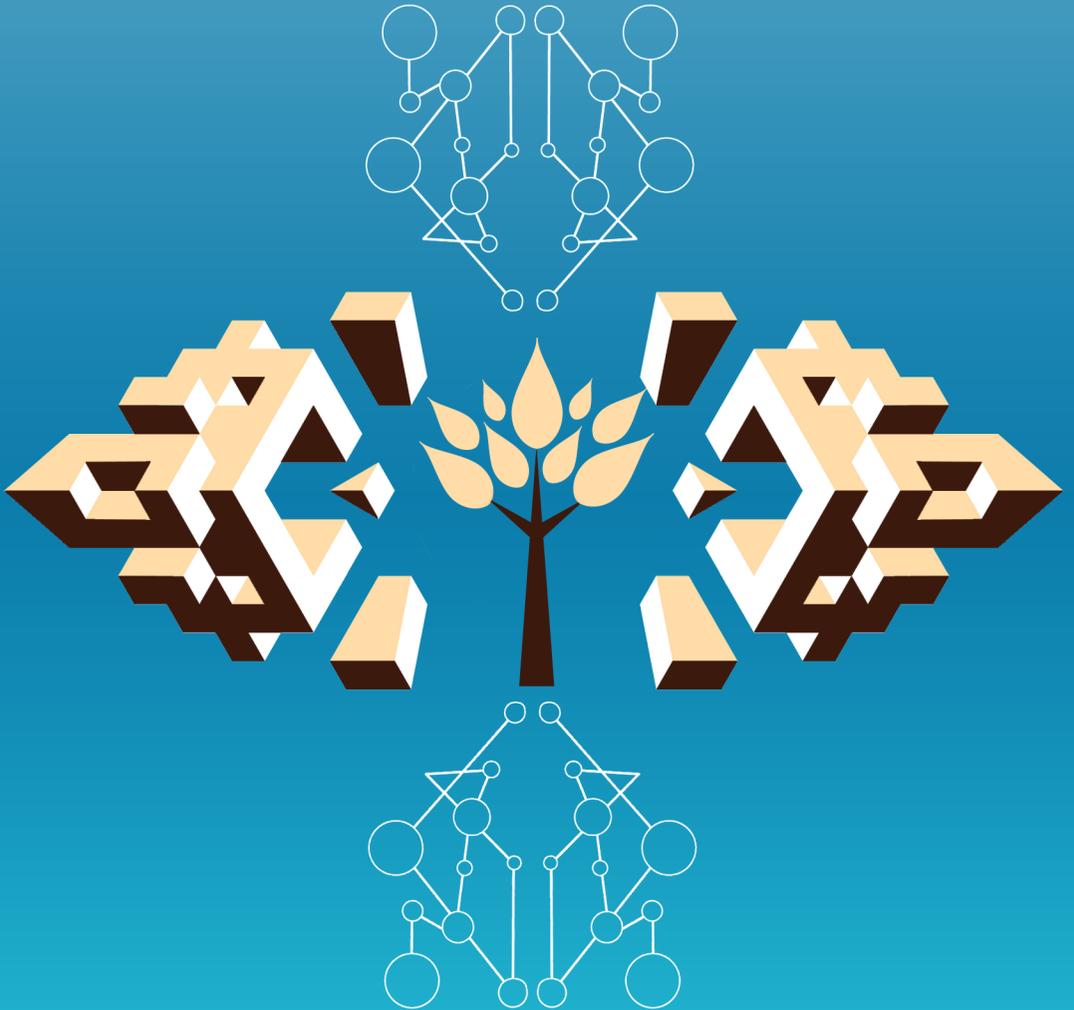


ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES



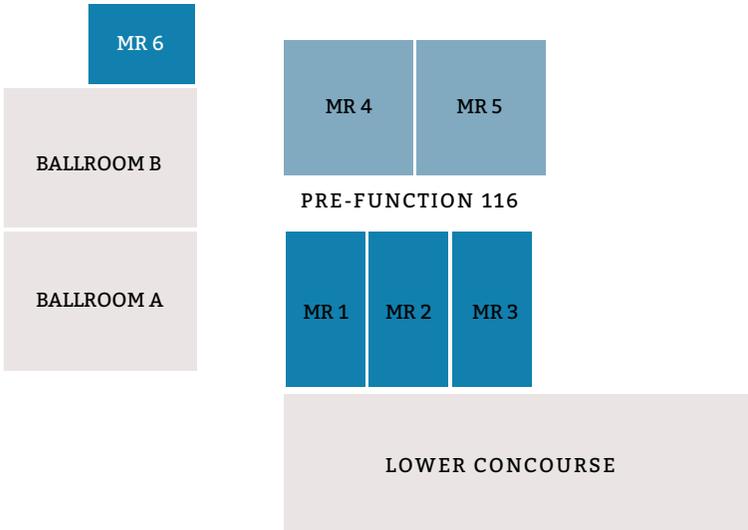
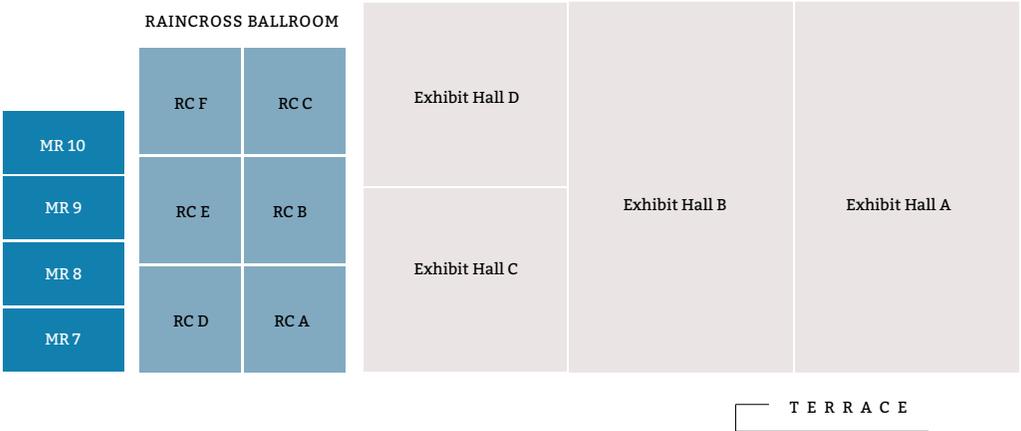
JANUARY 21 - 23, 2016

Instructional Design and Innovation Institute

RIVERSIDE CONVENTION CENTER

Riverside Convention Center

BEN H. LEWIS HALL



ENTRANCE

CONTENTS

- THURSDAY 4
 - First General Session 5
 - First Breakout Session 6
 - Second General Session..... 11
 - Second Breakout Session 12
 - Third Breakout Session 18
- FRIDAY 23
 - Fourth Breakout Session 24
 - Fifth Breakout Session..... 30
 - Third General Session 35
 - Sixth Breakout Session..... 36
 - Seventh Breakout Session..... 41
- SATURDAY..... 46
 - Eighth Breakout Session 46
 - Fourth General Session 52
- Presenters 54

THURSDAY

January 21

7:00 a.m. to 8:00 a.m.

Pilates with Pilati

MR 6 (Lower Level)

Start the day right! Join fellow attendees for a one-hour Pilates session. Plan ahead and bring a mat, or improvise with borrowed towels. This Pilates mat class will focus on developing core strength, flexibility, and stamina. Appropriate for all levels - no previous Pilates experience needed.

7:30 a.m. to 8:30 a.m.

Continental Breakfast

Exhibit Hall C/D

Welcome

Craig Rutan, Faculty Development Committee Chair

Keynote Presentation: The Mobility Revolution

The keynote address will be delivered by a leading digital learning expert and former educator who works for a Fortune 100 high tech company.

“It’s time to rethink the classroom.” It’s a call to action we hear often, but what does it mean for today’s educators to begin to deconstruct their teaching practices? Do devices have a place in the classroom? How can technology function in a learning environment? This keynote presentation will examine the disruptive force of mobile technology on our long-held assumptions about teaching, classroom-based learning, and access to content. Because instructional best practices are always evolving, this talk will not be about showcasing the latest tech fads. It will explore the profound possibilities of leveraging a mobile-connected world to create authentic, differentiated, transformative experiences for all learners.

10:00 a.m. to 10:15 a.m.

