

Wednesday, November 12, 2014 Meeting
Irvine Valley College
5500 Irvine Center Drive Irvine, CA 92618
Room TBD
12:15 p.m. to 1:00 p.m. Lunch
1:00 p.m. to 5:30 p.m. Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Linda Schlager-Butler at (916) 445-4753 or by sending a written request to Linda at the Executive Committee's address One Capitol Mall, Suite 340, Sacramento, CA 95816 or linda@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of Agenda

C. Public Comment

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

D. Calendar

E. Dinner Arrangements

II. CONSENT CALENDAR

A. Executive Committee October 11th – 13th, 2014 Meeting Minutes, Stanskas

III. REPORTS

A. President's Report, Morse – 10 mins.

B. Executive Director's Report, Adams – 10 mins.,

C. Foundation President's Report, Bruno – 10 mins.,

D. Legislative Activities, (Action, as necessary), Bruno – 20 mins.

E. Chancellor's Office Liaison Report – 15 mins.,

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

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

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

IV. ACTION ITEMS

A. CTE Curriculum Academy Modules – 30 mins., Grimes-Hillman

The Executive Committee will consider for approval the draft modules for the CTE Curriculum Academy and will provide feedback.

B. Dates for Online Education Spring Regional Meetings – 10 mins., Freitas

The Executive Committee will consider for approval the dates for spring regional meetings on online education.

C. Supplemental Instruction Survey and Glossary – 15 mins., Freitas

The Executive Committee will provide input and direction to the Educational Policies Committee on addressing Resolution 13.20 F11.

D. Revision to Rule for Referring Resolutions – 15 min., Freitas

The Executive Committee will consider for approval adopting proposed revised language for referring resolutions.

E. President and Executive Director Job Description – 20 mins., Morse

The Executive Committee will consider for approval the revised job descriptions for the president and executive director.

V. DISCUSSION

A. Consultation Council – 15 mins. Morse/Bruno

The Executive Committee will be updated about the recent Consultation Council Meeting.

B. Academic Senate Audit Results – 10 min., North/Adams

The Executive Committee will receive an update on the recent Senate audit results.

C. SB 850 Bachelor's Degree Pilot – 15 mins., Morse

The Executive Committee will consider possible directions for Bachelor's Degree Pilot.

D. Task Force on Workforce, Job Creation, and a Strong Economy – 15 mins., Morse

The Executive Committee to provide input to the president regarding the formation and direction of the Chancellor's Office Task Force on Workforce, Job Creation, and a Strong Economy.

E. SB 967 Student Safety: Sexual Assault – 15 mins., Morse

The Executive Committee will consider possible actions and directions for the role of the Senate in providing assistance to local senates in developing and implementing these policies related to SB 967 student safety.

F. OER Update – 15 mins., Braden

The Executive Committee will be updated on the work of the Intersegmental Committee of Academic Senates (ICAS) Online Educational Resource portal.

G. Fall Plenary Session – 30 min., Morse/Adams

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

VI. REPORTS *(if time permits, additionally Executive Committee announcements and report may be provided)*

A. Committee Reports

1. Curriculum Committee, Todd/Grimes-Hillman
2. Noncredit Committee, Klein
3. Standards & Practices Committee, Rutan

B. Task Force Reports

1. Part-time Paper Task Force, Davison

C. Liaison Reports

1. CCCAOE Report, North
2. Common Assessment Initiative Steering Committee, Rutan
3. FACCC Board Meeting, Crump
4. SACC, Grimes-Hillman
5. Statewide Public Safety Education Advisory Committee, Suits
6. Student Success Scorecard Technical Advisory Group, Rutan
7. TTAC Meeting, Braden

D. Senate Grant and Project Reports

1. ICW, Bruno

E. Local Senate Reports

1. Berkeley City College, Davison/Crump
2. Napa Valley College, Braden/Bruno
3. San Diego Miramar College, Braden/Grimes-Hillman

VII. ADJOURNMENT

November 3, 2014

Monday

All Day

Boarding Pass and Breakouts Printing Reminder -- Senate Office

"Print you Boarding Pass and Breakouts" email will be sent out on November 3, 2014

November 7, 2014

Friday

All Day

Deadline! Preliminary Speaker List Due! -- ASCCC

1. Submit preliminary speaker list to President and Executive Director by November 7th, 2014.

All Day

Preliminary Speakers List Due Accreditation Institute and Academic Academy -- Senate Office

1. Submit preliminary speaker list to President and Executive Director by November 7, 2014.

a. Please note that anyone who is not on your committee (including Executive Committee members need to be approved prior to approaching them).

November 12, 2014

Wednesday

All Day

Session Executive -- Irvine College

November 13, 2014

Thursday

12:00 AM - 12:00 AM

Fall Plenary Session -- Irvine Marriott

November 14, 2014

Friday

All Day

Fall Plenary Session -- Irvine Marriott

Please See Above

November 15, 2014

Saturday

12:00 AM - 12:00 AM

Fall Plenary Session -- Irvine Marriott

Please See Above

November 16, 2014

Sunday

12:00 PM - 12:30 PM

November 17, 2014

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Foothill-DeAnza CCD

The California Community Colleges Board of Governors will hold a meeting at the Foothill-DeAnza CCD.

November 18, 2014

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Foothill-DeAnza CCD

Please See Above

November 19, 2014

Wednesday

6:30 PM - 8:30 PM

CoFo Meeting -- Rancho Mirage

The Council of Faculty Organizations will hold a meeting in Rancho Mirage, CA.

November 20, 2014

Thursday

All Day

Consultation Council Meeting -- Rancho Mirage

The California Community Colleges Consultation Council will hold a meeting in Rancho Mirage, CA.

November 21, 2014

Friday

10:00 AM - 5:00 PM

FACCC Board Meeting -- Oakland

December 1, 2014

Monday

All Day

Accreditation and Academic Academy Travel Requests, Hotel Requests, and AV needs Deadline -- Senate Office

2. Committee Member/Presenter (once approved) travel requests, hotel requests, and AV needs due to Tonya by December 1, 2014.

December 17, 2014

Wednesday

All Day **Academic Academy Draft program outline due -- Senate Office**
1. Draft program outline with topics for the second reading at the January Executive Committee Meeting (due agenda deadline, December 17, 2014).

All Day **Executive Agenda Items Deadline -- Senate Office**

All Day **Final Program Due Accreditation Institute -- Senate Office**

1. Program (with descriptions, committee members, and other presenters) due for final reading at the January Executive Committee Meeting (due agenda deadline, December 17, 2014).

December 19, 2014

Friday

10:00 AM - 3:00 PM **S&P Committee In-Person Meeting -- Conference Room, One Capitol Mall Ste 340 Sacramento, CA 95814**

December 22, 2014

Monday

All Day **Due -Accreditation -- ASCCC Office**
1. Committee Member/Presenter travel requests, hotel requests and AV due to Tonya by December 22nd, 2014.
2. Final Program with descriptions due to Executive Director by agenda deadline, December 24th, 2014.

All Day **Presenters Travel, Hotel and AV Requests Accreditation Institute**

January 9, 2015

Friday

12:00 AM - 12:00 AM **Executive Meeting**

January 9, 2015 Continued
Friday

January 10, 2015
Saturday

12:00 AM - 12:00 AM **Executive Meeting**
Please See Above

January 12, 2015
Monday

All Day **Due -Accreditation Final program -- Senate Office**
Final program to the Executive Director by January 12, 2015.

All Day **Program to Print (Accreditation Institute)**

January 15, 2015
Thursday

8:00 AM - 12:00 AM **2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)**

January 16, 2015
Friday

12:00 AM - 5:00 PM **2015 CTE Curriculum Academy -- Marriott Anaheim (Garden Grove, CA)**
Please See Above

January 20, 2015
Tuesday

12:00 AM - 12:00 AM **Board of Governors Meeting -- Sacramento**
The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

All Day **Deadline -Registration Ends Today -Accreditation -- ASCCC Office**
2. Registration ends on February 20, 2015.

All Day **Due -Academic Academy -- ASCCC Office**
1. Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

January 20, 2015 Continued

Tuesday

All Day Registration Ends Accreditation Institute

January 21, 2015

Wednesday

12:00 AM - 12:00 AM Board of Governors Meeting -- Sacramento
Please See Above

All Day Academic Academy Final Program Due -- Senate Office

1. Final Program (with descriptions, committee members, and other presenters) due for final reading at the January Executive Committee Meeting (due agenda deadline, January 21, 2015).

