2017

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ANNUAL REPORT

CONTENT

PRESIDENT'S LETTER

Dear Colleagues,

It has been a busy and productive year for the Academic Senate for California Community Colleges (ASCCC). The ASCCC Strategic Plan served us well in face of new and continuing opportunities and challenges. This three-year plan provided consistent direction to the Academic Senate leadership while allowing us to be nimble in responding to a changing environment.

The Academic Senate leadership and representatives were successful in building on last year's efforts. We continued our collaboration with our partners on initiatives such as the Institutional Effectiveness Partnership, Online Education, Educational Planning, and the Common Assessment while adding new projects such as implementing efforts to streamline the curriculum approval processes, promoting effective practices to recruit, hire, and retain diverse full time faculty, and developing guidelines for the application of minimum qualifications and equivalency. By cultivating relationships with the Chancellor's Office, system partners, government representatives, and constituent organizations, we were able to influence policies that affect our colleges and our students. Additionally, we continued to strengthen the organization through the development of policies and plans in the areas of communication, professional development, and service to our members. Finally, we engaged in direct support to faculty and local senates through our events, meetings, institutes, and workshops on governance, curriculum, leadership, career technical education, basic skills, and noncredit instruction.

This annual report gives an overview of our progress on implementing the AS-CCC Strategic Plan, and it also summarizes the work and accomplishments of the Academic Senate on behalf of the faculty of the California Community College System.

Respectfully,

Julie Bruno

INTRODUCTION

Over the past two years, the Academic Senate has been implementing the Strategic Plan adopted by the delegates at the Spring 2015 Plenary Session. As we move forward in the third and final year of the plan, this annual report reflects last year's accomplishments and provides updates on the goals and priorities identified by the ASCCC Executive Committee for the 2016-17 year.

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GOALS, OBJECTIVES, STRATEGIES, AND ACTIONS FOR 2016–17

GOAL 1: ASSERT FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS

Objective 1.1.: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.

A. Establish relationships between ASCCC Executive Committee members and legislators and aides.

The ASCCC has established and improved relationships with legislators and their staff during the year through individual interaction as well as by holding legislative advocacy days. As a result, the Academic Senate has influenced legislation to protect faculty purview. For example, the ASCCC president and vice president worked with legislators, their aides, committee consultants from the assembly and senate, and the governor's office to make significant revisions to AB 705 (Irwin) Multiple Measures. The Academic Senate also wrote letters and made calls to legislative offices in support of or in opposition to priority legislation on behalf of the ASCCC membership including AB 204 (Medina) Board of Governors Fee Waiver, AB 2892 (Medina) CalGrant C Awards, AB 2009 (Lopez) Dream Resource Liaison on Campuses, and AB 2434 (Bonta) Establish a Blue-Ribbon Commission on Public Postsecondary Education.

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

The ASCCC Legislative and Advocacy Committee recommended and the ASCCC Executive Committee approved the 2016-2017 advocacy agenda that includes calling for legislation to increase the number of full-time faculty, supporting new resources for stu-

dents including veteran resource centers and mental health services, and securing funding for the C-ID system. Additionally, the Executive Committee received monthly reports on the status of bills and took positions on bills as guided by existing or new resolutions. Finally, the Legislative and Advocacy Committee developed a Legislative Newsletter that is disseminated biannually.

The following list is an overview of the progress made in the priorities identified by the Legislative and Advocacy Committee:

Full-Time Faculty and Faculty Diversification:

While no distinct funding for hiring full-time faculty was granted in the 2017-2018 budget, a significant increase to the base funding for the colleges was realized in the legislative process, in part due to our advocacy efforts.

Audit Fee

No progress has been made on this priority. However, the ASCCC signed a letter from the Council of Faculty Organizations (CoFO) to Consultation Council requesting that a work group be convened to address barriers that impede progress on providing life-long learning opportunities in our colleges' communities. Changes to the audit fee would provide colleges with another option to address the needs of students, including serving community members who value life-long learning. The Legislative and Advocacy Committee will continue to work with other ASCCC committees and system partners to pursue solutions.

Support for Veteran's Support Centers and Mental Health Services for Students

Both priorities were included in the final 2017-2018 budget for one-time funding.

Permanent and Sustainable Funding for C-ID

The 2017-2018 budget also contains one-time funding in the amount of one million dollars to the ASCCC for C-ID. In addition, Education Code was amended to permit the Chancellor's Office to contract directly with the ASCCC for work that falls within the academic senate's purview over academic and professional matters.