Coffee Break

Instructional Strategies: Program Review and SLO Assessment Data - The Stepping Stones to Classroom Innovation

RC A Room

Randy Beach, ASCCC Facilitator

Kelly Cooper, West Valley College

Bill Scroggins, Mt. San Antonio College

Analysis of student learning outcome (SLO) results is intended to drive teaching and classroom design innovation. Such innovations often rely on additional funding and other resources to get off the ground, and at most colleges' program review is the mechanism to request funding. Student learning outcomes data can therefore provide vital leverage to support course and program innovations in program review. In this breakout, attendees will learn strategies and approaches to using SLO data as grassroots advocacy for their innovations.

Collaborative Efforts: Approaching a Common Understanding of College Readiness

RC B Room

Craig Rutan, ASCCC Facilitator

Mark Manasse, San Diego Miramar College

Glen McClish, San Diego State University

Chris Sullivan, San Diego Mesa College

Gina Vattuone, Sweetwater Unified School District

What does just ready for college writing look like? How do practitioners in the language arts communicate with one another about

issues such as preparedness, pedagogy, curriculum, and professional development? Collegiality and a belief in the success of all students, regardless of goal or ultimate destination, can carry the day in the development of collaborative efforts between systems. Panelists will share perspectives from K-12 (including the role of the Common Core State Standards and their assessment), the university, and the community colleges (both credit and noncredit).

Institutionalization: Baccalaureate Degrees at the California Community Colleges

RC C Room

John Stanskas, ASCCC Facilitator

Jolena Grande, Cypress College

James Todd, Modesto Junior College

The passage of SB850 in September 2014 enabled 15 pilot colleges to begin offering baccalaureate degrees in career technical education fields. The time frame established by the legislation requires pilot colleges to show degree conferral and job placement by 2022. Local college and statewide processes are moving at an incredible pace to meet the timeline creating opportunities for both innovation and conflict. Join us for a lively discussion regarding disruptive innovation, grace under pressure, and what your college might look forward to once the pilot program expands.

Fostering Innovation: Making Across the Curriculum —The Modern Maker Movement and Interdisciplinary Innovation

RC D Room

John Freitas, ASCCC Facilitator

Zack Dowell, Folsom Lake College Innovation Center

From open source electronics enthusiasts to yarn bombers to bio-hackers, makers view the physical world as a hackable platform. In hackerspaces, makerspaces, and fab labs, communities of makers combine science, art, and technology to tweak and reinvent the world. Advancements in desktop fabrication technologies, coupled with the DIY/DIWO maker ethos, support Making Across the Curriculum, a unique approach to interdisciplinary innovation. The tools and technologies of the maker movement enable the development of creative and engaging activities and projects across a variety of disciplines, both inside and outside the classroom, and to the development of new courses and programs. Through shared examples of Making Across the Curriculum, attendees will learn how they can employ the spirit and tools of the modern making movement to collaborate with colleagues, foster innovative projects, and create compelling and engaging experiences for students.

Student Data: Reimagining Student Capacity through Multiple Measures

RC E Room

Cheryl Aschenbach, ASCCC Facilitator

Janet Fulks, Bakersfield College

Ken Sorey, Educational Results Partnership and Cal-PASS Plus

This interactive session will discuss the growing body of research supporting the application of multiple measures for placement that can

help colleges fundamentally reimagine student capacity. The presenters will analyze the application of enhanced multiple measures for improved placement across the California Community College System as part of the Multiple Measures Assessment Project (MMAP) and the Common Assessment Initiative. This breakout will provide information on the performance of multiple measures predictive models using high school performance data and non-cognitive variables for each level of English and math sequences and will share the experiences of pilot colleges — now 39 and growing. In addition, participants will hear detailed information about Bakersfield College’s Making it Happen Initiative to better place and support historically underserved and academically underprepared students.

Student Engagement: Contextualized Basic Skills in Auto Technology/VESL Collaboration

RC F Room

Grant Goold, ASCCC Facilitator

Carolyn McGavock, San Diego Continuing Education

Frank Vasquez, San Diego Continuing Education

Two San Diego Continuing Education instructors, one CTE and one Vocational English as a Second Language (VESL), will share their experience of team teaching an introductory course for Auto Technology. Presenters will share their contextualized curriculum which provides students with a foundation by introducing fundamental skills, concepts, and terminology with hands-on experiences that are complemented with relevant math, reading, writing, and research activities. The breakout will address planning, collaboration, assessment for placement, orientation, curriculum, instructional models, and student outcomes.

Vendor: Getting Tactical and Practical on Teaching with Technology

MR 7 Room

Ginni May, ASCCC Facilitator

Christina G. Espinoza-Pieb, De Anza College

Jason LaMar, Columbus State College

Megan Raymond, Apple Education

Mary Pat Stein, California State University Northridge

This moderated panel discussion will consider the specifics of teaching with technology in today's mobile classroom. The panelists include educators from around the country who are leading efforts to integrate technology in the classroom to prepare students for a 21st Century digital world. This dynamic and engaging conversation will explore and debate the structural, pedagogical, and creative support faculty need to be successful in leveraging technology to create authentic learning experiences. Attendees should come with questions, curiosity, or even skepticism and hear from leaders and practitioners about how they are discovering new strategies to ensure student success.

Where Are They Now, and How Did They Get There!

John Stanskas, ASCCC Facilitator

Kathy Molloy, Santa Barbara City College

Panelist:

Janet Fulks, Bakersfield College

Laura Hope, Chaffey College

Brock Klein, Pasadena City College

Cynthia Mosqueda, El Camino College

Jerry Pike, Santa Barbara City College

The basic skills work that began in 2006 was marked by a variety of curricular changes, innovations, and accountability factors (i.e. common graduation requirements, accelerated, compressed and contextualized curriculum, just-in-time academic skills brush-up, supplemental instruction, summer bridge and first year experience). The new Basic Skills funding focused on research based practice around curriculum, career pathways, assessment and placement, which of the BSI Poppy Copy (2007) 26 effective practices have actually produced success, been sustainable, and scaled up? This session will highlight a few programs with evidence based practices you should consider.

2:00 p.m. to 2:15 p.m.

Break

Instructional Strategies: Noncredit—An Innovative Approach to Serving Students

RC A Room

Cheryl Aschenbach, ASCCC Facilitator

Diane Edwards-LiPera, Southwestern College

In 2014-2015, six community colleges districts generated 62% of the statewide noncredit FTES while the next five highest generated only 13% combined, less than each of the top two noncredit FTES generating districts. Attendees from schools outside the top 11 who are interested in how their schools can generate more noncredit FTES to meet student needs are encouraged to attend for a brief overview of noncredit as well as discussion about the role that noncredit education plays in career technical, adult basic education, transitioning students from adult school to community college, supporting credit courses, and serving as prerequisites for basic skills classes.

Collaborative Efforts: Moving Beyond the Program—Equity-Based Instruction Using Puente Principles

RC B Room

Cleavon Smith, ASCCC Facilitator

AnaMarie Amezquita, Moreno Valley College

Kim Orlijan, Fullerton College

Alma Ramirez, Mt. San Jacinto College

This presentation will address ways in which the Puente Project's practices, pedagogy, and curricular redesign can be brought into interactions with students across institutions. For over 30 years, the

Puente Project has been extremely successful statewide—and now, also in Texas—in helping educationally disadvantaged students persist, succeed, and transfer. Part of the project’s success includes having well-trained Puente instructors in English and counseling who work closely together to create communities in and out of the classroom. Presenters will share specific Puente principles and how those principles play out in the work they do in and out of the classroom, including practices for creating community in the classroom as well as high-impact practices for attending to students’ affective domain. Participants will leave with specific strategies for how to bring those successful principles and practices to their own interactions with students both in and out of the classroom.

Institutionalization: Changing the Conversation on Academic Integrity

RC C Room

Wheeler North, ASCCC Executive Committee

Jason Edington, Mendocino College

Corinna Evett, Santiago Canyon College

Cynthia Reiss, West Valley College

Academic integrity is a topic of much concern on campuses: How does a college create a culture of integrity so that it becomes a learned behavior at a college? What innovations have faculty used to make integrity something that is practiced rather than just preached? Join us for a discussion of academic integrity and of how we create campus cultures that promote integrity.