All Day Executive Agenda Items Deadline -- Senate Office

January 23, 2015

Friday

All Day Due -Accreditation Hardcopy materials -- ASCCC Office
1. Hardcopy materials due to Tonya by January 23rd, 2015.

10:00 AM - 5:00 PM FACCC Policy Forum and Board Meeting -- LA, Orange or Orange Cty

February 6, 2015

Friday

12:00 AM - 12:00 AM Executive Meeting

All Day Due -Academic Academy -- ASCCC Office
1. Committee Member/Presenter travel requests, hotel requests and AV needs due to Tonya by February 6th, 2015.

February 7, 2015

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

February 13, 2015

Friday

All Day

Accreditation Institute Digital Materials Due -- Senate Office

1. Digital materials due to Tonya by February 13, 2015.

All Day

Due -Academic Academy Final Program -- ASCCC Office

1. Final program to the Executive Director by February 13th, 2015.

All Day

Program to Print Academic Academy

February 16, 2015

Monday

All Day

DUE- Academic Academy Hardcopy materials -- ASCCC Office

1. Hardcopy materials due to Tonya by February 16, 2015.

February 18, 2015

Wednesday

All Day

Due -Faculty Leadership topics for general sessions and breakouts -- ASCCC Office

1. Develop Theme and Specifications for Events
 - a. Specifications include start and ending times and number of breakouts
2. Write a blurb for the website and draft email that tells participants what to expect
3. Start thinking about general sessions, breakouts, presenters and facilitators for events
4. Program Outline due by agenda deadline, March 25th, for the first reading in April and final in May

All Day

Executive Agenda Items Deadline -- Senate Office

February 18, 2015 Continued

Wednesday

All Day

Program Outline Faculty Leadership

February 20, 2015

Friday

12:00 AM - 12:00 AM

Accreditation Institute -- North

All Day

Academic Academy Registration Ends -- ASCCC Office

1. Registration ends on February 20, 2015.

February 21, 2015

Saturday

12:00 AM - 12:00 AM

Accreditation Institute -- North

Please See Above

February 27, 2015

Friday

All Day

Due -Academic Academy Digital Materials -- ASCCC Office

1. Digital Materials due to Tonya by February 27th, 2015.

March 6, 2015

Friday

12:00 AM - 12:00 AM

Executive Meeting

March 7, 2015

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

March 12, 2015

Thursday

12:00 AM - 12:00 AM

Academic Academy -- South

March 13, 2015

Friday

All Day

Academic Academy -- South

Please See Above

March 14, 2015

Saturday

12:00 AM - 12:00 AM

Academic Academy -- South

Please See Above

March 16, 2015

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

The California Community Colleges Board of Governors will hold a meeting in Sacramento, CA.

March 17, 2015

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

Please See Above

March 25, 2015

Wednesday

All Day

Due -Curriculum -Agenda -- ASCCC Office

All Day

Due- Curriculum Institute Program Outline -- ASCCC Office

1. Meet with your committee to develop theme and specifications for the events
 - a. Specifications include start and ending times and number of breakouts
 - b. Theme is not absolutely necessary but might help to focus the breakouts
 - c. Brainstorm ideas about general sessions, breakouts, presenters, facilitators for events.
 - i. Please note that facilitators can only be Executive Committee or committee members
 - d. Draft blurb, with input from your committee, for the website. This blurb is used for marketing purpose and should broadly provide what the event is about this year. After you have a draft program, you will revise this blurb to include more details.

All Day

Due- Curriculum Preliminary Speaker List -- ASCCC Office

1. Submit preliminary speaker list to President and Executive Director by March 25, 2015.

March 25, 2015 Continued

Wednesday

All Day

Executive Committee Agenda Deadline -- Senate Office

March 27, 2015

Friday

8:00 AM - 12:00 AM

Area Meeting

March 28, 2015

Saturday

12:00 AM - 8:30 AM

Area Meeting

Please See Above

All Day

Resolutions Due Area A & B

March 29, 2015

Sunday

All Day

Resolutions Due Area C & D

April 8, 2015

Wednesday

All Day

Session Executive

April 9, 2015

Thursday

12:00 AM - 12:00 AM

Spring Plenary Session

April 10, 2015

Friday

All Day

Spring Plenary Session

Please See Above

April 11, 2015

Saturday

12:00 AM - 12:00 AM

Spring Plenary Session

Please See Above

April 20, 2015

Monday

All Day

Preliminary Speakers List Curriculum Institute

April 27, 2015

Monday

All Day

Final Program Due Faculty Leadership

All Day

Presenters, Travel, Hotel and AV Requests Faculty Leadership



Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation		Month: November	Year: 2014
		Item No. III. C	
		Attachment: NO	
DESIRED OUTCOME:	To update the Executive Committee on the activities of the Foundation for plenary.	Urgent: NO	
		Time Requested: 0	
CATEGORY:	Information – Written Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASF has a new message:

Academic Senate Foundation for California Community Colleges

Advancing leadership, expanding opportunity, and ensuring excellence.

Be a supporter and enable the Foundation and the work of the Academic Senate! Your generosity empowers faculty voice, facilitates ongoing professional development, and supports the broad engagement of the Academic Senate on issues facing our colleges and students.

ASF Plenary Fundraising

ASF Area Competition

Once again the ASF is beginning the academic year with the Area Competition for the coveted Monkey Trophy. To ensure that all areas receive a fair chance at winning we will, through the magic of math, be leveling the playing field so that areas with fewer colleges will not be disadvantaged.

ASF Raffle

In a companion event, the ASF will hold a raffle for fabulous prizes. Winners will be drawn every day at session culminating with the grand prize drawing to occur on Saturday during resolution voting. The prizes for this year's raffle are:

Grand Prize:

- Free entry into 3 ASCCC Events of the winner's choice

Additional Prizes:

- Free entry into the Accreditation Institute
- Free entry into the Academic Academy
- Free entry into the Leadership Institute

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

- Free entry into the Curriculum Institute

Here's how it works: ASF supporters will buy raffle tickets, the stub will go into their Area bucket and the individual will place the ticket into the bucket designating their choice of institute. ASF will draw two winners per day.

- On Thursday, winners will be drawn from the Accreditation and Academic Academy buckets.
- On Friday, winners will be drawn from the Leadership and Curriculum Institute buckets.
- On Saturday, the grand prizewinner will be drawn from combining the tickets of all the buckets.
- Additional prizes will be given out each day such as bundles of t-Shirts (must be present to win).

Also, and as usual, the ASF will be selling the ever popular curriculum and values t-shirts and of course, lanyards. New this year will be tote bags with the ASF logo (\$5) and a limited quantity of tablet sleeves also branded with the ASF logo (\$12-15).

ASF Wine Reception

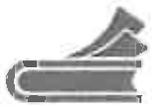
We will enjoy the ASF wine reception on Friday evening. Bring your lanyard and tell all your friends.

ASF T-shirt day – Saturday!

Wear an ASF t-shirt – past or present – to be part of the “in” crowd. T-shirts are available for purchase, if you forget to bring one.

Upcoming events: Spring Fling and Silent Auction

We are asking for donations for the silent auction at spring plenary. Details on the spring fling and table sponsorship will be coming soon.



Executive Committee Agenda Item

SUBJECT: Board of Governors of the CCC – Statement of Legislative Principles, Proposals for Legislation and Legislation Task Force		Month: November Year: 2014
		Item No: III D.
		Attachment: YES / NO
DESIRED OUTCOME:	To update the Executive Committee on the activities of the BOG.	Urgent: YES / NO
		Time Requested: 20 mins.
CATEGORY:	Information -	TYPE OF BOARD CONSIDERATION:
REQUESTED BY:	J. Bruno	Consent/Routine
		First Reading
STAFF REVIEW¹:	Julie Adams	Action
		Information

Please note: Staff will complete the grey areas.

BACKGROUND:

- *Board of Governors of the California Community Colleges, Statement of legislative Principles*
- *CCC 2015 Legislative Proposals*
- *2015 State Legislative Program & State Legislative Task Force*

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



2015 STATE LEGISLATIVE PROGRAM & STATE LEGISLATIVE TASK FORCE

OVERVIEW

The Board of Governors (BOG) adopts a package of legislation to sponsor each year based on the recommendations of the Chancellor's Office, with input and guidance from the State Legislative Task Force. The State Legislative Task Force is comprised of a subset of members from the Consultation Council. Task Force members will review legislative proposals and may also recommend proposals to be considered for the BOG sponsored legislative package. The Chancellor's Office will present the 2015 sponsored legislative package at the November 2014 BOG meeting. *The Task Force is scheduled to meet from 3:00pm to 5:00pm on Wednesday, October 15th at the Chancellor's Office to discuss the various proposals submitted for the 2015 legislative package.* (For those unable to attend in person, a dial-in conference call line will be made available.)

