Jackson) clarifies that state law does not prohibit districts from taking disciplinary action against students for off campus behavior if the district is doing so to comply with federal law, such as the Clery Act, Title IX, Violence Against Women Act, etc. SB 186 (Jackson) also adds sexual assault to the list of "good cause" reason to remove, suspend, or expel a student and defines sexual

assault for those purposes. The definitions used in this bill are those provided by the White House's Task Force on Campus Sexual Assault.

- Position: Support
- Status: SB 186 (Jackson) was signed into law by the Governor.

FACULTY

- **AB 626 (Low) Community College: Employees.** AB 626 (Low) requires the California Community Colleges Chancellor's Office to convene a group of stakeholders on or before July 1, 2016, and every four years thereafter, to develop recommendations on funding strategies to enable the community colleges to achieve the 75 percent standard and increase district participation in the support of part-time faculty. The bill requires the Chancellor's Office to report these recommendations to the Legislature.
 - Status: AB 626 (Low) did not meet legislative deadlines.
- **AB 1010 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1010 (Medina) specifies minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements. The bill urges community college districts without a collective bargaining agreement in effect as of January 1, 2016 to negotiate with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by the bill.
 - Status: AB 1010 (Medina) was "held" in the Senate Appropriations Committee.

FINANCE AND FUNDING

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 (Gaines) exempts up to 200 students in any academic year from paying non-resident tuition fees if they attend the Lake Tahoe Community College (LTCC) and reside in certain communities in Nevada and permits the LTCC to count these persons as resident full-time equivalent students (FTES) for purposes of determining apportionment funding. This bill makes these provisions contingent upon the Board of Governors of the California Community Colleges entering into an interstate attendance agreement with the Nevada System of Higher Education providing reciprocal rights to California residents attending Western Nevada College.
 - Position: Support
 - Status: SB 605 (Gaines) was sent to the Governor.

GOVERNANCE

- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 (Chiu) requires the California Community College Chancellor's Office to survey all 113 community colleges, regarding the evaluation of the current regional community college accrediting agency. The survey will be used by the Chancellor's Office to develop a report that reflects a systemwide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status. The report will be sent to the U.S. Department of Education and the National Advisory Committee on Institutional Quality and Integrity.
 - Status: AB 404 (Chiu) was sent to the Governor.
- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 (Gipson) requires the Chancellor to report to the Legislature concerning the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve the issues identified in the report in a timely manner.
 - Status: AB 986 (Gipson) passed in the Assembly and was sent to the Senate but was not heard in a policy committee in time to meet legislative deadlines.
- **AB 1385 (Ting) Community College: Accreditation.** AB 1385 (Ting) prohibits the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting

agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges. The bill would excuse compliance with this prohibition if the Chancellor of the California Community Colleges determines that the accrediting agency's compliance would violate federal law.

- Status: AB 1385 (Ting) was placed in the Senate's inactive file.
- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 (Ting) enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision-making body to ensure the ability of members of the public to attend those meetings. AB 1397 (Ting) also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 (Ting) requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
 - Status: AB 1397 (Ting) was placed in the Senate's inactive file.
- **SB 42 (Liu) Commission on Higher Education Performance.** Although Governor Brown deleted funding for the California Postsecondary Education Commission (CPEC) years ago, statutes referring to CPEC remain. SB 42 (Liu) revises these statutes and creates the California Office of Higher Education Performance and Accountability. The executive director of the proposed office would be appointed by the Governor and subject to confirmation by the Senate. A six-member advisory board would be established with three members each appointed by the Assembly Speaker and Senate Rules Committee. SB 42 (Liu) excludes representatives from postsecondary institutions from serving on the advisory board. SB 42 (Liu) passed out of the Assembly Appropriations Committee with amendments that stipulate the advisory board members will not be paid; that the Assembly Higher Education Chair and Senate Education Committee Chair be appointed to the advisory board; that require an annual report to the Governor on higher education; that require an annual performance review of the executive director; and that require the office to review cross segmental initiatives for future study.
 - Position: Concern
 - Status: SB 42 (Liu) was sent to the Governor.
- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students. A Senate Constitutional Amendment, or SCA, is a measure that places an initiative on the statewide ballot to change the California Constitution and it is not subject to the same legislative deadlines as Assembly or Senate Bills.
 - Status: SCA 1 was referred to the Senate Education and Elections and Constitutional Amendments Committees.

MISCELLANEOUS

- **AB 176 (Bonta) Data Collection.** AB 176 (Bonta) requires the segments of higher education to post specified data on Asian and Pacific Islander (API) subgroups by July 2016 and to expand the number of subgroups after the 2020 Census. The bill also imposes specified data collection requirements on the Department of Managed Health Care.
 - Position: Support
 - Status: AB 176 (Bonta) was sent to the Governor.

- **AB 653 (Levine) Community College Contracting Practices.** AB 653 (Levine) improves the ability of community college districts to share contracts with University of California (UC) and California State University (CSU) by adding clarifying language to statute. This will provide for more efficient contracting practices and has the potential for cost savings for all three segments.
 - Position: Support
 - Status: AB 653 (Levine) was signed into law by the Governor.

- **AB 798 (Bonilla) College Textbook Affordability Act.** AB 798 (Bonilla) seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources (OER). AB 798 (Bonilla) provides that the California OER Council may utilize its funding as designated in SB 1052 of 2012 to provide grants to community college and CSU campuses which, with their local academic senates, develop and submit plans to increase the use of OER. Campuses that reach benchmarks will be eligible for a bonus grant. The program would be administered by the California OER Council, composed of representatives of academic senates from all three segments.
 - Position: Support
 - Status: AB 798 (Bonilla) was sent to the Governor.

- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 (Bonilla) revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
 - Status: AB 963 (Bonilla) was sent to the Governor.

STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 (Bloom) establishes priority enrollment for homeless students and makes them eligible for a Board of Governors fee waiver. A homeless student must be verified as being without a residence in the last six years. The bill also establishes a liaison for homeless students that can be a current employee, rather than requiring colleges to hire a new staff person. AB 801 (Bloom) passed in the Senate Appropriations Committee with amendments to remove ongoing cost pressure.
 - Status: AB 801 (Bloom) was placed in the Senate's inactive file.

- **AB 1016 (Santiago) Public Postsecondary Education: Student Transfer Achievement Reform Act.** AB 1016 (Santiago) would require the Chancellor's Office to report to the Legislature on the status of each community college's compliance with statutory requirements related to creating Associate Degrees for Transfer.
 - Position: Support
 - Status: AB 1016 (Santiago) was signed into law by the Governor.

- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 (Lopez) authorizes the governing boards of community college districts to designate a Dream Resource Liaison on each campus to assist AB 540 students with information about financial aid and academic opportunities. AB 1366 (Lopez) passed in the Senate Appropriations Committee with amendments to remove the mandate.
 - Status: AB 1366 (Lopez) was placed in the Senate's inactive file.

TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 (Gipson) requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program.
 - Status: AB 25 (Gipson) was sent to the Governor.

- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Similar to last year’s AB 2201 (Chávez), AB 82 (Garcia) establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver’s license. AB 82 (Garcia) passed out of the Senate Appropriations Committee with amendments requiring the registrant to “opt-in” instead of asking to “opt-out.” The amendments to AB 82 (Garcia) were significant and prompted the sponsor to ask the Governor to veto the bill if it reaches his desk. The bill’s statutes are only in effect if the Selective Service System provides funding for the project.

 - Position: Support
 - Status: AB 82 (Garcia) is in the enrollment process, but the sponsor has asked that the bill not be sent to or signed by the Governor.

- **AB 449 (Irwin) Income Taxation: Savings Plans: Qualified ABLE Program.** AB 449 (Irwin) modifies state tax law to conform to the federal Achieving a Better Life Experience (ABLE) Act of 2014. ABLE programs help students with disabilities and their families save money to pay for college costs. In contrast to the existing state program for college savings accounts, called “Scholarshare” or “529 accounts,” California’s ABLE program would significantly expand the definition of a qualified education expense for students with disabilities, thereby, ensuring that ABLE account earnings and withdrawals for qualified expenses are not included in a student’s income for state tax purposes. This bill would benefit disabled students attending community colleges and improve degree, certificate, and transfer completion by reducing education costs.

 - Status: AB 449 (Irwin) was sent to the Governor.

- **AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures. AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures.** AB 573 (Medina) provides financial and other educational assistance to students affected by the April 27, 2015 closure of CCI campuses in California, including Heald, Everest, and WyoTech campuses. The bill restores up to two years of Cal Grant and National Guard Education Assistance awards for Heald College students who received awards in the 2013-14 or 2014-15 academic years and withdrew from their college programs between July 1, 2014, and April 27, 2015.

 - Position: Neutral
 - Status: AB 573 (Medina) was sent to the Governor.

- **AB 721 (Medina) Student Financial Aid: Private Student Loans.** AB 721 (Medina) requires community colleges to comply with federal student loan disclosure requirements, including notifying students if a college does not participate in the federal loan program, advising students that they may be eligible for federal loans at other community colleges, and providing students with information regarding the California Student Aid Commission’s website and the Federal Student Aid web link on the United States Department of Education’s website.

 - Position: Neutral
 - Status: AB 721 (Medina) was sent to the Governor.

- **AB 1091 (E. Garcia) Student Financial Aid: Cal Grant Program.** AB 1091 (E. Garcia) authorizes the California Student Aid Commission (CSAC) to require public schools and school districts to electronically submit verification of high school graduation. AB 1091 (E. Garcia) would also require CSAC to develop a standardized form for electronic submission of GPA information. AB 1091 (E. Garcia) builds upon previous legislation, AB 2160 (Ting, 2014), that required all public schools and districts to electronically submit student GPA information to CSAC. If AB 1091 (E. Garcia) becomes law, the electronic verification of high school graduation would be added to the same standardized form used for GPA information. Recent research confirms that these practices are highly effective and would allow many more students to complete their financial aid applications in a timely manner.

 - Position: Support

- Status: AB 1091 (E. Garcia) was sent to the Governor.
- **SB 150 (Nguyen) Personal Income Tax: Exclusion: Student Loan Debt.** SB 150 (Nguyen) would amend the state personal income tax code to exclude from gross income in the amount of student loans that are forgiven for eligible students who were enrolled at Corinthian schools on or after January 1, 2015. Because SB 150 (Nguyen) is a “tax levy” it does not have the same deadlines as other measures.
 - Position: Support
 - Status: SB 150 (Nguyen) was sent to the Governor.
- **SB 324 (Pavley) Income Taxation: Savings Plans: ABLÉ Program.** SB 324 (Pavley) modifies state tax law to conform to federal tax law regarding the California Achieving a Better Life Experience (ABLE) Act of 2014. SB 324 (Pavley) would ensure that ABLE account earnings and withdrawals for qualified expenses are not included in a student’s income for state tax purposes. The bill also directs the State Treasurer to administer ABLE accounts on behalf of qualified Californians. ABLE account withdrawals would not be counted as income as long as funds are used to pay for qualified expenses and do not exceed the cost of qualified expenses. Consistent with the ABLE Act, SB 324 (Pavley) would impose a 10 percent tax on distributions that exceed qualified expenses. This bill would benefit disabled students attending community colleges and improve degree, certificate, and transfer completion by reducing education costs. In contrast to the existing state program for college savings accounts, called “ScholarShare” or “529 accounts,” the ABLE Act significantly expands the definition of a qualified education expense. For example, students would be able to claim the following new items as qualified expenses: the full cost of housing and food; transportation; employment training and support; computers, assistive technology and personal support services; health prevention and wellness; financial management and administrative services; legal fees; oversight and monitoring; and funeral and burial services.
 - Position: Support
 - Status: SB 324 (Pavley) was sent to the Governor.

VETERANS

- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 (Burke) eliminates the age limit of 28 years old for veterans applying for the California Community College Transfer Cal Grant Entitlement Program. It is sponsored by the California Student Aid Commission.
 - Position: Support
 - Status: AB 1361 (Burke) was sent to the Governor.
- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 (Baker) reinstates expired provisions of state law that requires financial aid information, including the Board of Governors (BOG) fee waiver and the Free Application for Federal Student Aid (FAFSA) to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia who do not have a baccalaureate degree.
 - Position: Support
 - Status: AB 1401 (Baker) was signed into law by the Governor.
- **SB 81 (Committee on Budget and Fiscal Review) Postsecondary Education: Budget Trailer Bill.** During this legislative session, two bills by Assembly Member Chávez, **AB 13** and **AB 27**, were introduced to align state law with the federal law known as the Veterans Access, Choice, and Accountability Act of 2014 (VACA). VACA requires the state's public postsecondary educational institutions to exempt qualifying nonresident veterans and covered individuals from paying nonresident tuition and fees. Because the University of California (UC) has autonomy through the state Constitution and authority to set its fees, UC was able to address compliance with VACA by amending their Educational Policy through the UC Board of Regents. The

California Community Colleges (CCC) and the California State University (CSU) do not have the same authority to set fees. Therefore, while the CCC Board of Governors supported prior legislation to provide instate tuition to veterans and continued that precedent by supporting AB 13 and AB 27, without a change in state law VACA would have prevented the US Veterans Administration from providing GI Bill education benefits to veterans attending CCC and CSU.

While AB 13 and AB 27 were going through the legislative process, SB 81 was introduced as a budget trailer bill. SB 81 included an addition to Education Code to address the issue of aligning state law with VACA to authorize and require districts to charge instate tuition to individuals covered by VACA. SB 81 also allows the colleges to count students affected by VACA as California residents for the purposes of state funding. SB 81 was signed by the Governor as part of the budget bill package on June 24, 2015 and was effective immediately upon signature. However, as stated in VACA, SB 81 applies for terms beginning on or after July 1, 2015. Assembly Member Chavez may now use AB 13 and AB 27 for other purposes.

- Position: Support
- Status: SB 81 was signed into law by the Governor.

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Executive Committee Agenda Item

SUBJECT: Accreditation Institute		Month: November	Year: 2015
		Item No: IV. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide input and direction for the Accreditation and Assessment Committee regarding the Accreditation Institute in February 2016.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: *The Accreditation and Assessment Committee will host the annual Accreditation Institute February 19-February 20, 2016. The committee has begun initial planning and has developed a draft program for review. In addition, ASCCC standing committee chairs may present presentations for inclusion in the program as deemed relevant by ASCCC Executive Committee. This is a first read with anticipated approval at the January Executive Committee meeting.*

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



**ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES**

Accreditation Institute
February 19-20, 2015
San Diego Marriot

PEER REVIEW: COLLEGIALITY, COLLABORATION, OPTIMISM, AND EXCELLENCE

Friday, February 19

9:00AM Continental Breakfast and Check-In

10:00 - 11:00 General Session 1

Welcome

Peer Review: Reaffirming the Benefits and the Optimism Generated by Peer Consultation in Accreditation. TBD

Presenter, TBD

Presenter, TBD

Presenter, TBD

A conversation with stakeholders on the benefits of peer review as the primary driver of accreditation. Panelists who can talk about ways they've improved through peer review. Success stories about new ideas and innovations. SLOs, Integrated Planning, Resource Allocations. Hands on. What are the challenges and highlights of peer review.

11:15 - 12:15 Breakout Session 1

1. Accreditation 101

Stephanie Curry, Reedley College

Presenter, TBD

Presenter, TBD

So this is your first accreditation institute? Learn about the accreditation process for community colleges and the federal basis for peer review across the country. If you are new to local accreditation on your campus, this is the breakout for you! We will give an overview of the four standards that work together and reflect upon the institution's competence to define and promote student success, academic quality, institutional integrity, and excellence. Beginning with the mission statement and the degree to which student learning and support services actually help achieve the mission, this session will also review what human, physical, technology, and financial resources are required to demonstrate compliance. Include CTE and institutional set standards.

1. Peer Review and the Institutional Effectiveness Partnership Initiative and the Partnership Resource Teams

Craig Rutan, Area D Representative
Jarek Janio, Santa Ana College
Presenter, TBD

Joint presentation with IEPI on the PRTs, their mission, the IEPI process for requesting a team, and results from the field thus far. Can we get someone who was on a team? Multiple views.

2. Effective Practices in Accreditation: Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity

Presenter, TBD
Presenter, TBD
Presenter, TBD

The ASCCC recently approved the paper "Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand brings those effective practices to life with exemplary models from colleges throughout the state who have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity. This presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies. Highlight what's new.

3. Disaggregating Student Learning Outcomes Data: The Next SLO Frontier?

Randy Beach, At-Large Representative
Presenter, TBD
Presenter, TBD

Per ASCCC Resolution SP15 2.01 Disaggregation of Learning Outcomes Data. Intended to move forward a research project on the effectiveness of SLO disaggregation possible partnership with RP.

12:30 - 2:00 Lunch

General Session 2

Welcome (ASCCC President, Foundation President)

Meeting the Standards: Data and Evidence

Presenter, TBD

A concrete effective practices presentation for using data to meet the standards, analyzing data for improvement, and supporting, guiding and documenting dialog on data

2:15 – 3:30 Breakout Session 2

1. Planning the Vacation: Care and Feeding of the External Evaluation Team

Randy Beach, At-Large Representative

Presenter, TBD

Presenter, TBD

Panel: Everything from how to arrange the evidence to how to pick the right hotel. Discusses the little and not-so-little things that effect the External Team's experience. Panel to include veterans of site teams. Tips sheet: add more to it during the breakout. .

2. Designing Data Metrics in Program Review: What Are the Questions to Ask?

Kelly Cooper, West Valley College

Presenter, TBD

Presenter, TBD

Focuses on questions for the kinds of data you want to keep up and tools for measuring the data. Emphasis on SLO assessment and program review and Institution Set Standards

3. Effective Practices in Accreditation: Standard II Student Learning Programs and Support Services

Stephanie Curry, Reedley College

Presenter, TBD

Presenter, TBD

The ASCCC recently approved the paper "Effective Practices In Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand brings those effective practices to life with exemplary models from colleges throughout the state who have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard II: Student Learning Programs and Services. This presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies.

4. Integrated Planning And Resource Allocation: Making The Links

Presenter, TBD

Presenter, TBD

Presenter, TBD

Developing processes to meet standard related to IB and IIIA-D.

3:45 – 5:00 Breakout Session 3

1. Education Centers and Off-Site Locations: Addressing the Standards in Every Location

Presenter, TBD

Presenter, TBD

Presenter, TBD

Making sure your higher education centers and all locations where you offer classes are addressed. Touches on student services, facilities, funding allocations, integrated planning.

2. The A to Z of DE: Addressing Distance Education and Student Support Services

Stephanie Curry, Reedley College
Alice Taylor, West Los Angeles City College
Presenter, TBD

Ways to address the standards through the lens of DE. Resources available and requirements. Covers substantive change. WITH OEI?

3. Equity and Accreditation

Presenter, TBD
Presenter, TBD
Presenter, TBD

Covers effective practices for standards relevant to encouraging diversity and equitable treatment. Touches on Institutional integrity, hiring practices, disaggregation of SLOs and other issues developed. With EDAC? Possible floater to switch with another breakout.

4. Effective Practices in Accreditation: Standard III Resources

Randy Beach, At-Large Representative
Presenter, TBD
Presenter, TBD

The ASCCC recently approved the paper "Effective Practices In Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand brings those effective practices to life with exemplary models from colleges throughout the state who have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard III: Resources.

5:30 ASCCC Foundation Reception

Saturday, February 21

8:30 – 9:45 Breakout Session 4

1. Data Visualization: Making Sense of the Numbers

Kelly Cooper, West Valley College
Presenter, TBD
Presenter, TBD

Ways to present data in digestible form ("Tableau") ("Tableau Public"). Emphasis on better dissemination of data. Strategies for getting more people involved. Including data in your report.

2. Student Learning Outcomes and Program Review: Student Learning Assessment as the Driver for Program Improvement

Randy Beach, At-Large Representative
Jarek Janio, Santa Ana College
Presenter, TBD

SLOs are grassroots advocacy for program improvement and student success. SLOs advocate for innovation in the classroom. Closing the loop: documenting change (how to show you are using assessments to improve programs and services)

3. Effective Practices in Accreditation: Standard IV Leadership and Governance

Craig Rutan, Area D Representative
Presenter, TBD
Presenter, TBD

The ASCCC recently approved the paper "Effective Practices In Accreditation: A Guide To Support Colleges In The Accreditation Cycle." This workshop strand brings those effective practices to life with exemplary models from colleges throughout the state who have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard IV: Leadership and Governance.

4. The Infrastructure of Accreditation: The Department of Education and The Regional Accreditors

Alice Taylor, West Los Angeles City College
Presenter, TBD
Presenter, TBD

What are the regulations that guide accreditation and what does accreditation look like across the country.

10:00 – 11:45 General Session 3

The Quality Focus Essay

Bob Pacheco Dean of Institutional Planning, Research and Grants, Mira Costa College and Assessment Chair for the Research and Planning Group

Discussion on the goal of the new QFEs and strategies for writing them in ways they will actually help you and be meaningful.

Closing Remarks

Randy Beach, Chair of the ASCCC Accreditation and Assessment Committee

Parking Lot

5. The NAPA Visit

Presenter, TBD

Presenter, TBD

Presenter, TBD

Potential faculty, admin from NAPA, and from LA District on the new standards. Potentially find people who were on the NAPA team. Approach someone who went to NAPA and ask if they wish to participate.

DRAFT



Executive Committee Agenda Item

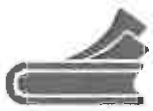
SUBJECT: Instructional Design and Innovation Institute Program		Month: November	Year: 2015
		Item No: IV. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the program for the IDI institute.	Urgent: YES	
		Time Requested: 45 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Instructional Design and Innovation Institute will be held January 21 – 23, 2016, in Riverside at the Convention Center. A call for proposals was sent to the field in September with over 40 proposals submitted. The FDC chair and executive director formed the program using strands as defined by the Executive Committee. The Executive Committee will consider for approval the draft program and assign members to facilitate the discussions. Since the Executive Committee will not meet again until January, any modifications to the program will be resolved by the FDC chair and executive director in collaboration with members.

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



Executive Committee Agenda Item

SUBJECT: Effective Curriculum Processes Paper Outline		Month: November	Year: 2015
		Item No: IV. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the proposed outline for the effective curriculum processes paper.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

9.01 S15 Curriculum Processes and Effective Practices

☐

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

*Whereas, Timely curriculum processes are required for all disciplines and programs; and
Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;*

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

The release of the Report of the Task Force on Workforce, Jobs and a Strong Economy, which includes six recommendations related to CTE curriculum, including Recommendation 8(c): Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges. Given the urgency presented by the Workforce Taskforce report and recommendations and in order to spur local senates and curriculum committees to start reviewing their local processes now, the Curriculum Committee

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

drafted a white paper on effective local curriculum approval processes that was approved by the Executive Committee in October and distributed to the field soon after.

The white paper focused on recommendations for optimizing the local curriculum process itself. The full paper will expand on this and also include discussion on the importance of professional development and training and sufficient resources in ensuring the effectiveness of local curriculum processes, navigating CTE program approval requirements effectively and distance education separate approval requirements.

In order to bring the paper to the body at spring plenary, the Executive Committee will need to review the paper at the February and March 2016 meetings. Therefore, it is important that the outline be approved at the November 2015 meeting. The paper prompt questionnaire with the current outline follows.