Fostering Innovation: The College of the Desert (COD) Friends of the Earth: Cross-Curriculum Mental Health Fair

RC D Room

Adrienne Foster, ASCCC Facilitator

Jessica Enders, East Valley Education Centers

Karen Fliss, College of the Desert Mecca/Thermal Campus

Maria Herrera, College of the Desert Mecca/Thermal Campus

Jay Lewenstein, College of the Desert Mecca/Thermal Campus

Victor Rios, College of the Desert Mecca/Thermal Campus

The College of the Desert Mecca/Thermal Campus has initiated an across-the-campus project called COD Friends of the Earth to combine classroom instruction with community service. The focus is upon raising student performance in the classroom through the development of important leadership skills. The project has created an official campus-sanctioned club with the specific purpose of expanding student roles in their communities. Writing and research explore important elements of depression, anxiety, suicidal thoughts, addictions and overall mental health. Currently, the Friends of the Earth are working with staff and faculty towards reducing the stigma associated with mental illness through the development of an annual event that combines counseling, writing, art, and hope. This presentation will share COD's ongoing systematic efforts to provide quality service learning opportunities to students, faculty, and staff.

Student Data: Greater Success with Higher Placement, Shorter Remedial Sequences, and Student Development Support

RC E Room

Craig Rutan, ASCCC Facilitator

Janet Fulks, Bakersfield College

Eileen Pierce, Bakersfield College

Bakersfield College has redesigned and restructured basic skills placement and coursework, creating a shorter and more successful pathway for students that is combined with wrap-around support services. College research revealed a “whittling syndrome” with the remedial sequences, a syndrome that not only affected unsuccessful students but also successful students. To address these issues, Bakersfield College implemented multiple measures based upon the Common Assessment Multiple Measures work-group suggestions and the ASCCC 2014 paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges* recommendations. Combining higher placement with compressed and accelerated coursework has shortened the path to gateway math and English classes, and as a result Bakersfield has seen increased success and closing of achievement gaps in gateway courses.

Student Engagement: Early Alert Supports an Engage Classroom:

[RC F Room](#)

Cynthia Rico, ASCCC Facilitator

Sabra Sabio, El Camino College

The Chancellor’s Office has acquired Starfish by Hobsons—a suite of student services software solutions. Part of this suite includes an early alert product that will support colleges’ goals of improving student engagement, classroom retention, and persistence. This presentation will highlight how one college uses this product and its outcomes as well as how another college is implementing this product as part of the Educational Planning Initiative.

Online: High Touch Online Classes —What We Learned from Massive Open Online Courses (MOOCs)

[MR 7 Room](#)

Dolores Davison, ASCCC Executive Committee

Adesanya (Sanya) Soyemi, Mt. San Jacinto College

Fabiola Torres, Glendale College

One emphasis in certification for online teaching is the use of “high touch” communication to keep students engaged. How can faculty create a high touch online class without sacrificing pedagogy or their own sanity? Faculty will share their experiences, both successes and challenges, in working with diverse groups of online students.

Vendor: CCC Confer & 3CMedia Solutions

MR 8 Room

John Freitas, ASCCC Facilitator

Michelle Musacchia, CCC Confer

Heather Schmidt, 3C Media Solutions

CCC Confer and 3CMedia Solutions partner to offer you innovative ways to improve learning and collaboration. CCC Confer is a web conferencing service that can be used to enhance student learning through live online interactive lectures, to record lectures for later viewing, or to hold virtual office hours. Recorded lectures can also be converted to movie files and loaded into a 3CMedia account that simplifies providing educational materials in a portable, timely manner. In this presentation, attendees will be encouraged to interact with the creative ways in which CCC Confer is being used in the classroom and in which 3CMedia services complements the partnership. Presenters hope to inspire participants to integrate these free and easy to use technologies into their online courses, on campus classes, and administrative meetings.

3:45 p.m. to 4:00 p.m.

Break

Instructional Strategies: Transforming ESL Instruction with Metacognitive Conversation

RC A Room

Cheryl Aschenbach, ASCCC Facilitator

Tiffany Ingle, Glendale College

Mark Manasse, San Diego Miramar College

Nancy Sander, West Los Angeles College

This presentation will focus on the importance of social and emotional learning to support metacognition in the ESL classroom. Professors from three colleges will model specific, high leverage classroom strategies and share samples of student work in order to actively engage participants in “metacognitive conversation” and more fully explore its potential for equitable second language learning environments.

Collaborative Efforts: Getting Change for a Dollar - The PSA Project

RC B Room

Randy Beach, ASCCC Facilitator

Janene Whitesell, Solano College

Most students are aware of problems in both their local and global communities, and yet they may feel that they do not have the skill, time, or money required to create real change. Students also may think that their efforts are insignificant in the face of larger problems such health care in impoverished countries. Students at Solano College are realizing that solving any problem starts with making their voices heard about important, worldly matters and becoming

agents of change through the following cross-disciplinary speaking assignment: The PSA Project. Each Public Speaking student creates a 1-minute Public Service Announcement (PSA) for a charity that the student wants the audience to support. This assignment enhances the concept of civic engagement in the classroom, promotes collaboration between students in different classes, and may be adapted to a variety of disciplines. Workshop participants will explore the principles of the project by creating a PSA and learning the technology for QR code creation and uploading to YouTube.

Institutionalization: Strengthening Student Success through Developmental Redesign

RC C Room

Cleavon Smith, ASCCC Facilitator

Janet Lechuga, Santa Ana College

Lynn Marecek, Santa Ana College

Lisa McKowan-Bourguignon, Santa Ana College

The presenters will share a curricular redesign process which involved team building, deciding which courses to redesign, defining departmental pedagogical values, researching redesign at other colleges, and adapting effective practices into a model that would work best for students. The department applied for grants, worked the courses through the curriculum process, and disseminated information across campus to inform all affected parties of the implications of redesign.

Fostering Innovation: Creating an Institutional Culture of Innovation

RC D Room

John Stanskas, ASCCC Facilitator

James Todd, Modesto Junior College

Rebecca Warren-Marlatt, Crafton Hills College

Fear of failure can stifle innovation and keep colleges and faculty using the same models they have in place whether those models are effective or not. How does the culture of a college move to a space where innovation is celebrated regardless of the outcome? Join us for an important discussion on unleashing the creativity of ourselves and our colleagues to better serve our students.

Student Data: The LATTC Guardian Scholars Program–A Foster Youth Support Program!

RC E Room

Adrienne Foster, ASCCC Facilitator

Dione Washington, Los Angeles Trade-Technical College (LATTC)

This presentation will give an overview of the LATTC Guardian Scholars Program. It will cover how and why the program was developed, available services, long-term benefits, statistics, demographics, current events and terminology in the foster care world.

Student Engagement: Acceleration

RC F Room

Ginni May, ASCCC Facilitator

Jeanne Costello, Fullerton College

Katie Hern, California Acceleration Project

Mary Legner, Riverside City College

Toni Parsons, San Diego Mesa College

Becky Rudd, Citrus College

In efforts to increase the number of students who ultimately complete transfer-level math and English, faculty have been redesigning curriculum to streamline developmental sequences and effectively prepare students for success at the transfer level. Such curricular redesign, which often falls under the heading of acceleration, has been successfully implemented in a variety of ways across the state. This panel will share effective models of acceleration and their impact on student outcomes.

Online: Common Course Design Issues

MR 7 Room

Dolores Davison, ASCCC Facilitator

Michelle Pilati, Online Education Initiative

Anna Stirling, @ONE

Quality online course design includes intuitive navigation, content that flows in a logical progression, and dividing content into manageable segments within learning modules. What common mistakes do faculty make when designing their online courses? What are some best practices for ensuring your course is designed to maximize the likelihood that your students will succeed? This session will highlight

best practices and provide you with ideas for reviewing and revising your online course to facilitate student learning.

6:00 p.m. to 8:00 p.m.

Technology Showcase

[Lower Concourse](#)

This Reception is hosted by CCC technology projects and will feature the CCC Technology Fair. Grab some hors d'oeuvre and mingle with other attendees while you visit multiple stations, with presentations and project leadership on hand to answer questions and quickly bring you up to speed on the progress and status of each of the projects and its services. The Technology Fair will feature the Online Education Initiative, the Education Planning Initiative, the Common Assessment Initiative, ASSIST (CCC/CSU/UC course articulation), CCCApply (the online application for admission), and eTranscript California. Funded by the CCC Chancellor's Office, these projects offer centralized services developed with CCC faculty and staff specifically for the students of California's community colleges. Join us at the CCC Technology Fair to learn how these system-wide technology services can directly support you and your students. We'll see you there!

7:30 p.m. to 9:30 p.m.

Pub Crawl

[Lower Concourse](#)

The Academic Senate Foundation is sponsoring "The Taste of Riverside Pub Crawl". If you made a reservation to join your colleagues to sample the best of Riverside dining in a fun and social setting, please meet us in the Riverside Convention Center Lobby.