In addition, the Legislative and Advocacy Committee organized the ASCCC Legislative and Advocacy day in May during which teams consisting of members from the committee and the Executive Committee visited legislative offices in Sacramento to advocate for ASCCC's legislative priorities. The interaction successfully forged new bonds with legislators and further promoted the priorities and mission of the Academic Senate.

C. Develop a public relations campaign to promote the visibility of the ASCCC.

The ASCCC has drafted a communications plan. The plan will inform and assist the ASCCC to identify and prioritize specific areas where increased visibility for the organization would benefit from strategic public relations campaigns. It is anticipated that this plan will be completed in 2017–18.

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.

A. Include Legislative Advocacy topics at appropriate ASCCC Events.

The ASCCC Legislative and Advocacy Committee (LAC) provided breakout sessions on current legislation and issues of interests at fall and spring plenary sessions as well as at the ASCCC Faculty Leadership Institute. The committee also organized a legislative pre-session to the Leadership Institute in June to educate new faculty leaders about legislative issues of concern.

GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.

A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.

The Academic Senate continued to recruit diverse faculty to participate in local and statewide senate activities. Members of the ASCCC Executive Committee promoted faculty diversity by presenting at plenary sessions and institutes as well as by holding regional meetings and participating in system partner conferences such as the 2016 Community College League of California fall conference. In addition, the Academic Senate continued its efforts to improve the diversity of full-time faculty by working with the Chancellor's Office and system partners to advance the goal of hiring diverse faculty.

The Academic Senate continued to work with the Chancellor's Office Equal Employment Opportunity Committee. The ASCCC representatives assisted the Chancellor's Office to develop the EEO and Diversity Best Practices Handbook and to provide training statewide on the practices highlighted. The handbook included an explanation of the multiple methods criteria developed by the committee for awarding EEO funds based on a college's comprehensive EEO plan. The handbook includes selected models of effective practices at colleges in the system.

The Equity, Diversity and Action committee (EDAC) hosted two regional workshops on the importance of and challenges in recruiting and hiring diverse faculty in support of student equity at our colleges. Each regional meeting featured general ses-

sions on Equal Opportunity Employment legal requirements as well as a general session on building a college culture of inclusivity and respect. Breakout sessions focused on hiring practices encouraging faculty diversity, facilitating civil dialogue, and writing an effective EEO plan. In addition to the regional meetings, EDAC is in the process of creating a cultural competency course for the Professional Development College and

The Academic Senate Foundation for California Community Colleges is working on a grant to fund a research project that will expand the Equity and Diversity Action Committee's initial outreach efforts to diverse faculty.

coordinating focus group research on the barriers to hiring diverse faculty and effective practices to support equity and inclusion in faculty hiring.

The Academic Senate Foundation for California Community Colleges is working on a grant to fund a research project that will expand the Equity and Diversity Action Committee's initial outreach efforts to diverse faculty. The research project will conduct a minimum of six focus groups with a trained facilitator that will examine recruitment and hiring experiences, along with discussions on implicit bias, cultural competence, and other inequities that may be contributing to inadequate retention for faculty of color. Facilitators will assist groups to identify challenges and suggest solutions to develop materials that can be presented at professional training events. The research will also be used to develop a paper that will be disseminated to all 114 California community colleges as well as nationally. The resources developed will also be shared at events and trainings including the paper adopted by the delegates from all 114 California community colleges. To measure outcomes, field surveys will be conducted as well as updates through data and equity plans.

Objective 2.2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

A. Develop a cultural competency plan.

The ASCCC Equity and Diversity Committee completed a cultural competency plan, which was approved at the May 2016 ASCCC Executive Committee Meeting; additional efforts will focus on implementing and utilizing the plan. The plan called for the Executive Committee to participate in a facilitated training at each orientation on "ensuring CCC academic senates are culturally inclusive communities and provide culturally proficient leadership for their campus." The Executive Committee participated in this training in both 2016 and 2017.

B. Increase outreach activities.

The ASCCC Executive Committee has actively recruited diverse faculty at all Academic Senate events as well as during other events such as the Research and Planning Student Success Conference and events hosted by the Faculty Association of California Community Colleges. This year staff distributed in each breakout session at all Academic Senate events a sign-up sheet for faculty interested in serving at the state level. This process has created a pool of faculty volunteers who would not have normally completed an Application for State Service form. In an effort to gather information about the progress the Academic Senate is making to encourage participation of faculty with diverse backgrounds and who represent a wide array of disciplines and colleges, the Executive Committee reviewed the diversity of the pool of applications received and compared their observations to the faculty appointments to ASCCC standing committees. While the faculty appointments were representative of the pool of applications received, the diversity of the applications was still very low. The Executive Committee determined that additional efforts are required in this area.