Effective and Efficient Curriculum Processes Paper Outline

I. Introduction

II. Optimizing local processes

- A. Curriculum committee – review of role and authority (in white paper)
- B. Local approval processes (in white paper)
 - 1. Review your process, identify unnecessary steps, make revisions
 - 2. Recommendations for optimizing process
 - a. Initiation of new curriculum/revisions to existing curriculum
 - b. Streamlining technical review
 - c. Efficient curriculum committee meetings
 - d. Streamlining approval processes – what does the board actually need to approve?
- C. Professional development/training for the curriculum committee and faculty
 - 1. Understanding the overall curriculum process – discipline faculty, academic administrators, curriculum committee, technical review committee, department/division chairs, senate
 - 2. Using the curriculum management system- discipline faculty, curriculum committee, technical review committee, academic administrators, chairs
 - 3. Understanding how to propose a new course
 - a. Writing/revising a course outline
 - b. The importance of curriculum proposers working with department/discipline faculty, deans, technical reviewers and curriculum chair
 - c. The importance of documenting need and adequate resources (when and how to assess whether the new course is really needed or not)
 - 4. Proposing a new program
 - a. Writing a new program proposal – the importance of working with discipline faculty, deans, technical reviewers and curriculum chair
 - b. Training for CTE proposals
 - c. The importance of documenting need and adequate resources (all the data connected to the CO submission for new programs; also connected to D.2 but with emphasis on CTE new programs)
 - 5. Understanding Chancellor's Office submission requirements
 - a. Chancellor's Office MIS data elements (CB codes, SAM codes)
 - b. Course and program submissions and the Curriculum Inventory
- D. Optimizing CTE program approval, including regional consortium approval
 - 1. Legal requirements for CTE program approvals and the role of the regional consortium

2. Demonstrating need – labor market information, advisory board recommendations
 3. Ensuring timely review by the regional consortium – working with the CTE dean and understanding the local regional consortium requirements
- E. Distance education separate approval
1. Legal and accreditation requirements for regular and effective/substantive contact
 2. Working with the DE coordinator and the DE committee (or equivalent)
 3. Meeting ADA and Section 508 (a.k.a. working with your adaptive technology specialist)
- F. Resource and staffing needs for effective curriculum processes
1. Curriculum chair with adequate reassigned time
 2. Technical review committee – members with specific and sufficient expertise to review CORs
 3. Curriculum Specialists
 4. Articulation Officers
 5. Funding for external training, and attending conferences and institutes
- G. Accreditation considerations (not sure if this should be separate section, but should be addressed)
1. Student learning outcomes and the role of the curriculum committee (Standard II.A)
 2. Documenting the processes thoroughly (Standard IV.A)
 3. Ensuring that public information approved by the curriculum committee is correctly represented in print and virtual public documents (Standard I.C) (e.g. catalog course and program descriptions, prerequisite policies, general education courses, degree requirements, etc.)

III. Conclusions and Recommendations

IV. References

V. Appendices

- A. Summary of Ed Code and Title 5 citations
- B. Local process examples
- B. List of resources



Executive Committee Agenda Item

SUBJECT: Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy		Month: September	Year: 2015
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	Discuss the Workforce Taskforce Recommendations, feedback on implementation from the CTE Regional meetings, and determine if action is required	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno/Goold	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC CTE Leadership Committee held three regional meetings this past month to review the recommendations from the Taskforce on Workforce, Job Creation and a Strong Economy and discuss possible implementation strategies for those recommendations that fall within faculty purview.

A report on the findings of the meetings will be provided to the Executive Committee.

The recommendations will be presented to the Board of Governors for action at their meeting on Monday, November 16, 2015 at Mt. San Antonio College.

Action: The ASCCC Executive Committee will consider the Workforce Taskforce recommendations, feedback on their implementation, and determine if action is required.

Note: The final report of the Strong Workforce Taskforce is located on the website: <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

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



Executive Committee Agenda Item

SUBJECT: Update to the <i>Equivalence to the Minimum Qualifications Paper - Outline</i>		Month: November	Year: 2015
		Item No. IV. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the paper <i>Equivalence to the Minimum Qualifications</i> .	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
STAFF REVIEW¹:	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices committee is submitting the outline for the paper update requested by resolution FA14 10.01 (attached).

DESIRED OUTCOME:

*The Executive Committee will provide input to the Standards and Practices Committee regarding the revision to the paper *Equivalence to the Minimum Qualifications*.*

Revise the Paper Equivalence to the Minimum Qualifications

Fall 2014 10.01

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

Whereas, The Academic Senate for California Community Colleges adopted Resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11[1], which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

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

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

Whereas, The paper *Equivalence to the Minimum Qualifications* was last revised in 2006^[2];

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper *Equivalence to the Minimum Qualifications* and bring it to the body for adoption at the Spring 2016 Plenary Session.

MSC

ASCCC Prompts for Paper Development

Paper topic: "Equivalence to the Minimum Qualifications"

Proposed completion date: Spring, 2016

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

It is a revision.

2. Is this paper resolution driven? If so, please copy and paste the resolution below. If no, skip to question number 4.

10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

Whereas, The Academic Senate for California Community Colleges adopted Resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11[1], which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

Whereas, The paper Equivalence to the Minimum Qualifications was last revised in 2006[2];

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper Equivalence to the Minimum Qualifications and bring it to the body for adoption at the Spring 2016 Plenary Session.

3. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible?

The paper as requested is feasible as it requires no resources not currently planned and the resolution is very clear about the need and what the focus of the revision should be.

4. Not applicable
5. List the main points, topics, or section headers of the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

Introduction
 The Meaning of “Equivalency”
 Benefits of Equivalency
 Legal Requirements
 No Conditional Equivalency
 Principles
 Criteria for Determining Equivalent Qualifications
 The Problem of Determining Eminence
 Benchmarks and Tests, no sole criteria
 A process for Determining Equivalent Qualifications
 Including Equivalency for the Associate’s Degree
 Faculty Responsibilities
 Including Reviewing Policy and Procedures
 Role of the Academic Senate
 Role of Discipline Faculty
 Role of Human Resources
 Determination of Equivalency for Part-time Hires
 The Single Course Equivalency Issue
 Determining Equivalency in Multi-College Districts
 Survey on Equivalency Practices
 Conclusion
 Appendix A: Equivalency Policy: Proposed Models
 Appendix B: Legal Opinion on Single Course Equivalency

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

Yes, we plan to include a revised version of Appendix A and Appendix B. It is too early to tell whether or not a third appendix will come into play.

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

A survey was distributed in September 2015.

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

Not at this time



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: November	Year: 2015
		Item No: V A	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
		Time Requested: 35 min.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: November	Year: 2015
		Item No. V B	
DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.		Attachment: YES	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 10 mins.	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: David Morse/Julie Bruno		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752

<http://www.cccco.edu>



AGENDA

**Consultation Council
Thursday, October 8, 2015
Chancellor's Office, Room 6B and C
9:30 a.m. to 2:00 p.m.
1102 Q Street, 6th Floor
Sacramento, CA 95811**

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

- 1. Student Report**
- 2. State and Federal Legislative Update**
 - State Legislative Program Task Force Update**
- 3. Equal Employment Opportunity Fund Allocation (EEO Fund)**
- 4. Accreditation Task Force Report**
- 5. Workforce Task Force Recommendations**
- 6. Other**

Future 2015 Meeting Dates:

November 19, 2015 (9:00am - 1:30pm)
(Hyatt Regency SFO, Burlingame)



Executive Committee Agenda Item

SUBJECT: Fall Plenary Session		Month: November	Year: 2015
		Item No. V. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for the Fall Plenary Session.	Urgent: YES	
CATEGORY:	Discussion	Time Requested:	
REQUESTED BY:	David Morse	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the final planning for the Fall Plenary Session beginning on Thursday. New members will be informed about processes and protocol regarding participating in the plenary session.

Excerpted from the Executive Committee Responsibilities Document:

PLENARY SESSION RESPONSIBILITIES

Regardless of whether a plenary session is held in the North or South all members of the Executive Committee share responsibilities for planning, attending and carrying out a worthwhile, informative, productive statewide meeting. Executive Committee members are asked to chair breakout discussions and to prepare written material for these breakouts for mailings and distribution at the sessions. Executive Committee members are responsible for arranging (by phone, e-mail, letter, or personal contact) the participation of various resource persons at the sessions. During and after the session, Executive Committee members are expected to act as hosts for those resource persons they have invited, greeting them as they arrive, and sending written thank-you letters following the session.

Expected Activities of Executive Committee Members at plenary session:

- Attend the Plenary Session
- Participate in general and breakout sessions
- Participate in Area meetings held during the plenary session
- Participate in the Resolution Breakout on the first day of the Plenary Session (may be excused with permission from the President)

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

- Attend the Executive Committee meeting scheduled for the second day of plenary to consider urgent resolutions if needed.
- Vote in the proceedings on third day of the plenary session (all Executive Committee members are delegates)
- Other duties as assigned by the President.

Executive Committee members may be asked to volunteer for any of the following:

- Help host plenary session receptions.
- Post signs when meeting locations are moved.
- Give directions to the registration desk, meeting rooms.
- Distribute material such as the treasurer's report at the plenary sessions.
- Welcome new delegates, answer questions and help make them feel welcome.
- Help presenters find meeting rooms, registration area, their discussion leaders, lunch or dinner.
- Encourage completion of turn-around surveys.
- Host presenters at meals or receptions.
- Encourage submission of an Application to Serve at the State-level form available onsite at the registration table.
- Evaluate the breakouts and session, including speakers, hotel arrangements and General Sessions.

After Session

Executive Committee members are expected to do the following:

- Fill out the evaluation form provided at the session.
- Contribute to the discussion of the plenary session at the subsequent Executive Committee meetings.
- Note what to do differently in planning for future sessions and include it in your committee binder
- Write letters of thanks to breakout presenters including committee members.
- Plan for future sessions.
- If appropriate, write an article for the *Rostrum*, highlighting the findings and remarks of session presenters, or identifying new issues to be considered.

Executive Committee Agenda Item

SUBJECT: Academic Senate Audit		Month: November	Year: 2015
		Item No. V. D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the results of the recent Senate audit.	Urgent: NO	
		Time Requested: 10	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Academic Senate undergoes an audit of its finances. This year is no different. The purpose of the audit as noted in their engagement letter is “to express an opinion about whether the consolidated financial statements prepared by management with your [the board’s] oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.” In September, the auditors conducted an audit of the Senate financials. The follow excerpt is a snapshot of their report:

“Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by The Academic Senate for California Community Colleges are described in Note 1 to the consolidated financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions that have been recognized in the consolidated financial statements are in proper period.”

The Treasurer will present the audit for adoption by the delegates on Saturday. The Executive Committee will review and discuss the audit so that Executive Committee members are familiar with the audit and the Senate’s finances.

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



Executive Committee Agenda Item

SUBJECT: GEAC General Education Area B4 Update		Month: November	Year: 2015
		Item No. V. E.	
DESIRED OUTCOME: The Executive Committee will be appraised of developments regarding general education and may choose to provide direction regarding future input to CSU.		Attachment: YES	
		Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

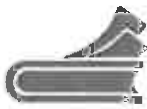
BACKGROUND:

The General Education Advisory Committee, GEAC, for the CSU Chancellor’s Office made recommendations regarding CSU GE-Breadth Area B4 at it’s last meeting. Since that time, the CSU Academic Senate has called for an intersegmental task force to investigate the mechanisms by which students demonstrate quantitative reasoning competency. Now, the CSU Chancellor’s Office has issued the attached memo to all community college articulation officers.

DESIRED OUTCOME:

The Executive Committee will be appraised of developments regarding general education and may choose to provide direction regarding future input to CSU.

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



Executive Committee Agenda Item

SUBJECT: Approval of the PCAH 6 th Edition and the Consultation Process		Month: November	Year: 2015
		Item No: V. F.	
		Attachment: NO	
DESIRED OUTCOME:	The board will discuss the anticipated BOG approval of the PCAH 6 th edition in the context of the system Consultation process and provide guidance to the faculty members of SACC	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The 6th Edition of the Program and Course Approval Handbook (PCAH) is currently being drafted by a writing team of faculty and CIOs, under the auspices of SACC. The stated goal is to obtain Board of Governors approval by May 2016 so that it will become effective and available in time for the 2016-2017 academic year.

The Board of Governors maintains procedures and standing orders governing its operations and the system Consultation process (*Procedures and Standing Orders of the Board of Governors*, September 2013,

http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/september/updated_procedures_standing_orders_Sept_2013.pdf). Specifically, Board of Governors Standing Order 332 requires that the Academic Senate be relied upon primarily with respect to academic and professional matters:

Board of Governors Standing Order 332:

332. The Academic Senate.

(a) Consistent with the intent of 53206 of title 5 of the California Code of Regulations, the Board of Governors recognizes The Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters.

(b) The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the systemwide level shall be made by the Academic Senate; provided, however, that where such councils, committees, or task forces established in conjunction with Consultation have organizational representatives, these representatives shall be appointed by the respective

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

organizations.

(c) The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice and judgment, The Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.

On the other hand, Title 5 section 55000.5 requires that the Chancellor's Office prepare the PCAH:

Title 5 section 55000.5

(a) The Chancellor shall prepare, distribute, and maintain a detailed handbook for use by community college districts. The handbook shall contain course approval criteria and procedures for securing course and program approvals.

(b) The Board of Governors hereby adopts and incorporates by reference into this section The California Community Colleges Program and Course Approval Handbook issued March 2003, as it may be revised from time to time, along with any addenda thereto. In the event of a conflict between the provisions of the Handbook and the provisions of this chapter, the provisions of this chapter shall control.

Thus, because the PCAH is approved by the Board of Governors it has the force of regulation.

The 6th Edition of the PCAH is the first revision in many years (perhaps since 2003) to be drafted through a collaborative process involving faculty and administrator curriculum experts from the field. As stated above, the goal is for the PCAH to be approved by the BOG at its May 2016 meeting. However, given the requirements of BOG standing order 332(c) that "the advice and judgment of the Academic Senate be primarily relied upon whenever a policy involves an academic and professional matter", and given that the PCAH is clearly an academic and professional matter, this raises questions as to how the BOG will rely primarily on the Academic Senate. For example, does the body need to adopt a resolution as a recommendation to the BOG to approve the PCAH? If the Executive Committee has serious reservations about the final draft of the PCAH, how will those be expressed to the Chancellor's Office and the BOG? It is therefore important that the Executive Committee provide the faculty membership of SACC with guidance on how the Consultation process will work with respect to PCAH approval so that they can help ensure that the Consultation process is properly considered during SACC discussions about the PCAH.

Statistics Pathways in CSU Quantitative Reasoning
Findings by the Chancellor's General Education Advisory Committee
October 20, 2015

On the recommendation of the Chancellor's General Education Advisory Committee, the California State University authorizes temporary recognition of statistics pathways curriculum in satisfaction of the Quantitative Reasoning requirement for transfer admission and completion of lower-division coursework in general education.

Statistics Pathways Curriculum

Statistics pathway curriculum develops student proficiency in quantitative reasoning toward culminating coursework in statistics rather than calculus. Faculty have deemed this curriculum potentially appropriate for majors in the arts, humanities, and certain professions and social sciences.

Because such curriculum omits topics covered in traditional intermediate algebra at the high school level, this authorization represents an exception from current policy.

Students who major in Science, Technology, Engineering, and Math, and calculus-intensive fields in the social sciences and professions, are advised to continue meeting existing requirements in Quantitative Reasoning.

Period of the Exception

This authorization takes effect immediately and, unless further action is taken, will expire at the beginning of the fall term, 2019.

Six California Community College Districts are already testing one version of statistics pathway curriculum, the Statway curriculum developed under the auspices of the Carnegie Foundation. Their permission to apply these courses to general education transfer credit and CSU transfer admission eligibility is hereby extended to Fall, 2019.

During this exception period, all California Community Colleges are invited to propose statistics pathways curriculum for transfer credit in Quantitative Reasoning. These courses may be drawn from Carnegie Statway or other, similar approaches, such as the statistics pathways developed by the California Acceleration Project. The process and deadlines for such proposals are the same as for any other courses proposed for general education transfer credit.

Any courses approved as a result of this exception period will appear as usual on ASSIST.org.

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Implications for GE Certification, Transfer Admission, and Associate Degrees for Transfer

Students who complete approved statistics pathways curriculum during the exception period will be deemed by the CSU to have met the quantitative reasoning requirement in the “Golden Four” requirements for transfer admission. They will also have satisfied Area B4 Quantitative Reasoning of the CSU GE Breadth transfer curriculum.

In its statement of January 16, 2015, the UC Board of Admissions and Relations with Schools (BOARS) recognized Statway indefinitely for UC transferability. Because both the CSU and UC systems approve courses for the Intersegmental General Education Transfer Curriculum (IGETC), the CSU’s recognition of these courses through fall 2019 also extends to their IGETC approvals.

During this exception period, the CSU will also recognize statistics pathways curriculum used to satisfy the Quantitative Reasoning requirements in Associate Degrees for Transfer. Before pursuing these courses for GE credit, community college students should check with their advisors, and take care that the existing quantitative reasoning course wasn’t also meeting a requirement in major preparation.

Purpose of the Temporary Exception

The CSU used the initial pilot authorization of Statway at six community college districts to gather evidence of educational effectiveness and improved persistence for students transferring to the CSU. Those reports have been submitted, and they supported the case for this extension. We thank staff at the Carnegie Foundation and our colleagues among the CSU and CCC faculty and administration who contributed to them.

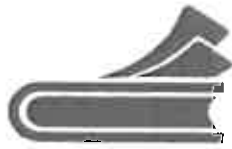
This authorization is now expanded to include other statistics pathways curriculum in quantitative reasoning, and to include the rest of the California Community Colleges. The CSU will use this extended period to:

1. continue to monitor the efficacy of statistics pathways curriculum, in terms of demonstrated learning outcomes, improved persistence, and reduced achievement gaps; and
2. inform our subsequent revision of the permanent policy.

Specifically, we acknowledge the reservations expressed by the chairs of our math departments and others, concerned that the learning represented by intermediate algebra may be useful beyond preparing students to pass their next math course.

At the same time, the CSU recognizes that educational practice in this area is rapidly evolving, and that a permanent successor policy should be adopted in coordination with the UC system, the community colleges, and the Common Core State Standards and Smarter Balanced Assessments. This exception period is granted to provide time for such coordination.

Questions may be directed to Ken O’Donnell, Senior Director of Student Engagement, kodonnell@calstate.edu.



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**Faculty Development Committee
Tuesday August 25th, 2015
12:30 PM – 2:30 PM**

Members Present: J. Adams, R. Cabral, K. Oborn, C. Rutan, K. Schaefer, C. Smith, D. Vera-Alba

Meeting began at 12:31 PM

1. Order of the Agenda: The agenda was approved without changes.
2. Introductions: The committee members all introduced themselves.
3. Committee Charge: The committee reviewed the new charge of the committee (approved on August 21, 2015).

The Faculty Development Committee creates faculty development resources for local senates and advises the Executive Committee on the offering of professional development events and policies and processes related to faculty development. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, innovations in teaching and learning, and other topics related to the 10+1 academic and professional matters, as well as improve the professionalism of community college faculty. The committee advocates through breakout sessions and Senate publications for the importance of faculty development activities related to, critical issues related to student success, and quality faculty teaching and learning, academic and professional matters, and of the need for appropriate levels of funding for such activities.

During the discussion about the charge, J. Adams suggested that two resolutions that have been assigned to the committee should be incorporated into the charge as ongoing tasks (12.01 F14 and 12.03 F14). C. Rutan will review the charge, makes changes to incorporate the resolutions, and send a draft out to the committee for review.

4. Review of Assigned Resolutions

Three resolutions (19.03 S13, 12.01 F14, 12.03 F14) were assigned to the committee at the August Executive Committee meeting. Resolution 19.03 S13 calls for the creation of a toolkit of best practices for evaluating faculty. The committee will discuss a possible survey at its September meeting to find out what colleges are currently doing. Any best practices will require consultation with local bargaining units to be implemented on a campus.

After reviewing resolutions 12.01 F14 and 12.03 F14, J. Adams suggested that these are ongoing activities that the committee should be doing every year and that they should be incorporated into the charter. C. Rutan will work on incorporating these resolutions into the charter and send a draft out to the committee.

Item VI. A. i.

While discussing resolutions, J. Adams discussed a new vision for this committee. The Academic Senate offers many professional development opportunities and will have even more options as new modules are created for the professional development college. Often the events are offered because something new has come up and we react by offering breakout sessions, general sessions, or regional meetings. The Senate leadership feels that the committee needs to look at what the Senate is currently offering in professional development, determine if it is serving the needs of faculty, and develop a plan for professional development going forward. C. Smith mentioned the need to identify the gaps in what is being offered, how it is being offered, and access to what is being offered. Many colleges send senate leaders to professional development events, but it isn't clear how that information gets back to local faculty. Do the individuals attending Senate events share the information or do a few individuals keep it such as a Roundtable report as shared by D. Vera-Alba? During the year the committee will survey the fields about the current professional development offerings as well as review the evaluations from ASCCC institutes and plenary sessions to see if there are areas that need improvement. The committee will then make suggestions to the Executive Committee about possible changes to senate events and new modules that could be offered through the Professional Development College.

K. Schaefer mentioned that part time faculty often teach at several colleges that may not be geographically close to each other. Many times a part time faculty member might want to attend a professional development activity, but the college that offers it might be far away. If the senate could find a way to offer some activities for part time faculty (through the PDC) it would reduce the travel burden that many part time faculty face.

The September meeting will focus on what information needs to be collected and how best to proceed with the development of a new professional development plan.

5. Final Recommendations from the Taskforce on Workforce, Job Creation, and a Strong Economy

The committee members were encouraged to review the final recommendations from the Workforce Taskforce and to attend one of the town hall meetings for more information.

6. Institutional Effectiveness Partnership Initiative (IEPI)

The Institutional Effectiveness Partnership Initiative (IEPI) has approached the Academic Senate about partnering for some professional development activities. Most of the professional development offered by the Senate is through Senate Institutes, Regional Meetings, and Plenary Sessions. These partnerships could be a great opportunity to provide faculty with access to professional development in areas that they have not had before, but that are related to the academic and professional matters under senate purview. While no specific topics were decided on, events on topics like budget development and program review were discussed. The committee sees the initiative as an opportunity to help faculty leaders become better advocates at their campuses and hope that we could partner in areas where other groups have significant expertise.

7. New Resolutions for Fall Plenary Session

The committee members were encouraged to think about possible resolutions for the Fall Plenary Session and were informed that all resolutions are due by September 16, 2015.

8. Fall Plenary Breakouts

Item VI. A. i.

C. Rutan suggested a breakout on closing the professional development loop and ensuring that information gained while attending conferences is being shared with local faculty. J. Adams suggested that this breakout could also be used to gather information from the attendees about what types of professional development activities they are looking for and how well the Academic Senate is doing at meeting those needs. The committee agreed with this approach and C. Rutan will submit this as a possible topic for the fall plenary session.

J. Adams also suggested that members of FDC could report back to the committee about the breakouts they attended at the plenary session to help the committee in the review and future planning of future professional development opportunities.

9. Scheduling Future Meetings

The next meeting of the Faculty Development Committee will be on Saturday September 26th, 2015 at West Los Angeles College.

10. Other

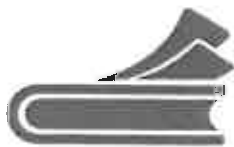
K. Oborn suggested having a plenary breakout session about the Chancellor's Office Flexible Calendar program. J. Adams suggested that plenary might not be the best place for this, but that it could be incorporated into the annual Leadership Institute to inform new senate presidents.

Meeting adjourned at 2:23 PM.

Respectfully submitted,

Craig Rutan

Minutes approved on September 26, 2015



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

Meeting Notes

August 31, 2015

9:00am-10:30am

Meeting Type: Call Confer

1. Agenda approval and note-taker assigned; Roll call
Alicia Munoz agreed to take notes for this meeting.
2. Introductions – *Participants introduced each other and described their programs*
 - a. *Cheryl Aschenbach, Lassen College*
 - b. *Diane Edwards-LiPera, Southwestern College*
 - c. *Alicia Munoz – Cuyamaca College*
 - d. *Melody Nightingale, Santa Monica College*
 - e. *Julie Nuzum, Butte College*
 - f. *John Stanskas, San Bernardino Valley College*
 - g. *Jan Young, Glendale College*
3. Important Dates and Information – *this committee may be presenting at the following events*
 - a. Preliminary Fall Plenary breakout topics due Sept 8
 - b. Agenda Items for October Executive Meeting due Sept 16
 - c. *AB 86 Block Grant meeting in Sacramento September 24-25, 2015 (Item added by committee)*
 - d. Area meetings October 23 & 24
 - e. Fall Plenary November 5-7 (Irvine)
 - f. Curriculum Regionals November 13 & 14 (North & South)
 - g. Instructional Design and Innovation Academy January 21-23, 2016 (Riverside) *NEW event!*
 - h. Academic Academy March 17-19, 2016 (Sacramento) *Centered on Equity and Student Success*
4. Meeting Schedule
CCC Confer telephone meetings - All from 9:00am to 10:30am

<i>September 28, 2015</i>	<i>January 11, 2016</i>
<i>October 26, 2015</i>	<i>February 1, 2016</i>
<i>December 4, 2015 (face to face meeting – location TBD)</i>	<i>February 29, 2016</i>
	<i>April 4, 2016</i>
	<i>May 2, 2016</i>
5. Define Priorities / Explore possible resolutions or breakout topics for Fall Plenary, possible Rostrum articles
 - a. *SP grading is important given that the Chancellor's office makes decisions based on data. Follow-up on last year's work to get SP grades implemented. Was survey sent to CIOs and IT? Is the unfunded part being addressed? Has there been an opportunity for adequate input?*
 - b. *Increase the spotlight of visibility of noncredit and increase collaboration with groups like ACCE. AB 86 has shed a spotlight on noncredit and generated greater interest as a result of CDCP funding. Find ways where credit and noncredit faculty can meet to discuss issues of common interest.*
 - c. *Non credit FON. Where are we with Resolution 7.01 from Fall 2014 regarding noncredit FON? Is any follow-up necessary?*
 - d. *Additional areas of concern*
 - i. *ISAs and noncredit instruction; "certificate of training" as qualification*
 - ii. *Noncredit Ed. Plans*
 - iii. *Innovative noncredit programs – perhaps showcase with panel at plenary or an institute*

Item VI. A. ii.