The state legislative program typically addresses statewide policy priorities, as well as technical issues that require a statutory change to address a system wide need. These proposals are evaluated based on the current political and economic climate and steer away from local district issues or collective bargaining matters. Council members are invited to submit legislative proposals for discussion at the State Legislative Task Force meeting by completing the legislative proposal form (included).

Please submit legislative proposal forms to the Chancellor's Office by e-mailing the form to Sherrice Smith (ssmith@cccoco.edu) no later than Wednesday, October 1, 2014.

Timeline:

2014

- October 15th: State Legislative Task Force meeting
- October 16th: Consultation Council meeting – discuss proposals
- November 17th-18th Board of Governors Meeting – Present BOG sponsored legislative package for review and approval

2015

- January - February 2015: Chancellor's Office staff secures authors for sponsored legislation



Board of Governors of the California Community Colleges *Statement of Legislative Principles*

The Statement of Legislative Principles is adopted by the Board of Governors of the California Community Colleges to provide policy guidelines for the Chancellor when addressing matters pending before the California Legislature. The following constitute the core principles of engagement guiding the development of the System Office's positions on legislation on behalf of the Board of Governors. These principles are designed to:

1. Strengthen the California Community Colleges' ability to accomplish their statutory mission to provide the full range of community college programs and services; and
2. Increase community college student access and success and guarantee affordable, quality education.

Because the Board of Governors supports local governance, an overall guiding principle is that the Board will remain neutral on matters affecting local collective bargaining. Also, the Board of Governors will remain neutral on matters affecting only a particular community college district, except where a policy precedent, or resource allocations, have the potential of affecting other districts or the system and where the legislation would adversely impact the mission of the community colleges.

These legislative principles align Community College legislative priorities with the goals and priorities identified in the System Strategic Plan as follows:

A. Promote college awareness and access: *Increase awareness of colleges as a viable option and enhance access to higher education for growing populations in areas, such as:*

- Enhancing student financial aid to reduce the overall cost of attending college.
- Assisting students with the application process for attending a community college.

B. Support student success and readiness: *Promote college readiness and provide the programs and services that help all students achieve their educational and career goals in areas, such as:*

- Increasing effective delivery of English, ESL, and mathematics basic skills education.
- Strengthening the academic preparation of K-12 students and increasing success at a community college.
- Supporting efforts with four-year institutions designed to provide additional transfers to a four-year institution.

C. **Strengthen partnerships for workforce and economic development:** *Enhance the colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy in areas, such as:*

- Supporting coordinated state workforce programs and policies.
- Increasing efforts that align career technical education curriculum and program development between community colleges, K-12 and industry.

D. **Improve system effectiveness:** *Strengthen system effectiveness through communication and coordination, regulatory reform and performance measurement in areas, such as:*

- Enhancing and strengthening the bilateral governance model of the Board of Governors and local district governing boards.
 - i. Maintaining local authority and control in the administration of the colleges.
 - ii. Enhancing the flexibility of the Board of Governors and the chancellor regarding internal management and operation.
- Strengthening college districts' ability to use their capital outlay, infrastructure bonds, and property management funds more efficiently.
- Assuring adequate representation by the California Community Colleges on appropriate boards, commissions, task forces, study groups, and other bodies that may have an impact on the system.
- Developing positions through the Consultation Council as provided by *Board of Governors Standing Order 317*.

E. **Enhance resource development:** *Provide enhanced resources and allocation methods to ensure high-quality education for all in areas, such as:*

- Protecting the fiscal integrity of the system.
- Seeking legislative support for the principles and policies established through the system's budget process in accordance with the priorities established by the Board of Governors.
- Aligning the System Strategic Plan with legislative and fiscal priorities wherever appropriate.

Ensuring that new reporting requirements are adequately funded and serving the interests of students, the colleges and the system.



California Community Colleges 2015 Legislative Proposal

Name: Ryan McElhinney **Organization:** Community College League
Phone #: (916) 245-5039 **Email:** ryan@cclleague.org

Subject: Equalizing the audit fee with the credit rate.

Problem: Currently the audit fee to attend a class at a California community college is \$15 a unit, while \$46 per unit is the credit fee. This leads to a loss of revenue for the colleges since they receive no state apportionment for audit students; the only funding for these students is the \$15 per-unit fee. In a time of limited resources, our colleges cannot afford to permit students to audit a class at one-third of the fee charged to credit students, and should receive the additional funding which this change would provide.

Policy Solutions: Adjust the audit fee to be consistent with the credit fee so that, as the credit fee rises, the audit fee will be automatically adjusted. In addition, the fee language should include a higher (full-cost) fee for non-residents for consistency with the credit fee for nonresidents.

Outcomes/Benefits: Would make it easier for students to audit classes that they do not need credit for.



California Community Colleges 2015 Legislative Proposal

Possible Supporters:

Academic Senate
Chief Instructional Officers
California Federation of Teachers
California Teachers Association
Student Senate for California Community Colleges

Possible Oppositions:

None.

Previous Related Legislation:

None.



California Community Colleges 2015 Legislative Proposal

Name: Lizette Navarette **Organization:** Community College League
Phone #: 916-245-5040 **Email:** Lizette@ccleague.org

Subject: Concurrent Enrollment

Problem: In 2003, as a result of an audit showing "non-compliant" concurrent enrollment programs, the California Community Colleges' ability to serve students via this model was severely restricted. In addition, several financial disincentives and barriers were implemented that have since limited the ability of community college districts to expand concurrent enrollment offerings. These barriers include, among others, a cap on summer school enrollment, open-course requirements, and a cap on units allowed per semester without fees.

Concurrent/dual enrollment continues to be one of the most effective models for increasing student preparation and success in college-level coursework. It provides students the opportunity to enroll in college courses and earn college credit while still enrolled in high school. A student is allowed to enroll concurrently in a community college as a "special admit" while still attending high school, if his/her school district determines that the pupil would benefit from "advanced scholastic or vocational work." Currently, special-admit students have typically been advanced pupils seeking more challenging coursework or pupils whose high schools do not provide Advanced Placement (AP) or honors courses. Expanding the definition of those who could benefit from advanced work to include at-risk students has proven in many states to reduce the need for remedial coursework when students arrive at college. This program has also increased student retention in the collegiate setting and has reduced time-to-degree for many students.

Ed Code §§: 48800, 76001 and 76002.



California Community Colleges 2015 Legislative Proposal

Policy Solution:

The League would suggest any or all of the following policy changes to be included in any piece of legislation. This material is based on staff review of extensive research by the Education Commission of the States which looked at states that have adopted more comprehensive concurrent/dual enrollment programs.

(List in order of priority)

1. Eliminate the 5% limitation on students from a single grade at a high school, except physical education or other recreational courses, who can attend summer school at a community college.
2. Specify that concurrent enrollment is allowed for both "at-risk" and high-achieving students (who may be attending a rural high school which cannot provide the high-level courses that they seek).
3. Increase the maximum units from 11 to 15 that high school students can take while remaining exempt from fees.
4. Specify that community college districts may waive all other fees (q.v. health fees, transportation fees, etc.) for concurrent/dual enrollment students.
5. Encourage high schools and colleges to award both secondary and postsecondary credit for successful completion of approved college-level courses rather than current law which allows the local school and community college governing boards to determine if dual credit will be awarded.
6. Eliminate the requirement that community colleges can only teach on campuses, which are open to the public (which effectively eliminates the possibility of teaching on the high school campus during regular school hours).
7. Allow community college districts to collect some percentage of FTES apportionment for concurrent enrollment courses taught at a high school.
8. Expand data on concurrent enrollment in annual reporting.



California Community Colleges 2015 Legislative Proposal

Outcomes/Benefits:

Research has consistently shown that concurrent enrollment provides rigorous, supportive and career-focused pathways that help at-risk youth to successfully transition to college. A 2012 report by the Community College Research Center evaluated the success of the Concurrent Course Initiative, funded by the Irvine Foundation, and found that “the participating students -- those facing serious barriers to education and advancement -- had better high school and college outcomes than comparison students.” [1]

Concurrent enrollment is an important way for community college and school districts to work together to align curriculum and increase academic opportunities for both high-risk students and those who seek more advanced courses. These programs have been stymied over the past four years due to the recession and the heavy demands made upon community colleges. Now that the state is in a healthier fiscal situation, districts are eager to work with their school district colleagues to address this issue and provide more opportunities for high school students to benefit from these programs.