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.

The Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) has become one of the primary providers of professional development for the California Community Colleges. Representatives from the Academic Senate provide advice on the workshop offerings, present at IEPI workshops, review the evaluation results from each in-person training, help develop the review criteria for submissions to the Professional Learning Network (PLN), and serve as reviewers for all PLN submissions involving academic and professional matters. ASCCC representatives were directly involved with the planning and presentation of workshops on curriculum and financial aid as well as basic skills and noncredit instruction.

The ASCCC Equity and Diversity Action Committee worked with the ASCCC Transfer, Articulation, and Student Services Committee to offer the ASCCC Academic Academy in October 2016. The theme and sessions of the academy stressed the need for faculty from instructional programs and student services to work together to provide equitable and effective support and instruction for all students.

The Academic Senate has also partnered with the Chancellor's Office, CTE Data Unlocked, and WestEd to improve the accuracy of coding for CTE certificates, degrees, and courses by providing professional development for faculty and staff at local colleges and districts. The TOP (Taxonomy of Programs) Code Alignment Project is a

faculty-driven process, and discipline faculty must make a commitment to participate for a college to be a part of the project. For colleges in the Project, faculty realign codes based on their knowledge of the subject matter and expertise in the industry to identify intended occupations related to a course or program and use those occupations to identify appropriate federal and state codes to assign to awards.

The Academic Senate continued to improve its collaboration with Accrediting Commission for Community and Junior Colleges (ACCJC) by sending several members of the ASCCC Executive Committee to the ACCJC conference in April. ASCCC representatives presented on reshaping student learning outcomes, disaggregation of student learning outcomes assessment, and the role of academic senates in accreditation. The

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improved communication between ACCJC and ASCCC has provided the Academic Senate the chance to share communications from ACCJC more effectively with faculty leaders. Previously, these communications were only sent to college presidents and accreditation liaison officers. ASCCC representatives continue to serve on the Accreditation Workgroup I that was convened by the Chief Executive Officers of the California Community Colleges to recommend improvements in the structure and functioning of the ACCJC.

B. When grant opportunities for system initiatives are released, immediately contact applicant and urge inclusion of the ASCCC in grants applications.

The intent of this strategy was to ensure that the Academic Senate was involved in all grant activities that fell within the 10 + 1. However, the ASCCC Executive Committee discovered that establishing a partnership with the applicant is not effective until the grant has been awarded. Thus, the Academic Senate now explores opportunities for partnering with the applicant after they receive the award and become the grantee.

C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.

The ASCCC Executive Committee continues to cultivate relationships with the Chancellor's Office to ensure that the Academic Senate is leading professional development activities regarding academic and professional matters and is an active partner in the work of the IEPI and other professional development efforts spearheaded by the Chancellor's Office.

D. Develop relationships and collaborate with other professional development organizations on events.

In 2016-2017, the Academic Senate continued its collaboration with a variety of organizations and system partners to provide professional development to faculty and others. ASCCC representatives attended and presented at conferences and institutes of the Faculty Association of California Community Colleges, the Chief Instructional Officers, the Association of California Community College Administrators, the Research and Planning Group, and at multiple events of the Community College League of California.

In Fall 2015, the Institutional Effectiveness Initiative Policy, Practice, and Procedures (P3) Advisory Workgroup brought forward a plan to develop collections of operational and professional development tools (PowerPoint presentations, videos, handbooks, etc.) focused on a specific area of interest for all colleges. The collections of tools are now known as Applied Solution Kits (ASKs) and content has been developed in the following three areas: integrated planning, disaggregated data, and strategic enrollment management. Significant and frequent discussions took place regarding the vetting process for materials to be included in the ASKs, and how those processes would be communicated to the field. The next two ASKs to be developed will focus on guided pathways and change leadership. ASCCC representatives take a lead in these efforts and the Academic Senate continues to partner with organizations such as the Research and Planning Group to bring these projects to fruition.

In Spring 2017, the Academic Senate held its 10th annual Accreditation Institute in Napa. The institute offered sessions on the basics of accreditation, student learning outcomes, data disaggregation, and accreditation standards. The Academic Senate invited the participation of staff from the Accrediting Commission for Community and Junior Colleges (ACCJC) as well as presenters including faculty, administrators, and researchers.