- iv. *Resolution 9.02 (F11) Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment*
- v. *Resolution 17.05 (S15) Establish Local Noncredit Liaison Position*
- e. *Possible breakouts for Plenary, Instructional Design and Innovation Institute, or Academic Academy*
 - i. *Case studies at plenary or instructional design and innovation*
 - ii. *Panel with members from two or three colleges who have done innovative things*
 - iii. *Equity conversations on non-credit: repeatability, CDCP funding and how it affects student success*
 - iv. *Student Equity Plans on Non-Credit. What have other colleges done?*
 - v. *Credibility given to credit faculty championing for non-credit*
 - vi. *Breakout on the basics of non credit to help Senate leaders develop an awareness on non-credit*

6. Next Steps: Future Tasks

Consider breakouts for Plenary

Consider Rostrum article to help increase awareness of noncredit and CDCP

7. Next Steps: Future Agenda

- *Update for block grant funding and AEBG Summit*

8. Adjourn – 10:15



Academic Senate for California Community Colleges

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ONLINE EDUCATION COMMITTEE

Wednesday, August 26, 2015

10:00 AM – 3:00 PM

Glendale College, Administration Room AD121

1500 N. Verdugo Avenue, Glendale, CA

CCC Confer: 1-888-450-4821

Participant Passcode: 141703

<http://www.cccconfer.org>

AGENDA

- I. Call to Order – 10.25am
- II. Introductions and Note Taker: Wheeler North
Everybody introduced themselves, Dolores Davison (chair), Fabiola Torres, Sanya Soyemi, Joseph Perret, Laurie Vasquez (by phone for the afternoon portion of the meeting). Gennean Bolan tried to call in but was not successful
- III. Approval of the Agenda
Approved
- IV. Set meeting times for remainder of year
Sep 30 - 1400, Oct 30 – 0900, Jan 11 – 0800, one hour each on CCCConfer; will set in person meeting for early February depending on acceptance of Online Ed regionals
- V. Priorities for 2015-16
 - a. Outstanding resolutions from last year
There currently are no resolutions from prior years but there are activities the committee needs to work on.
 - b. Role of ASCCC and Online Ed committee with PD organizations (@One, OEI, etc)
The discussion started around some of the changes occurring with OEI now hiring a dean to oversee the professional development arm of OEI (via Foothill/De Anza's hiring processes.)
 - c. Curriculum Regional Participation
These will be Nov 13/14th Online Ed will likely be helping out
 - d. Online Education Regionals (spring?)
Dolores will be submitting a request to ASCCC Exec to consider having N/S regional one-day events.
 - e. Innovations Institute Participation - Breakout ideas relative to the Innovations Institute –
engaging in the online world across generations, keeping relevant, inspiring engagement across the shifting culture, technology influence on culture, on professional development, etc. regarding online education
 - f. Rostrum articles

Item VI. A. iii.

Dolores described the parameters and expectations around Rostrum articles.

- i. *Compressed calendars as they affect distance education and apportionment.*
- ii. *Student preparation and readiness*
- iii. *Senate involvement in online education: How do you check for regular and effective contact/best practices*
- iv. *Upcoming Rostrum may have two articles (Online education and faculty primacy, by Dolores and Fabiola, and Online Education and Accessibility, by Laurie and Dolores)*
- v. *Please suggest any other ideas.*

VI. Plenary activities

a. Breakout topics – *Sep 7th to submit topics:*

- i. *Hot topics in Online Education (could included best practices for regular and effective contact, involvement of senates in choosing a CMS, need for faculty voice in OE decisions, etc.)*
- ii. *OEI Updates from the faculty participants (not the management team)*
- iii. *Accreditation and Online Education: What to expect from the evaluation team (check with Randy regarding cross-listing this; also an option for AI)*

b. New Resolutions?

- i. *Accessibility*
- ii. *Faculty Primacy – Potentially need a stronger position on faculty primacy with respect to decisions that are made about online education. Faculty participation in decision-making is difficult in regards to leadership often being from the ranks of faculty who are no longer faculty having moved into administration.*
- iii. *Others*
SARA – State Authorization of Reciprocity Agreement bill is on a two-year cycle. Local definition of hybrid – must be faculty driven. Potential resolution about removing the really stupid Ed Code 51% reporting requirement.

VII. Upcoming Events

- a. *ASCCC Area meetings October 23 and 24, locations vary. Contact your area representatives.*
- b. *ASCCC Fall Plenary Session, November 5-7, Irvine Marriott Hotel.*
- c. *Curriculum Regionals, November 13-14, locations TBD.*

VIII. Information from committee

There was some general discussion about concerns from the field and concerns about the trends in online efforts that focused on ensuring faculty purview in decision-making at the local level and within some of current statewide projects going on.

IX. Adjournment - 1420



Executive Committee Agenda Item

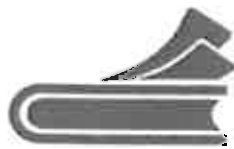
SUBJECT: Relations with Local Senates Meeting Notes of October 17, 2015		Month: November	Year: 2015
		Item No. VI. A iv	
DESIRED OUTCOME: Information Only		Attachment: YES /	
		Urgent: YES / NO	
CATEGORY: Information		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Cynthia Rico	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

On Saturday, October 17, 2015, the Relations with Local Senate meet at San Diego Mesa College. Attached are the notes from that meeting.

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



Academic Senate for California Community Colleges

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RELATIONS WITH LOCAL SENATES COMMITTEE

October 17, 2015

10:00 PM – 3:00 PM

San Diego Mesa College

MINUTES

Members Present: Cynthia Rico (chair), Ginni May (2nd), (A), Rochelle Olive (B), Mary Rees (C), Alicia Nunez (D), John Zarske (D)

Minutes taken by Ginni

- I. Call to Order – meeting commenced at 10:12
- II. Approval of the Agenda
- III. Review of Meeting notes of September 17, 2015
- IV. Discussion items, with action as needed

a. Needs Assessment Survey

The committee reviewed the survey. An introduction is still needed, so ideas were shared as to what to include. The introduction will include an explanation as to why we are conducting the survey and a list of services that are available. It was noted that this survey is not in response to a resolution, it is in response to providing information to our local senates. We looked at ASCCC Website to see what is stated about Local Senate Visits. It was suggested that we include available services on the survey so that folks could know. Are there any limitations? No. Is there a venue where senate presidents could ask questions and receive answers, besides the google listserv? Could we pull out some information from the Local Senates Handbook? This type of discussion/brain storming continued.

Note that navigation on the website is limited from an iPad or iPhone. Are there other issues?

It was agreed that individual responses would not be published.

Final draft is ready for Exec.

b. Fall Plenary Session PPT

RLSC has two breakout sessions.

First Breakout, 1. New Attendee Orientation-Pointers for Faculty: Cynthia, Rochelle, Julie B

Fifth Breakout 1. ASCCC Resources to Support your Local Senates: Cynthia, Mary, John

Committee broke into groups to draft the powerpoints.

c. FAQ's -given questions that appear on GOOGLE Listserv

We will monitor the listserv – send rising issues to RLSC Chair or 2nd. Include issue and date?

Item VI. A. iv.

d. Committee Charge

Current Charge

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance.

-Resolution 1.02, Spring 2007-- Ensuring Participatory Governance

<http://www.asccc.org/resolutions/ensuring-participatory-governance>

RLSC updated the Local Senates Handbook and offers plenaries, institutes, multi-constituent groups at spring 2016 Plenary, etc.

-Resolution 1.02, Spring 2006 --Assistance for Local Senates

<http://www.asccc.org/resolutions/assistance-local-senates>

RLSC does the shared governance piece of this resolution but not the legal and fiscal concerns. Include a question in survey: Is there a need for specific technical information regarding fiscal and legal challenges faced by local academic senates today?

- Resolution 1.04, Spring 2005 --Topic experts provided by Academic Senate

<http://www.asccc.org/resolutions/topic-experts-provided-academic-senate>

RLSC the Academic Senate for California Community Colleges (ASCCC) provides opportunities and services to local academic senates from the ASCCC Executive Committee and/or the RLSC to:

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

RLSC should monitor the google listserv

- Resolution 17.01, Spring 2001 --Urge Newly Elected Local Presidents to Attend Leadership and Sessions

<http://www.asccc.org/resolutions/urge-newly-elected-local-presidents-attend-leadership-and-sessions>

RLSC is identifying ambassadors at the Plenary Sessions, continues to conduct newbie breakout sessions, and has written a Rostrum Article as a welcome and orientation to plenary.

e. Scheduling next meeting (s)

January 29 at Santa Ana College

V. Announcements

a. Meetings/Institutes – Registration Now Open!

- i. Fall 2015 Plenary Session, November 5-7, Irvine Marriot
- ii. Fall 2015 DIG Meeting (South), October 30, Anaheim-Orange County Doubletree
- iii. Curriculum Regional Meetings, November 13 (Solano College) and November 14 (Mt. San Antonio College)

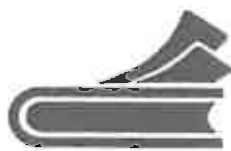
Item VI. A. iv.

- iv. CTE Curriculum Academy, January 13-14, 2016, Napa Valley Marriott
- v. Instructional Design and Innovation Institute, January 21-23, 2016, Riverside Convention Center
- vi. Accreditation Institute, February 19-20, 2016, Marriott Mission Valley – San Diego
- vii. Academic Academy, March 17-19, 2016, Sheraton Grand Sacramento

b. Upcoming Executive Committee Meetings

- i. November 4, 2015, Irvine Marriott
- ii. January 8-9, 2016, Cerritos College/Cerritos Sheraton

VI. Adjournment – 2:59 pm



Academic Senate for California Community Colleges

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Transfer, Articulation, and Student Services Committee (TASSC)

October 14, 2015 – 12:30-1:30

CCC Confer

Minutes

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

Members Absent: April Pavlik

1. Select note taker – Dolores Davison
2. Approval of the Agenda – Meeting called to order at 12:31pm and agenda approved
3. Approval of the Minutes from September 9, 2015 – done by email
4. Survey on **Services for Disenfranchised Students**
 - Edits as requested by ASCCC Executive Committee
 - Ask for full name of college to avoid confusion
 - Replace “etc” in various questions with “or the like”
 - Use bolding to differentiate on campus and off campus housing in #s 1 and 2
 - Change wording on #8 to provide clarification of which organizations and how these partnerships work
 - Clarify #9 to say “How in information about the services referenced in this survey that are offered at or by your college disseminated to the college community?”
5. Fall Plenary Breakouts — Ginni will work on PPTs and send out ideas; Michael may not participate depending on need
6. Instructional Design and Innovation Institute (IDI) – TASSC is not sending forward breakouts but may engage with other committees depending on interest
7. Academic Academy – EDAC and TASSC: focus more broadly on Equity and Student Success
 - Call for proposals – faculty hiring, student populations, etc.
 - Joint committee meeting? Ginni will be meeting with Cleavon Smith (chair of EDAC) to talk about strategies and possible meeting (invite them to our 11 December meeting?)
 - This will be a broader audience than previously
 - Possible additional topic on the digital divide
 - Ginni will check on attendance and cost for committee attending Academic Academy
 - Michael brought up suggestions from last year’s academy:

Item VI. A. v.

- Dr. Veronica Neal would make an excellent addition to future events, either in breakout, panel discussion or keynote presenter.
- Subsequent conversations on equity and student success should continue to focus on *how* to integrate successful strategies into our college communities.
- *How* to achieve equity should/could continue to be a focus, including measuring for equity as well as developing programs/tools which reach all students, not only isolated, program-specific cohorts.
- Given the new ACCJC Standards and the cited need to correlate disaggregated equity data with SLO assessment results, successful strategies on this front could be an appropriate discussion through the combined lens of equity and student success.

8. **TASSC Meetings**

December 11, 2015 – 10:00-3:00 at Long Beach City College

Agenda Items:

- Instructional Design and Innovation Institute – probably limited because we are not directly participating
- STARFISH – how to integrate
- Academic Academy –major portion of meeting and conversation
- Survey on Services for Disenfranchised Students

9. **Events**

Area Meetings – October 23 (North)

Area A, Clovis Community College

Area B, Evergreen Valley College

October 24 (South)

Area C, Los Angeles Valley College

Area D, College of the Desert

Fall Plenary – November 5-7, Marriott Irvine

Curriculum Regional (North) – November 13, Solano Community College

Curriculum Regional (South) – November 14, Mt. San Antonio College

Instructional Design and Innovation – January 21-23, Riverside Convention Center

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

Academic Academy – March 17-19, Sheraton Sacramento

Item VI. B. i. 1.

Minutes, CA-OER Meeting

September 14, 2015

10:00 am - 3:00pm

San Jose State University
Dr. Martin Luther King Jr. Library

Attendees

CCC

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

UC

Peter Krapp (UC Irvine)
Chikako Takeshita (UC Riverside)
Bruce Cooperstein (UC Santa Cruz) - *unable to attend*

CSU

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

Katherine D. Harris (SJSU), Chair

Guests

Leslie Kennedy
Dean Ruth Kifer, SJSU
Associate Dean Valeria Molteni, SJSU

Minutes (Agenda available [here](#))

1. Approve Minutes from 5/18/15 meeting
 - a. Updated meeting years to 2015-2016
 - b. Approved, 9/14/15
2. New Member Introductions
 - . Dolores Davison, Cheryl Aschenbach, and Daniel Crump
3. Associate Dean of Library Sciences at SJSU, Valeria Molteni
 - . Provided overview of SJSU Library student support
4. Reviewed new items on ICAS/CA-OERC site
 - . ICAS Progress Reports
 - a. FAQ
 - i. Edits requested by G. Hanley - Completed
5. Outreach/Conferences
 - . Open Ed Conference: Nov 18-20, 2015 - Vancouver, BC
 - . Confirmed: Ruth Guthrie, Diego Bonilla, Larry Hanley
 - i. CCC to confirm one member – Cheryl, Dolores, or Dan
 - a. SJSU OA Conference: Oct 23 (using the same proposal & title) - 1hr presentation
 - . Confirmed: Katherine Harris, Diego Bonilla
- c. Other Conferences
 - i. Send ideas/information to KH
 - ii. CCC New Institute on Innovation
1. Get CA-OER on agenda? – Cheryl and Dolores
 4. AB 798 (Bonilla)

Item VI. B. i. 1.

- c. AB 798: Final draft dtd 9/9 – Council reviewed
 - d. Feedback for ICAS (became moot w/final draft of bill)
 - e. Overall Concerns – need to determine:
 - . UC's role
 - i. Clarification on funding
 - ii. CCC's concern about UC's role – CCC new members to inquire with CCC ICAS chair
 - iii. When will Governor sign final Bill
 - iv. Infrastructure timing – Is there enough time?
 - f. Other Ideas Discussed
 - . OER Resolution – Determine if template exists
 - i. Create OER education kit
 - ii. Pilot Project will inform Council what other services are needed by faculty to effectively adopt OER
 - 1. Publicity materials -- take up at next f2f mtg in depth, 10/5
 - . PR Plan to do list - work to be done by each segment
 - . Revise CCC PR plan – by 9/28 (CCC members)
 - i. Double check CSU PR plan - by 9/28 (Diego)
 - ii. Double check UC PR plan - by 9/28 (Peter)
- 1. Video short of UC Campuses - spearheaded by Bruce?
 - a. participant map – Council reviewed
 - 1. Update on Focus Groups
 - . Transcription & analysis (Leslie - ongoing)
 - . Coding for transcripts – KDH & RG mtg w/Leslie, 9/21
 - a. kdh reflections on OER Experienced Focus Groups (see notes -- kdh adding more notes)
 - 2. Update on Reviews
 - . See master list
 - a. Need to source/recruit add'l participants for disciplines missing reviewers – Council, due 10/5
 - b. Choose 3-5 remaining courses for textbook review (what's missing?) -- due 10/5
 - . Suggestion: research disciplines with a good selection of existing OER
 - 3. Fall Pilot Project
 - . Created infrastructure and assembled/initiated participants during the summer
 - a. Working with bookstores -- needs more discussion
 - . CSU is already working with bookstores - leverage this for UC & CCC?
 - 1. CSU bookstore advisory committee/liaison - (TD to make contact)
 - i. CCC all different (how to resolve?) – Council's goal this fall
 - 1. Beta test on 10 campuses? - possibility; cont discussion
 - 2. Use faculty ambassadors to contact local bookstores?
 - 3. Council of Chief Librarians
 - b. Chikako working w/UC faculty independent of pilot project
 - 4. Final Report & Pilot Project White Paper/Publication
 - . Draft Report (for ICAS 9/25 mtg)
 - a. Work on final format – Need editor
 - b. Add names for sections where responsible (revisit 10/5)
 - 5. Fall 2015 Programs
 - . Faculty ambassadors? -- Larry, Cheryl & Chikako working on mock up by 9/28 mtg
 - . Leverage CSU Digital Ambassador program?
 - i. Work with academic senates
 - ii. CCC: ADT = discipline faculty in all segments – send via listserv
 - 1. created for CID: they're responsive

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- iii. Can do massive faculty professional development sessions
- 1. perhaps OER session on how to use OER
- iv. Write into description of faculty ambassadors to report to governing body on each campus; maybe a report?
- v. Have ambassadors propose plans for faculty outreach
- vi. Provide w/slide deck
- 1. already received requests for presentations on local campuses
 - a. CID information sheets for textbooks
 - . Create resource sheet of Highly Rated Textbooks for inclusion of reviewed OER textbooks to include them on CID listing (Theresa)
 - i. How to get highly rated OER textbooks on the CID descriptors (CCC checking)
 - b. Create video/preface
 - . On how to use digital textbook (being done by Fall Pilot Project participants)
 - i. Create video tutorials on how to use OER (where to find, how to remix and reuse -- all the bells and whistles)
 - c. Create OER toolkit:
 - . Recommends how to create xyz
- 1. ex: how to annotate a pdf (provide via existing YouTube videos)
 - i. One for students on how to use
 - ii. ADA compliance (see CSU research)
 - 6. OER authorship - grant limitations -- table until Nov mtg
 - . Discuss funding and CA-OER spring work -- KH, LK, GH
 - a. Recommendations from ICAS
 - . Include a requirement for metrics of student usability
 - b. Work with OpenStax & David Harris to recommend textbooks to be produced
 - . Create a rich textbook using an existing OER textbook
 - c. Survey of OER textbook authors: Receive professional credit? Were they compensated? How?
 - 7. **YEAR 3 BRAINSTORMING - dependent upon AB 798**
 - . Awareness and Adoption - for Fall 2015
 - . Case study one campus and its use of OER
 - i. Reach out to David Harris of OpenStax to determine faculty adoption of OpenStax textbooks in CA and nationwide, and authoring/curating
 - ii. Create adoptability measurements
 - iii. Create OER packets for new hires
 - iv. Measure awareness and behavior - Ruth
 - 1. Update survey to measure any change in faculty awareness; include questions for faculty who have already implemented OER
 - 2. Student survey on piracy - under what conditions would they not pirate a textbook?
 - 3. Write a whitepaper on data and findings, which can be used in infographic
 - 4. Present findings of survey results -- Ruth, 10/5 meeting
 - v. OER Participation dates - list of opportunities for faculty to participate in OER events (conferences, showcases, special OER issue of a journal...). Give faculty a variety of ways to share their expertise and experiences.
- 1. Consider enlisting those not chosen for focus groups
 - a. RFP for Creation of Textbooks in Spring 2016 (requires infrastructure & budget) -- table until Nov meeting
 - . Authoring platforms recommended - Council please add as you become aware of other examples
 - i. Consider leveraging OpenStax, FlatWorld, and/or Saylor Foundation
 - ii. Hewlett & Gates limitations
 - b. Build digital repository of assignments for OER textbooks - Bruce
 - . Cool4Ed creating repository on D-Space (Leslie)
 - c. Publication: Still under consideration? - Ruth

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- . Write up textbook competition and entry barriers using Porters model?
- i. Paper on sustainability
- ii. Paper on OER adaptive learning
- d. Build checklist of OER friendly campuses, with tips on how to implement OER friendly policies
- . Library offer printing
- i. Bookstore offers competitive pricing
- ii. Campus has ALS initiative
- iii. Campus has incentives for using OER
- e. Large goal of 2016: Assisting campuses in setting up their own infrastructure for textbook reviews
- 8. See Action Item Punch List
- 9. Calendar of Meetings, Fall 2015
 - Face-to-Face Meetings (10:00 am - 3:00 pm)
 - October 5, 2015: Sac State
 - i. November 9, 2015: CSU Chancellor's Office
 - ii. December 7, 2015: CSU Pomona
 - a. Conference Calls (10:00 am - 11:00 am)
 - September 28, 2015
 - i. October 19, 2015
 - ii. November 23, 2015
 - iii. December 21, 2015

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Minutes, CA-OER Meeting

October 5, 2015

10:00 am - 3:00 pm

Sacramento State University

Attendees

CCC

Dolores Davison (Foothill College)

Cheryl Aschenbach (Lassen College)

Dan Crump (American River College)

UC

Peter Krapp (UC Irvine)

Chikako Takeshita (UC Riverside)

Bruce Cooperstein (UC Santa Cruz)

CSU

Diego Bonilla (Sacramento)

Larry Hanley (San Francisco)

Ruth Guthrie (Pomona)

Katherine D. Harris (SJSU), Chair

Guests

Leslie Kennedy

Minutes (Agenda available [here](#))

1. Approve Minutes from 9/28/15 meeting
 - a. Approved, 10/5/15
2. Outreach
 - a. UPDATE: CCC Instructional Design & Innovation Institute (IDII) (Jan 21-23, Riverside)
 - i. Submitting description (November approval)
 - ii. Update provided at next council meeting, 11/9
3. Draft of Final Report due 12/1 to ICAS
 - a. Final Draft due 11/9
 - i. Keep AB 798 in mind for final report
 - ii. Include participant map
 - iii. Make clear the work involved in recruiting and completing reviews
 - iv. Address effectiveness of intersegmental action: how well did the council work together; what worked and what didn't work?
 - b. Authorship Assignments (**see draft for details**):
 - i. Update infographic and results of faculty & student surveys - Ruth
 - ii. Reading practices research - Diego
 - iii. OER Glossary: flush out, especially definition of OER and low cost - Chikako
 - iv. Governance structure - Peter
 - v. Overall participation by each segment

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1. CSU - Larry
2. CCC - Cheryl
3. UC - Peter & Bruce
- vi. Work on overview - KDH
4. Reviews (see master list for details)
 - a. All reviews for 50 courses must be completed by 12/1.
 - b. Continue to recruit reviewers for missing disciplines. Email to KDH by 10/12.
 - c. Reviewers still needed (as of 10/3):
 - i. UC reviewers - 18
 - ii. CSU reviewers - 15
 - iii. CCC reviewers - 7
5. 3-5 remaining courses for textbook review - discussion & selection (master list - 2nd sheet)
 - a. Council selected 5 additional courses + textbooks
 - i. Linear Algebra
 - ii. Calculus II Early Transcendentals
 - iii. Business Communications
 - iv. Principles of Macroeconomics
 - v. Business Information Systems (as backup)
6. Faculty ambassadors program (potential ambassadors spreadsheet) -- Larry, Cheryl & Chikako, 10/16
 - a. Build on CSU Digital Ambassador program
 - i. CSU provides ambassadors \$2500/semester
 - ii. One program replicated across all three segments or customized program for each segment?
 - b. Council review draft during (Collaborate) meeting, 10/19
 - c. Videos and how-tos for Faculty Ambassadors - Diego
7. See Action Item Punch List
8. Calendar of Meetings, Fall 2015
 - a. Face-to-Face Meetings (10:00 am - 3:00 pm)
 - i. November 9, 2015: CSU Chancellor's Office
 - ii. December 7, 2015: CSU Pomona
 - b. Conference Calls (10:00 am - 11:00 am)
 - i. October 19, 2015
 - ii. November 23, 2015
 - iii. December 21, 2015
 - iv. January tbd (to work on research addendum to final report)

Future Topics:

1. Fall 2015 Projects
 - a. Addendum/White Paper topics - discuss 11/9
 - i. Publication: Still under consideration? - Ruth
 1. Write up textbook competition and entry barriers using Porters model?
 2. Paper on sustainability
 3. Paper on OER adaptive learning
 - b. UPDATE: Focus Groups - discuss 11/9
 - i. Transcription & analysis (Leslie - ongoing)
 1. kdh reflections on OER Experienced Focus Groups Addendum White Paper

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- c. Working with bookstores - discuss 11/9
 - i. CSU is already working with bookstores - leverage this for UC & CCC?
 - 1. CSU bookstore advisory committee/liaison - (TD to make contact)
 - ii. CCC all different (how to resolve?) – Council's goal this fall
 - 1. Beta test on 10 campuses
 - 2. Use faculty ambassadors to contact local bookstores?
 - 3. Council of Chief Librarians
 - d. Create OER toolkit - discuss 11/9
 - i. Recommends how to create xyz
 - 1. ex: how to annotate a pdf (provide via existing YouTube videos)
 - 2. general video + 3min video on specific tool
 - 3. refer to DIRT for those who are technologically savvy
 - ii. One for students on how to use
 - iii. ADA compliance (see CSU research)
2. PR Plan to do list - work to be done by each segment - discuss 11/9
- a. UPDATE: revise CCC plan
 - b. UPDATE: CSU plan
 - c. UPDATE: UC plan
 - i. Video short for UC campuses - (Bruce)
3. C-ID information sheets for textbooks
- a. Resource sheet of Highly Rated Textbooks (of previously reviewed OER textbooks) to include on C-ID listing
4. Focus Group Information
- a. see kdh notes
 - b. Leslie working on analysis based on questions (i.e., research agenda)
5. How to get highly rated OER textbooks on the C-ID descriptors - CCC members to discuss with David Morse and Julie Adams to determine logistics of completing/submitted formal request (e.g., David Morse submit or can CCC Council members submit?)
6. OER authorship - grant limitations -- table until Nov mtg
- a. Recommendations from ICAS
 - i. Include a requirement for metrics of student usability
 - b. Work with OpenStax & David Harris to recommend textbooks to be produced
 - i. Create a rich textbook using an existing OER textbook
 - c. Survey of OER textbook authors: Receive professional credit? Were they compensated? How?
7. **YEAR 3 BRAINSTORMING** - dependent upon AB 798 -- put into Final progress report as future in case AB 798 doesn't pass
- a. Awareness and Adoption - for Fall 2015
 - i. Case study one campus and its use of OER
 - ii. Reach out to David Harris of OpenStax to determine faculty adoption of OpenStax textbooks in CA and nationwide, and authoring/curating
 - iii. Create adoptability measurements
 - iv. Create OER packets for new hires
 - v. Measure awareness and behavior - Ruth
 - 1. Update survey to measure any change in faculty awareness; include questions for faculty who have already implemented OER
 - 2. Student survey on piracy - under what conditions would they not pirate a textbook?
 - 3. Write a whitepaper on data and findings, which can be used in infographic

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4. Present findings of survey results – Ruth
- vi. OER Participation dates - list of opportunities for faculty to participate in OER events (conferences, showcases, special OER issue of a journal...). Give faculty a variety of ways to share their expertise and experiences.
 1. Consider enlisting those not chosen for focus groups
- b. RFP for Creation of Textbooks in Spring 2016 (requires infrastructure & budget) – table until Nov meeting
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 - ii. Consider leveraging OpenStax, FlatWorld, and/or Saylor Foundation
 - iii. Hewlett & Gates limitations
- c. Build digital repository of assignments for OER textbooks - Bruce
 - i. Cool4Ed creating repository on D-Space (Leslie)
- d. Build checklist of OER friendly campuses, with tips on how to implement OER friendly policies
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- e. Large goal of 2016: Assisting campuses in setting up their own infrastructure for textbook reviews

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FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES (FACCC)

Board Meeting – October 2, 2015

Sacramento City College

(reported by Dan Crump, who was representing the ASCCC at the meeting)

Liaison Reports:

ASCCC report is Appendix A of this report.

CCCEOPSA (Will Bruce, via phone).

EOPS has been completely restored to 2008-09 levels, but with no growth for those years (don't think anyone got growth for programs). A main focus of EOPSA is to work on coalition building, especially with CalWORKs to get restoration for them. EOPSA is trying to get students in EOPS the same exemptions to the BOG Fee Waiver standards currently granted for foster youth. He mentioned that colleges are working on grant applications for the Cooperating Agencies Foster Youth Educational Support (CAFYES). Lightman will be the keynote speaker at the EOPS conference (October 20-22), for which they have a registration of 500.

CCCAOE (Lightman)

Primary focus currently is responding to the recommendations of the Workforce Task Force. CCCAOE is working on processes to aid the continuity of the Board from year to year. Lightman will be a speaker at the CCCAOE conference.

Student Senate (Lightman)

FACCC is still working on developing a relationship with the Student Senate.

Issues and Strategies:

Faculty Hiring Funds (Murakami and Hansen)

There appears to be a lot of administrative flexibility with the funds---Murakami noted that the Trailer Bill language is "open to interpretation." If a district has met their FON (Faculty Obligation Number), there is no requirement that the funds be used for the hiring of new full-time faculty. Murakami gave the example of the Los Rios district which is using much of its allocated \$2.8 million for the hiring of new FT faculty, but that neighboring Sierra College has met its FON and it is not known if any of these funds will be used for new FT faculty hires. He also noted that the Los Rios administration calculated that the conversion cost for a PT to FT hire is about \$30,000.

Lightman noted that the intent of the budget bill is for the funds to be used for faculty purposes, including FT hires and PT office hours. He also reported that the LAO Supplemental Report on the 2016-17 Budget noted that "On or before June 1, 2016, the CCC Chancellor's Office shall submit to the Legislature a report that analyzes the effectiveness of regulations in moving a greater number of districts toward the system goal that 75 %of credit hours be taught by full-time faculty, and includes recommendations for a revised Faculty Obligation Number methodology to better address this goal."

Lunch with Larry Galizio, new president of the Community College League of California (CCLC)

Galizio noted that one reason he was hired is that he has both community college and legislative experience. His opinion is that the treatment of part-timers is "unconscionable." And he noted that he needs to learn more about the Part-Time situation. He explained the League's opposition to FACCC-sponsored bill, AB 1010 in terms of local control.

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Lightman mentioned that FACCC and the League were involved in the formation of Californians for Community Colleges and mentioned its involvement in activities such as Proposition 92. Galizio expressed interest and asked what it would take to reconstitute the Californians---Lightman replied "several phone calls."

Workforce Task Force

A Board member asked why the ASCCC was not directly mentioned in Recommendation #14. I responded that the convening of any group to discussion minimum qualifications would be under the purview of the ASCCC.

Legislation Update

The FACCC Legislative Committee presented two proposals for FACCC to go forward with in legislation---PT office hours, and 2) mental health services. These proposals will come to the FACCC Board meeting in November for approval.

When asked why the proposal was for office hours instead of a change to the 67% load limitation, it was noted that proposal would encourage opposition from a variety of groups.

ACCJC Update

FACCC voted to endorse the report of the Task Force on Accreditation.

ACCJC has scheduled a special meeting for October 9. The Chancellor's Office has asked for details of the meeting, plus what are expectations and discussion protocol for the meeting, but the ACCJC is not will to provide any details.

Budget Update

Two efforts to extend Proposition 92

Lightman called attention to the lawsuit filed by the California School Board Association asserting that the State Budget includes funding that is contrary to Proposition 98. He noted that it is currently more focused on K-12 spending, but could affect CCC funding in the future.

APPENDIX A:

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (ASCCC) (reported by Dan Crump)

- The title of the Fall Plenary Session is "Converging Inspiration, Innovation, and Action." Information about Session is already on the ASCCC website and Pre-Session resolutions (to be discussed at Area Meetings) will be available soon.
- ASCCC has a very good relationship with FACCC, especially in the area of legislation, one example being the excellent advice that President Morse received from Andrea York about AB 968 and the reasons that the ASCCC should not send a letter of opposition.
- Academic Senate Foundation is very pleased that we are partnering with FACCC on our first research project together.
- ASCCC Exec members will be making presentations at both the RP Strengthening Student Success conference and the CCLC annual convention---topics including faculty hiring, positive interactions between CIOs and Senate Presidents, and the 50% Law.
- The formation of a workgroup to review the 50% Law process has been authorized by the Chancellor's Office and Morse will be one of the co-chairs.
- ASCCC is heavily involved in the Bachelor's Degree Pilot program. Their Task Force has been gathering input at various statewide meetings and there will be several resolutions at Session regarding recommendations from the Task Force on issues including upper-division general education coursework and minimum qualifications for instructors of upper-division courses in the Bachelor's programs.

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- ASCCC is also involved in discussions about inmate education, especially with the colleges in the pilot project---Folsom Lake, Chaffey, Antelope Valley, and Lassen.
- Legislation---ASCCC has submitted a letter of support for AB 288 and has reaffirmed its opposition to SB 42.
- ASCCC will be inviting the CIO and CSSO boards to send liaisons to attend the Executive Committee meetings.
- An Open Forum on Accreditation, to discuss the recently-released report of the Chancellor's Office Task Force on Accreditation was held at the September meeting of the Executive Committee.

Upcoming ASCCC Events		
CTE Regional Meetings	October 9	American River College
	October 10	Irvine Valley College
	October 16	College of Alameda
	October 17	Modesto Junior College
Area Meetings	October 23	Clovis Community College Evergreen Valley College
	October 24	Los Angeles Valley College College of the Desert
Fall Plenary Session	November 5-7	Irvine Marriott
Curriculum Regional Meetings	November 13	Solano College
	November 14	Mt San Antonio College
CTE Curriculum Academy	January 14-15	Napa Valley Marriott
Innovation & Instructional Design Institute	January 21-23	Riverside Convention Center
Accreditation Institute	February 19-20	San Diego, Mission Valley Marriott
Academic Academy	March 17-19	Sheraton Sacramento

In the last few months, the Executive Committee lost three members---Michelle Grimes-Hillman, Kale Braden, and James Todd---to the administrative ranks. Three faculty members---Adrienne Foster, Grant Goold, and Cleavon Smith--- have been appointed to fill the vacancies and will serve until the elections at the Fall Plenary Session to fill out the vacant terms of all three.

ASCCC Executive Committee, 2015-16		
President	David Morse	Long Beach City College
Vice President	Julie Bruno	Sierra College
Secretary	John Stankas	San Bernardino Valley College
Treasurer	Wheeler North	San Diego Miramar College
Area A	Grant Goold	American River College
Area B	Dolores Davison	Foothill College
Area C	John Freitas	Los Angeles City College
Area D	Craig Rutan	Santiago Canyon College
North	Ginni May	Sacramento City College
North	Cleavon Smith	Berkeley City College
South	Cynthia Rico	San Diego Mesa College
South	Adrienne Foster	West Los Angeles College
At Large	Cheryl Aschenbach	Lassen College
At Large	Randy Beach	Southwestern College

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Online Teaching Conference Planning Committee
CCC Confer – 7 October 2015, 1-2pm

Tiffany Hickey, chair

1. The call for proposals for the 2016 OTC will open on Friday and will be open for 4 weeks. There will be three strands for this year's conference: technology, leadership, and resources/support.
2. Members of this group should send the call for proposals to anyone they think might be interested.
3. The conference will be held at the San Diego Convention Center again, so there will be 64-72 breakout spots available. There have been suggestions that some of the breakouts be repeated, so that may end up happening. Last year there were about 100 proposals for 56 spots, so it was quite competitive, and Tiffany anticipates the same for this year.
4. The rubric that was sent out will be used to rate the proposals; proposals are due at the beginning of November, so the evaluation of the proposals will occur around Thanksgiving. The suggestion was made to do the reviews similar to how RP does it, which is to divide the proposals by strand and then have groups review each strand, rather than having everyone review everything. The group agreed this was a good plan.
5. We are also looking at keynote speakers; Brice Harris is not available this year but has asked to be considered for next year, and the committee agreed that was a good idea. Two keynotes are likely.
6. Pre-conference workshops: there were 4 last year, plus the DE Coordinators meeting; this year we have room for 5. Suggestions included primarily interest in skills; all suggestions welcome, but they need to be in fairly quickly.
- 7.

Next meeting is 11 November 2015.

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System Advisory Committee on Curriculum (SACC)

September 18, 2015

Summary Report – Prepared by Erik Shearer, SACC Co-chair

Regular Meeting

1. ADT Approval Updates

- Provided general updates on ADT development and approvals, including new layout for monthly reports on ADTs.

2. Significant Change to CO Course Review and Approval Process

- Provided Update on CO course review and announced that they intend to stop reviewing non-substantive course submissions for at least the 2015-16 academic year. The CO indicated that after review of proposals, discussions with staff, and input from the field, they have decided to suspend these reviews and will simply pass along these courses when submitted. Staff have some reservations about substantial changes hiding in non-substantial change proposals, submission of incorrect CORs, and data integrity, but have agreed that this is a good precursor to the data integrity review that local colleges will have to conduct with the implementation of the next version of CI. To achieve this, the CO will be returning all non-sub course proposals back to local districts with instructions for conducting integrity checks, including credit hour calculations and other CB coding. Once local colleges have conducted these reviews, they are free to resubmit non-sub changes, which will simply be passed along. Pam Walker and Jackie Escajeda asked for SACC's input and endorsement. SACC endorsed the proposed change in course review processes. CO will report back to SACC in October on implementation. CO will push a memo and instructions out to the field in the coming weeks.

3. TMC Templates and GE Double-counting Procedures:

- Members received document developed by D. Degroot as an information item for full discussion in October. The intent is to ask SACC to endorse this approach to double-counting units, which differs slightly from how CO staff are directing colleges to double count for ADT submissions.

4. TOP Codes:

- SACC discussed process for establishing new TOP codes and was presented with proposed new TOP codes for SJS, GLST, LBTS, and CAD. SACC had no oppositions to new codes, but there was some confusion about the actual role of SACC in approving future TOP codes.

5. Low Unit Certificates:

- SACC established work group (D. Davison, J. Freitas, and Kim Shenk) to look at issues surrounding establishing process for submission of sub-12 unit certs for CO approval. Work group will research issues and report back to SACC for potential action.

Joint Meeting with PCAH Writing Team and SACC

6. Credit Course Section of PCAH 6th Ed. – Resolved outstanding issues, including:

- Credit Hour Calculations: SACC endorsed 3rd draft of PCAH guidance on credit hour calculations to significantly update 2014 memo and expand allowable practices, in line with state and federal laws and standard practices in higher education. Because of the problems in the field with this topic, the CO is working with SACC co-chairs to create a memo with

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guidance drawn from new PCAH, which will be presented to the field ASAP so that topic can be addressed at upcoming conferences, workshops, and regionals.

- Stand Alone Courses: since there is no new guidance, there will be no separate submission guidelines for Stand Alone in new PCAH, but there will be general definition and common application, including guidance on experimental and selected topic courses.

7. Credit Program Section of PCAH 6th ed. – Resolved outstanding Issues:

- Program Award Types: SACC endorsed the following program award types for submission – ADT, CTE, and AA/AS Non-CTE. Final draft of new PCAH will work with these categories. CO is still a little hesitant, but will remain open and review this approach. Final endorsement or alternative proposal at October meeting.
- Supporting Documentation for Program Award Type Categories: SACC endorsed the following – ADT and CTE will remain as currently prescribed. The new AA / AS Non-CTE category will use Program Narrative component of submission to provide justification for degrees, without additional documentation as currently required (51% articulation requirement, etc.)
- Allowable GE for each degree category: ADT and CTE will remain as currently prescribed. The new AA / AS Non-CTE category will allow use of any or all of the three GE patterns, based on the judgment of local districts with regards to intent of degree.

8. Finishing Drafting Process for PCAH 6th ed.

- Writing teams received feedback and editing suggestions beyond issues listed above and will continue work in the coming weeks. The teams and SACC are hopeful that one more draft will be sufficient before conducting legal review and potential review by the field. This will largely depend on finalizing the above SACC-endorsed solutions to the program submission issues. Writing teams on track and will provide update and report on progress to next SACC meeting.

Next Meeting—October 16, 2015

**System Advisory Committee on Curriculum (SACC)
August 20, 2015 Meeting Summary**

Committee Members Present:	<p>ASCCC: Dolores Davison, David DeGroot, John Freitas, Jolena Grande, Craig Rutan, Erik Shearer</p> <p>CCCCIO: Terry Giugni, Kathleen Rose</p> <p>CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE)</p> <p>Chancellor’s Office: Pam Walker, Jackie Escajeda</p>
Guests:	Chancellor’s Office: Chante Guini, Erin Larson, Stephanie Ricks-Albert
Meeting Chair:	Kathleen Rose
Meeting Location:	Chancellor’s Office

1. **Meeting Summary from June 18, 2015**—The June 18, 2015 Meeting Summary was approved with amendments noted.

2. **PCAH Update**

- **Introduction:** The second draft of the introduction section is complete. The term “SACC” has been removed and explicit title 5 language has been moved to an appendix.
- **Credit Programs:** The first section addresses standalone courses. Other issues to be resolved include the term length formulae and how they function. The team is also addressing content about clock hour and cooperative work experience. An extensive appendix will be developed that provides sample tables and calculations. Other areas in work include program award type (i.e., how to label “transfer,” “CTE,” “CTE for transfer,” “other,” etc.), advice for collaborative programs, and substantive versus non-substantive change narratives.
- **Noncredit Programs:** This section is nearly complete but the use of prerequisites for noncredit programs needs to be addressed.
- **Appendices:** These will include additional information and guidelines. Appendices will cover regulatory issues, credit hour calculation, etc. The goal is for the appendices to be flexible and amendable as conditions or processes change.
- **Submission Guidelines (the second document):** this document is nearly complete.
- **Technical document:** This document will reference back to PCAH and provide directions on using the curriculum submission system.
- **General discussion and next steps:** SACC discussed whether it was an opportune time to include language about the baccalaureate degree programs and the development and approval

of Public Safety and Fire curriculum. The PCAH writing group will be invited to the next SACC meeting. The goal is to have a third draft result from that meeting that will be submitted to the CCCCO legal department for review and to have a draft ready for upcoming conference and the ASCCC plenary, although this is an aggressive goal considering the October/November dates for those events.

3. **CTE Agenda and curriculum**—SACC discussed the process of developing model curriculum and descriptors, which can take from six to twelve months. Faculty availability continues to be an issue but adjunct faculty will be allowed to participate. The Workforce Task Force – Model Curriculum Workgroup is not intending to involve CSUs unless the programs are intersegmental, but this will require the recruitment of CSU faculty which can slow the process down. Model curricula will provide course to course articulation within the CCC system and articulation with high schools, which is highly desired by SB1070 directors. ASCCC is working with the sector navigators and deputy sector navigators to work out some of the issues.

The C-ID process is in transition as Mt SAC is assumes responsibility for the C-ID grant and Erik Shearer assumes the leadership role from Michelle Pilati.

CTE practitioners are also concerned about low-unit (under 12 unit) certificates which are important for industry-specific certificates and credentials (e.g., real estate certificates and automotive certificates such as smog certification). It would help to have a category of approval to enable the transcription of these certificates. SACC will discuss how low unit certificates are identified and validated. A bonus for the transcription of low unit certificates is that students who earn them are counted as program completers which helps with accreditation, score card/dash board reports, and other accountability measures.

4. **TMC Templates**—A discussion about double-counting and template communication was started last spring. A draft document will be distributed to SACC members and discussed at the next meeting. This document will also serve as guidance for PCAH content. When templates are changed, the CCCCO needs to send that notice to the AOs and CIOs. The C-ID monthly newsletter could also serve as a way to disseminate this information.
5. **CCR, title 5, section 55051 (High School Articulation)**—Members reviewed the proposed title 5 language. SACC recommended that the language be submitted to the CCCCO Legal division.
6. **TOP Codes and CIP Codes**—No further discussion on this topic has occurred since the last meeting. SACC discussed how TOP code and CB21 coding for English classes results in student tracking problems. SACC discussed the possibility of forming a task force to research this and other issues such as the area of emphasis degrees. SACC members agreed to gather information from the field regarding the use of TOP codes.
7. **Categories of CDCP funding**—This item will be removed from future agendas.
8. **Course Repetition Guidelines and CTE**—The ASCCC passed resolutions in Fall 2014 and Spring 2015 on course repetition. There has been no development on this item.
9. **Noncredit/Credit/Not-For-Credit**: Although draft guidelines for the concurrent enrollment of credit and not-for-credit students in the same class have been written, they have not yet been approved. Concern about auditing expenditures remains an issue. This topic needs to be addressed by the CCCCO.
10. **Chancellor's Office Update**
 - **SB 440**—To date, 1,914 Associate degrees for transfer have been approved. The system will not achieve 100% compliance because several colleges won't make their respective goals by the deadline. However, the quality of submissions is improving. There are 25 colleges that

are one degree away from their goal and 25 colleges that are two degrees away from their goal. SACC discussed what could happen if colleges do not meet their goal. “High Unit” programs (i.e., those that exceed the 60 unit limit, mainly because of high unit classes in subjects like mathematics and chemistry) continue to be an issue.

- **Military Credit (Implementation of AB 2462)**—The CCCCO developed draft recommendations for granting military credit. Issues include the implications for financial aid when elective credit is granted. Senator Block’s office wants the system to implement the American Council on Education (ACE) standards. Many colleges use College Level Examination Program (CLEP), while others employ “prior learning” and/or credit by exam. In other states, a central entity grants military credit. The CCCCO is drafting a communication for the field. An ASCCC resolution was passed to look at ACE in conjunction with other methods for awarding credit. Other issues, such as the qualifications of the evaluators who are granting credit, need to be addressed.
- **Adult Education**—The CCCCO, CDE, DOF and Board of Education have finalized the Maintenance of Effort allocations. This money was allocated to the K-12 Adult Education programs and reduces the initial \$500 million allocated to the Adult Education Consortia to approximately \$163 million. The allocation formula will consider demographic factors such as unemployment, individuals without high school diplomas and other indicators within each college district boundary. Consortia will need to prioritize what areas of their respective plans to address with their allocations. Instructional programming now includes two additional subject areas: CTE programs for Older Adults and Parenting (but limited to parents “tutoring” their school-aged children). Members of the 70 Adult Education consortia will attend a summit September 25 and 26 in Sacramento where exemplary practices will be shared and technical assistance will be provided on the implementation of consortia plans.
- **Baccalaureate degree pilot**—The summit in July was successful with representation from all colleges participating in the pilot. Guests included representatives from baccalaureate programs in Washington State. Senator Block has expressed the desire to expand the program. The CCCCO is holding weekly meetings with participating colleges to address issues such as student services, open access/application fees, admission requirements, faculty minimum qualifications, upper division and general education. Some colleges are ready to launch their programs and include them in their catalogs for next year. Funding of \$350,000 for each program has been established and \$150,000 has been set aside for professional development and support effort.
- **Standalone Course Approval**—The CCCCO’s analysis of standalone courses has not been completed; preliminary analysis was presented to the CIOs. This analysis will be completed and used internally. SACC members agreed that a deeper discussion about the situation needs to occur. A strong case needs to be presented to the legislators if the system wants to restore the ability for colleges to approve standalone courses locally. SACC agreed to form an advisory group to analyze the history and need for local standalone course approval from the field’s perspective and develop processes to fix issues pertaining to the use of standalone courses in the field.
- **ESL Coding Issues**—Faculty have been selected to serve on a group addressing these issues, but the meeting has not yet taken place.
- **Dual Enrollment**—AB/SB 288 is in the suspense file. A “tool kit group” is being established with representation from the CIOs, the CSSOs, CTE practitioners, and the RP Group. There are still fiscal issues to address. Some faculty have expressed concern about the language. SACC will address this issue at a future meeting.

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- **Programs for Incarcerated Students**—The CCCCO is working with Senator Hancock’s staff on inmate education. A summit will be held for colleges interested in creating programs for incarcerated students. A Pell grant for specialized prison programs has been developed.
- **CCCCO Office Relocation**—Many functions within the Chancellor’s Office will move to the sixth floor of the building. The Academic Affairs division will stay on the third floor for now. The CCC Foundation, Human Resources, Academic Affairs and Accounting divisions will move to the fourth floor in about 18 months.
- **Organization of the CCCCO**—The Chancellor’s reporting structure has been streamlined. Vice Chancellor Walker will serve as an Executive Vice Chancellor over Student Services, Workforce and Academic Affairs with the vice chancellors of these areas reporting to her rather than directly to the Chancellor. Jackie Escajeda is the new CCCCO Academic Affairs Dean, replacing Chris McCullough who retired.