FRIDAY

January 22

6:45 a.m. to 7:45 a.m. Pilates with Pilati

MR 6 (Lower Level)

Start the day right! Join fellow attendees for a one-hour Pilates session. Plan ahead and bring a mat, or improvise with borrowed towels. This Pilates mat class will focus on developing core strength, flexibility, and stamina. Appropriate for all levels - no previous Pilates experience needed.

8:00 a.m. to 9:00 a.m. Continental Breakfast

Exhibit Hall C/D

Instructional Strategies: Andragogy for Community College Instructors

RC A Room

Adrienne Foster, ASCCC Facilitator

Lourdes Brent, Los Angeles Trade-Technical College

Angela Echeverri, LACCD District Academic Senate

Don Gauthier, LACCD District Academic Senate

Alex Immerblum, East Los Angeles College

Ayesha Randall, Los Angeles Trade-Technical College

The Los Angeles Community College District Academic Senate (DAS) is presently working on a project aimed at new and legacy faculty to address andragogy—the needs of adult learners—and techniques for engaging students in their own learning. In part, this project is designed to address the deficit in classroom training that is not usually included in the master’s or doctorate subject area expertise of most faculty. This approach is designed to help move the needle on student success by providing the tools for addressing the needs of our students within and outside the classroom. The DAS Professional Development College is envisioned as a series of stacked courses that will allow faculty to progress to a full certificate focused on community college learners and the needs of unprepared students.

Collaborative Efforts: Professional Development for Online Faculty

RC B Room

Dolores Davison, ASCCC Facilitator

Fabiola Torres, Glendale College

In-house distance education (DE) professional development can take place through embracing DE faculty enthusiasts and the college's Course Management System. With a close partnership with Staff Development and Distance Education Coordinators, activities can be designed via the Course Management System and provide faculty with new and improved skill sets, inspirations, and techniques that can augment their learning environments while they earn badges to authenticate the completion of activities. Participants in this break-out will receive in-house DE professional development using innovative tools and practices to reach online faculty.

Institutionalization: BioFeud—A Collaborative Activity that Promotes Learning

RC C Room

Craig Rutan, ASCCC Facilitator

Kristina Gonzales, Los Angeles Mission College

Par Mohammadian, Los Angeles Mission College

Studies have shown that integrated student support services such as tutoring, counseling, advising, and mentoring play a major role in student success. Many part-time community college students are unable to utilize these services on their campuses due to their work or family obligations. Lack of tutoring support, for example, has shown to contribute to lower retention, success, and transfer rates. To overcome this obstacle in collaboration with the tutoring center, Los Ange-

les Mission College designed a mini-review session called “BioFeud.” BioFeud review game runs from 45 minutes to an hour and covers the key concepts of all lab materials that are taught throughout the semester. The BioFeud sessions are now being used in eight labs, and student surveys indicate that the students learn from these interactive reviews while enjoying the competitive process. This approach assists community college students with demanding schedules to receive needed academic support services in the lab or class in a short period of time.

Fostering Innovation: Effective Practices for Department Chairs —Supporting a Student-Centered Culture

RC D Room

John Stanskas, ASCCC Facilitator

Susan Bangasser, San Bernardino Valley College

Most colleges are organized with a faculty leader to guide the processes of a group of discipline experts, both full- and part-time. This role can easily become mired in compliance of filling out student learning outcome reports, program review reports, needs assessment requests, and scheduling. However, for most part-time faculty, the department chair is the sole point of contact with the institution. This workshop is designed to share effective practices that benefit all faculty in the department and ultimately the students and college as a whole.

Student Data: The Express to Success Program

RC E Room

Cheryl Aschenbach, ASCCC Facilitator

Cosima Celmayster-Rincon, Santa Barbara City College

Pam Guenther, Santa Barbara City College

Kathy Molloy, Santa Barbara City College

Attendees will learn about Santa Barbara City Colleges' Express to Success Program (ESP), which offers accelerated learning communities in developmental math and English for students who assess at one to two levels below college level. Three instructional models will be discussed, as will the important role of ESP counselors who work with instructors and students both inside and outside of the classroom. Data will be presented that shows course completion, success, and persistence rates that far exceed the college average. Long-term data will also be presented that shows significant increases in cohort completion of college level math and English courses, numbers of degrees awarded, and numbers of students who achieve transfer-ready status. ESP students complete two levels of accelerated math or English in one semester at a 40% to 50% higher rate than students taking traditional courses over a two semester period, with Latino and low-income ESP students making the largest gains of all when compared to their peers.

Student Engagement: Programs At-A-Glance—Designing Course Sequencing Flowcharts

RC F Room

Ginni May, ASCCC Facilitator

Brook Oliver, Sierra College

As we ask our students to participate in creating their student educational plans, visual aids such as flowcharts to show sequencing of

courses, including advisories and pre-requisites, can communicate faculty intent and program flow better, more quickly and more accessibly than time with a counselor. This practice can allow counseling sessions to be used to answer individual questions and issues. Such charting can also be used to determine larger curriculum solutions around over-all section and FTES planning and allocation. Attendees will be provided with examples from a number of colleges and hear from one college that is implementing this system for its curriculum and how it is being used.

Online: Facilitating Student Success Using the OEI Readiness Modules

MR 7 Room

John Freitas, ASCCC Facilitator

Anita Crawley, Online Education Initiative (OEI)

Joe Perret, Los Angeles Pierce College

The OEI'S Readiness Program *Quest for Online Success* is an essential tool for new online students and is available at no cost. This program empowers students to take charge of their own success by allowing them a unique opportunity to improve any areas of weakness prior to the beginning of their first online course. Some of the principles guiding the development of the program include understanding the demands of online learning, identifying areas which may prove challenging to online students, and providing the relevant resources to strengthen those weaknesses. In this session, presenters will discuss ways to integrate the *Quest* modules into an online course.

Vendor: Customized Engagement —Faculty-Controlled Technology Solutions for Improving Student Success

MR 8 Room

David Morse, ASCCC Facilitator

Steve Hammersly, Pearson

Patrick McCallum, Collaborative Brain Trust

Join the Collaborative Brain Trust (CBT) as they unveil a customized and contextualized curriculum tool that provides robust student analytics and just-in-time student progress alerts. Working with Pearson, CBT is providing community colleges with a new way to enhance their student success. Through this partnership, community colleges can now offer courses that are hybrid or online that imbed faculty-driven basic skills curriculum. This new system also can be used to embed career technical education curriculum into non-career technical education courses to enhance the student experience and connects academia to careers.

Instructional Strategies: Accelerated Career Technical Education Program Scheduling with 97% retention

MR 9 Room

Grant Goold, ASCCC Facilitator

Kevin Fleming, Norco College

Utilizing a Department of Labor Trade Adjustment Assistance Community College and Career Training Grant, Norco College dramatically altered the scheduling of their manufacturing and industrial automation programs. Instead of taking two years, students completed their for-credit certificate in just six months. The results exceeded expectations: 97% retention, 120% increase in completion, and over 70% employment placement, exceeding the institution's set standard.

Participants will discuss the strategies employed in altering the instructional design with an eye towards county and Workforce Investment Board collaboration and accelerated student completion.

10:30 a.m. to 10:45 a.m.

Coffee Break

FIFTH BREAKOUT SESSION

10:45 a.m. to 12:15 p.m.

Instructional Strategies: Utilizing Noncredit in Innovative Ways to Increase Student Success

RC A Room

Cheryl Aschenbach, ASCCC Facilitator

Diane Edwards-LiPera, Southwestern College

Jolena Grande, Cypress College

Raine Hambly, School of Continuing Education

Donna Necke, Mt. San Antonio College

Many colleges have shown interest in noncredit courses but are not quite certain of how they can be used. Join this panel of representatives from colleges who are using noncredit curricula in ways that serve AB86/Adult Education Block Grant needs, workforce needs, and basic skills needs. Learn about what they are doing, how they implemented the courses and programs they have, and what roadblocks they encountered. Leave with innovative ideas for developing and using noncredit on your own college.