Possible Supporters:

California Chamber of Commerce
California Federation of Teachers
California State University
Community College Districts
California Manufacturers and Technology Association (CMTA)
Education Trust – West
NAACP
MALDEF

Possible Oppositions:

Department of Finance (unless FTES apportionment is reduced)
California Teachers Association

Previous Related Legislation:

AB 1451 (Holden)
AB 2352 (Chesbro)
AB 1146 (Morell)
SB 650 (Lowenthal)
AB 160 (Portantino)
SB 1303 (Runner)



California Community Colleges 2015 Legislative Proposal

Name: Cris McCullough **Organization:** Academic Affairs
Phone #: 916-324-5646 **Email:** cmccullough@cccco.edu

Subject: Specialized Public Safety Training at Community Colleges

Problem: There are three distinct categories of public safety training offered at the community colleges. The first category includes programs and courses for students preparing for a certificate, degree, or transfer, or for obtaining entry-level skills and knowledge in preparation for future careers in public safety areas such as Administration of Justice (2105.00) and Fire Technology (2133.00). The second category includes specialized academies to meet employment standards for entry level employment requirements including the Police (POST) Academy (2105.50) and Fire Academy (2133.50). The third category may require legislation. This category includes a wide range of courses offered primarily to current public safety employees in areas such as police, corrections, parole, home land security, fire, and wild land fire. These courses provide essential and specialized up-date training. Current Title 5 regulations require these courses to be open in order to receive apportionment. Having open courses in these sensitive areas creates security and safety issues for both sworn officers and citizens.

Policy Solution: Similar to apprenticeship training courses, designate specialized public safety training courses designed for currently employed public safety employees as being both legally closed and repeatable as new technologies, techniques, and processes for protecting the public become available. Furthermore, similar to apprenticeship programs, waive enrollment fees for California public safety employee authorized training, and award college credit where appropriate. Curriculum approval and state apportionment would continue to be based on the standards and regulations established in the California Education Code (CEC), Title 5, and the Program and Course Approval Handbook (PCAH).



California Community Colleges 2015 Legislative Proposal

Outcomes/Benefits:

Closing specialized training courses for California public safety officers in areas such as weapons training and homeland security will protect the health and safety of both officers and California citizens. Community colleges in partnership with local safety agencies have demonstrated the ability to offer cost effective and quality public safety training courses and programs. The current "open" requirement for apportionment allows people to participate at a level that is inappropriate for their knowledge and skills and provides access to information and techniques that can be used against officers that are trying to protect California citizens. The benefit would be a better trained and prepared public safety workforce which will directly improve the health and safety of communities and individuals.

Possible Supporters:

POST, State Fire Marshall's Office, City, County, and State Fire and Police Agencies, community colleges, CCPOA, Correctional facilities

Possible Oppositions:

Depending upon the structure of the legislation, POST, State Fire Marshall's Office, City, County, and State Fire and Police Agencies, community colleges, CCPOA, Correctional facilities

Previous Related Legislation:

I am not aware of prior legislation, which does not mean there isn't any.



California Community Colleges 2015 Legislative Proposal

Name: Ryan McElhinney **Organization:** Community College League
Phone #: (916) 245-5039 **Email:** ryan@cleague.org

Subject: Reforming Cal Grants to Better Serve Community College Students

Problem: California's financial aid system has not been effective for California's community college students. While two-thirds of California's higher education students are enrolled in a California community college, they only receive one-third of the awards and six percent of the funds. This occurs because Cal Grant awards are primarily tuition-based, which means that community colleges students receive less grant money than awardees in the University of California, the California State University or at a private college.

The result is a system of financial aid that does not serve California's most needy students. For example, a study by The Institute for College Access and Success (TICAS) showed that after all financial aid awards are taken into account, the expected family contribution is greater for a student at Berkeley City College than it is at CSU East Bay or UC Berkeley. This occurs because the cost of attendance at college is far greater than the fees upon which the "access" award of \$1,648 is based. Since community college fees are so low (and often waived by a BOG waiver), community college students do not receive sufficient funds to support their real access needs while continuing their education; consequently, the vast majority are forced to work while attending classes.

The lack of support reduces a community college student's chance for succeeding in meeting his/her educational goals because these students must work to support themselves while attending college. If the state of California were to invest in its most socio-economically disadvantaged students, they would be able to take more classes each semester and complete their education more expeditiously.



California Community Colleges 2015 Legislative Proposal

Policy Solutions:

Because community college students are only eligible to receive the access portion of Cal Grant B, any policy solutions to this problem would focus on that award.

- Increase number of competitive Cal Grants.
- Increase Cal Grant B access award.
- Expand window of eligibility to qualify for the entitlement program.

Outcomes/Benefits:

Serving more of the state's Cal Grant eligible students would help community college students move closer to obtaining full time enrollment. This would increase their chance of success and help more Californians obtain a college degree.

Possible Supporters:

Board of Governors of the California Community Colleges
California Competes
California State Student Association
California Student Aid Commission
California Federation of Teachers
California Teachers Association
Campaign for College Opportunity
Education Trust West
Los Angeles NAACP
National Council of La Raza
Public Advocates
Southern California College Access Network
Student Senate for California Community Colleges
The Institute for College Access and Success (TICAS)
University of California Student Association
Young Invincible

Possible Oppositions:

Department of Finance



California Community Colleges 2015 Legislative Proposal

Previous Related Legislation:

Legislation to increase the access award:

- AB 175 (Price) would have indexed the access award to inflation but was held in the Assembly Appropriations Committee.
- AB 1364 (Ting) originally would have increased the access award from the current \$1,648 to \$5,900 and indexed it to inflation. In Assembly Appropriations Committee, the increase was reduced to \$1,710. The bill passed the Assembly but was eventually held in the Senate Appropriations Committee.

Legislation to increase the number of competitive awards:

- AB 1976 (Quirk-Silva) originally would have increased the number of competitive Cal Grant awards from 22,500 to 50,000 and would have given the California Student Aid Commission (CSAC) flexibility to ensure those awards were fully utilized. To gain the approval of the Assembly Appropriations Committee, amendments were inserted to delete the increased number of competitive Cal Grant awards. In its final version, which is on the Governor's desk, it only contains language to provide flexibility to the CSAC in awarding grants.

Legislation to increase the window of entitlement:

- AB 1241 (Weber) would have extended the window of eligibility of entitlement from one to three years after high school. To gain approval in the Assembly Appropriations Committee, amendments were inserted to narrow the window from three years to two; the bill was then held in the Senate Appropriations Committee.

AB 2566 (Weber) would have increased the window of eligibility from one to two years, but was held in Assembly Appropriations Committee.



Executive Committee Agenda Item

SUBJECT: CTE Curriculum Academy Modules		Month: November	Year: 2014
		Item No. IV. A	
		Attachment: Yes	
DESIRED OUTCOME:	Feedback - CTE Curriculum Academy Modules	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Action item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Grimes-Hillman	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Sponsored by the Chancellor's Office through Perkins Leadership Funds, Community College Association for Occupational Educators (CCCAOE) and the Academic Senate will host the first CTE Curriculum Academy "Doing What Matters for CTE Students: A Collaboration of CTE Faculty with EWD and Regional Leaders" January 15-16, 2015 in Anaheim

The first day of the event, attendees will participate in a Leadership Academy offered by CCCAOE. This training will be an advanced version of CCCAOE's leadership modules covering such topics as the essentials of EWD, managing Perkins, Career Pathways, enrollment management, and strategic planning. Day two will be an intensive CTE Curriculum Academy led by the Academic Senate and geared to help all participants better navigate state and local curriculum processes.

There are five modules proposed for the CTE Curriculum Academy. The Executive Committee will review draft modules and provide feedback.

1. Curriculum Basics- What is it, who does it, Ed Code, Title 5, 10+1, PCAH
2. Programs and Awards - Credit, Non Credit, ADT, Certificates of Achievement, Certificates of Completion, low unit certificates (and stand alone courses), TOPs Codes, other local degrees
3. Course Outline Elements - Required Elements, types of Courses (credit, noncredit, not-for-credit) Sam Codes, objectives, methods of evaluation, units to contact hours, assignments, degree applicability/non degree applicable.
4. Course Outline Considerations - Prerequisites, assigning courses to disciplines, MQs, repeatability
5. Curriculum Process - Curriculum Committee, Regional Consortia, BOT, CCCCO requirements for submission

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

CURRICULUM BASICS – Module 1

What is the Curriculum process in community colleges and in the community college system?