Announcements and Conference Updates

- **Personnel Updates**—Erik Shearer was introduced as the new SACC Co-Chair.
- **Summary of the ASCCC 2015 Curriculum Institute**—Attendance exceeded 500, which is the largest audience the Institute has hosted to date. The ASCCC thanked the Chancellor’s Office for their support. PCAH was a popular topic and the field is eagerly anticipating the new draft. The UC Transfer Path and Low Unit Certificate sessions were also well attended. Presentations were offered multiple times which was well received. Next year’s institute will be held in the same venue while the CTE Curriculum meeting will be held in Napa in January 2016. Other upcoming ASCCC events include the Curriculum Regionals in November, Innovation in Curriculum Design in January, Instructional Design Institute in January, and the Plenary in April which will be held in conjunction with the conferences for CIOs and CSSOs.
- **Update on the CIO Conference:** The CIO conference will be the week of October 28, 2015. Sessions are under development and will include a half—day session for curriculum chairs and curriculum specialists.
- **CCCAOE Conference Update**—The Fall CCCAOE conference will be held October 20-22. The theme is “Aligning Pathways for a Strong Economy.”

Future SACC Meeting Dates: SACC confirmed the 2015/16 meeting dates and changed the March meeting date from March 18 to March 10, 2016.

Next Meeting: September 18, 2015

**System Advisory Committee on Curriculum (SACC)
September 18, 2015 Meeting Summary**

Committee Members Present:	ASCCC: Dolores Davison, John Freitas, Craig Rutan, Erik Shearer CCCCIO: Kathleen Rose CCCCIO Liaisons: Kim Schenk (CCCAOE), Erica LeBlanc (ACCE) Chancellor's Office: Pam Walker, Jackie Escajeda
Committee Members by Telephone	ASCCC: David DeGroot CCCCIO: Stephanie Droker, Terry Giugni
Committee Members Absent:	ASCCC: Jolena Grande
Guests:	Chancellor's Office: Erin Larson PCAH Guests: Marie Boyd*, Shelly Hess, Gregory Anderson*, Deanna Abma * by phone
Meeting Chair:	Erik Shearer
Meeting Location:	Chancellor's Office

Meeting Summary from August 20, 2015—The August 20, 2015 Meeting Summary was approved.

Chancellor's Office Update

- **SB 440** – As of September 1, 2015, there were 1,954 active ADTs and 56 colleges have met the obligation. Another 47 colleges were one or two degrees away and these colleges should meet their respective obligation by November. Some colleges are experiencing difficulty due to the unit constriction, lack of faculty and articulation issues.
- **Baccalaureate Degree Pilot:** Regional meetings were held with the participating colleges, focusing on areas of concern including student services. The Academic Senate's Baccalaureate Degree Task Force has developed resolutions for minimum qualifications, General Education requirements, and other matters to present at the upcoming ASCCC Plenary Session. Chancellor's Office staff are conferring with representatives from Washington State on high unit degrees such as dental hygiene.
- **Course Review / Approval Process:** The Chancellor's Office is considering eliminating the review of non-substantive course changes to focus on the review of new courses and substantive course changes; this would reduce the backlog of courses awaiting review by 42 percent (approximately 500 courses). The new curriculum inventory system should be in

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place by July 2016 which will automatically filter the data submitted for course changes. SACC recommended that the Chancellor's Office instruct the colleges to review and certify that their non-substantive course changes conform to the requirements. A webinar will also be presented to help colleges complete this evaluation and certification.

Transfer Model Curriculum Templates and Double Counting: A document on double-counting General Education units was discussed and approved. SACC discussed how to get the information out to the colleges as it is a good training tool and many colleges are already following the process outlined in the document.

TOP Codes: SACC discussed the proposed new TOP codes for TMCs and the processes for establishing new TOP codes and getting them approved for Model Curriculum Templates, Areas of Emphasis degrees (e.g., Global Studies, Child and Adolescent Development, Social Justice Studies). SACC reviewed a document that outlines the four new TOP codes and although the September 1 deadline for posting the new templates was missed, the field wants to make an exception for these four. The 18-month "clock" would not apply because these templates are applied to new TOP codes. SACC was clear that this would be a "one time" exception to the rule, made in this case to allow the colleges to begin developing these degrees as soon as possible. The Chancellor's Office will discuss this approach and respond to the ASCCC.

Low Unit Certificates: SACC members (John Freitas, Dolores Davison and Kim Shenk) volunteered to serve as a workgroup and contact affected organizations to examine potential effects of and the CTE field's desire for low unit (i.e., less than 12) certificates.

Announcements:

- **Fall Conferences, Regionals, and Other Events**
 - **ASCCC**
 - CTE Regional Meetings (with Workforce Task Force)
 - North: October 9, American River College
 - South: October 10, Irvine Valley College
 - Bay: October 16, College of Alameda
 - Central: October 17, Modesto College
 - Fall Discipline Input Group (DIG)
 - North: October 17, San Mateo Marriott
 - South: October 30, Double Tree by Hilton, Anaheim
 - Fall Plenary Session: November 5 – 7, Irvine Marriott
 - Curriculum Regional Meetings
 - North: November 13, Solano College
 - South: November 14, Mt. San Antonio
 - **CIOs**
 - Fall Conference, October 26 – 30, Dana on Mission Bay; Theme: "React, Reflect, Recharge"
 - Preconference includes several "Randal Lawson 411 Academy" sessions, Curriculum Workshop for chairs and curriculum specialists, and a session for CIOs aspiring to become CEOs
 - Conference sessions will address enrollment management strategies, IEPI status, the PCAH, Sector Navigators, accreditation, unit-to-credit hours, baccalaureate programs, and will include updates from Chancellor's Office and regional meetings.

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- **CCCAOE**
 - October 20 – 22, Hilton San Diego Resort on Mission Bay.
 - Theme: “Aligning Pathways for a Strong Economy”
 - Keynote Speaker is Garry O. Ridge, CEO of WD-40 and co-author of *Helping People Win at Work*
 - The Monday preconference will cover new regulations governing Perkins
- **ACCE**
 - One Day Workshops: November 12 in South at NOCCCD, October 19 in North at the Chancellor’s Office
 - Theme: “New Math: Plans + Partnerships = Potential”
- **BOG Retreat and Meeting**
 - Retreat is on Sunday, November 16 and the regular meeting is on Monday, November 17 in Walnut, CA
 - Sunday’s agenda includes a report on basic skills
 - Monday’s agenda includes a report from the 2015 Task Force on Accreditation

Program and Course Approval Handbook Revisions (Joint Meeting with PCAH Writing Team and SACC)–SACC reviewed the structure of the PCAH and related documents (i.e., the streamlined PCAH will stay relatively static, the *Submission Guidelines* which would be revised as needed, and the *Technical Document* which will include the detailed instructions related to the systems in place)

Outstanding issues in the credit course section include the credit hour calculations, policies for same, and how federal credit hour calculations differ from California’s definition. Standalone courses, experimental/selected topics courses, and categories of program award types were also discussed. Language regarding standalone course approval will be restored from the old versions of the PCAH. Additional narrative about collaborative programs will be included.

The Noncredit section will be reviewed by the field and discussed with the writers of that section.

Next Meeting: October 16, 2015

PCAH Revision Status Update: Post-September 18 SACC Meeting

Section	Status	Outstanding Issues	Action: SACC September 18
Part 1: Introduction	2nd draft completed. All issues identified on review of 1st draft are resolved.	None	Minor edits suggested for 4th draft
Part 2: Credit Courses	Draft 2.5 completed. Primary issue of credit hour calculations was partially resolved in June. Currently working with CO to come up with amended solution and guidance based on subsequent review and feedback from CI and the field. Very close to resolution. All other issues and corrections from June meeting addressed in draft 2.5.	Stand alone course approval. Term length divisor in credit hour calculations Formula for unit validation: how much detail required?	Credit Hours: SACC endorsed 3rd draft verbiage with some edits re: Lab description. Guidance ready for CO for development of memo for distribution to the field. Stand Alone: no action, writers will simply include description from 5th edition w/o separate submission criteria / standards.
Part 3: Credit Programs	2nd draft completed, but many outstanding issues that require resolution before 3rd draft can begin. Most of these issues were discussed and resolved at June meeting, but subsequent review has brought up potential problems with some of the proposed solutions from that meeting. Will need further input from SACC and CO.	Program award types: GE patterns, 51%, etc. Supporting docs. Collaborative programs: how, approval standards, OEI, etc.	Program Award Types: ADT, CTE, and AA/AS: Non-CTE. -GE Patterns: No change for ADT or CTE, appropriate GE pattern for AA / AS: Non-CTE -Supporting docs for Degrees: No change to ADT and CTE. AA/AS - supporting rationale and references in narrative, no separate required docs. Collaborative: draft based on SACC document. Erik will draft and submit to writers. Writers will make edits as above, share with CO, and report back on implementation issues w/ 4th draft.
Part 4: Non-credit	3rd draft in progress.	Pre-requisites and non-credit courses.	Edits for this section to be shared with writers and incorporated into 4th draft. To write draft of non-credit prerequisites.
Appendices	In-progress. Currently includes: credit hour calculation standards and practices, summary tables of regulations. More will be developed as needed.	None	Question for legal counsel: legality of appendices?



Executive Committee Agenda Item

SUBJECT: SSSP and Student Equity- Directors Training sponsored by the Chancellor's Office. (September 30-October 2, 2015)		Month: November	Year: 2015
		Item No. VI B v	
DESIRED OUTCOME: N/A		Attachment: YES (Linked)	
		Urgent: YES / NO	
CATEGORY: Information		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Cynthia Rico		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	
		Information/Discussion	x

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor's Office sponsored an all Directors training focused on SSSP and Student Equity plans and reporting. This three- day training (September 30-October 2, 2015), focused specifically on an overview of the updated template plans and budget reporting, lessons learned from 2014-2015 plans, expenditure guidelines, and reporting guidelines (MIS).

Participants also heard a presentation from:

- 1) Debbie Raucher, John Burton Foundation on working with Foster Youth and data reporting
- 2) John Hette and Ken Sorey, Multiple Measures Assessment Project
- 3) Dr. Veronica Neal, Director, Equity, Social Justice & Multicultural Education, from Deanza College ***** (She delivered an OUTSTANDING presentation) about how to go about creating an Equity Framework and HIGHLY recommend that she be a keynote speaker at the Academic Academy)

Some key highlights of the information presented:

- 1) Student Equity Plans are due on November 23, 2015 and must be approved by the local boards of trustees. As of date of this agenda submissions colleges have yet to receive their 2015-2016 Equity Allocations. Governor approved 140 million for 15-16. Regarding the 2014-2015 allocations, there is a six-month carry over through December 31, 2015.
- 2) Student Success and Support Program CREDIT Plans are due on Oct. 30, 2015. As of date of this agenda submissions colleges have yet to receive their 2015-2016 SSSP allocations. The 2015-2016 SSSP allocation is 100 million and college must meet 1.3:1 match. Regarding the 2014-2015

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

allocations, there is a six-month carry over through December 31, 2015 and colleges must meet the 2:1 match.

3) SSSP Noncredit plans are due on Oct. 30, 2015. \$17,000,000 was awarded for the 2015-2016 year and the Chancellor's Office has authorized the carryover of 2015-16 Noncredit SSSP funds through Dec 31, 2016. Colleges must meeting the 1:1 math for these funds.

4) Lastly, given the questions asked, there still is a need for more clarity regarding examples of allowable expenditures. Both Student Equity and SSSP adhere to STRINGENT funding regulations, which in turn, causing difficulty for some colleges to spend the 2014-2015 allocation. Not to mention, that colleges will receive another windfall of monies with the 2015-2016 allocations. The CO did announced that they will sponsor a conference a conference highlighting "best practices" based off what colleges mentioned in their 2014-2015 plans sometime in March of 2016

Copies of the PPTs shared at this training can be found using the following link:

<https://goo.gl/HyytxT>

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Report of October 12, 2015 TTAC Meeting

October 18, 2015

Prepared by John Freitas

TTAC held its first meeting of the year on October 12 at the Chancellor's Office. The meeting agenda with agenda item summaries is attached. Also attached are the minutes from the May retreat, the draft Tech Plan V and the draft goals/action matrix for Tech V.

Aside from updates about CENIC, TTIP South and the three initiatives (CAI, EPI, OEI), there were discussions on two key items – updating the TTAC charter and Tech Plan V.

- **TTAC Charter** – The TTAC Charter was last updated in 2003, and that draft was reviewed by the body. It was noted that there are quite a few discrepancies between what the charter states and what is practiced. It was also noted that the purpose of TTAC needs to be reviewed in context of the technology landscape of 2015, in particular the need to include matters of technology that are not strictly hardware-related. Given that the charter is out of date and given that TTAC is supposed to monitor progress towards achievement of the Technology Plan, it was agreed that the following would occur:
 - A workgroup to review the charter will be established. The workgroup will be Dolores Davison, Bill Scroggins, John Freitas and Gary Bird and will report back to TTAC with recommendations at the February 2016 meeting
 - Discussion and revision of the purpose of TTAC will be an agenda item for the spring TTAC retreat
- **Tech Plan V** – The body reviewed the outcomes of the updates to the Technology Plan recommended at the spring 2015 TTAC retreat. The committee made revisions to the goals, objectives and strategies, including adding a goal to address cybersecurity for the system. Those changes will be made and a revised implementation grid will be provided to TTAC at its February meeting.

Finally, it has to be noted that TTAC really needs to be revitalized. Currently the only business is technology updates. There is no real discussion of policy. There need to be discussions on how to make this committee relevant again. Also, there needs to be discussion with the Chancellor's Office about the role of the co-chairs in regard to preparing the meeting agendas and running the meetings. The role of the co-chairs is minimal, with the Chancellor's Office preparing the agenda with minimal consultation with the co-chairs and with the Vice Chancellor of Technology and Research actually running the meetings. The co-chairs should be preparing the agendas and running the meetings with support from the Chancellor's Office. Discussions need to be held with the Chancellor's Office about this as well.

Telecommunications and Advisory Committee

Will meet on

October 12, 2015

10:00 a. m. – 3:00 p.m.

at

California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, CA 95811

Conference Room 638

CCCConferNow Login Information:

Join from PC, Mac, iOS or Android: <https://cccconfernow.zoom.us/j/682747201>

Or join by phone: 646 568 7788 or 415 762 9988 Meeting ID: 682 747 201

10:00 – 10:10	TTAC Member Update and Introductions	Welcome	Alice Van Ommeren
10:10 – 10:20	Chancellor's Office and System Update	Information	Theresa Tena
10:20 – 10:50	TTAC Charter Review and Webpage Discussion	Information	John Freitas / Bill Scroggins
10:50- 11:00	Systemwide Circuit Upgrade - Cenic	Information	Gary Bird / Tim Calhoon
11:00 – 12:00	TTAC Retreat Outcomes Report	Information	Gary Bird
12:00 -12:40	Lunch		
12:40 – 1:10	Education Planning - C-ID/Curriculum Inventory		David Shippen / Tim Calhoon
1:10 – 1:40	Common Assessment CAI/Multiple Measures	Information	Jennifer Coleman / Tim Calhoon
1:40 – 2:10	Online Education Initiative	Information	Pat James / Tim Calhoon
2:10- 2:30	Student Perspective	Information	Travis Childress
2:30 – 3:00	Professional Development	Information	Anna Stirling
3:00	Meeting Frequency / Wrap and Close	Action	Bill Scroggins

TTAC Member Update

Welcome
Travis Childress

Welcome
Anna Stirling – Interim Director @One

System Update	Item 1
Action: Informational Update	
Presentation: <i>Erik Skinner, Deputy Vice Chancellor</i> <i>Theresa Tena, Vice Chancellor Institutional Effectiveness</i>	

Issue:

Background:

Analysis:

Legislation:

Recommendation: This is an informational update.

TTAC Charter and Webpage
Action: Informational Update and Proposed Action
Presentation: <i>John Freitas / Bill Scroggins</i>

Issue: TTAC charter should be reviewed and the committee needs an informational webpage.

Background: The TTAC Charter was last revised in 2003. Given this long period of time since the last review, it is important that the committee review the functions of the committee with respect to both the charter and actual practice. The committee will determine if a more thorough review with potential revisions is needed

Furthermore, there needs to be a webpage for TTAC that houses committee agendas, minutes, meeting materials and other resource documents.

Analysis:

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Legislation:

Legislation that died

Recommendation: This is an informational update.

System-wide Circuit Upgrades	Item 2
Action: Informational Update	
Presentation: Gary Bird	

Issue: With the passage of the 2014-15 Budget, TTIP will be able to fully fund a primary and secondary circuit up to 1GB for CCC college campuses and district offices. In addition, a primary 1GB connection for approved off-site centers will be funded through TTIP.

Analysis: The CCCCCO Technology unit is working with Cenic to schedule the primary and secondary circuit upgrades.

Campuses will be grouped into the following categories, listed in order of priority below:

- Campuses with a primary connection less than 1GB and no secondary connection
- Campuses with a primary connection of 1GB and no secondary connection
- Campuses with a primary connection less than 1GB and a saturated secondary connection
- Campuses with a primary connection of 1GB or greater and a saturated secondary connection
- Remaining campuses and approved off-site centers

*Since a variety of topologies will be considered for districts, upgrades to approved off-site centers will most likely occur when upgrades are taking place for other campuses in the district.

Through the process of scheduling sites for circuit upgrades and secondary circuit installations, several sites have been identified which may require additional bandwidth, 10GE circuits, to meet institutional needs. 10GE circuits require significantly high up-front hardware costs in addition to increased, approximately double, monthly fees.

Circuit costs greater than a 1GB will not be funded at this time. After all campuses and approved off-site centers have been upgraded to 1GB, the Chancellor's Office will be able to determine if funding is available to support additional needs. It is proposed that sites requesting 10GE circuits will be provided funding equivalent to the 1GE hardware and circuit amount and will be asked to fund the remainder of the cost.

Background: Connectivity to the Internet is a mission critical service provided to the California Community Colleges that is centrally managed and funded through the Telecommunications and Technology Infrastructure Program (TTIP). TTIP is a categorical program in the State Budget administered by the Chancellor's Office Technology, Research, and Information Systems Division. In the mid 1990's TTIP began funding the equipment and circuit costs for California Community College districts but the vision to fully support colleges and approved off-site centers was never fully realized due to budget constraints.

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Recommendation: This is an informational update.

Student Perspective	Item 3
Action: Informational Update	
Presentation: <i>Travis Childress</i>	

Issue: The CCC System is moving to implement technology solutions to support students. This item provides feedback from the student perspective.

Background:

Analysis:

An update from the students' perspective will be provided by Travis Childress, TTAC member.

Recommendation: This is an informational update.

Tech V / Retreat	Item 4
Action: Discussion	
Presentation: <i>Gary Bird</i>	

Issue: The Tech III Plan, guiding the work of the Telecommunications and Technology Infrastructure Program (TTIP) was last updated in 2008. Work is underway to develop the Tech V Plan.

Background:

Tech V was the focus of the May 2015 TTAC Retreat.

A set of draft goals and strategies were developed. Further discussion of goals and the over-arching Tech V Theme is needed.

Analysis:

During the Retreat, the following set of draft goals were developed:

During the Retreat, the following Tech V "themes" were discussed:

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Recommendation: Continue the discussion regarding goals and Tech V theme/focus. Seeking input from the committee.

Education Planning Initiative	Item 3
Information	
Presentation: David Shippen / Tim Calhoon	

Issue: The Education Planning Initiative Grant was awarded to Butte College on December 1, 2013. The project team continues to make progress.

Background:

Goals:

- EPI: Education Planning
 - Help colleges meet the requirements of SSSP
 - Comprehensive educational plan for all students
 - Enhance the Counseling Experience
 - Reduce Number of unnecessary units
 - Improve access to data
 - Articulation
 - Prior Academic History
 - Assessment

Analysis:

Pilots have been selected:

- City College of San Francisco,
- Crafton Hills College,
- El Camino College,
- Fresno City College,
- Fullerton College,
- Los Medanos College,
- Mt. San Jacinto College,
- Santa Barbara College,
- Santa Rosa College,
- Victor Valley College

Timeline:

- RFP Issued: November 2014
 - Portal RFP Issued: September 2014
- Migration/Training: September 2015
- Go Live: December 2015

Recommendation: Informational update

Common Assessment Initiative 4 Informational Presentation: <i>Jennifer Coleman / Tim Calhoon</i>	Item Item 7
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Issue: The Common Assessment Initiative Grant was awarded to Butte College, in partnership with Saddleback College, on December 1, 2013. The project team continues to make progress.

Background:

Goals:

- CAI: Common Assessment
 - Help colleges meet the requirements of SSSP
 - Assessment for all & common assessment
 - Reduce the number of assessments given
 - Improve access to results system-wide
 - Robust assessment tools
 - Adaptive, diagnostic, writing samples, preparation
 - Enhanced support for multiple measures
 - Data warehouse, research, feedback

Analysis:

Pilots have been selected:

- Bakersfield College
- Butte College
- Chaffey College
- DeAnza College
- Delta College
- Diablo Valley College
- Sacramento City College
- Fresno City College
- Rio Hondo College
- Saddleback College
- Santa Monica College
- West Los Angeles College

Timeline:

- **RFP Issued:**
- **RFP Due:**
- **Pilot Assessments:**
- **Pilot PD:**
- **Release:**
 - *Pending successful pilot

Recommendation: Informational Update.

Online Education Initiative	Item 5
Information	
Presentation: Pat James / Tim Calhoon	

Issue: The Online Education Initiative Grant was awarded to Foothill-DeAnza CCD, in partnership with Butte College, on December 1, 2013. The project team continues to make progress.

Background:

Goals

- OEI: Online Education Initiative
 - Expand distance education offerings
 - Improve success and retention
 - Support Credit for Prior Learning
 - Support Basic Skills
 - Enhance Professional Development
 - Technology to enable distance education
 - Common Course Management System
 - Tutoring and Proctoring Services
 - Student Support Tools

Analysis:

Full Launch

- Butte College
- Coastline Community College
- Foothill College
- Shasta College
- Fresno City College
- Lake Tahoe Community College
- Mt. San Jacinto College
- Ventura College

Online Readiness

- Antelope Valley College
- Cabrillo College
- Hartnell College
- Monterey Peninsula College
- West Los Angeles College
- Rio Hondo College
- MiraCosta College
- College of the Canyons

Tutoring

- Imperial Valley College
- Ohlone College
- Columbia College
- Los Angeles Pierce College
- Saddleback College
- Barstow Community College
- Mt. San Antonio College
- Victor Valley College

Full Launch colleges will pilot the common CMS, first OEI courses and business processes.

Timeline:

Common Course Management System

- **RFP Released:**
- **IdeaScale Opened:**
- **Pilot Implementation Begins:**
- **Offer Courses at Pilot Colleges :**

Tutoring and Online Readiness:

Recommendation: This is an informational update.

Professional Development	Item 6
Informational	Item 7
Presentation: Anna Stirling	

Issue: The need for professional development offerings and coordination is increasing as system-wide programs expand and professional development organizations work to provide opportunities.

Background:

Professional development is provided by several groups across the California Community College System. There is a need to consolidate offerings into a single location.