Collaborative Efforts: First Year Experience at West Valley College - A Growing Collaboration Between Student Services and Instruction

RC B Room

Cynthia Rico, ASCCC Facilitator

Gretchen Ehlers, West Valley College

Christina Llerena, West Valley College

West Valley College's First Year Experience (FYE) program has expanded from an initial cohort of 30 students to today's group of 100 students. This presentation will focus on the evolving structure of the FYE cohorts, the collaboration between academic instructors and counselors, and the low-cost funding model for the program. This year's FYE students take a College Success course taught by an FYE counselor and a math and/or English FYE class. This wrap-around support is ideal for students who are new to college and seek support in developing behaviors that will help them move toward their academic goals. An unexpected outcome of West Valley College's FYE program has been an amazing and supportive community of instructors from different disciplines. Presenters will discuss how they maintain this vibrant teaching community.

Institutionalization: New Faculty Development —Growing Institutional Leaders

RC C Room

David Morse, ASCCC President

Kay Weiss, San Bernardino Valley College

The California Community College System is in the process of spending \$62.5 million on full-time faculty this year, and an additional \$80 million for more full-time faculty has been requested for next year in

the budget. Colleges need to have systems in place to effectively orient and guide this large number of new faculty members. Academic senates and their colleges need to create an environment for new faculty to that makes them feel welcomed and appreciated and that helps them develop and grow into tomorrow's leaders. Join us for a lively discussion with examples of how faculty, colleges, and students can all benefit.

Student Engagement: High Challenge, High Support Math Instruction for Streamlining Paths to Transfer

RC D Room

Ginni May, ASCCC Facilitator

Hal Huntsman, City College of San Francisco

Faun Maddux, West Valley College

Rebecca Wong, West Valley College

In order for students to succeed in math courses, instructors must keep them productively engaged with the course material and activities. This session will provide concrete strategies from two colleges that have established an activity-based math curriculum. Both colleges have successfully redesigned developmental math pathways to improve completion of transfer math requirements for students placed into remediation. Faculty from West Valley College will share activities that reduce fear and increase student motivation. Faculty from City College of San Francisco will focus on strategies for engaging students in low stakes collaborative practice with challenging mathematical activities. Both colleges will also share data on completion of college math for students in these redesigned math pathways.

Online: Promoting Online Course Quality —Adopting and Employing a Standard to Improve Student Outcomes

RC E Room

Dolores Davison, ASCCC Facilitator

Pat James, Online Education Initiative

Michelle Pilati, Online Education Initiative

The Online Education Initiative’s Course Design Rubric is one of many available standards that can be locally adopted to effectively communicate a college’s vision of a quality course. This presentation will examine common elements of such standards and how can they be integrated into a college’s processes and culture to improve the quality of online instruction and, consequently, student outcomes.

Technology: The Flipped Classroom using Zoom or Other Live Online Conferencing Tools

RC F Room

John Freitas, ASCCC Facilitator

Joe Safdie, San Diego Mesa College

The idea of the flipped classroom is not new, but the integration of online conferencing tools such as Zoom changes the game: students can easily conference together and work on collaborative projects or oral reports or simply meet as study groups. Online lectures and course materials can be supplemented by student conferences and collaborations. Programs such as Zoom have made online conferencing much easier for students and moderators than it has ever been, and the benefits of the traditional flipped classroom can now be incorporated into online courses. Learn how to improve your effectiveness as an instructor by working with your students through live conferencing as they solve problems online.

Vendor: Tech Bells and Whistles for Student Engagement

MR 7 Room

Wheeler North, ASCCC Facilitator

Torria Davis, California Baptist University

Student engagement is key to student success. This session will show faculty one tool they can use today in a face-to-face, hybrid, or fully online class, one tool they can use tomorrow, and one tool they can use by the start of the next semester. Participants will create a poll using a free web tool called Poll Everywhere, a music video to introduce themselves to their online class using Animoto, and an interactive lecture using a free web tool called Livebinder. Depending on technology available, this presentation will be a live demonstration or a series of screenshots that illustrate how to use the tools. Presentation handouts will be made available to participants through the presenter's website at TorriaDavis.Com/Presentations.

Instructional Strategies: Maintaining Strategic Relevance: Best Practices in CTE Program Viability & Discontinuance

MR 8 Room

Grant Goold, ASCCC Facilitator

Kevin Fleming, Norco College

The Program and Course Approval Handbook provides over 200 pages of guidance for creating and modifying curriculum, but the community college system's guidance for program discontinuance is less robust. This presentation shares the result of a statewide policy analysis and case studies of successful program discontinuance. Tangible recommendations for implementing program viability and discontinuance processes at colleges will be presented for discussion.

Panel Discussion

Civic Engagement and Global Citizenship in Higher Education: The Role of the Community College

Julie Bruno, ASCCC Facilitator

Manuel Baca, Rio Hondo College

Dolores Davison, Foothill College

Cynthia Reiss, West Valley College

Patricia Robinson, College of the Canyons

Community college educators have a responsibility not only to impart discipline knowledge and skill but also to prepare students to be civically engaged and informed citizens who contribute to and participate in a rapidly changing, interconnected world. Civic engagement describes philosophies and activities that bridge thought with action to create a mindset steeped in personal awareness that encourages contribution to the welfare of one's community, nation, and world. Research indicates that the sooner students embrace civic and constitutional knowledge, the more likely they will remain civically aware and socially engaged throughout their lifetimes. This session will discuss the unique role our colleges play in preparing students to be engaged global citizens. The panelists will explore existing models, classroom strategies, and implementation challenges. They will also discuss success and equity by examining social, political, and cultural issues and the ways in which the interdisciplinary nature of global citizenship and civic engagement can provide a framework of high-impact practices to engage students, resulting in increased levels of success. Finally, they will discuss a possible statewide initiative to foster civic engagement and social responsibility throughout our colleges.

2:00 p.m. to 2:15 p.m.

Break

SIXTH BREAKOUT SESSION

2:15 p.m. to 3:45 p.m.

Instructional Strategies: Embedding Basic Skills Support into Face-to-face and Online Courses

RC A Room

Ginni May, ASCCC Facilitator

Barbara Illowsky, Online Education Initiative

Approximately 70% of students come to community colleges with basic skills needs. This breakout will show how to embed independent modules for some just in time refreshing and learning. The presenters will discuss a selection of materials, primarily open educational resources, that can help students so that faculty can spend their time teaching the course content. The session will show how to embed basic skills, including demonstrations of how some faculty colleagues are already doing so.

Collaborative Efforts: Growth Mindset in the Disciplines - A Collaborative Approach to Instructional Innovation

RC B Room

Wheeler North, ASCCC Facilitator

Jeanne Costello, Fullerton College

Kristine Nikkhoo, Fullerton College

Miguel Powers, Fullerton College

Students with a growth mindset are more likely to be successful in their academic endeavors. However, few programs support faculty

and students in developing growth mindsets in a strategic, consistent way. This presentation will share how the research from a faculty inquiry group led to a multi-pronged, campus-wide approach to improving student success: a new intervention supported by the Basic Skills Initiative, a series of professional development learning workshops, and student-led presentations in classes across disciplines. Presenters will include details on the faculty-led research behind the intervention, information on the development of the program, student voices on the benefits, and preliminary research from the first semester of implementation. The goal of this presentation is to share a model for how growth mindset education and support can be institutionalized and scaled across campus and into a variety of disciplines so that a campus can support a thriving growth mindset culture on a large scale.

Institutionalization: What Might a Faculty-led Global Citizenship Initiative Look Like?

RC C Room

Julie Bruno, ASCCC Facilitator

Dulce Marie Gray, West Valley College

Andrew Kindon, West Valley College

Cynthia Reiss, West Valley College

The presenters will discuss how a group of faculty with supportive administrators implemented a committee initiative that has become an important part of their institutional structure. The achievements include inter – to intra – faculty learning communities, a collaborative CSU Global Studies Certificate, pipeline partnerships with both San Jose State University and local high schools, career technical education global entrepreneurship workshops, notable extra-curricular events and speakers for students, annual global conferences, annual global sustainability symposiums, and faculty training seminars in

Salzburg and Indiana. In greater detail, the presenters will discuss the making of the strategic plan, partnerships that have been integral to the initiative, the committee's desire to affect student engagement and success, the role of faculty collaboration, and challenges they have encountered as well as new ideas planned in the next year.

Fostering Innovation: Creating a Path to Success for Incarcerated Students

RC D Room

Cleavon Smith, ASCCC Facilitator

BJ Snowden, Chancellor's Office

This workshop will explore from the state and college levels how community colleges can build their capacity for creating educational programs for the incarcerated and formally incarcerated. The presenters will examine current legislation, pilot programs, and future funding opportunities and will discuss challenges and recommendations to ensure high quality and impactful programs. Other topics will include policy hurdles and ways in which the state's existing structures can bring education and criminal justice together through educational programs.