The ASCCC Noncredit Committee worked with the Chancellor's Office (Academic Affairs, Institutional Effectiveness, and Student Services), the Association of Community and Continuing Education (ACCE), the Career Ladders Project (CLP), and the California Community College Success Network (3CSN) to present the inaugural Noncredit Summit, "Building Bridges," dedicated to noncredit-related topics such as curriculum development and instruction. The Academic Senate continued its support of the Chancellor's Office Academic Affairs division and ACCE by taking the lead to establish a Noncredit Community of Practice that encourages collaboration between and among system partners. The ASCCC Noncredit Committee Chair presented at the 2017 ACCE

Annual Conference about the Academic Senate's efforts to support and advocate for noncredit programs.

E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.

The Academic Senate established a line item in the budget to provide an opportunity for Executive Committee members and staff to participate in conferences, institutes, and events. Executive committee members and the office team took advantage of this funding source to attend and present at conferences focused on topics such as equity and student access.

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

A. Design and Implement a comprehensive ASCCC Professional Development Plan.

Last year, the ASCCC Faculty Development Committee created a professional development plan that included expanding the Academic Senate's Professional Development College (PDC), exploring new ways of offering professional development, and surveying the field each year to ensure that the Senate is meeting the professional development needs of all faculty. The ASCCC Executive Committee approved this plan in March 2016 and is currently identifying consistent ways to implement the plan. In addition, the PDC offerings have expanded significantly. Currently, there are eight modules on the PDC website including five modules on curriculum and one module for each of the following areas: participatory governance, new faculty orientation, and teaching incarcerated students. Each module is free of charge. If individuals complete the modules and assessment test, they receive an ASCCC Certification of Completion. Other modules under development include noncredit, basic skills, and student learning outcomes.

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTIUENT GROUPS.

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.

A. Strengthen partnership with Chancellor's Office Divisions.

The ASCCC strengthened the relationship with the Chancellor's Office through service on committees, taskforces, and workgroups such as the California Community Colleges Curriculum Committee (5C), Institutional Effectiveness Partnership Initiative (IEPI) advisory workgroups and executive committee, Telecommunications and Technology Advisory Committee, CTE Minimum Qualifications Workgroup, Noncredit Advisory Committee, and the Equal Employment Opportunity and Diversity Advisory Committee. Additionally, ASCCC representatives partnered with the Chancellor's Office to assist in implementing efforts that benefit the system as a whole including the Common Assessment Initiative, the Educational Planning Initiative, the Online Education Initiative, and the Chancellor's Office Curriculum Inventory.

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Finally, the Chancellor's Office staff participated in ASCCC events, regional meetings, and institutes.

The Telecommunications and Technology Advisor Committee (TTAC) co-chairs worked closely with the Vice Chancellor of Institutional Effectiveness to move forward with investigating the topics identified at TTAC's April 2016 retreat including accessibility standards, instructional technology infrastructure, seamless integration of technology, improved navigation of course enrollment, and system-wide data governance. TTAC will continue to investigate and implement these efforts in 2017-2018.

ASCCC representatives co-chaired and served on the California Community Colleges Curriculum Committee (5C), which undertook a series of projects designed to stream-

As part of the work on minimum qualifications for apprenticeship instructors, ASCCC representatives worked closely with Chancellor's Office staff to implement the process for these minimum qualifications.

line curriculum approval processes, further clarify the roles of groups including the California Community Colleges Chancellor's Office, and ensure that the materials necessary for these projects were easily available. In partnership with the Chancellor's Office, the ASCCC provided professional development to faculty and staff to facilitate the implementation of effective curriculum processes at local colleges.

As part of the work on minimum qualifications for apprenticeship instructors, ASCCC representatives worked closely with Chancellor's Office staff to implement the process for these minimum qualifications. The Academic Senate held special, public hearings on draft apprenticeship minimum qualifications on May 3 at Los Angeles City College and May 4 at the San Jose Marriott. As part of ASCCC efforts to build relationships with the California Apprenticeship Council, the Standards and Practices chair attended the council's meeting on April 26-27, 2017 and an apprenticeship student competition at the Lloyd E. Williams Pipe Trades Training Center in San Jose.

ASCCC representatives worked closely with representatives from the Chancellor's Office, Chief Instructional Officers, and the California Community Colleges Technology Center to develop a new Curriculum Inventory system for the submission of courses, certificates, and degrees to the Chancellor's Office for chaptering or approval. The creation and refinement of the new inventory system is a collaborative effort to ensure that the new technology aligns with the guidelines and standards set forth in the 6th edition of the Program and Course Approval Handbook (PCAH) and that the new system will not impose any unexpected restrictions on the development of new curriculum by colleges.