Analysis:

The Clearinghouse for Professional Development and Expertise will be an online portal for all types of professional development in the California Community Colleges. The ultimate goal is the improvement of student learning and success in the CCCs, by providing current knowledge and methodologies and by helping staff, instructors, and administrators make incremental and progressive changes. A second goal is to enhance faculty, staff, and administrator satisfaction by creating friendly and collegial relationships between practitioners and by rewarding the use of innovation and knowledge-sharing. A third goal is consolidation of the disparate and heroic efforts to promote professional development in the CCCs. The CPDE is designed to:

1. Communicate professional development options and plans for the California Community Colleges By providing, in one place, resources by topic, technology tools available to all, and options for developing a Professional Learning Network, the CPDE will allow every user to take control of their own professional learning and provide options for institutions to participate in, evaluate, and monitor the training of its members. The big idea is that this tool will help CCC professionals (instructors, staff, and administrators) create *always-on development* that connects them with networks and builds on their natural strengths, experiences, and interests. By making professional development opportunities available online, CPDE makes planning for growth possible anytime, anywhere.
2. Define and document the professional development activities in the CCCs (success cases, required competencies, assessment outcomes, personal credentials). These will be presented and indexed by program, within which will be individual offerings, such as monthly topics in a brown bag series, Webinars, social events, formal courses, self-paced tutorials, etc. Common programs will be grouped: new faculty orientation, first-year instructor/staff/administrator series, instructional technology, faculty learning communities, consultation services, mentoring programs, grant programs, scholarships, book clubs, intensive series, and various initiatives.
3. Recognize and pay tribute to good instructional and student support practices and projects. To achieve a self-sustaining, *always-on* program, the CPDE must be turned over to the CCC members through multiple sources, from district resources and publications to blogging and social media. Individuals in the CCCs are skilled and passionate professionals, with strengths in collaboration, assessment design, classroom management, curriculum development, student service, and the many pillars of our excellent system of higher education. These strengths and interests should be celebrated and shared widely.
4. Enhance the visibility of professional development activities and organizations that provide these activities. Educational opportunities occur *every day* in our system, online and face-to-face. Many of these have no costs to the learner associated with them. Several of these, which are promoted and offered locally, can be made available to a larger audience if the responsibility for marketing and system-wide delivery is borne by CPDE. Additionally, professional development resources, workshops, videos, and online learning opportunities are available from a variety of non-CCC institutions and organizations. There is tremendous potential in consolidating this information for all CCC faculty/staff/administrators - to be used independently or in a blended learning capacity - for individuals, colleges, and districts.
5. Provide mentoring, practitioner-to-practitioner, and community-of-practice opportunities for engagement and relationships. Connecting instructors and staff from different colleges or districts will not only improve

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the diversity of resources, but naturally expand professional development learning networks in the process. These connections will reinforce the CPDE expansion over time. Relationships and interest will take a learner farther than a policy or minimal requirement. Rather than focusing solely on creating and pushing content to learners, the CPDE will enable and encourage the free-flowing exchange of information among practitioners. When faculty and staff are given opportunities to create knowledge alongside peers, the experience is more meaningful and beneficial.

6. Delineate accreditation standards, requirements, and system goals. Specified knowledge, skills or abilities are required for certain jobs, professions, departments, and institutions. These will be presented as they are published and/or revised, along with the assessments associated with these competencies or standards.
7. Provide information and knowledge support (research, advice, papers) for practitioners. Just as faculty members strive to become aware of what peers are doing in their fields of research or study, they need to be aware of what colleagues are doing in their areas of teaching, and of what research is indicating about specific teaching practices, content delivery methods, assessment tools, etc.
8. Monitor individual progress toward career and professional goals. Personalized learning – with the CPDE as a springboard – provides a way in which learning can be modified, adjusted or customized to meet each individual learner’s needs and objectives. The Clearinghouse can be used in this way by using a sophisticated, data-driven approach to instruction and remediation, adjusting to each learner’s interactions and demonstrated performance level and subsequently anticipating what types of content and resources learners need at a specific point in time to make progress. This could be used to provide a personalized training plan and also to determine the best way to present the learning content.

The Clearinghouse will use a portal to enable personalization and tracking (monitoring and assessments for each individual). All faculty and staff in the CCCs will be given a login option. In the same way as eBay, Amazon, and Netflix provide customers with personalized shopping and browsing experiences, the CPDE will provide CCC communities with access to a catalog of user-rated products, information, content, sellers and experts, and a repository for knowledge created and managed by the user communities. Content will be indexed by author, date, institution, subject, cost, learning outcomes, rating, media format, and location. Resources can be uploaded by authorized members throughout the CCCs.

A registry wizard will accompany the CPDE to automate logins and credentialing and to eliminate duplicate or faulty entries. The system will employ current metadata language and descriptors and standard verification processes, syntactic standards, and semantic standards.

Recommendation: This is an informational update.

Telecommunications and Technology Advisory Committee Retreat

Thursday and Friday May 7-8, 2015
Kellogg West Conference Center

TTAC Members Present: Bill Scroggins, Craig Rutan, Dean Nevins, Jay Field, Kale Braden, Mandy Davies (online), Meghan Chen, Michelle Pilati, Paul Bishop (online), Robert Coutts, Tim Kyllinstad, and Wei Zhou.

Chancellor's Office and Staff: Blaine Morrow, Caryn Albrecht, Gary Bird, Jeff Holden, Joseph Quintana, Karen Rothstein, Kathy Booth, LeBaron Woodyard, Lou Delzompo, Micah Orloff, Theresa Tena, and Tim Calhoon.

Welcome/Agenda Review:

Gary opened the meeting at 10:00am, welcomed everyone to the retreat and had introductions.

The goals for the retreat are to:

- Learn more about and identify emerging IT issues
- Improve data security for the community college system
- Identify ways to strengthen IT skills for community college staff
- Develop strategies for the next phase of TTIP work

Kathy provided an overview of the agenda and the structure for the retreat. She emphasized that although some of the work will involve looking at previous goals and possible new goals, the focus should also include big dreaming about where to strategically put new efforts, as well as the specific application of effort and technology.

Review Previous Strategic Goals and Outcomes:

Information/Discussion

The committee discussed the three main goals from last year's retreat and progress on them.

Goal A: Establish baseline standards and upgrade the technology infrastructure for California community colleges to create a state-of-the-art business and learning environment.

The Information Security Advisory Committee (ISAC) was formed and standards for security were established that they are trying to get implemented across the community colleges system. A standard for Federated Identity was also established and the Technology Center is working toward implementing that. Unfortunately this is a separate identifier from the one used in the K-12 system. The request for access to the K-12 identifier through a webserver has been made to the State Department of Education, and it is on the list of desired data, but we do not currently have access, and it is not practical to get the identifier directly from incoming students. There has been no progress on a system-wide survey on technology.

The System-wide Architecture Committee (SAC) put out a survey last year to determine where bulk purchasing was planned and that data was passed on to the Foundation. CENIC has a Cisco agreement that is being opened up to the community colleges for the first time. Some work had to be done to put out the reseller component to a competitive bid in order to meet procurement rules. That Cisco Reseller RFP is now on the street and will go to the Foundation board in June. There is also a negotiated agreement with VMWare and the Foundation hopes to have a valid contract with competitive pricing ready in the next 4-6 weeks. One of the elements important to CC users was an agreement that could also be used by existing VMWare users since there are a number of virtual machines in the system that datacenters are running on.

Goal B: Leverage technology to increase use of comprehensive and high quality professional development resources that promote student success.

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There has been significant progress on the goal of putting together a portal to professional development information. There is a universal calendar of professional development events that affect the community college system which has been populated with most of the existing major events in the system. It is searchable and by clicking on an event, users can get details, including a Google map and the venue. The venues are stored in an event organizer to be retrieved from a pull-down menu when setting up another event. Feeding from the calendar is the speaker's directory which includes bios, titles of presentations, and contact information on speakers from events in the community college system. There is a resources link that currently has about fifty resources listed in categories that can be expanded on, which also includes definitions and website links for more than 1000 acronyms used in the CCC system. For example, "AB 2558" connects directly to the text of that professional development legislation. The resources include Powerpoint presentations, videos, and other kind of resources that can be added and searched. The plan is to add portfolios to the clearinghouse as well. Right now logins with a single sign-on are being developed so that users will eventually be able to store completed professional development centrally with some kind of badge system. The desire is to allow people to contribute materials, and to allow for social connections to establish groups. The portal also includes a link to a micro CMS Grovo, being called "Learn Academy" that is envisioned as making it possible for people to take courses from the professional development portal/clearinghouse. Currently it includes a dashboard to display courses you are taking, level of completion, and what is remaining to be finished. The Grovo library of applications includes: LinkedIn, Dropbox, Pinterest, Prezi, YouTube, Basecamp, and Trello. There are also "soft skill lessons" in: attention management, productivity, email, efficiency, working remotely, how to blog, digital etiquette, information security, and information privacy. The lessons are covered in very quick 1-2 minute presentations, and then there is a quiz. The audio of the presentation is time stamped to coordinate with the transcript, so that a user can jump to a particular location in the transcript if desired. These have all been produced by Grovo, and they will develop others if desired. Tim Kyllinstad noted that Prezi is not 408 compliant and shouldn't be used by anyone in the CCC. He also explained that a transcript is not a permissible substitute for captioning. Blaine is working on getting captioning done for the lessons. A user can go into his/her course and change the order of materials presented, or the titles and can add materials from Grovo lessons, documents, Powerpoint presentations, spreadsheets, and so on. Users can add their own quizzes as well. Standards or default settings can be applied to assignments, due dates can be set, and depending upon the user's credentials, other users can be notified that assignments have been given to them. The company is currently focused on the learning platform, but they know that as a system we would be interested in the ability to embed or import materials developed in Grovo into Canvas. The current badging infrastructure also isn't tied to Mozilla Open Framework, but we are asking them to look into it so that the API could be applied outside.

Goal C: Expand access to data and predictive analytics to inform student, college, and state decisions regarding statewide priorities.

Some work has been done on aggregating our data sources and utilizing data analytics. A data scientist has just been brought on at the Technology Center. His initial work will be targeted toward helping us design the architecture under the portal to support student interactions and data for a recommender system, similar to what is seen on Amazon. "Students like you..." Lou explained that a master data model will be important with OEI, EPI, and CAI all planned to throw off and consume data from existing systems, SIS and others. Without a master data record management kind of approach we'd be asking colleges to do 10-15 different integrations with those existing systems. Instead, the model with the portal will be to build out an Enterprise Service Bus (ESB) along with a master data record approach. To set that up we must look at a number of issues: What is the owner of the data? What system is the system of record for that data? Who has rights to view, update, edit, and those kinds of things? There needs to be a system in place to manage those elements. Additionally, one of the bigger issues will be what feeds off of that data flow and who has rights to view it and work with it?

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The main focus has been the recommender system in the portal, but digging into it there are a lot of other issues: how to integrate with SIS, where stored, and what kind of data sharing agreements need to be in place to facilitate access to it? The ecosystem must be developed and then we can talk about who is building the algorithms that will be used in analytics, will it be the RP Group, or a staff member, or someone else? There is a long road, but we are starting to make progress, and a few months from now there should be a better than rough prototype recommender system off of CCCApply.

Education Results Partnership working with CAI is supposed to look at the assessment data, however, an audit of where they store their data found it came up lacking; there is not enough security. A data warehouse model that is a little more secure will need to be built, and it will be important to be able to feed anonymized data.

The CCC Reporting Center including a reporting tool and dashboard tool that sits behind CCCApply was recently upgraded. It now allows scheduling of reports to run on the application data. It is now operating across 85-90 colleges; A&R departments are using it and like it, the ad hoc reporting is very easy. However, the challenge now is to replicate it out to scale in the cloud so that no matter what application we are trying to pull the data out of, we'll be able to serve that need.

The Emerging Tech Landscape:

Brainstorming

The committee discussed current priorities and revisions or additions they felt should be made to the 2013/14 goals.

Jay felt that Goal A was still a priority and thought that it would be useful to develop and adopt some standards so that "CSU like" system-wide purchasing would be more feasible. It would be difficult, but not impossible.

Kale noted that there are so many issues related to front end compliance for SISs and other systems, that there is not a lot of capacity for innovation on the instruction side. IT departments are too impacted with things that have to be done to be able to innovate. If there was a common SIS, IT departments would be freed up from tinkering with iterations of PeopleSoft or Datatel. It would be helpful to leverage conversations at the front end about the realistic impact things will have on institutions as the planning is happening for technological needs. The system needs may sound simple, but end up being complicated at the backend. There should be more holistic conversations about the true construction needs.

Lou wondered if there were ways to free up resources by having service providers that could do everything that colleges have to do: desktop support, datacenter management, and so on. Can those services be outsourced? Kale thought that could even be helpful within colleges that have the same SIS, or similar systems that are struck with the same or similar problems. Colleges come up with creative solutions independently without realizing that other colleges have already been down the same path. Having a resource bank of ways to solve common problems, or even solutions that have been tried that don't work would be helpful. Jay thought that some of that could be tied into professional development and improved communication; for example, there was great feedback to the CISOA conference that PeopleSoft presentations were needed, not just Banner and Datatel. In the CSU system they have the Community of Academic Technology Staff (CATS), there isn't really anything like that in the CCC, the closest is DE Coordinators focused on a very specific area. Maybe there is room in the professional development arena to stimulate conversation about it.

Micah thought there were ways to take advantage of common standards and still honor local sovereignty at the district level. He noted that the OEI model is "I'm not telling you that you need to come on, but if you do you are going to see a heavily subsidized licensing platform along with resources across the system working together." The choice is still up to the college about whether or not to participate. The Foundation can help with getting discounted leveraged cost,

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and professional development can be focused around the innovation. Lou noted that OEI has also focused on products or services and bringing people together to build solutions. In some areas there are specific configurations of SISs, so that you can't build something that is scalable to more than one institution. Being able to provide a product offering for the entire system is the key, in addition to leveraging our size to get what we want. That also provides for a consortium of support with ideas about how to configure things. The important element is to focus not on "who do we like" but instead on "what do we need this to do?"

Tim Kyllingstad noted that the training element should always be included in the contract with vendors, if it isn't included for the Cisco and VMWare contracts it should be. Joseph explained that the CCC doesn't have the same amount of leverage as the CSU in contracting because the CSU can say "this is what we will buy" while the CCCs individually might choose to buy. Even with the recent contract the same pricing was not extended to the CCCs as was to the CSUs. The CSUs got 75% off of maintenance while the CCCs were offered 5% off, and so on. The vendors will not extend the same discounts because they recognize that the cost of sales will be significantly higher in the CCC system since it will not be an automatic system wide deployment.

Several members agreed that leveraging tools at the classroom level that can be used for ADA compliance would be very useful. In online courses, the platform is ADA compliant, but it is up to the instructor to make sure that everything within the class is ADA compliant. Tim Kyllingstad noted that funding of DSPS is not institutional or system level support, it is tied to the students. A technological solution to vetting classes would be a start, but there would still need to be help once problems were identified. Support technology is needed that helps to do some of the work. OEI is struggling with this right now because they have the goal of improving instruction in DE not just OEI. They are working on building tools that everyone can use, and developing processes that are sustainable and replicable. However, there are also many courses that are not part of OEI and a commitment needs to be made both to students and staff that everything meets the standard. Micah explained that OEI is looking at software with a web component that can be added which will spider crawl on sites to do the review for compliance, it cannot fix things that are out of compliance, but it can do an automated review. The adjustments still need to be made once they are found, and those might be best made by faculty. There is a need for more infrastructure assistance for instructor content. Right now there is the DE Captioning Transcription grant that can help support local resources on campuses, but as faculty become savvy with media resources, the need will become much larger and more challenging to support.

Additionally, the money needed for captioning of Confer events continues to rise. Captioning content is also probably an area that each individual district is buying through their library program on some of the same media or content. Meghan mentioned that the library has done statewide buys and saved a lot of money on EBSCO; that helps to provide a benefit and more equitable access to the colleges that didn't have those resources.

Michelle emphasized that whether content is faculty developed, vendor developed, or spider audited, faculty are held accountable for vetting content and whether it is compliant with ADA. There is a lot of effort involved as well as a time element to be able to learn how to do this. There really need to be system-wide ways to acquire materials similar to the way that the Library group acquires materials. That system-wide leverage would also have more impact on vendors who are not compliant. It becomes easier to put pressure on Films on Demand and others who are not 100% captioned to become 100% compliant. Book publishers also need to be pressured to provide ADA compliant materials. Tim Calhoon suggested that much as we have now set up a Security Center Advisory Committee, established standards, and are now looking at tools and putting out offerings, the same thing needs to be done for accessibility, there needs to be an Accessibility Center. It is important to look at the different entities that are coordinating similar functions which may be moving in silos and instead find ways to harness and aggregate those efforts.

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Bill expressed concern about the needs of campuses for local support for implementation of the three major technology projects. CAI has local requirements for cut scores and multiple measures, EPI has a whole list of local implementation elements including catalog rights, articulation, alignment of curriculum between colleges in the swirl, and document processing, and finally, for OEI there will need to be assistance to faculty in transitioning curriculum to new platforms, integration of acceptance of courses between colleges, and implementation of local commitment to Credit by Exam. There will need to be a considerable amount of guidance and local resources for these efforts. Tim Calhoun noted that funding through mini-grants will provide some assistance, and the Systemwide Architecture Committee (SAC) is looking at standing up a consulting team on the technology side. Bill cautioned that technology is only about 10% of the issue, and that professional development isn't really the issue either; there is a need for on the ground implementation. Craig explained that CAI has been working on the challenge of trying to set up the professional development framework to help with the implementation of the technology. The people who are going to be required to integrate the system into the SIS are not easily identified in a statewide organization, but each individual campus will need to find a way to make the SIS link into the Common Assessment results so that the data shares. There will also need to be faculty professional development on establishing cut scores, placing students, and developing curriculum, but Craig has faith that faculty will be able to develop those pieces and get them out through the initiative. He felt that the biggest challenge for CAI was identifying the technical people that they need in order to create the professional development that is needed in order to help colleges.

Bill explained that the process of implementing DegreeWorks took two years of work to do all of the: alignment of catalog rights, straightening out rules, courses that faculty accept, e-transcript issues, what happens when curriculum changes, going into MIS to create the equates, and so on. All of that work has to take place or the implementation just won't happen. How do we take responsibility for the technology delivery to enable the colleges that don't have this capability of expertise, in order to make it happen? Jay sees the same issues at his school in delivering EPI. There are resources locally that are needed to do that well and they do not have those resources today. He is trying to figure out how to bring those positions in as new or redeployed people, it is a big challenge. The initiatives are trying to build models for processes and once City College of San Francisco does their Banner integration, they will be able to provide that expertise to anybody else that is Banner school that comes after them. There is an eye toward having the pilot schools develop some of those processes, but degree audit is an enormous amount of work and they had to hire two degree audit specialists to be able to do it.

Big Data and Analytics:

Information

Alan Duncan from Gartner provided a presentation on some of the ways that data and analytics could and probably should be used in the future for making some of the business decisions in higher education. Often in higher education people don't like to think about how the financial health of the institution drives what the college is able to provide to the students, but data and analysis of that data can help to connect those two inter-connected elements in ways that can be beneficial to the institution. The world is changing and education is a competitive market just as any other industry would be and this is driving a dynamic in how to do things differently. Just as we see a shift in market conditions, there will need to be changes in the way we run our educational institutions, we will need to adapt to keep pace with expectations in order to continue to operate.

Social media, mobile devices, ubiquitous information and the cloud, are all changing the way we operate and interact. There are increased expectations around continuous access to information and data analytics is starting to bring all of those elements together in a way that drives our ability to act, especially in the research space. Academia has been familiar with the idea of collecting data and analyzing it to identify learning opportunities and come to solutions that drive society forward academically. Previously there hadn't been much thought given to uses of the data to drive institutional performance, but they are coming to the fore now. Educational institutions perform functions in four key areas: research and development, teaching and learning, campus

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community, and community engagement. Those institutions also support activities in the areas of: administration, finance, human resource, facility management, information management, and technology and communications. If an education institution is not running in the black, it will not have the opportunity to offer the kinds of educational services and engagement that it wants to. Every institution has to be solvent and able to generate revenue to invest back in a feedback loop.

Alan asked about the model for the CCC and Bill explained that the finance model is based on enrollment. For fiscal health colleges are required to make decisions that produce cost effective enrollment, but at the same time expectations are focused on producing outcomes such as graduation and transfer, which are disconnected from the funding model. Alan explained that the reality of the world we are living in is that the institutions that are focused on revenue profitability are the ones that can invest in the furthering of their academic and research goals; it may feel a bit dirty, but that is where success generates from. Colleges will find it beneficial to provide evidence input into both strategic planning and operational management of all campus areas to expand out the functional aspects. The college can then move into modeling the business functions and elements that go into operating and managing the organization and looking at the data sets that can be brought together in order to understand the current situation and model future situations.

The whole central thesis of an information based approach is an expectation that things will have to change as a result of the information. If there is not an expectation of changing either tactically or strategically, then the idea of an information based approach is a fallacy. Bill explained that the reality is that the malleability of operational changes varies tremendously between the facilities and operations end, where there is a short timeline between data informing and producing outcomes and the other extreme where program and curriculum decisions are less time connected to new informational data. Alan acknowledged those extremes and highlighted the importance of looking at the functions that the college performs to see where there are opportunities to be more effective, whether by being more efficient, or providing better outcomes with the same investment, and looking for those opportunities to drive those changes. He started with an example regarding increasing enrollment or improving the entry qualifications of incoming students; the committee clarified for him how the CCC operates as a system that takes all students that want to attend, and often (but not always) has more students than seats available. Afterward, he provided an example related to the courses that a college offers and decisions related to a particular cluster of courses that are a foundation for another course and how to decide when it is appropriate to cut that cluster if there is not much enrollment, and when that need might need to be balanced with the academic need to offer them.

The important elements to look at are: identifying goals that can be looked at in terms of measurable data, what the college can do to help support the achievement of those goals, and finally the data needed. These three items need to be correlated with each other to have a functioning evidence based approach. There are five key principles needed in connecting the data that you have with the business functions for decision making purposes and outcomes that monitor and manage success: facilitate, communicate, support, broker, and arbitrate. It is critical when working with data to have common shared data definitions; having different campus entities using different definitions will result in difficulties. Trust is important as well, so having visibility of data integrity for an auditable view is important, especially for statutory or compliance reporting to some sort of government agency; accuracy and completeness of data, in context, is critical.

It might be useful to consider potential business opportunities, or to look at ways to get a better value than originally conceived for a particular business function. Some areas to look at might be: customer experience, cost reductions, new business models, and targeted marketing. There are a lot of technologies that are available, many that might fall into the category of a solution looking for a problem. It is best to start with the business problem first and then look for tools and technologies that can solve that problem.

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The University of New England in Australia found that uses of social media applications allowed them to look for areas related to student welfare. One involved a simple selection of a face for "how are you feeling today," but when linked together with status updates it was possible to identify students at risk either academically or socially. Another successful program at another college predicted that students with a particular background would benefit from an orientation course for a month before starting at the college; that analytic was built into the enrollment process and prompted the administrative assistants to proactively offer the preparatory course. They were about to raise pass rates by 20% with the use of the program.

Often there needs to be a mix and match of different tools: dashboard with regular outputs, analytics workbench involving more data discovery, and a data science laboratory which is much more entrepreneurial. It is important to explore the inter-relationships between these areas in order to look for new patterns and trends. Therefore it is necessary to think carefully about how teams are put together, because almost nobody can do it all. Ideally a director can bring together a blended team made up of: business skills, IT skills, and data scientist skills, to make an analytics team. Tim Calhoon explained that since the data scientist is fairly rare, perhaps that role could be centralized since more colleges have researchers and IT support. Alan encouraged those in the central role as facilitator and enabler not to be seen as authoritarian but more as a coach.

Tim C explained that the CCC is interested in what would be a good makeup of job functions for a governance/steering committee for analytics. Alan would be happy to provide a future presentation on governance, if desired.

Data Analytics in California Community Colleges: Information

Karen Rothstein presented information from the paper "Presenting the Possibilities for Improving Student Success Using Predictive Analytics" put out by researchers in the RP Group. She provided an overview of the current types of data analytics programs in use in the CCC. MMAP and STEPS 2 are focused on predicting student success in initial English and math placement and have found that the variables that are highly predictive of success are: high school GPA, grade in last course in subject, and difficulty of last course in subject. They found that test scores are not very predictive of success. Long Beach CC now uses these multiple measures to enhance student placement. There could also be a use for a website that allows students, parents, and counselors to put in this multiple measures type of information to predict their placement and chance of success. The multiple measures could theoretically be used alone, but that would not be recommended without extensive conversation with faculty and departments.

The Common Assessment Initiative (CAI) is looking at combinations of these different components to be included in the Common Placement System for colleges to use in developing placement algorithms and decision trees. Non-cognitive Variables (NCV) are being looked at in terms of affect and motivation of students, but there is not really a place for them right now other than as an additional measure for placement and success. Some colleges are using an informed self-placement process which is structured with workshops and interactions with counselors and discipline faculty, however, research does seem to indicate possible issues with lower self-placement and the resultant issues of students having to take more courses to transfer or degree when they self-place.

Current uses of predictive analytics include for recruitment and enrollment management partially based on identification of likely students through geographic data, anticipated program of study, high school GPA, and so on. This can provide for targeted marketing to high schools which can increase student success, however, it doesn't work if students don't actually engage with the marketing that is sent to them. Enrollment management based on historical data about the predicted ups and downs of enrollment can be investigated, and yield management based on predictions of where students are most likely to enroll, and targeted use of financial aid to recruit students most likely to enroll and stay enrolled are also uses of data and predictive analytics.