Student Engagement: Online Counseling Services

RC E Room

Cynthia Rico, ASCCC Facilitator

Marissa Iliscupidez, Norco College

In 2013, the Norco College Counseling Department sought to increase student services to its distance education students by offering more interactive online counseling experience. This presentation will detail how Norco College developed a synchronous online counseling ex-

perience that includes audio/visual interaction, presentation mode, desktop sharing, YouTube integration, and polls, surveys, and quizzes to assess the student learning outcomes of workshops, as well as hosting an online workshop series called Web Workshop Wednesdays each semester. The breakout will demonstrate how effective online counseling services provided an opportunity for distance education students or students who may have challenges getting to the college campus to access counseling services or information on transfer, support services, and student success strategies.

Technology: Utilizing Technology to Enhance Time-on-task and Critical Thinking Skills

RC F Room

Grant Goold, ASCCC Facilitator

Deborah Rosenthal, Bakersfield College

Electronic classroom management systems assist in developing flipped classrooms or variations of the concept. Pre-chapter quizzes can cover rote terminology and embed videos for concepts that demand mental visualization. When students attend class and encounter the information a second time, lectures and activities are more productive and students' confidence is enhanced. Ultimately, the goal is for students to form a deliberate habit of covering material in all their courses before it is presented in the classroom.

One objective of this presentation is to encourage faculty to use technology for lower-level instruction to increase time students are exposed to their subject. Participants will be asked to be aware of their own critical thinking skills and model a series of mental questioning that can introduced to students using technology.

Vendor: Getting Active - Student Engagement with Café Learn

MR 7 Room

David Morse, ASCCC President

Carrie O'Donnell, Café Learn

Mary-Pat Stein, California State University Northridge

The presentation will feature a demonstration of Café Learn's next generation courseware platform that aims to boost student performance by promoting active learning in higher-education classrooms. Café Learn's innovative features allow instructors to teach with measurable learning outcomes, affordable and open educational resources, and hands-on strategies to their students. In this way, Café Learn looks to address three main issues in the current educational landscape: affordability, student engagement, and student retention.

Collaboration: All About Building Bridges - Developing Strategic Partnerships in Your Community and Statewide

MR 8 Room

Randy Beach, ASCCC Facilitator

Amanda Joy Davis, "I Can Afford College"

This presentation will focus on building strategic partnerships and on the California Community Colleges 'I Can Afford College' Statewide Financial Aid Awareness Campaign and how it can help current and prospective students. The session will include information on building partnerships with organizations and businesses in local communities and across the state to promote colleges and programs and to support student success and completion through establishing these

partnerships. Attendees will learn about identifying potential partner organizations, reaching out to potential partners, working together to achieve college goals, and best practices for developing partnerships that are successful and effective for both college programs and partner programs or organizations. The breakout will also provide case studies from the 'I Can Afford College' campaign on successful partnerships that have been forged with organizations over the past ten years.

3:45 p.m. to 4:00 p.m.

Break

SEVENTH BREAKOUT SESSION

4:00 p.m. to 5:30 p.m.

Instructional Strategies: Music as a Bridge for Collaboration to Disciplines in the Humanities and Beyond

RC A Room

Cleavon Smith, ASCCC Facilitator

Max Hembd, Clovis College

Using music as a foundation for discussion of seemingly non-musical topics allows students to tap into their cultural self-identity while providing a context to analyze their past and current experiences. Throughout this presentation, the presenter will leverage the excitement around musical performance to connect to as many non-musical disciplines as possible, including creative writing, physics, anthropology, art, psychology and others. The focus of this breakout will be on instructional strategies and collaborative efforts. By partnering with other faculty for shared lecture experiences, panels, and co-taught courses, faculty can foster opportunities for students to have more meaningful connections with other discipline faculty and students.

Collaboration: Bay Area Shared Remote Access ICT Lab System

RC B Room

Grant Goold, ASCCC Facilitator

Gerlinde Brady, Cabrillo College

Richard Grotegut, Cabrillo College

The Bay-Area Colleges share a 24/7 Information and Communication Technology (ICT) Remote Lab System that uses NETLAB+. NETLAB+ is a combination of software and hardware that enable faculty and students from any internet accessible location to utilize a virtual lab environment designed to provide employer-demanded hands-on experience with a variety of computer operating systems, real networking equipment, and application software. The remote lab system can accommodate up to 16,128 individual 3-hour lab sessions during any 24/7 week. The shared lab facility provides a platform for regional collaboration for colleges that offer ICT curriculum. While generally implemented as a single college solution, this approach is designed to meet the needs of multiple colleges. This presentation will cover how to plan and implement a shared ICT Lab system, how to utilize the system to support hands-on training of ICT students, and how to start building career pathways from high schools to community colleges.

Institutionalizing Student Success: Redesigning Curriculum and Restructuring Pathways to Accelerate Students through English Course Sequences

RC C Room

Cheryl Aschenbach, ASCCC Facilitator

Kim Orlijan, Fullerton College

Jeff Rhyne, Moreno Valley College

Becky Rudd, Citrus College

This presentation will describe how the English programs at each of the presenters' colleges are addressing equity issues using curricular redesign and restructuring of course pathways in English. The presenters each participated at their separate colleges in the development of new courses that help more students reach and succeed at college-level English classes. The presenters will discuss changes to the English pathway at their colleges, the content and student learning outcomes of the new courses, the innovative instructional changes involved in the new class, the data showing greater college-level course completion as a result of the innovations, and the new faculty development opportunities that have emerged at each college as a result of these changes.

Fostering Innovation: Constructing a Learning Environment

RC D Room

Dolores Davison, ASCCC Facilitator

Adesanya (Sanya) Soyemi, Mt. San Jacinto College

Fabiola Torres, Glendale College

Construction of new buildings and facilities might not be an explicit part of the 10+1 for academic senates, but classroom design, technol-

ogy, and other elements should be of concern to faculty for a wide range of pedagogical reasons. Faculty need to engage in these discussions on their campuses to ensure that their voices are heard. Join us for a discussion of faculty involvement in these projects.

Student Engagement: Working Holistically with Your Students Using Starfish Degree Planner

RC E Room

Cynthia Rico, ASCCC Facilitator

Lidia Jenkins, City College of San Francisco

Renee Craig Marius, Fresno City College

Robyn Tornay, California Community Colleges Technology Center

Education plans are proven to contribute to student success, and the Chancellor's Office has secured an education-planning tool to help colleges obtain software and implementation services for those who need them. Nine districts across the state are piloting the education planning tools, which will soon be available to all California community colleges. This presentation will highlight the benefits of electronic education planning for those colleges that have been seeking to move from paper education plans and that wish to assist counseling departments to support a stronger counseling appointment.

Technology: Implementing ePortfolios for Faculty, Staff, and Student Engagement

RC F Room

Craig Rutan, ASCCC Facilitator

Brittany Applen, College of the Canyons

Alexa Dimakos, College of the Canyons

Engagement and community are factors that improve student learning, retention, and completion. At College of the Canyons, the first phase of a new ePortfolio initiative is underway that leverages technology to help make learning visible while strengthening a sense of community within the classroom and across the college community. The leaders of this initiative believe the effective use of ePortfolios as a pedagogical tool may help improve course success rates for disproportionately impacted populations of students and help students better achieve and demonstrate the attainment of course, program, and institution student learning outcomes. The presenters will share their experiences regarding implementing ePortfolios campus-wide.

Online: The Distance Ed Classroom, Online Student Services, and Standard II - Putting Your Best Feet Forward

MR7 Room

Randy Beach, ASCCC Facilitator

Stephanie Curry, Reedley College

Michael Heumann, Imperial Valley College

Accreditation Standard II (Student Learning Programs and Support Services) is a ripe opportunity for highlighting innovations in a college's distance education classroom design. In this breakout, attendees can pick up tips for defining and implementing regular and effective contact that saves time and enhances relationships with students as well as tips for collecting and providing effective evidence in self-evaluation and other areas related to Standard II.

SATURDAY

January 23

7:30 a.m. to 8:30 a.m.

Breakfast Buffet

Exhibit Hall C/D

EIGHTH BREAKOUT SESSION

8:30 a.m. to 10:00 a.m.