B. Expand the ASCCC presence at constituent group meetings and conferences to create more faculty presence.

ASCCC representatives attended as liaisons to develop relationships with many constituent groups, including the Chief Instructional Officers, the Chief Student Services Officers, the Council of Faculty Organizations, the Association for Community and Continuing Education, and the Faculty Association for California's Community Colleges. ASCCC representatives also have attended conferences presented by the Chief Instructional Officers, the Chief Student Services Officers, the California Community Colleges Association of Occupational Education, the Community College League of California, and the Research and Planning Group.

C. Create a Master Calendar of Events

The Chancellor's Office has created a master calendar of events for the California Community College system that includes events for all related constituent groups. The master calendar is on the Professional Learning Network. ASCCC staff worked closely with the Chancellor's Office to ensure accurate and timely information is provided to support this resource for colleges.

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.

The ASCCC established three liaison positions: Legislative, Career Technical Education, and Noncredit. The purpose of the liaison positions is to serve as a conduit for gathering information from and communicating with faculty, local senates, and administrative and classified colleagues in these specific areas. The ASCCC asked local academic senates to identify a faculty member or members to serve in each of the three positions.

A. Create a communication plan.

ASCCC staff has drafted an organization-wide communications plan. The plan will serve as a guide to communicating effectively with the organization's membership as well as messaging strategically to stakeholders and the public at large. The goals of the plan include improving communication with the membership, fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of the ASCCC.

Objective 4.3. Visit all CCC colleges.

A. Develop short- and long-range plan for local senate visits by ASCCC.

The ASCCC Relations with Local Senate Committee developed a short- and long-range plan to visit all California Community Colleges within five years. The ASCCC Executive Committee approved the plan in March 2017. The Relations with Local Senates Committee is developing an implementation plan for the upcoming year.

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

Objective 5.1. Realize a minimum increase in ASFCCC funding of $25,000 per year.

A. Increase applications for appropriate short-term and long-term grants.

In the 2016-17 year, projects requiring grant funding were researched and evaluated. The Academic Senate Foundation directors identified three research topics for the following year and submitted letters of interest to potential grantors. The three research projects included topics such as effective practices for hiring diverse faculty and the efficacy of student learning outcomes research. The Academic Senate also secured a $325,000 grant to hold a Part-time Leadership Institute, develop modules for the Professional Development College, and provide technical assistance in noncredit and basic skills innovation.

B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.

As noted previously under legislative activities, the governor included in the budget trailer bill language that allows the Chancellor's Office to contract directly with the ASCCC. This change should provide the Academic Senate with more opportunities to secure funds to continue its work on academic and professional matters and faculty issues. For example, the ASCCC now directly contracts with the Chancellor's Office to conduct the Course Identification Numbering (C-ID) System.

C. Expand fundraising of ASCCC Foundation at events.

Fundraising was expanded through the creation of a formal sponsor program that increases the Academic Senate Foundation's financial stability by allowing vendors and other organizations to appear at ASCCC events in a reasonable capacity. The AS Foundation directors determined that fundraising from the body would only take place at

plenary sessions by means of a raffle as well as through existing donation opportunities such as ongoing, monthly donations.

Objective 5.2. Realize a Minimum increase in the Governor's base funding to the ASCCC of $XXX per year.

A. Secure appropriate resources implement the ASCCC's comprehensive professional development plan.

Many of the professional development activities noted in this strategic plan were funded by the Chancellor's Office or other sources. For example, the Part-time Leadership Summit was funded by the Chancellor's Office through Basic Skills Innovation dollars and the Noncredit Summit was funded through the Institutional Effectiveness Partnership Institute.

B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.

As a result of the advocacy efforts by the Executive Committee as noted in the legislative activities of this report, the C-ID project was granted one-time funds of $1M for the 2017-2018 academic year.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

A. Maintain Current Grants

Currently the Academic Senate has several ongoing grants such as the governor's grant and the C-ID grant. The Academic Senate has been successful in maintaining these grants as well as securing additional grants related to initiatives including Common Assessment, Online Education, Educational Planning, and the Institutional Effectiveness Partnership.

PERIODIC REVIEW OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

In response to Resolution 01.02 F14, the Academic Senate established an independent task force of faculty to conduct a periodic review of the organization. The purpose of the periodic review was to "to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures." The task force was formed of randomly selected faculty who participated in an Academic Senate activity the prior year. Over the course of the year, the faculty reviewed the following seven areas of the organization: mission, governance, responsible fiscal stewardship, professional integrity, openness and disclosure, inclusivity and diversity, and grants, programs, and planning. The task force engaged the field to gather data for the review via two plenary sessions and personal contact. While the results of the review indicate there are areas that need to be improved, the task force found that the ASCCC meets or exceeds expectations in the seven areas. The Periodic Review guidelines, criteria, task force membership, and report can be found on the ASCCC website.