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There are interesting early alert programs. Purdue has a program which provides student with a green, yellow, or red prediction of their success in a course along with steps that would make them more successful, based upon their demographics, academic history, engagement with online resources, and current course performance. These “signal courses” now have an 89% retention rate versus 69% previously. Lynchburg has a Student Retention Predictor which identifies both at-risk students and students most receptive to the efforts to retain them, based upon local enrollment data and a college student inventory. This program has seen an increase in mid-term GPA and retention rates. Successful programs also provide resources more than once, and significantly, at the time that the student needs it, rather than just telling students about the tutoring center at the beginning of the semester. Karen envisions a time when a struggling student would be reminded about the tutoring center, and be provided both the name and picture of a tutor for the course, along with a time to come in for tutoring that is open on the student's schedule.

Historical data on academic, financial, and social factors can be preloaded for students, and when that data is combined with college data, can provide meaningful information on risk factors for the student, as well as what could be done to help the student succeed. Desire2Learn has a student success system based on this concept. Starfish which is being provided by Hobsons also has a retention package. It can be difficult to gather some of the college data, and sometimes the only way to really gather it is on campus, but it can be hard to convince faculty to give up class time for surveys. Kale thought that it would be useful either to incentivize the collection of the data, or to capture it with other data that is being collected for other purposes in standalone systems. Faculty need to be able to see how that data will be useful to their students rather than just being another checkbox for accreditation or something else that is not particularly useful to the student.

Karen cautioned that data can identify the “why” for things like persistence and at risk, but some behaviors are unobservable and will not be captured. A student might wait 6 months to enroll and it might be due to helping his mother after the death of his father, or perhaps he wanted to travel, or maybe he missed the registration deadline. Those very different behavior patterns would not be captured by the single factor that he waited 6 months to enroll. She also cautioned that small learning communities based on demographics are rather arbitrary and may not actually meet a student's actual needs. Although she is Korean, she is adopted and therefore would not have her needs meet as well in a group intended for Korean students as one for Jewish students.

Recommender system services are moving beyond simply identifying at risk students to identifying which services best fit which students, and have shifted away from focus on students most likely to fail, to students most likely to benefit from interventions.

SHERPA (Service-oriented Higher Educational Recommendation Personalization Assistant) used at South Orange CCD builds student profiles based on preferences, schedules, and courses, and suggests alternatives if a course is full. If the student likes the alternative they can click and register right away. This doesn't replace counselors, but it can provide a benefit to some students who just want another course that meets a requirement. Major Matcher at Georgia State predicts the student's probability of success in a major using information from: courses attempted, grades earned, remaining courses needed, predicted level of success in a particular course, and areas that might need tutoring, and the counselor could then help the student make an informed choice of major or suggest possible alternatives.

Student outcome data on: historical rates of student progress and success, demographics of student body, available transfer slots, growth or decline of industries, and strength of economy, can help to set realistic data-driven targets for improved graduation and transfer rates. Realistic information can also be used for the education of legislators and public stakeholders about factors that affect progress.

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In the ethics of predictive analytics it is important that students have awareness of the fact that data is being collected, and how that data is being used. Student privacy is critically important. There is no IRB structure for the CCC system so there probably is not a system-wide policy regarding aging of data or retention of data, but that might be an important point to consider. There should be a clear process in place that is transparent and it should be used for good. Policies will probably vary by institution. Jeff noted that every school has a privacy policy and Education Code has regulations about how long certain records must be retained, but there is not a limit on how long you may keep information.

Philosophically, don't try to reduce students down to a number and it is important to balance the power of predictive analytics versus the invasion of privacy. There is the potential for bias and error and it is important to be cognizant of the fact that outliers and errors are often what people are drawn to. It is important to think about the validity of the model and continue to make revisions and refinements to try to make it more accurate. We can identify at risk students, we may be able to identify interventions, but we also need to do follow-up and have conversations about the models to make them more accurate and really meet the needs of the student with the right kind of intervention. These are starting points in the conversation

The old model had data analytics housed within the IT or IE department, whereas the new center for excellence model would include: project management, data management, data analysis, application development, network administration, web design, graphic design, sales and marketing, communications management, and operational support in an all-inclusive center that uses data responsibly. Tim Calhoon emphasized the need for a collaborative center of excellence. People tend to think of putting data analytics under the Technology Center because the machine learning part ties in with software development. However, the RP Group has the expertise on getting data into the right format, and CalPASS Plus is also working on having a good understanding of the CCC data set. This should be a collaborative effort with a governance mechanism and a steering committee to oversee what is going on. For example, how would students and faculty feel about using social media to predict retention?

There is the potential for predictive analytics and new systems to be able to make the data work in real time, with just-in-time interventions. Right now research can tell the big picture story, but isn't as good at telling what this student in this class needs right now. Those interventions with a really simple interface that might have a red dot next to the student's name with a follow-up message to send the student an email, because something in the data indicated that the student was at risk as a result of not having done x, y, or z, could be very helpful. It could provide quick, easy, actionable information but with very real potential for change.

Lou expressed concern about who would be writing the rules, and how that would happen. His team is going to build a platform for consuming analytic models and doing something with analytic models, but who will be writing the rules for what to do when some piece of information shows up? He wondered about the composition of the team that would build the template so that the default matches what really works. Tim Calhoon thought that it would need to be a work group that included counselors and student service personnel to say things like, "No, not a red dot on the screen, instead send me an email directly rather than having an intermediate step." Mt. SAC had a respected "power user" in the group to help create the usability profile for the analytics and the others in the group to engage with. When that engagement happens, additional variables came out that wouldn't have been shared if the power user wasn't involved. The technical support people also need to be involved in the process and to hear the affect and understand that it matters to the user that the color is green or red, because they will be able to use it more effectively. They have also found it really helpful to have software that enables the technical support person to make the changes instantaneously and check with the user about whether or not it works for them. The size of the group should depend on the voices that need to be heard: counselor, faculty, and so on, but it is most helpful to have multi-layered representation from people who can see things from two or more perspectives. Those who have a hybrid perspective

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can convey visions across bridges between IT and faculty, or administrators and counselors, and so on.

Information and Security:

Jeff Holden provided an overview of the reasons for starting the Information Security Center in February 2013 at the Technology Center. As more data is being gathered in the CCC system it becomes more important to keep that data and information secure. A survey of CCCs found that 75% had no dedicated IT security staff, 60% had no security awareness program, and 60% rated their program as "just starting out." The Information Security Advisory Committee (ISAC) was formed with a secure email list open only to members and that group refined an information security standard, based loosely on the ISO 27001 standard, which could be adopted by institutions. They are providing colleges with vulnerability assessment tools for web facing servers and offering server monitoring which includes sending an alert to an outside email if your server goes down. The group has twice yearly information security workshops; the first one was this winter at San Jose and another will be at Mt. SAC in July. The Security Center provides information security consulting as they can, and has purchased InCommon memberships for every college in the system, which includes low cost SSL certificates and federation for Shibboleth.

Information/Discussion

The Information Security Standard was developed and approved by SAC, reviewed by Gartner, ISAC, CISOA, and the CCLLeague. The League has added a footnote to the Acceptable Use Agreement with a link to the URL for that document. The standard includes: best practices for information security, information security controls, and a data classification standard including definitions for public, institutional, and private/protected data. Mandatory information security awareness training for anyone who deals with private/protected data is required in the standard. Information security is critical because data breaches are becoming a larger risk. In April 2013, Maricopa CCD lost more than 2 million student records, and spent \$26M so far, to clean it up, not including class action lawsuits. Both tuition and property taxes have been raised to cover those costs. Unfortunately adoption of the standard has been slow; no colleges have officially adopted the standard yet. The League does not want to put the standard in as a board policy, they only want to include it as a best practices footnote. They only want to implement things that are legislated; they feel they might be increasing risk otherwise. However, the risk is in not adopting and following the standard.

Online information security training has been offered to the system, but despite repeated monthly email campaigns to CTOs and CBOs only 500-600 people have signed up to participate. There is no separate listserv for IT, so it is a challenge to get information directly to IT staff.

Action Item:

Bill is willing to take the best arguments for the security standard to the CCLLeague board, and to put the information on security training out to the CEO Listserv.

The Security Center needs funding for staffing and buying more security products; currently Jeff is the only central security staff member for 112 colleges. Jeff provided an overview of where the CCC system stands in comparison to the 2014 Educause CDS Benchmarking Report on Information Security and found that as a system we are far behind where we need to be. Every CSU has an information security officer, and most have an information security team. We cannot afford to keep our heads in the sand and adopt a "business as usual" strategy.

Jeff would like to develop best practices documents for all of the different applications that are currently used in the CCC system: Banner, PeopleSoft, DataTel and so on. He'd also like to have them for counselor systems and other common system applications. Developing that kind of best practices document could provide the foundation for an audit process, allowing colleges to check their systems and compare them to best practices. It would be helpful to colleges to be able to visit and do full vulnerability assessments including optional penetration testing, to see if they are vulnerable. Campuses should have and review information security procedures, policies, and

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plans including: disaster recovery plan, acceptable use plan, information security standard, BYOD policy, and cloud policies. That would help colleges to do a risk analysis that complements their security assessment, allowing them to discover, prioritize, reduce, and remediate or transfer their risks in various areas. SimpleRisk is software that can help set reminders to review risk and transfer items into a group that can be tracked throughout the year.

Looking at different kinds of security threats faced over time, guessing credentials is still pretty high, while spyware and key logger have decreased, but phishing has become a huge threat with very sophisticated and clever campaigns, often specifically targeting leadership to gain access to credentials. Phishing attacks cannot be guarded against with technical controls and can only be stopped by educating users. Therefore suggested practice is now to operate phishing campaigns against your own users to educate them about what to look for and what actions to avoid. Jay sends out de-linked examples about every 6 weeks to try to educate users on his campus. Phishing Frenzy is an open source product that could be used to help educate users about what information can be gathered and used; for example, on a campus with single sign-on, using your credentials, it could be possible to change where your automatic deposit paycheck is deposited.

Tim Kyllingstad suggested that it might be useful to gather data on the number of attacks that are happening on the system, perhaps the system office or board of trustees could require reporting so that could be tracked; the information could be useful in asking the legislature for support for information security. The fact that tax payer dollars have had to go toward remedies when breaches have occurred is also information that would be of interest to legislators.

There are probably at least a dozen things that could be done to reduce risk on every campus in the system. One important area is patch management; 99.9% of exploited vulnerabilities were compromised more than a year after the bulletin on that vulnerability was released. The time between announcement of software vulnerability and when it starts being exploited is decreasing but if patches are kept up to date the risk is decreased. At this point a large number of malware samples are unique to a particular organization, and focused to get by the virus scanners, so patch management is becoming more important than virus management.

Jeff is interested in providing vulnerability management security as a service for the system. He did a trial of Tenable, which will scan inside the network after the local IT helps set it up. Once it is set up, a staff member could monitor it and send tickets to the individual college IT department if an issue is noticed. The system allows for: configuration management, sending out alerts regarding changes, asset management (which scans for new computers on the system to make sure they are known), log correlation (looks for anomalous information), passive vulnerability discovery (looks for outdated and therefore vulnerable versions of software on the system and on BYOD and also credit card numbers sent as clear text), and continuous monitoring. When issues were found, remediation assistance could be offered to the colleges if there was enough staffing at the Security Center. Jeff would also like to develop and offer a Security Plus course through Canvas. It would be free to all college staff and would cover all of the basic domains of information security: network security, cryptography, and so on. There would also be the opportunity to simulate security incidents and test the disaster recovery plan and the incident response plan. He is investigating breach insurance right now and will be creating a white paper on the topic. Many colleges may already be covered through ASCIP, and Beazley is another possibility which also provides forensic information. Two-factor authentication would be another good area for the CCC system to focus on; where to use it, and what product. Many colleges are moving to using it for all users and most are using Duo Security. It has gotten a lot easier to use and it a lot cheaper.

For a "big dream vision" there could be system-wide implementation of SIEM, Security Information and Event Management. That would have someone available 24x7 feeding all logs into a central system. However, it would be millions of dollars for a system the size of the CCC. More realistically, it would be useful to be able to staff 2 FTE at the Security Center and get funding for licensing of Information Security software, like Continuous View monitoring. This

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would be most effective with the addition of local resources of about 1/4 FTE at each campus to coordinate and work with the central Information Security Center.

Tim Calhoun explained that projections for next year's budget look promising with respect to freeing up a little bit of money which might be able to get Jeff a security team. The K-12 system received about \$112M to upgrade their networks, and Louis Fox, from CENIC is encouraging Erik Skinner to go to the legislature to ask for more money for the CCCs. We are currently in the process of doing a build-out with money received for connecting up the centers and paying for circuits within the districts. It is late in the process, but we might be able to ask the legislature for money for information security. Tim and system CTOs would like to see information security on the list of strategies that come out of TTAC this year. It is a big concern and as a system we need to focus on it because we are very underprepared. Jay confirmed that his campus does not have a dedicated IS officer, their manager for network service fulfills that role. Staffing resources are hard to come by. It would also be useful to be able to train and retain staff within the CCC for IS and IT. Members felt that information security was important and that it would be a good idea to look at ways to provide training and/or certification within the CCC system as well as providing some resources at the system level. It is also important to have a stronger message about the importance of information security, avoiding breaches, and most especially the costs involved if there is a breach. Jeff has been working to get the message out through talks at CISOA, the CCLeague and any other opportunities that he has. Tim felt that there should be about \$1.5M in ongoing funding for information security for the system.

Kale emphasized the importance of getting the conversation about information security in front of the Academic Senate. Faculty hear that \$x M dollars are going to some program and wonder why it isn't going to instruction. Awareness needs to be built that if there is a breach it will take money away from the school; Academic Senate representatives can bring the issue to the Executive Team, since the knowledge is not there yet. Theresa highlighted the importance of getting this information into the budget dialogue for 2016/17.

Many seats for SANS Securing the Human training were obtained that have not yet been taken advantage of. This is a well-respected company, which provides entertaining materials in 3 minute vignettes and lessons that can be completed over the course of a week or so. The link will be sent to the TTAC list.

Bill suggested getting the attention of the system through telling the Maricopa story and explaining the risks for all colleges in the CCC system. Maricopa is well-known for their technology, they are not weak, but they did everything wrong and tried to cover it up. That will help get over the "this couldn't happen to us" mentality. What is our level of risk? If this were to happen to City College of San Francisco, what would happen, what would it cost them? Then put together some concrete steps that constitute what we should do, along with what needs to be done, and a reasonable budget, that will resonate and we should be able to get it funded.

IT Hiring and Training:

Information/Discussion

The committee discussed some of the challenges of finding, hiring, and retaining IT staff. The CCC system offers good benefits, but salaries are at least 10-20% less than in the commercial sector, so it can be difficult to hire people. The best way to solve the problem may be to train people from within the system. CISOA has had a program for about three years to train new CTOs, and they have trained about 45-50; this means that when jobs come up there are IT leaders who know the intricacies of our system. However in specialty areas of SISs, security, networking equipment, Cisco, and VMWare, it is hard to bring people up within the ranks. Additionally, the system probably needs mid-level management expertise to lead the networking engineers or to lead the people doing the development with the SIS. What are directions that can be taken to bring in and up more people for the system?

Paul explained that his campus spends money to send staff out to user groups or vendor training; CISOA is a good one and more campuses should take advantage of it. Jay explained that in the

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past they would bring in a vendor for a week of MS Server 2012 training for system administrators, but it was expensive to bring someone in to teach onsite. They also take advantage of free vendor training but that only works for products that are purchased. The other issue is the classification system, you can't promote people. You have to open a job, people have to apply for it, and often it ends up going to someone one job below and then you have to repeat the process over again to fill that position. The structures make it really hard to move people up in the system. Additionally, there are higher skilled technical people who have been certified in different technologies. The training should be for your staff to have movement, but often it really doesn't work that way, and you cannot provide extra stipends for extra training because it must be negotiated in your contract and other campus groups want the same carrot.

Bill thought that it would be helpful to be able to hire someone out of a pool who didn't have everything that he needed and be able to train them up to that level. They end up training inside, but it would be better if they could send them out for 2 weeks to train. Members noted that @ONE did great training in the past, and was able to offer it at very reasonable prices to participants versus how expensive it would have been if purchased corporate retail. Blaine reminded the group that those resources are available within the system, ICT instructors at various colleges have programs that are designed to teach people to become network engineers, network administrators, system administrators, and Cisco administrators; that is what they do. He and Micah have been part of the Mid-Pacific ICT MPIC Conference where they talk about network security and have great relations with the vendors. That should be a source of training and candidates. Micah acknowledged that @ONE used to do a lot of information technology training for Tier 1 and Tier 2, but when there were budget issues, it got cut. They would hire a Microsoft Certified Trainer with the official MS curriculum. The nominal cost to the staff member was \$50 and they would get three meals. The IT people loved it, they had a network and were able to communicate and be away from campus, in fact that was a key element for them; they did not want to do the training remotely, because if they were on campus they would be interrupted with tasks. Micah thought there might be possibilities for renewing the program if funding were available. It would be useful to provide the virtual infrastructure that would provide the different VMs that could be used. Then they could set up a lab facility to remotely go into those VMs. It is a model to look at; although it would be costly on the front end. Micah also noted that when we train up students from within the system they feel like a part of the community and tend to have more loyalty so they are less likely to leave. Jeff mentioned that there is a lab environment funded by the federal government that is out there for institutions to use; RAVE lab which is a Virtual Environment for cyber security.

Jay suggested including HR in the discussion. At City College, work done as a student does not count if you apply for a job there. Other members noted that policies differed campus to campus but thought that including HR in conversations about how to meet the need for IT staff could be important.

It should be possible to negotiate a lower rate for training with the vendors/providers, in the past the MS IT Academy was offered at a lower rate. The curriculum is compressed to 5 days compared to 17 weeks within IT curriculum on campuses. Basic knowledge is already assumed and the training tends to be targeted and specific. Lou also suggested considering formalizing some of the informal relationships with vendors so that instructors might for example be able to provide tech support to the vendor with access to information 10 hours each week, with perhaps a 30-10 split, the college would pay for 30 hours and the vendor 10 hours.

Joseph mentioned that training has been discussed for some of the Foundation contracting, but that it might be worthwhile for an institution in the system to be direct with vendors about the need for training. The system spends over \$5M a year on Microsoft, so it would be logical instead of having MS come in with their pitch; we tell them what we need. That is something that could be done during a SAC meeting.

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The system is finally going to see the benefits of all of the work CENIC has been doing in the central valley build-out, with the contracts with AT&T that were renegotiated, and with some of the TTIP costs being split amongst the three large technology grants. Perhaps with TTAC's blessing those savings could go over to @ONE for reinvigorating tech training. Micah suggested that there be a needs assessment also because he believes that San Jose or Evergreen does a Cisco Academy every summer. Some IT training may be able to be funded out of Student Success/Student Equity money.

The group extensively discussed centralized IT versus de-centralized IT spread out in implementation units. Although many units prefer de-centralized IT because they think they are getting better service, the reality is that is not the case. IT should be centralized for better supervision of best practices, testing, making sure that skills are up to date, making sure that they are doing a good job, and all other aspects that are not as well understood by the department units. Supervision under IT is critical to make sure that standards are met and documented properly. However, it is important to have a system that allows those departments to get their needs met without having to come to IT begging with their hat in their hand. Kathy noted that with the three large initiatives there will need to be some kind of hybrid knowledge brought into implementation with technical staff, academic faculty, and counselors all involved. Bill explained that what worked best within their centralized model was to have a lead person they are calling a business analyst on the IT staff. That person reports to IT but their job is to go over to the unit that is receiving these programs to act as a liaison to translate the needs to the IT personnel. The requests for IT services are also put on Smartsheet and treated the same as facilities requests are; they are prioritized and will soon be online so people will know the status of those projects, it helps with transparency. Kale explained that they've been struggling with the issue of centralized IT and they have started to pilot keeping a centralized IT process, but with the prioritization process split off to different committees with the right people in the room to be able to make informed decisions.

Mt. SAC is doing three additional things to address the shortage of IT staff. First they are reviewing job descriptions and compensation with the realization that the comparison is not with other CCs, it is with the broader IT field and they need to be competitive both in job description and salary. Second, each time they bring in a vendor contract they look at how much of the service can be pushed into that vendor contract. Finally, they are working on developing a pool of professional experts that can be brought in on a project basis.

Members agreed that having @ONE or someone else to be a vital source of low cost training would probably provide the biggest impact for the system. There should also be a component for training CEOs on the use of IT. There is CEO training at the CCLLeague every year but it would be a good idea to find out what kind of training that audience would like to see. Micah also brought up the new Media Consortium and the challenges of the new Digital Literacy Campaign; there are populations within the system that would benefit greatly from digital literacy, CEOs, Instructional Deans, some faculty, and so on.

Members agreed that there should be some kind of system-wide security model starting with 2 staff members as well as an administrative support person.

Develop Strategies for 2015-2019 Goals:

Small Group Work

Committee members met in small groups to look over the previous TTAC goals and strategies to discuss what needs revision for the next several years. Then they came back together to report out and pull together common elements from their discussions.

Original Text Goal A: Establish baseline standards and upgrade the technology infrastructure for California community colleges to create a state-of-the-art business and learning environment

Draft Revised Goal A: Upgrade business information systems and learning environments to foster the transformative use of technology to advance and support student success efforts

Kathy thought that there might be a desire to expand the focus of this goal so that it is not just narrowly on technology infrastructure, but instead includes all the ways that IT permeates through the different functions and portions of the institution. She also asked groups to look at priorities about which standards to develop and push out in the coming year, perhaps expanding to services that are or can be outsourced.

The red group discussed the idea of having SAC set the system-wide technology standards. Fusion is driven by funding, so there needs to be some financial incentive to commit to a Fusion-like model for future technology implementation projects like data analytics and so on. Focus this goal on the three initiatives but use the experience and data gleaned from their implementations. CAI, OEI, and EPI should develop specific technical, professional development, and programmatic standards for adoption. For example, what type of staff should there be for implementation of degree audit? Adopt programs offered through the three initiatives, show measurable outcomes, and a plan to achieve them. This would form the basis for a document that can be passed to the Department of Finance to ask for funding with a gap analysis. TTIP and the technology grants should fund the gap analysis to demonstrate to the legislature the need for ongoing resources for the programmatic adoption of OEI, CAI, and EPI. The group also felt that this goal needs a specific strategy focused around security because it is getting lost in everything else.

The blue group looked at the strategies and saw a sequenced process, so they took the strategies and reworked them into steps in that sequence. The first would be to establish a committee and possibly work groups with a participatory governance structure. There will need to be the right representation, including input from the Academic Senate. Second would be a needs assessment to identify the standards to be established in all of the areas that came out of last years strategies: federated identity, accessibility, security, Wi-Fi, and so on. There would be standards for hardware and software, best practices to be implemented, and total cost of ownership associated with those implementations. Third would be identifying funding, not just one time funding, but a structure that allows usage for total cost of ownership. The structure should allow and support the usage of products and technology efficiently with best practices in mind. The funding for services and professional development should be secured and tied together to help overcome the challenge of getting institutions to participate if they don't have local resources. The idea is similar to the OEI Consortium model of building something enticing for the institution to opt into. This goes along with subsidizing or leveraging low cost trainings. Step four would be some kind of agreement between the local institution and the statewide service so that there is accountability. If you don't have the resource locally to implement Wi-Fi, the state will seed that if you are willing to commit the person locally to become up to date to maintain it. The state will provide the tactical team, but the local college will provide staff to be trained to provide ongoing support for it. This will help to build a knowledge network and create a process for developing a community of practice. Success would be measured through: regular evaluation, reports associated with mini-grants to document the implementation progress, and quarterly/year end reports. The people that would need to be involved would include the advisory committee, local institutions, tactical teams, and the RP group for evaluation. It would be important to have correct representation on SAC so that instructional technology is included. A survey could identify the needs assessment regarding what should still remain local and what would be outsourced as a service. This would be more of a looping process than a linear one, it would continue to evolve and loop around through the process again.

The yellow group discussed looking toward the approach taken by the CSUs with a consortium focused on one issue at a time. In order to decide what to start with, CTOs would be asked the equity needs are that should be addressed. It is important not to just generate reports; instead

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they wanted to develop functional items. The committee would bring together the relevant technical people to do the work, so work on network infrastructure would bring together network nerds. Dean explained that the Fusion model actually evolved organically, it started as a small group of interested colleges which put up money, and it grew from that. So the Fusion model was generated bottom up. Baselines are different from standards, and it is important to have minimum functionality baselines. It is also important to move toward interoperability. As we see that many schools are on a particular platform, it makes sense to move toward a group buy and establish consortia and networking around that.