Instructional Strategies: The Future of Open Educational Resources in California

RC A Room

Cheryl Aschenbach, ASCCC Facilitator

Dan Crump, American River College

Dolores Davison, Foothill College

Open Educational Resources (OER) are a frequent topic of discussion in community colleges these days, in part because of the work of the

California Open Educational Resources Council (CA-OERC), an inter-segmental group of faculty working in response to SB 1052 (Steinberg, 2012) to promote use of OER by identifying resources for faculty who wish to adopt these materials in their classes. What is OER, what do OER materials look like, why is OER so revolutionary, and how can faculty use these resources to not only save their students money but potentially to improve their own pedagogy? Presenters will discuss the work of the CA-OER Council and the future of OER in California.

Collaborative Efforts: General Education and Quantitative Reasoning

RC B Room

Ginni May, ASCCC Facilitator

Stephanie Briggs, San Bernardino Valley College

John Stanskas, San Bernardino Valley College

Since 2006 and the raising of the associate's degree graduation requirement to intermediate algebra, the California Community College System has focused on pathways and models that may help students achieve this requirement. Recent action by the California State University (CSU) Academic Senate calls for a task force to establish what the baccalaureate level standard in quantitative reasoning, CSU-GE Breadth Area B4, should be. This discussion opens the door even further to engage all faculty in a central question: what do we expect of all students who earn a college degree in the area of quantitative reasoning and how do we help them achieve that standard? Join us for a discussion about the pros and cons of various pathways developed in the last decade and how they shape our understanding of quantitative reasoning expectations.

Institutionalization: Designing a Completion Initiative: Our Response to the Question, “What do you mean our students aren’t completing?!”

RC C Room

Craig Rutan, ASCCC Facilitator

Greg Aycock, Norco College

Melissa Bader, Norco College

Peggy Campo, Norco College

Diane Dieckmeyer, Norco College

Monica Green, Norco College

John Moore, Norco College

Jason Parks, Norco College

This presentation will be an honest discussion about the challenges and triumphs Norco College has faced in implementing a completion initiative to address its low completion rates, especially focusing on its lowest performing groups: African-Americans, Hispanics, part-time students, and older students. The completion initiative involves college-wide structural changes such as the creation of meta majors, faculty advisement models, college-to-career linkages, student ambassador models, and the development of clear and directed pathways for students. The presenters will share the strategies they are implementing to include all stakeholders, the radical ideas they are pursuing, the excitement of moving into uncharted waters, and the sometimes rocky road they are still traveling in their efforts to move the institution in a new direction.

Fostering Innovation: Pathways to Academic, Career and Transfer Success (PACTS): LATTC's College-Wide Institutional Innovation for Student Success

RC D Room

Grant Goold, ASCCC Facilitator

Leticia Barajas, Los Angeles Trade-Technical College

Maurice Burnett, Los Angeles Trade-Technical College

Michelle Cheang, Los Angeles Trade-Technical College

Martin Diaz, Los Angeles Trade-Technical College

David Esparza, Los Angeles Trade-Technical College

Larry Frank, Los Angeles Trade-Technical College

Maryanne Galindo, Los Angeles Trade-Technical College

Jess Guerra, Los Angeles Trade-Technical College

Henan Joof, Los Angeles Trade-Technical College

Kaneesha Tarrant, Los Angeles Trade-Technical College

Marcia Wilson, Los Angeles Trade-Technical College

Mark Wilson, Coalition for Responsible Community Development

This panel will describe LATTC's Pathways to Academic, Career and Transfer Success (PACTS), the college's transformative approach to improving student success and equity. PACTS is a sequence of innovative postsecondary instructional programs and activities, with coordinated supportive services, designed to provide individuals with competencies needed to successfully access a college education, attain industry-recognized and post-secondary credentials, and obtain careers that offer opportunities for advancement and growth. Presenters will describe how PACTS will increase rates of transfer due to "guided choices" and innovations at each Tier of the PACTS framework.

Student Engagement: Basic Skills Mathematics Instruction — Steps and Stages of a Scaled-up Program

RC E Room

Cleavon Smith, ASCCC Facilitator

Alex Miranda, Golden West College

This presentation will focus on the components of a successful mathematics program for college-bound high school seniors, including the process to institutionalize it at a college that serves a diverse student population. The presentation will cover several topics: 1) the characteristics of a mathematics mock assessment experience for high school students from which six-week instructional intervention was developed and implemented at local high schools; 2) a mathematics bridge program called Jumpstart that prepared students for entrance and success into two basic skills mathematics courses; 3) the design of two basic skills mathematics courses complemented by mathematics tutoring services, mathematics workshops, and an on-line diagnostic and tracking software tailored to increase student engagement and learning; and 4) an assessment strategy to evaluate student progress via a multiple-measures perspective.

Online: Using Publisher Generated Materials

RC F Room

John Freitas, ASCCC Facilitator

Pat James, Online Education Initiative

Michelle Pilati, Online Education Initiative

Proprietary materials are a million-dollar industry, and while abuses do occur, many faculty have successfully integrated these materials into their own course content. This breakout will highlight effective

and pedagogically sound practices for the use of proprietary materials in online classes and beyond.

Technology: New Learning Models — Implications for Future Learning Spaces

[MR 7 Room](#)

Wheeler North, ASCCC Facilitator

W. Cherry Li-Bugg, North Orange County Community College District

Lucien G. Runge, R²A Architecture

Students' use of technology today is creating a major shift toward a new regenerative educational pedagogy and learning models. The new learning models will require a significant transformation in curriculum content and the role of educators. The technological advances will also cause a major shift in education-based architecture. The mission forward for the community colleges is to fully embrace technology and ensure that the teaching and learning environment is adaptable to the ever-evolving high-tech world. This mission will require design thinking and has huge implications for the design and construction of learning spaces on campus. This session is designed as collective conversation around the impact of technology on new learning models and future learning spaces.

**Institutional Effectiveness Partnership Initiative:
Reflections on Partnership Resource Team Visits**

Randy Beach, ASCCC Facilitator

Santanu Bandyopadhyay, Cypress College

Diana Bennett, College of San Mateo

May Chen, Berkeley City College

Maureen Chenoweth, Foothill College

Matthew C. Lee, Institutional Effectiveness Partnership Initiative EPI

Bill McGinnis, Butte College

Kindred Murillo, Lake Tahoe College

Lisa Solomon, Imperial Valley College

Jeff Spano, Chancellor's Office

Observations about the Partnership Resource Teams (PRTs) PRT process from faculty, staff, and administrators who served on teams, who led teams, and whose institutions received team visits, including surprises, useful practices, and some of the challenges they encountered.

PRESENTERS

Presenters

Amezquita, AnaMarie, English, Moreno Valley College

Applen, Brittany, Sign Language, College of the Canyons

Aycock, Greg, Dean of Institutional Effectiveness, Norco College

Baca, Manuel, Political Science, Rio Hondo College

Bader, Melissa, English, Norco College

Bandyopadhyay, Santanu, CIO/CSSO, Cypress College

Bangasser, Susan, Dean of Science, San Bernardino Valley College

Barajas, Leticia, VP of Academic Affairs and Workforce Development, Los Angeles Trade-Technical College

Bennett, Diana, Faculty, San Mateo College

Brady, Gerlinde, Computer and Information Systems, Cabrillo College

Branz, Stephen, Dean, Undergraduate Studies, San Jose State University

Brent, Lourdes M., EOPS Counselor/Volunteer Coordinator, Los Angeles Trade-Technical College

Briggs, Stephanie, Mathematics, San Bernardino Valley College

Burnett, Maurice, Pathway Counselor, Los Angeles Trade-Technical College

Campo, Peggy, Anatomy and Physiology, Norco College

Celmayster-Rincon, Cosima, ESP Counselor, Santa Barbara City College

Cheang, Michelle, Dean of LA H3C and Health and Exercise Science Pathway, Los Angeles Trade-Technical College

Chen, May, CSSO, Berkeley City College

Chenoweth, Maureen retired TC Coordinator, Foothill College

Cooper, Kelly, Business and CIS Instructor, West Valley College

Costello, Jeanne, English, Fullerton College

Crawley, Anita, Director of Student Success, Online Education Initiative

Crump, Dan, Library Science, American River College

Curry, Stephanie, Library Science, Reedley College

Davis, Torria, Instructional Designer for the Online and Professional Studies, California Baptist University

Davis, Amanda Joy, "I Can Afford College"

Diaz, Martin, Faculty/Academic Senate Representative, Los Angeles Trade-Technical College

Dieckmeyer, Diane, Vice President of Academic Affairs, Norco College

Dimakos, Alexa, English, College of the Canyons

Dowell, Zack, Instructional Design and Development Coordinator, Folsom Lake College Innovation Center