- Myriad of state and local processes designed to provide a modicum of consistency
- 107 community colleges/ 72 districts = One statewide system of interconnected colleges
- Legislative intents vs. Chancellor's Office initiatives vs. local needs
- State funding requirements
- Balance of state requirements and local needs

Why does it matter?

- 10+1 – Faculty given “primary role “ in development
 - Faculty-led committees under auspicious of Faculty Senates
 - May include: curriculum specialists, administrators, students, others
- Course outlines as contracts with the state and with the student
- Assure courses meet Ed Code/Title 5 requirements
- Assure courses fit within the community college mission and local needs
- Assure the state that what it is paying for fits within established guidelines
- Assure students they are being taught what is needed
- Assure transfer institutions students are properly prepared for transfer
- Assure employers CTE courses meet industry needs

Relevant guiding documents

- California Education Code
- Title 5 – Interprets Ed Code into working guidelines
- Program and Course Approval Handbook (PCAH) – Establishes specific regulations

Intro to the Course Outline of Record

- Required elements – Described in detail in another presentation
 - Description – includes a title and summary of the course
 - Hours and Units – Intro to Carnegie unit concept (hours for complete course)
 - Requisites – Student preparation
 - Required materials – Textbooks and other materials (can student/college afford the course?)
 - Outline of course content – Detailed list of what will be taught
 - Course objectives – What concepts or skills will result?
 - Assignment examples: Reading, Writing/Problem Solving, Critical Thinking
 - Methods of instruction
 - Separate approvals for distance education to assure regular and effective contact
 - Methods of Evaluation

Other elements

- CB Codes – classifies the course into existing constructs/determines funding
- Justification – Why is the course needed? Does it fit into community college mission?
- Comparable courses – Are there similar courses at lower division level?
- Learning outcomes – Measuring what students actually learn
- Course Outline of Record vs. Syllabus – How different?
 - Course must follow COR, but syllabus is instructor interpretation and implementation
 - Translation of COR to day-to-day requirements of the course/Contract with students
- Briefly compare to semester/quarter-based courses to competency-based learning?

What are the approval processes?

- State requirements vs. local processes
 - Proposal submissions on local forms

- Role of advisory boards (local) – Help establish needs, especially for CTE
- Sub-committee approval processes (local)
- Curriculum Committee approvals (local)
- Regional consortium for CTE approvals to justify need (regional)
- Board of Trustees approval (local)
- Chancellor’s Office approval (state)
- Inclusion in catalog and college information systems before course can be offered

Timelines – Can be a one year, 18-month, or two-year process from start to class schedule

Follow-review processes

- Requisite checks
- Two-year review for CTE
- Non-CTE program review

Types of courses and credits

- Credit vs. non-credit vs. not-for-credit vs. contract education
 - What is credit and what is its purpose?
 - What is non-credit and what is its purpose?
 - What is not-for-credit and what is its purpose?
 - What is contract education and what is its purpose?

General Education patterns needed for associate degrees

- Local associate degree pattern
- CSU transfer pattern
- IGETC transfer pattern

Transfer vs. CTE vs Transfer/CTE

- What is a transfer-level course and how is that determined?
- What is a CTE course and can it also be transfer?

Types of awards

- Associate degrees (Chancellor approved, 18+ major units + GE + electives, shows on student transcript)
- Associate Degrees for Transfer (Chancellor approved, shows on transcript, carries guarantees)
- Certificates of Achievement (Chancellor approved, 18-more related units, shows on transcript)
- Certificates of Completion (Chancellor approved 12 to 17.5 related units, shows on transcript)
- Local awards (Fewer than 18 related units, not Chancellor approved, does not show on transcript)

PROGRAMS AND AWARDS – Module 2

1. Certificates of Completion

- a. Non-credit program consisting of a course sequence that leads to improved employability or job opportunities
- b. Non-credit programs may be in 8 different areas including English as a Second Language (ESL), Immigrant Education, Elementary and Secondary Basic Skills, Health and Safety, Substantial Disabilities, Parenting, Courses for Older Adults, Home Economics, Short-term Vocational, and Workforce Preparation.
- c. Enhanced non-credit funding is available in programs classified as Career Development and College Preparation (CDCP) which prepare students for employment or to prepare for success in college-level credit coursework
- d. CDCP eligible programs are ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation

2. Low unit certificates

- a. Low unit certificates of less than 18 units may be offered by a district without Chancellor's Office approval
- b. Low unit certificates not approved by the Chancellor's Office cannot be listed on a student's transcript
- c. A sequence of 12-18 units may be submitted to the Chancellor's Office with the request that it be approved as a program leading to a Certificate of Achievement

3. Stand-alone courses

- a. A standalone course is a course that is not part of a Chancellor's Office approved program
- b. A stand-alone course may also be a course included in a low unit certificate (fewer than 18 semester/27 quarter units) that has not been approved by the Chancellor's office as a Certificate of Achievement
- c. However, if the same course is included in any Chancellor's Office approved program in addition to the low unit certificate, it is not a stand-alone course.
- d. When a college offers a group of stand-alone credit courses in the same TOP code that total 18 semester/27 quarter units and that are linked to each other as prerequisites or corequisites, the courses are no longer stand-alone and require Chancellor's Office approval

- e. Students cannot count 18 or more semester units (27 quarter units) of courses that have been approved as stand-alone credit courses to fulfill requirements for a certificate or degree major or area of emphasis
- f. From Fall 2007 through December 2013, districts could locally approve stand-alone credit courses if the district was approved for local approval after conducting an annual training on stand-alone courses.
Local approval is not currently allowed since the legislation was not renewed beyond December 31, 2013.
- g. "Experimental" courses or "special topics" courses in specific disciplines have always been locally approved.
- h. An experimental course is one for which full info on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a pilot basis
- i. Once an experimental course is offered more than once in the same year, it must be submitted for approval as a regular course or it can no longer be offered as experimental.
- j. A special topics course employs a consistent disciplinary framework, but the content may change from term to term
- k. Example: Current Events in Political Science
- l. If a topic is addressed regularly, it must be approved as a regular course

4. TOPs Code

- a. TOPs = Taxonomy of Programs Code
- b. System of numerical codes used at the system level to collect and report system-wide information on programs and courses that have similar outcomes despite having different program titles from college to college.
- c. All programs and courses must be assigned a TOP code consistent with their content
- d. TOP codes are used in various ways:
- e. In the Curriculum Inventory to identify particular types of curriculum throughout the state
- f. In the MIS database to collect and report specific information on program categories including info on student awards granted for particular programs, enrollment in particular programs, and full-time equivalent students in courses within particular program categories
- g. In Career Technical Education accountability reports to report program completions and course success

- h. In reporting noncredit eligibility and determining eligibility for enhanced funding in noncredit programs and courses
- i. TOP codes are available on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad)
- j. TOP codes also available in the CCC Curriculum Inventory under Admin > Resources tab.

5. non-ADTs

- a. non-ADTs are associate of arts or associate of science degrees that are not based on Chancellor's Office templates, are not titled AA-T or AS-T, and do not guarantee a student transfer to a CSU.
- b. Associate of Science (A.S.) degrees are strongly recommended for Science, Technology, Engineering, or Math (STEM) and CTE programs
- c. Associate of Arts (A.A.) degrees are strongly recommended for all other disciplines
- d. All associate degrees, whether ADT or not, include general education since degrees are intended to provide a well-rounded education
- e. In addition to GE, associate degrees include 18 or more (27 quarter) units in a major or area of emphasis, and additional courses for the balance of units to reach 60 total units.
- f. Non-ADTs may use the CSU-GE-Breadth, IGETC pattern, or locally determined GE pattern to fulfill GE requirements
- g. Non-ADTs may prepare students for transfer or for employment preparation