Together the groups felt that an important point was that "technical infrastructure" should mean much more than just dumping hardware on a college and leaving. It should also include continuous professional development but even more than that, the transformative elements of changing business practices to work differently. The goal is to have full, deep, rich, transformative implementations, not "flashing 12:00 VCR" implementations. That needs to be captured in the narrative included with this goal. This is about far more than providing the technology it is about helping to foster the transformation of practices. Committee members struggled to find a way to make the wording include the fundamental shift of transformative integration in business systems and the change involved. Kathy will provide a draft of the goals and strategies after the retreat so that members can do more wordsmithing to convey what is desired and then have a follow-up phone meeting.

The work of Google and Apple is pushing the CCC into new areas and TTAC should have some sort of strategic objective to look at those things and experiment with them, otherwise we will not be prepared for the next big thing. TTAC must keep an eye on the horizon so that we don't lose the vision for what is coming and time should be set aside for that in the retreats.

Original Text Goal B: Leverage technology to increase use of comprehensive and high quality professional development resources that promote student success.

Draft Revised Text Goal B: Increase participation in comprehensive and high quality professional development that promotes digital literacy and student success

The blue group discussed the fact that the three strategies attached to this goal have been addressed relatively well with the professional development clearinghouse solution including: the master calendar, the speaker's bureau, repository for resources, documents maintenance, and some measure of portfolio resources along with digital badging and credentialing, all tied to one location. Blaine noted that the seed money for the clearinghouse did not come out of TTIP, but from OEI, and there will need to be ideas about where the maintenance resources will come from to keep that going.

Assessment resources should be established and IEPI for Institutional Effectiveness and the Success Center might be good groups to be involved in that. It is critical that there is quality content in the clearinghouse. There should be a promotion and marketing effort associated with this tool; it is a large tool and could be very effective if stakeholders use it. The Ambassadors Program used to be able to communicate at the campus level about statewide resources and did a great job of generating energy and interest. The current email blasts and webinars don't seem to yield a change in behavior; it may be that those channels are informational rather than transformational. The Ambassadors were able to do that work of fostering community and creating networks among those doing professional development. Maybe 4CSD can take the lead in pushing those resources and fostering connections.

Usage metrics could be collected from the clearinghouse and measures of success could be tied to those metrics. Currently event registration is not built into the clearinghouse, but that is a feature that could be incorporated.

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The clearinghouse could be used for documenting effective practices for implementing recent policy changes; resources on best practices, professional development, spreadsheets, and so on could be stored there.

Looking into reinstating technical boot camps would also be valuable for the system; perhaps through partnerships between MPICT and @ONE IT training options could be increased.

The red group suggested: establishing a system-wide license for Linda.com because that provides IT training online, establishing a program for lunch and learn for IT, and centralized purchasing of online training for mandated things like: sexual harassment, safety, etc. that are currently being paid for individually by all of the campuses. There could also be classified CE credit courses for salary advancement. There could be renewal of the CCLLeague two day conference on promoting awareness and best practices; CEOs would bring CTOs and webcasting could also make it a live event. Potential topics could include: 508 compliance, security, and return on investment technology enhancements.

The yellow group talked about considering professional development across the board that would be tied to the initiatives and would be integrated across the board for networking pros, but also faculty, administration, and staff to gain information literacy as users. Perhaps including badges or even a certificate to quantifying professional development activities related to information and technical literacy. Use those to connect to job descriptions and hiring criteria. This could incentivize having crossover credit or job descriptions that could be upgraded, those are negotiable items, but there are models to do it (Mt. SAC has one). They could even be linked into a credit program like the Academic Senate has in a partnership with CSU where CSU credit can be used for faculty advancement on the class steps. Jay suggested bringing HR and the state classified groups into the discussion and into looking at job descriptions; it would be useful to encourage the creation of a technical track that rewards people for staying technical. Competitive job descriptions are needed.

**Original Text Goal C: Expand access to data and predictive analytics to inform student, college, and state decisions regarding statewide priorities
(No revised text yet)**

Lou expressed concern about strategy one calling for consolidating into "a single data repository." He noted that data warehouses and data extracts normally exist for a particular purpose. Tim Calhoon suggested that what is actually being proposed is a single path to get to all the data or to pull data together for particular purposes or queries. Kathy explained that is happening in CalPASS Plus with data from: K-12, MIS, EDD, EMSI labor market data, and CTE employment outcome surveys. There is an aggregation function that is happening.

Kale thought that it was great to have amnesty to correct faulty data and to incentivize campuses to fix it, but also felt that corrupt data from the past would need to be fixed since predictive analytic models are only as good as the data that goes into them. If some of the old data is faulty, the predictions will be as well. Tim Calhoon thought that issue would be project based, when there was an application to fix the data, it would be cleaned up. The Chancellor's Office may be able to provide the leverage to get the K-12 data for the CCC system. The process will probably involve transactional databases all over the place, for CCCApply and others; the goal would be to go in and pull the data, flatten it out and look at it where it resides. For CalPASS it would be in their data area. It would be important not to store non-anonymized records at CalPASS for security reasons. However, through web services it should be possible to have a view of the data no matter where it actually resides. There will probably be some consolidator service provider that will have the data sharing agreements with all the different areas, and a centralized interface to do table joins and flatten out from a bunch of different tables.

There should be some kind of governance group to act as data custodians to decide who will be able to access the data and how. Currently, Lou gets all of the requests, for example, "we want

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to have access to all your LGBT data.” However, there are no rules set up to protect some of the data that is now in the system. The legislature started requiring the collection of data on every student’s sexual orientation, gender expression, and gender identity a few years ago, which is very private information, but that information is not currently protected under any statute. It is especially important given the security issues that we know exist in the system, to protect that data so that no harm will come to our students. The governance group would set up rules for access so that users could interact with the data in a way that kept the security and privacy of the data for the protection of our students. That is why Tim was interested in advice from Gartner regarding governance. (Who should be on that board? Who should be advising the projects and the Chancellor’s Office on handing out data? Should there be agreements about how long data sits on someone’s machine?) Michelle did not feel that Gartner demonstrated enough knowledge about the CCC system to know who should be on the governance group, and Craig thought that looking at Scorecard would provide a better model of who should be on the group for our system. The group for Scorecard includes: the RP Group, researchers from the Chancellor’s Office, Academic Senate, CSSOs, CIOs, trustees, and CEOs. Perhaps some kind of sandbox environment could be provided for the researchers to use rather than handing them the data, maybe using a VDI terminal to work on the data but which would not allow it to be exported.

Lou noted that beyond research use of the data, there are operational uses of the data that need to be covered as well: What kind of data can be used to make what kinds of decisions? What are the top 3-4 system benefits we want to serve? Is it just for research, or do we want it to be used for MIS reporting and FTES? There needs to be governance of the master data record: how the data is to be used, what the system of record is for particular data, which people have rights to view it, and who has rights to edit it. In some cases the owner of the data is the student; if the student opts out their data can’t be part of the data set that is handed over to the researcher. Tim has had a request into Chancellor’s Office legal since June 2014 to find out whether we could collect data on minors (dual enrollment students, for example) because the LGBT community wants data on the whole cohort. If there was a governance committee, they could provide input on that issue.

The second strategy was to create tools that compile and visualize data to support decisions and provide professional development that supports the use of these tools. Bill noted that when there is a data extract that is produced for a research project with a report, the data extract model and the research model are posted on a website. So when a user wants to do a project there is an archive of data usage projects that might be useful.

Lou noted that it is practical to have data marts that are continually updated for a particular project, Scorecard, for example. But it is not practical to have a single warehouse. Tim Calhoon thought that it might be a model with multiple data marts which could be used in scenarios and reports. Kathy took note that the technologists seem to have concerns that there are issues with what is described in the strategies.

The intent of the strategies was about providing better access to data related to CTE programs, labor market information, and wage information. The desire was to get data into the hands of practitioners in a way that was more visual, translated into plain language, and perhaps more actionable. Is that still something that we want to focus on, and if so what would we want the TTIP funded programs to be doing?

Karen expressed the opinion that it is great for people to have access to data, unless they don’t know how to use it correctly. You need to know how to generate an appropriate comparison cohort, for example. Someone can end up looking at a really pretty visual but they don’t understand what it tells them and what it doesn’t tell them. Her concern is about the practitioners who are accessing the data, and what level of understanding they have of that data. She felt it could be really dangerous to have people making decisions on the basis of pretty visuals that they may not understand. Lou agreed and noted that the cross-functional professional

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development piece between the people running the business and the IT people writing the rules would be very important.

Bill emphasized that information and data are important, it is what we needed to get funding from the legislature. The Scorecard is not perfect, but it has evolved over time and is getting better and better. We need to be equal to the challenge to do this with CTE, to gather the data and make the decisions, because the alternative is that someone else will. The committee felt that TTIP needed to put together a steering committee to: get the data, establish the relationship between various databases, have a set of rules that protect the privacy of the data and the reporting of the data, and have experts do the extracts and analysis. There should also be caveats on what the data should and should not be used for. There should be appropriate representation from all the different constituencies and expert groups on that steering committee. Bill suggested that there should be a consortium model to provide help and expertise to colleges especially those that do not otherwise have research capacity.

Meeting Evaluation:

Blaine lamented the absence of a Vice Chancellor, and Patrick Perry in particular, as a champion for the system with the legislature, and as a watchdog to make sure that technology projects stayed on track. Theresa explained that the Chancellor's Office recognizes the importance of the issue and is moving quickly to address it; they hope to have an announcement of an interim arrangement very soon.

There needs to be a portion of the agenda set aside to review new technologies to be able to have the background needed to be visionary, perhaps that could be part of the agenda at other meetings during the year leading up to the retreat. Kale thought that was a good idea, but did not feel that Gartner was the group to provide that information; their lack of awareness about the CCC didn't help move him into considering ideas that they presented. Lou noted that the California in general and the CCC specifically have not historically been on the radar for most vendors or consultants, with these large statewide level projects that is changing and there should be improvements in the amount of knowledge about how things are done here.

Dean felt that the most useful parts of the retreat were when the committee was discussing things and bouncing ideas off of each other. Kale agreed that the value was in the conversations. He suggested that some of the material from the presentations could have been provided as homework reading prior to the meeting, or included in structured small group conversations at the meeting; that might be more beneficial than so many presentations on the first day of the retreat.

Members appreciated Kathy's work as facilitator and thanked her for helping to keep the dialogues and discussions going.

Members were not particularly excited about having the next retreat at Kellogg West, they suggested that consideration be given to having the next retreat closer to an airport, perhaps at the new Embassy Suites in Ontario.

Next Steps:

Tim Kyllingstad noted that Tech 2 and 3 published baselines regarding staffing and training needs for IT; those should be considered in revisions to goal A. He also suggested that a summary report from this meeting be generated so that people can see what our priorities are, and to publicize the planning and work that TTAC does. It does not need to be a glossy 150 page report, but it should provide a summary that CEOs could receive in their email. Members agreed that a brief tactical report should be published and sent out to appropriate constituent groups.

Adjournment:

The meeting was adjourned at 1:45pm.

Tech V: 2015-16 Goals and Strategies

This document was developed by the Telecommunications & Technology Advisory Committee (TTAC). It outlines 2015-16 goals for California Community Colleges Chancellor's Office projects that address telecommunications and educational technologies, key strategies for attaining those goals, and specific areas of recommended work for the year.

Goal A: Upgrade business information systems and learning environments to foster the transformative use of technology and advance student success efforts

Strategy 1: Create a statewide mechanism that defines minimum standards for business systems, staffing, professional development, and technology infrastructure for statewide student success initiatives and information security

1. Set baseline standards that address minimum requirements for business systems, staffing, professional development, and technology infrastructure for the Online Education Initiative (OEI), Common Assessment Initiative (CAI), and Educational Planning Initiative (EPI)

The Chancellor's Office should create an advisory committee, made up of a broad set of key stakeholders, to create the minimum business information system standards. The standards should be based on effective practices, address opportunities to move to more effective technology solutions, and take into account how implementation will vary depending on the institutional setting. The standards should be vetted through the Chancellor's Office, initiative staff, pilot colleges, and early adopter colleges.

2. Create an implementation plan for adopting the minimum business information system standards for security, OEI, CAI, and EPI

The California Community Colleges Technology Center should establish an implementation plan for security standards. In addition, the Technology Center should work with OEI, CAI, and EPI to determine how minimum standards can be incorporated into the work of the pilot colleges.

3. Implement a survey to identify gaps between the minimum standards and existing systems, as well as capacity for ongoing maintenance, related to security, OEI, CAI, and EPI

The California Community Colleges Technology Center should conduct the survey and analyze it to determine priority areas for funding, professional development, and bulk-purchasing external products and services.

Strategy 2: Provide support to help colleges meet and maintain minimum business information system standards

1. Provide funding to support implementation and evaluation of the minimum business information system standards for security, OEI, CAI, and EPI

The Chancellor's Office should provide funds using mini-grants, which require that colleges create plans for supporting ongoing costs and participate in an evaluation. The RP Group should

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integrate assessment of standards attainment into the OEI, CAI, and EPI evaluations. The California Community Colleges Technology Center should establish a mechanism for evaluating implementation of security standards. The evaluation should document ongoing costs, implementation issues, and recommended structures for maintaining security, OEI, CAI, and EPI standards. This information can then be used to set future priorities for funding and professional development, create effective practice profiles, and advocate for additional resources.

2. Build communities of practice that can support ongoing issues related to maintaining the minimum business information system standards

@ONE should establish communities of practice, which could be coordinated with initiatives such as OEI, CAI, and EPI, and with partner organizations like the Chief Information Systems Officers Association (CISOA).

3. Provide technical assistance related to implementing the minimum business information system standards

The Chancellor's Office should determine the appropriate vehicles for providing technical assistance and the scope of the support that would be provided. For example, it should determine whether the Institutional Effectiveness Partnership Initiative (IEPI) should integrate the minimum standards on security and the statewide initiatives into its technical assistance efforts, or if this work should be undertaken by the Technology Center.

Goal B: Leverage technology to increase use of comprehensive and high quality professional development resources that promote student success

Strategy 1: Support statewide adoption of the professional development support system to ensure that all system entities benefit from professional development opportunities

1. Identify a mechanism for supporting outreach regarding the professional development support system

The Chancellor's Office should explore re-establishing the Ambassador program and determine how to engage existing networks such as the California Community College Council for Staff and Organizational Development (4CSD), IEPI, OEI, CAI, and EPI.

2. Assess the impact of the professional development support system and its products

The Chancellor's Office should establish a means for documenting skills-attainment and measuring the impact of professional development accessed through the professional development support system.

Strategy 2: Strengthen the technical expertise of community college personnel in areas required to implement statewide student success initiatives and security standards

1. Strengthen training opportunities for IT staff

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@ONE should re-establish its technical institutes and provide additional training such as lunchtime webinars. In addition, the Chancellor's Office should identify ways to leverage partnerships to expand training for IT staff, such as adding content to the CISOA certification, purchasing training modules from Lynda.com, and providing joint training with Mid-Pacific Information Communications and Technologies (MPICT).

2. Document appropriate ways to assess IT expertise for the purpose of hiring and promotion

The Chancellor's Office should work closely with CISOA, the California Community Colleges Classified Senate, and community college HR and IT professionals to develop a list of high-value third-party credentials, explore opportunities to issue badges and academic credit for ongoing training, and identify model hiring policies, compensation, and job descriptions.

3. Provide digital literacy training to college leaders

@ONE should partner with entities like the Community College League of California (CCLC) and the Association for California Community College Administrators (ACCCA) to train college leaders on topics such as IT management, accessibility requirements, security, and the return-on-investment for technology enhancements. In addition, @ONE should work with IEPI, OEI, CAI, and EPI to infuse technology topics into their professional development activities.

Goal C: Expand access to data and predictive analytics to inform student, college, and state decisions regarding statewide priorities

Strategy 1: Establish a mechanism to link existing data sets, maintain data sharing agreements, and provide information for approved purposes

1. Document existing data sets and key issues related to linking the information in these data sets

The Chancellor's Office should create this inventory and determine how to integrate projects that are already engaged in similar work, such as the LaunchBoard and Cal-PASS Plus.

2. Establish an advisory body to provide governance and oversight over the data system

The Chancellor's Office should create a representative governance body, similar to the Scorecard committee.

3. Create guidelines for access to the data

The advisory body should address issues such as access by colleges, statewide entities, external entities, and students, as well as privacy and legal issues.

Strategy 2: Design tools that compile and visualize data to support common decisions and provide professional development that supports the use of these tools

1. Identify high-value reports that could be generated from the data system

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The Chancellor's Office should work with a broad array of stakeholders to determine the content, as well as how the data should be visualized to maximize usability for various audiences.

2. Establish professional development and guidance documents that should accompany the reports

The Chancellor's Office should gather input from researchers and content experts about the professional development resources necessary to ensure that the data is not misconstrued and that users have the information necessary to draw reasonable conclusions from the reports.

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2015-16 Tech V Matrix

Goals | Strategies | Activities | Key Considerations

2015-16 Goals	2015-16 Strategies	2015-16 Activities	Key Considerations
<p>GOAL A:</p> <p>Upgrade business information systems and learning environments to foster the transformative use of technology to advance and support student success efforts</p>	<p>I. Create a statewide mechanism that defines minimum standards for business systems, professional development, and technology infrastructure for statewide student success initiatives and information security</p>	<p>1. Set baseline standards that address minimum requirements for business systems, staffing, professional development, and technology infrastructure for the Online Education Initiative (OEI), Common Assessment Initiative (CAI), and Educational Planning Initiative (EPI)</p>	<p>Based minimum standards on effective practices; address opportunities to move to more effective technology solutions; take into account how implementation will vary depending on the institutional setting; construct standards through broad engagement of key stakeholders; vet standards through the Chancellor's Office, initiative staff, pilot colleges, and early adopter colleges</p>
		<p>2. Create an implementation plan for adopting the minimum business information system standards for security, OEI, CAI, and EPI</p>	<p>Establish measurable outcomes; determine a mechanism for evaluating security implementations; integrate into OEI, CAI, EPI pilot college work</p>
		<p>3. Implement a survey to identify gaps between the minimum standards and existing systems, as well as capacity for ongoing maintenance, related to security, OEI, CAI, and EPI</p>	<p>The survey should be analyzed to determine priority areas for funding, bulk-purchasing external products and services, and professional development</p>
<p>II. Provide support to help colleges meet and maintain minimum business information system standards</p>		<p>5. Provide funding to support implementation and evaluation of the minimum business information system standards for security, OEI, CAI, and EPI</p>	<p>Mini-grants should require that colleges create plans for supporting ongoing costs and participate in an evaluation; document ongoing costs,</p>

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2015-16 Tech V Matrix
Goals | Strategies | Activities | Key Considerations

2015-16 Goals	2015-16 Strategies	2015-16 Activities	Key Considerations
			implementation issues, and recommended structures for maintaining standards; use information for future funding and professional development, effective practices, advocacy for additional resources
		7. Build communities of practice that can support ongoing issues related to maintaining the minimum business information system standards	Coordinate OEI, CAI, and EPI, CISOA
		8. Provide technical assistance related to implementing the minimum business information system standards	Determine the appropriate vehicles for providing support such as IEPI or the Tech Center
<p>GOAL B: Increase participation in comprehensive and high quality professional development that promotes digital literacy and student success</p>	I. Support statewide adoption of the professional development support system to ensure that all system entities benefit from professional development opportunities	9. Identify a mechanism for supporting outreach regarding the professional development support system	Explore re-establishing the Ambassador program (tied to specific outcomes); determine how to engage existing networks (e.g., 4CSD, Institutional Effectiveness, OEI, CAI, and EPI)
		10. Assess the impact of the professional development support system and its products	Establish a means for documenting skills-attainment and measuring the impact of professional development

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2015-16 Tech V Matrix

Goals | Strategies | Activities | Key Considerations

2015-16 Goals	2015-16 Strategies	2015-16 Activities	Key Considerations
	<p>II. Strengthen the technical expertise of community college personnel in areas required to implement statewide student success initiatives and security standards</p>	<p>11. Strengthen training opportunities for IT staff</p>	<p>Re-establish @ONE institutes; offer lunchtime webinars; identify ways to leverage partnerships to support training (CISOA certification, MP/CT, Lynda.com)</p>
		<p>12. Document appropriate ways to assess IT expertise for the purpose of hiring and promotion</p>	<p>Develop a list of high-value third-party credentials; explore opportunities to issue badges and academic credit for ongoing training; work with the state classified senate to identify model hiring policies, compensation, and job descriptions</p>
		<p>13. Provide digital literacy training to college leaders</p>	<p>Partner with entities like CCLC and ACCCA; infuse technology topics into professional development provided by IEPI, OEI, CAI, and EPI; address practical topics such as IT management, accessibility requirements, security, and the ROI for tech enhancements</p>
<p>GOAL C: Expand access to data and predictive analytics to inform student, college, and state</p>	<p>I. Establish a mechanism to link existing data sets, maintain data sharing agreements, and provide information for approved purposes</p>	<p>14. Document existing data sets and key issues related to linking the information in these data sets</p>	<p>Determine how to integrate projects that are already engaged in similar work, such as the LaunchBoard and Cal-PASS Plus</p>

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2015-16 Tech V Matrix

Goals | Strategies | Activities | Key Considerations

2015-16 Goals	2015-16 Strategies	2015-16 Activities	Key Considerations
<p>decisions regarding statewide priorities</p>		<p>15. Establish an advisory body to provide governance and oversight over the data system</p> <p>16. Create guidelines for access to the data</p>	<p>The governance body should be representative, like the Scorecard committee</p> <p>Address access by colleges, statewide entities, external entities, and students; address privacy and legal issues</p>
	<p>II. Design tools that compile and visualize data to support common decisions and provide professional development that supports the use of these tools</p>	<p>17. Identify high-value reports that could be generated from the data system</p>	<p>Work with a broad array of stakeholders; determine how the data should be visualized to maximize usability for various audiences</p>
		<p>18. Establish professional development and guidance documents that should accompany the reports</p>	<p>Work with researchers and content experts; address ways that information could be misconstrued</p>



Executive Committee Agenda Item

SUBJECT: Helmsley Charitable Trust Convening		Month: November	Year: 2015
		Item No. VI. B. vii.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will receive a report on the recent Helmsley Charitable Trust convening and will engage in discussion on next steps.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Jule Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Report on Helmsley Charitable Trust Convening in New York, October 7-9

The Helmsley Charitable Trust (HCT) has invested in higher education grants targeted towards increasing student success in STEM (Postsecondary STEM), particularly among underrepresented minorities. The HCT held a convening of grantees at its office in New York October 7-9. Attendees were representatives from STEM grant consortia led by CSU, AACU, AAU, Achieving the Dream, Yale University, WestEd, Florida Consortium, Georgia Tech, Educate Texas, UC Davis and University of Washington.

The CSU is an HCT grantee and is using HCT and other grant funds to fund a CSU system STEM Collaboratives grant that has been awarded to eight CSU campuses. The purpose of the CSU STEM Collaboratives (<http://calstate.edu/stem/>) project is to increase STEM student success and improve equity for underrepresented students in STEM, and to increase the number of STEM graduates among underrepresented groups. The current landscape of STEM initiatives is a piecemeal approach to STEM student success, and this initiative is an attempt to establish a CSU system strategy for STEM. The description of the CSU STEM Collaboratives purpose is:

STEM Collaboratives provides immersive educational STEM experiences beginning the summer before college and continuing through the first year at the CSU, into redesigned gateway courses essential for success in science, technology, engineering, and mathematics. Along the way, experiential learning and real-world contexts develop non-cognitive and dispositional learning such as resilience and self-efficacy, improving persistence and closing achievement gaps. STEM Collaboratives includes an ongoing research and evaluation component to inform a new status quo at system-wide scale.

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

Ken O'Donnell from CSU reached out to the ASCCC to send a representative to join him and his colleague Dawn Digrius at the HCT convening in New York as they would like to explore working with the CCC in this effort since more than half of their students transfer from the CCCs. While I was there as a "plus one" with the CSU, it was surprisingly interesting and enlightening, particularly because it dawned on me that the California community colleges lack a truly comprehensive or coherent completion strategy. The CCC student success focus has been on basic skills success, matriculation reform (SSSP) and CTE pathways. However, there is no real system strategy for transfer student completion. While there are ADTs, and now UC Transfer Pathways, the existence of those options for transfer students is not a strategy. Rather, there needs to be a system strategy that gets students who intend to transfer to the outcome of earning an ADT and/or completing the requirements of UC Transfer Pathways.

With the recent infusion of equity money there is now an opportunity for colleges to develop comprehensive pathway strategies for their students, from matriculation to basic skills completion to transfer readiness or CTE award attainment. The Workforce Task Force focused on completions for CTE students. Perhaps this is the time to actually develop a comprehensive completion strategy for transfer students as well. Collaboration with in any kind of completion strategy for transfer students is key our intersegmental partners. This initial outreach on STEM from the CSU could be a promising first step.