Echeverri, Angela, LACCD District Academic Senate

Edington, Jason, Mendocino College

Edwards-LiPera, Diane, Counselor, Southwestern College

Ehlers, Gretchen, Mathematics, West Valley College

Enders, Jessica, Director of Education Centers, East Valley College

Esparza, David, Transfer Center Counselor, Los Angeles Trade-Technical College

Espinoza-Pieb, Christina, Vice President of Instruction, De Anza College

Evelt, Corinna, Academic Senate President, Santiago Canyon College

Fleming, Kevin, Dean of Instruction, Norco College

Fliss, Karen, Communications, College of the Desert Mecca/Thermal Campus

Frank, Larry, President, Los Angeles Trade-Technical College

Fulks, Janet, Biology, Bakersfield College

Galindo, Maryanne, Faculty, Vice Chair, Academic Connections, Los Angeles Trade-Technical College

Gauthier, Don, LACCD District Academic Senate

Gonzales, Kristina, Science Success Center, Los Angeles Mission College

Grande, Jolena, Mortuary Science, Cypress College

Gray, Dulce Maria, English, West Valley College

Green, Monica, Social and Behavioral Sciences, Norco College

Grotegut, Richard, Computer Technology, Cabrillo College

Guerra, Jess, Faculty Chair, Advanced Transportation and Manufacturing, Los Angeles Trade-Technical College

Guenther, Pam, Santa Barbara City College

Hambly, Raine, Career Technical Education Program, School of Continuing Education

Hammersly, Steve, Higher Education Services, Pearson

Hembd, Max, Music, Clovis College

Hern, Katie, Co-Founder, California Acceleration Project, English, Chabot College

Herrera, Maria, Counseling, College of the Desert Mecca/Thermal Campus

Hope, Laura, Chaffey College

Huemann, Michael, English, Imperial Valley College

Huntsman, Hal, Mathematics, City College of San Francisco

Iliscupidez, Marissa, Online Counseling Services, Norco College

Illowsky, Barbara, Dean of Basic Skills and OER, Online Education Initiative

Immerblum, Alex, English, East Los Angeles College

Ingle, Tiffany, Noncredit ESL Instructor and Pathways Assessment Coordinator, Glendale Community College

James, Pat, Executive Director, Online Education Initiative

Joof, Henan, Dean of Student Services, AOC Coordinator, Los Angeles Trade-Technical College

Jenkins, Lidia, Dean Matriculation & Counseling Services, City College of San Francisco

Kennedy, Keri, Counselor, Bakersfield College
Kindon, Andrew, Anthropology, West Valley College
Klein, Brock, Pasadena City College
LaMar, Jason, Supervisor for Instructional Technology Innovations, Columbus State College
Lechuga, Janet, Mathematics, Santa Ana College
Lee, Matthew C, IEPI Project Director
Legner, Mary, Mathematics, Riverside City College
Lewenstein, Jay, English, College of the Desert Mecca/Thermal Campus
Li-Bugg, W. Cherry, Vice Chancellor for Educational Services and Technology, North Orange County Community College District
Llerena, Christina, Art Instructor, West Valley College
Maddux, Faun, Mathematics, West Valley College
Manasse, Mark, English, San Diego Miramar College
Marecek, Lynn, Redesign Coordinator, Freshman Experience
Glen McClish, San Diego State University
Marius, Renee Craig, Student Success and Learning, Fresno City College
McCallum, Patrick, President, FACCC McCallum Group, Inc.
McGavock, Carolyn, ESL, San Diego Continuing Education
McGinnis, Bill, Trustee, Butte College
McKowan-Bourguignon, Lisa, Professor of Mathematics, Santa Ana College
Miranda, Alex, Dean, Golden West College
Mohammadian, Par, Biology, Los Angeles Mission College
Molloy, Kathy, Director, Express to Success Program, Santa Barbara City College
Moore, John, Counselor, Norco College
Mosqueda, Cynthia, Faculty Coordinator, First Year Experience Program,

El Camino College
Murillo, Kindred, CEO, Lake Tahoe College
Musacchia, Michelle, Client Services Manager, CCC Confer
Necke, Donna, Educational Design Committee, Mt. San Antonio College
Nikkhoo, Kristine, Director of Basic Skills, Fullerton College
O'Donnell, Carrie, Founder and CEO- Café Learn
Oliver, Brook, Counselor, Sierra College
Orlijan, Kim, English, Fullerton College
Parks, Jason, Mathematics, Norco College
Parsons, Toni, Mathematics, San Diego Mesa College
Perret, Joe, Computer Applications, Pierce College
Pierce, Eileen, Support Specialist, Bakersfield College
Pike, Jerry, Santa Barbara City College
Pilati, Michelle, Interim Chief Professional Development Officer, Online Education Initiative
Powers, Miguel, English, Fullerton College
Ramirez, Alma, English, Mt. San Jacinto College
Randall, Ayesha, Interim VP, Los Angeles Trade-Technical College
Raymond, Megan, Moderator, Development Executive, Apple Education
Reiss, Cynthia, Art History, West Valley College
Rhyne, Jeff, English, Moreno Valley College
Rios, Victor, History, College of the Desert Mecca/Thermal Campus
Robinson, Patricia, Interim Dean, Center for Civic Engagement
Rosenthal, Deborah, Bakersfield College
Rudd, Becky, English and Reading, Citrus College
Runge, Lucien G., R²A Architecture, Fullerton College
Sabio, Sabra, Criminal Justice, El Camino College

Safdie, Joe, English, San Diego Mesa College
Sander, Nancy, Professor of ESL, West Los Angeles College
Schmidt, Heather, 3C Media Solutions, Program Coordinator
Scroggins, Bill, College President, Mt. San Antonio College
Snowden, BJ, Director of Inmate Education, CCCCCO
Solomon, Lisa, Faculty, Imperial Valley
Sorey, Ken, Educational Results Partnership and Cal-PASS Plus
Soyemi, Adesanya (Sanya), Business Technology, Mt. San Jacinto College
Spano, Jeff, Dean, Institutional Effectiveness, CCCCCO
Stein, Mary Pat, Biology, California State University Northridge
Stirling, Anna, Interim Director, @ONE
Sullivan, Chris, English, San Diego Mesa College
Sweeney, George, Student Equity Coordinator, Santa Ana College
Tarrant, Kaneesha, VP of Student Services, Los Angeles Trade-Technical College
Todd, James, Vice President of Student Services, Modesto Junior College
Tornay, Robyn, California Community Colleges Technology Center
Torres, Fabiola, Ethnic Studies, Glendale Community College
Vasquez, Frank, Automotive Technology, San Diego Continuing Education
Vattuone, Gina, Sweetwater Unified School District
Warren-Marlatt, Rebecca, Vice President of Student Services, Crafton Hills College
Washington, Dione, FKCE Director, Los Angeles Trade-Technical College
Weiss, Kay, Dean of Humanities, San Bernardino Valley College
Whitesell, Janene, Communication Studies Department, School of Liberal Arts, Solano Community College
Wilson, Marcia, PACTS Tier 1 Intervention Coordinator, Los Angeles

Trade-Technical College

*Wilson, Mark, Executive Director CRCDC, Coalition for Responsible
Community Development*

Wong, Rebecca, Mathematics, West Valley College

ASCCC Executive Committee Members and Session Facilitators

Adams, Julie, Executive Director, ASCCC

Aschenbach, Cheryl, At-large Representative, ASCCC (Lassen College)

Beach, Randy, At-large Representative, ASCCC (Southwestern College)

Bruno, Julie, Vice-president, ASCCC (Sierra College)

Davison, Dolores, Area B Representative, ASCCC (Foothill College)

Foster, Adrienne, South Representative, ASCCC (West Los Angeles College)

Freitas, John, Area C Representative, ASCCC (Los Angeles City College)

Gould, Grant, Area A Representative, ASCCC (American River College)

May, Ginni, North Representative, ASCCC (Sacramento City College)

Morse, David, President, ASCCC (Long Beach City College)

North, Wheeler, Treasurer, ASCCC (San Diego Miramar College)

Rico, Cynthia, South Representative, ASCCC (San Diego Mesa College)

Rutan, Craig, Area D Representative, ASCCC (Santiago Canyon College)

Smith, Cleavon, North Representative, ASCCC (Berkeley City College)

Stanskas, John, Secretary, ASCCC (San Bernardino Valley College)

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