Outline Module 3 - Course Outline Elements

1. Types of courses
 - a. Credit courses
 - i. Degree applicable
 - ii. Non degree applicable
 - b. Noncredit courses
 - i. Community Services
 - ii. Contract Education
2. Elements that apply to credit and noncredit courses
 - a. Need and goals for the course
 - b. CO data elements
 - i. TOP Code
 - ii. Credit status
 - iii. Transfer status
 - iv. Basic skills status
 - v. SAM code
 - vi. Course classification code (CB11)
 - vii. Special class status (CB13 – T5 §56029)
 - viii. Prior to college level (CB21)
 - ix. Program status (CB24)
 - c. Standards and criteria for courses - Approval (Title 5 § 55003)
 - d. Course placement into a discipline
3. Elements for Credit courses
 - a. Units
 - b. Contact Hours
 - c. PCAs and LOE
 - d. Catalog description
 - e. Course objectives
 - f. Course content
 - g. Methods of instruction
 - h. Methods of evaluation
 - i. Homework/outside assignments
 - j. Adopted textbook and other instructional materials
4. Elements for Noncredit courses
 - a. Contact hours
 - b. Catalog description
 - c. Course objectives
 - d. Course content
 - e. Methods of instruction
 - f. Methods of evaluation
 - g. Assignments and/or other activities

References:

- California Code of Education
- Title 5
 - §55002, §55003,
- PCAH, 5th Edition
- Data Elements Dictionary, CCCCCO
- CCC Taxonomy of Programs, CCCCCO
- COR Handbook – ASCCC 2008 publication
- Noncredit at a Glance Guide – 2006 publication

Outline Module 4 - Course Outline Considerations

1. Placing Courses Into A Discipline
 - a. Single Placement
 - b. Crosslisting
 - c. Interdisciplinary Disciplines
 - d. MQs For Faculty And Admin Publication From CCCCCO
 - e. The Role Of The Curriculum Committee
 - f. Best Practices (Add?)
2. Prerequisites/Corequisites/Advisories/LOE
 - a. Demonstrating Need For Course To Be A Prereq/Coreq/Advisory
 - i. Equivalent PCAs At The UC/CSU Level
 - ii. Content Review
 - iii. Statistical Validation (Data And Analysis)
 - iv. Agency Mandated
 - v. Local Policies
 - b. Entry Skills In The COR
 - c. Implications For Transfer And/Or Articulation
 - d. LOE Considerations
3. Repeatability
 - a. Types Of Repeatable Courses
 - i. Required By UC/CSU To Complete B.A./B.S. Degree
 - ii. Intercollegiate Athletics
 - iii. Intercollegiate Academic Or Vocational Competition
 - iv. Active Participatory Courses
 - b. Circumstances That Permit Repetition Of A Course
 - i. Alleviation Of Substandard Academic Work
 - ii. Significant Lapse Of Time
 - iii. Variable Unit Open-Entry/Open-Exit Courses
 - iv. Extenuating Circumstances
 - v. Occupational Work Experience
 - vi. Legally Mandated
 - vii. Significant Change In Industry Or Licensing
 - viii. Special Classes For Disabled Students

References:

- Title 5: §55002, §55003, §55040, §55041, §55042, §55043
- PCAH, 5th Edition
- COR Handbook – ASCCC 2008 Publication
- Noncredit At A Glance Guide – 2006 Publication
- MQs For Faculty And Administrators Publication By CCCCCO 2012
- Student Success: The Case For Establishing Prerequisites Through Content Review, ASCCC Publication 2010

- Implementing Content Review For Comm And Comp Prerequisites, ASCCC Publication 2011
- Course Credit Course Repetition Guidelines, CCCCCO Publication 2013
- Data 101: Guiding Principles For Faculty, ASCCC Publication 2010

CURRICULUM PROCESS – Module 5

Each campus/district will have slightly different processes, but in general

Faculty-led curriculum committee represents campus/district constituencies

Committees may include non-faculty representation – administrators, students, curriculum specialists, etc.

1. Course or course modifications proposed by discipline faculty

Role of faculty and advisory boards in developing course need/outline of records

Use local forms to create a Course Outline of Record

Use local forms to provide additional required information

CB codes – How the course is classified in overall system/determines funding

Course justification – does course meet local needs and college mission?

Advisory board recommendations (if appropriate)

Comparable courses at other educational institutions (if appropriate)

Use local forms to propose/modify associate degrees, certificate awards, local awards

Use local forms if additional approvals needed

General education (requires separate approval)

Distance education (requires separate approval)

Requisite validations (requires separate approval)

Other local requirements/competencies (may require separate approval)

Use Chancellor's Office forms to propose/modify associate degrees and certificates

Transfer Model Curriculum forms for associate degrees for transfer (ADT)

Short narrative for modifications

Complete narrative for new proposals

2. Committee reviews proposal

Local committees may have subcommittees review portions of proposal

Subcommittees will look for completeness and compliance

Committee should have published calendars outlining meetings/submission deadlines

Participation by proposing faculty/discipline faculty in review process is crucial

When course/award proposal is ready it is forwarded to full committee for approval

Assign courses to disciplines to establish faculty qualifications

3. Approved CTE certificates and associates degrees forwarded to local consortiums

Is there a need for the degree course of study (Labor market information)

Does it saturate local market (what are other local colleges offering to meet the need?)

Does proposal meet industry needs for skills developed?

Does proposal meet the mission of the community college system?

4. Forward to local board of trustees for approval

Curriculum development is primarily faculty responsibility

Board must weigh fiscal reality and whether curriculum meets college mission/needs

5. Calif. Community College Chancellor's Office approves proposals and issues Master

Information System (MIS) ID numbers/proposals entered into state inventory system

PCAH outlines requirements for submission

Course outlines of Record

CB code information

Completed narratives that describe the proposal

6. Approved courses and awards entered into college/district inventory

Must be published in catalog (role of addendums, if any)

Must be entered into college information systems

Courses must be scheduled/advertised

Process from start to finish may take up to one year, 18 months, or two years

7. Follow-up review processes

Requisite checks

Two-year program review for CTE

Non-CTE program review



Executive Committee Agenda Item

SUBJECT: Dates for Online Education Spring Regional Meetings		Month: November	Year: 2014
		Item No. IV B	
		Attachment: NO	
DESIRED OUTCOME:	The Board will approve the requested dates for spring regional meetings on Online Education	Urgent: YES	
CATEGORY:	Action Items	Time Requested: 10 minutes	
REQUESTED BY:	John Freitas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the May 2014 meeting, the Executive Committee approved regional meetings and workshops to be offered to the field on Curriculum, Equity and Online Education. The Online Education Committee met on September 5 and discussed potential dates for spring 2015. The committee also discussed the possibility of partnering with the Professional Development Committee as there are areas of overlapping interest. Professional Development Chair Dolores Davison will discuss this with the Professional Development Committee. The committee reviewed possible dates and recommends holding spring regional meetings as follows:

Friday, March 20, 2015 (North)

Saturday, March 21, 2015 (South)

These dates fall between the Academic Academy on March 13-14 and the Area meetings March 27-28. The workshops can be advertised at both the Accreditation Institute and the Academic Academy.

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



Executive Committee Agenda Item

SUBJECT: Supplemental Instruction Survey and Glossary		Month: November	Year: 2014
		Item No. IV C	
		Attachment: NO	
DESIRED OUTCOME:	The Board will provide input and direction to the Educational Policies Committee on addressing resolution 13.20 F11	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the fall 2011 plenary session the body adopted the following resolution:

13.20 F11 Supplemental Instruction Survey and Glossary

Whereas, Many colleges are struggling to address the needs of students who face obstacles in achieving success in academically challenging courses;

Whereas, Different terms, such as learning instruction and supplemental instruction have been used interchangeably; and

Whereas, Supplemental Instruction (copyrighted by the University of Missouri-Kansas City) is a proven method for student success, involving faculty-driven, peer-to-peer learning in conjunction with a course;

Resolved, That the Academic Senate for California Community Colleges survey colleges to gather effective practices in Supplemental Instruction and to clarify the terminology used regarding this practice; and

Resolved, That the Academic Senate for California Community Colleges publish a summary of survey results and glossary of terms regarding Supplemental Instruction in a Rostrum article by Fall 2012.

At its October 17 meeting, this resolution was discussed. Ray Sanchez from Fresno City College joined the meeting as a guest. Ray specializes in the Tutoring and Learning Center Coordinator at Fresno City College, is working with 3CSN and is Political Action Liaison with the Association of

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

Colleges for Tutoring and Learning Assistance (ACTLA). In a conversation with Executive Director Julie Adams, he found out that the Educational Policies Committee had been assigned resolution 13.20 F11 and would be working on developing a survey to distribute to the field on supplemental instruction for the purpose of creating a glossary of terms for the field. Mr. Sanchez informed the committee that 3CSN and ACTLA are actually in the process of developing a survey to do what was requested in the resolution, and their goal is to publish a glossary of terms by spring 2015. Mr. Sanchez stated that he would be willing to share the draft survey with the Educational Policies Committee in time for its December meeting so that it may determine if that survey will actually address the resolution, including the drafting of a *Rostrum* article.

Given that 3CSN and ACTLA appear to be doing much of the work requested in the resolution, including developing a glossary of terms, the Educational Policies Committee is requesting input and direction from the Executive Committee on how to best proceed, including whether or not to continue to work with Ray Sanchez on this matter.



Executive Committee Agenda Item

SUBJECT: Revision to Rule for Referring Resolutions		Month: November	Year: 2014
		Item No. IV D.	
		Attachment: NO	
DESIRED OUTCOME:	The Board will consider for approval the proposed revised language for the rule for referring resolutions.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolutions can be referred to the Executive Committee by the body if more clarity is needed, more time is needed to debate the issue locally is needed, or is unclear. During resolutions discussion at the Area C meeting on October 25 a suggestion was made that rather than referring resolutions to the Executive Committee, perhaps resolutions that are not clear could instead be referred to the committee of origin or to the resolution contact. After consulting with the Senate Parliamentarian, it was determined that indeed resolutions can be referred to bodies or individuals other than the Executive Committee. Therefore, it is requested that the rule for referring resolutions be revised accordingly by the Executive Committee, with the revision to be enacted at the Fall 2014 plenary session (and included in the President’s Script), and to be included in the draft Resolutions Handbook that is being brought before the body for action. The proposed revised language is:

REFERRED RESOLUTIONS

- A. Resolutions can be referred to the Executive Committee, a standing or ad hoc committee or task force, or the resolution contact for the following reasons:
1. More information or clarity is needed
 2. More time to debate the issue on local campuses is needed
 3. May be worthy of consideration for adoption but is written in a manner to make it unclear as to the intent.
- B. The maker of the motion to refer the resolution must be clear about the reason for referral and the instructions to be taken ~~by the Executive Committee~~ upon referral. A motion to

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

refer must include a date by which the resolution is to be returned to the body upon completion of the referral instructions by the Executive Committee, a standing or ad hoc committee or task force, or the resolution contact.

- C. A resolution cannot be referred to direct the Executive Committee, a standing or ad hoc committee or task force, or the resolution contact to accomplish what the resolution seeks to do.



Executive Committee Agenda Item

SUBJECT: Job Descriptions		Month: November	Year: 2014
		Item No. IV E	
DESIRED OUTCOME: The Executive Committee to consider for approval the revised job description for the president and executive director		Attachment: YES	
		Urgent: YES	
CATEGORY: Action		Time Requested: 20 mins.,	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: David Morse	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2012-13, the Executive Committee began a discussion to revise the president and executive director’s job descriptions. Then President Pilati, Vice President Smith, and Executive Director Adams drafted the attached job descriptions. At the May/June Executive Committee meeting, members discussed the job description and determined that reviewing the job description during the evaluation process may not have been the appropriate time. In preparation for the executive director’s evaluation process this year, the Officers have discussed and modified the attached job descriptions on several occasions and believe these job descriptions should be considered for approval by the Executive Committee. Members will discuss the job descriptions.

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

President Job Description

The President is responsible for ensuring that the Executive Committee and its members: are aware of and fulfill their governance responsibilities; comply with applicable laws and bylaws; conduct board business effectively and efficiently; and are accountable for their performance.

In order to fulfill these responsibilities, and subject to the Senate's bylaws, the president presides over meetings, proposes policies and practices, sits on various committees, monitors the performance of members and officers, submits various reports to the Executive Committee, to funders, and to other stakeholders; proposes the creation of ad hoc committees and task forces; appoints members to such committees; and performs other duties as the need arises and/or as defined in the bylaws.

The president acts as the official leader and spokesperson of the Senate as its principal elected officer. In this capacity, the president represents the voice of community college faculty through official positions of the delegates and under direction of the Executive Committee. The president is empowered to take action, as needed, based on the established principles of the organization.

Function	Duties
Executive Committee Leadership	<ul style="list-style-type: none"> ▪ Preside over meetings of the Executive Committee. ▪ Work with the Executive Director in preparing both the Executive Committee and plenary session agendas. ▪ Call special meetings as needed. ▪ <u>After consultation in coordination with the Executive Director, appoint all committee chairs and faculty representatives to other Academic Senate committees to and task forces, and to external advisory committees and task forces.</u> ▪ <u>After consultation with the Executive Director recommend all standing committee members to the Executive Committee.</u> ▪ Serve as an <i>ex officio</i> member of all committees. ▪ Facilitate Executive Committee decision-making. ▪ Coordinate the work of the Executive Committee and standing committees. ▪ Delegate assignments when appropriate. ▪ Ensure that Executive Committee members are aware of and fulfill their responsibilities; ▪ Discuss issues confronting the Senate with the Executive Director. ▪ Help guide and mediate Executive Committee actions with respect to Senate priorities and governance concerns. ▪ <u>Evaluate-Ensure that the annually the processes for evaluating performance of the Senate in achieving its mission is accomplished yearly.</u> ▪ Ensure that structures and procedures are in place for securing the resources required by the Senate.
Executive Committee Development	<ul style="list-style-type: none"> ▪ Work with the Executive Director to provide new Executive Committee member orientation. ▪ Ensure that structures and procedures are in place for effective recruitment, training, and evaluation of Executive Committee members. ▪ Informally evaluate the effectiveness of the Executive Committee members. ▪ Periodically consult with Executive Committee members on their roles

	and help them assess their performance.
Senate Leadership	<ul style="list-style-type: none"> ▪ Preside over plenary and general sessions ▪ Represent the Academic Senate at statewide meetings. ▪ Work with the Executive Director to carry out all the resolutions of the plenary body. ▪ Negotiate and advocate for senate positions with internal and external agencies. ▪ Respond to or delegate queries from the field. ▪ Facilitate the implementation of and advocate for established positions and policies of the Academic Senate.
Executive Committee-Staff Relations	<ul style="list-style-type: none"> ▪ Develop and maintain communication and a working relationship with the Executive Director to ensure the proper coordination and oversight of board activities. ▪ Review with the Executive Director any issues of concern to the Executive Committee. ▪ Act as a trusted advisor to the Executive Director as s/he develops and implements Senate's strategic plan. ▪ Coordinate the regular evaluation of the Executive Director. ▪ Oversee the search for a new director, when the need arises.
Public Relations	<ul style="list-style-type: none"> ▪ Serve as the official spokesperson for the Senate. ▪ Represent the Senate to the media, at public events, before the Legislature, on governmental and nongovernmental organizations and committees, and other official capacities. ▪ Build and maintain partnerships across the state to further the mission of the Senate. ▪ Communicate regularly with the field including timely and appropriate reporting of Executive Committee decisions and actions to member senates, constituents, and the public.

Executive Director Job Description

The Academic Senate is governed by the Executive Committee officers and members who are elected for limited terms from all 112 campuses and from the entire range of disciplines.

The Executive Director is a non-voting *ex-officio* officer of the Academic Senate. The Executive Director carries out a variety of responsibilities in these key areas: chief administrator for the 501 (c) 6 nonprofit organization; policy advisor to the Senate officers, Executive Committee members, committees, and others; and chief of staff. Other duties include facilitating and coordinating the agendas and activities of the Executive Committee and plenary session, advocacy for the roles of the Senate and for resources necessary for it to excel in its shared-governance responsibilities granted to the Senate under Education Code, Title 5, and Board of Governors. The Executive Director works in a highly sensitive and political environment, as well as in an environment in which the faculty leadership and members change regularly.

Function	Duties
Chief Administrator	<ul style="list-style-type: none"> • Provides leadership and continuity to the Senate, in support of the president, by using comprehensive understanding of the governance and structure of California community colleges and institutional memory to effectively navigate and manage multiple, highly sensitive, and politically competing priorities while cognizant of the varied needs of multiple constituencies. • Provides oversight of Senate-wide grants and projects while being cognizant of the perspectives and concerns of the president, committee members, delegates, and members. • Provides advice, background research, and other support to the president and vice president in their roles as representatives to the Board of Governors, Consultation Council, and other groups such as Intersegmental Committee of Academic Senates. • Facilitates problem-solving of issues that fall within the purview of the Senate. • Reviews all official Senate communications, specifically those to the president, and uses independent judgment in determining the appropriate response and/or course of action. • Reviews and edits written material submitted to the president for his/her signature. • Provides executive analysis to the president. • Advises the president on determining agendas for the Executive Committee and the Plenary Sessions, prioritizing agenda items. • Advises committee chairs on determining agendas, and prioritizing of agenda items. • Assist in the development and implementation of short- and long-term goals and strategic plans. • In coordination with the president, undertakes (or supervises) unique and sensitive projects. • In coordination with the Academic Senate Foundation Board of Directors, identifies and prioritizes prospective funding opportunities including grants,

	<p>philanthropic organizations, and other nonprofit organizations. Assists in designing strategy and goals, and establishing and developing relationships with potential donors and grantors.</p> <ul style="list-style-type: none"> • Develop and oversee the operations of the Senate Foundation.
Policy Advisor	<ul style="list-style-type: none"> • Provides leadership, consultation, and advice to the Senate committee chairs and staff on significant issues, proposed actions, policies, and procedures. • Identifies, analyzes, formulates, proposes, and drafts new and/or changes to existing policies, procedures, bylaws, regulations and any issues concerning the welfare of the Senate, drawing upon expert knowledge of the organization and the philosophy of the Senate, its bylaws, and its role in the CCC governance system. • Consults with appropriate groups and ensures appropriate consultation with the community college community on major policy issues, procedures, and Senate activities. • Conducts analysis of complex policy and issues. • Clarifying any issues related to the Senate bylaws and regulations, as well as the Senate's mission.
Chief of Staff	<ul style="list-style-type: none"> • Provides leadership to achieving the Senate mission by directing staff and assisting the president and other faculty in identifying and engaging in activities that promote the development of major academic policies and recommendations. • Motivates those responsible for the development and implementation of policies, programs, services, etc., for the Senate including committees and staff, to ensure that the Senate's work is accomplished; and monitor progress associated with these tasks. • Creates effective management systems and strategic planning activities for the overall administration of the Senate. • Assumes responsibility for all supervision and management of the staff (e.g., hiring, training, supervising, evaluating, corrective action, and dismissal of all staff) as well as establishing priorities, work rules, and office protocols for accomplishing the work of the Senate. • Provides independent oversight, analysis, planning, and management of all the Senate's resources including fiscal, physical, equipment, computing, and web-based resources. • Ensures that information systems appropriately support the needs of the Senate. Identifies ways in which to use technology and information systems and oversees development and refinement of electronic methods for more efficient and cost-effective methods of communications.
Public Relations/Liaison	<ul style="list-style-type: none"> • Serves as the principal staff liaison between the Senate office and local senates as well as divisions within the Chancellor's Office, the California State University, University of California, the community, and governmental members. • Assures the Senate and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders.



Executive Committee Agenda Item

SUBJECT: Consultation Council Meeting		Month: November	Year: 2014
		Item No: V A	
		Attachment: Yes	
DESIRED OUTCOME:	Members to be informed about conversations at the recent Consultation Council meeting.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Morse/Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated about the October Consultation Council Meetings.

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries/October2014.asp>

x

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

CALIFORNIA COMMUNITY COLLEGES

CHANCELLORS OFFICE

1102 Q STREET

SACRAMENTO, CA 95811

(916) 445-8752

<http://www.cccco.edu>



AGENDA

Consultation Council

Thursday, October 16, 2014

Chancellor's Office, Room 3B and C

9:30 a.m. to 2:00 p.m.

1102 Q Street, 3rd Floor

Sacramento, CA 95811

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

- 1. Student Senate Update**
- 2. CCC Applied BA Pilot (SB 850)**
- 3. Workforce Task Force**
- 4. AB 86 Adult Education**
- 5. Proposed Change to Board of Governors' Regulation on Accreditation**
- 6. State Legislative Update**
- 7. State Legislative Program Task Force Update**
- 8. Title 5 Amendment: Nonresident Tuition Exemption – Implementation of AB 2000**
- 9. Implementation of the Fall 2015 Faculty Obligation Number**
- 10. Other**



Executive Committee Agenda Item

SUBJECT: Academic Senate Audit		Month: November	Year: 2014
		Item No. V.B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the results of the recent Senate audit.	Urgent: NO	
		Time Requested: 10	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	W. North	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Academic Senate undergoes an audit of its finances. This year is no different. However, what was different is that the Senate transitioned during the year to a new chart of accounts and outsourced its financial accounting functions to an external entity. These two changes this year were challenging as both the chart of accounts and the transition to the new entity needed to occur while protecting the internal controls and other financial integrity of the Senate operations.

The purpose of the audit as noted in their engagement letter is “to express an opinion about whether the consolidated financial statements prepared by management with your [the board’s] oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.” In September, the auditors conducted an audit of the Senate financials. The follow excerpt is a snapshot of their report:

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

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

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



October 15, 2014

To the Executive Committee
The Academic Senate for California Community Colleges

We have audited the consolidated financial statements of The Academic Senate for California Community Colleges for the year ended June 30, 2014, and have issued our report thereon dated October 15, 2014. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated July 15, 2014, our responsibility, as described by professional standards, is to express an opinion about whether the consolidated financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the consolidated financial statements does not relieve you or management of your responsibilities.

Planned Scope and Timing of the Audit

We performed the audit according to the planned timing and scope previously communicated to management.

Significant Audit & Accounting Matters

Qualitative Aspects of Accounting Practices

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

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and



because of the possibility that future events affecting them may differ significantly from those expected. We noted no particularly sensitive estimates affecting the consolidated financial statements during our audit.

The disclosures in the consolidated financial statements were drafted by us with management's oversight.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements, which were as follows:

Record receivable for duplicate payment of reassign time	\$	7,713
Reverse write-off of rent and security deposits		7,518
Record receivable for Voc Ed grant		46,875
		<hr/>
	\$	62,106
		<hr/> <hr/>

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 15, 2014.

Management Consultations with Other Independent Accountants

To our knowledge, there were no consultations about accounting and auditing matters with other independent accountants during the course of the audit.

To the Executive Committee
The Academic Senate for California Community Colleges
October 15, 2014

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Executive Committee and management of The Academic Senate for California Community Colleges and is not intended to be and should not be used by anyone other than these specified parties.

John Waddell & Co., CPAs

October 15, 2014



INDEPENDENT AUDITORS' REPORT

To the Executive Committee
The Academic Senate for California Community Colleges
Sacramento, California

We have audited the accompanying consolidated financial statements of The Academic Senate for California Community Colleges (a nonprofit organization) and affiliate, which comprise the consolidated statement of financial position as of June 30, 2014, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of

To the Executive Committee
The Academic Senate for California Community Colleges
October 15, 2014



Page 2

accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of The Academic Senate for California Community Colleges and affiliate as of June 30, 2014, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

We have previously audited The Academic Senate for California Community Colleges 2013 consolidated financial statements, and in our report dated October 18, 2013, expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

John Waddell & Co., CPAs

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Financial Position
June 30, 2014
(with comparative totals for 2013)**

ASSETS

	<u>2014</u>	<u>2013</u>
Cash and cash equivalents	\$ 635,934	\$ 300,755
Accounts receivable	500,291	565,743
Prepaid expenses	42,201	20,572
Property and equipment, net of accumulated depreciation of \$5,131 and \$25,345 in 2014 and 2013	<u>2,695</u>	<u>4,597</u>
	<u><u>\$ 1,181,121</u></u>	<u><u>\$ 891,667</u></u>

LIABILITIES AND NET ASSETS

Liabilities		
Accounts payable	\$ 194,610	\$ 157,445
Accrued expenses	46,209	28,139
Deferred revenue	197,064	153,670
Deferred lease incentives	<u>4,277</u>	<u>14,542</u>
Total Liabilities	<u>442,160</u>	<u>353,796</u>
Net Assets		
Temporarily restricted	4,700	4,500
Designated for reserves	300,000	-
Unrestricted and undesignated	<u>434,261</u>	<u>533,371</u>
Total Net Assets	<u>738,961</u>	<u>537,871</u>
	<u><u>\$ 1,181,121</u></u>	<u><u>\$ 891,667</u></u>

See accompanying notes to financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Activity
For the Year Ended June 30, 2014
(with comparative totals for 2013)**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2014 Total</u>	<u>2013 Total</u>
Revenue				
College dues	\$ 289,565	\$ -	\$ 289,565	\$ 287,092
College event fees	489,079	-	489,079	419,210
In-kind income	-	-	-	9,718
State of California Academic Senate grant	468,000	-	468,000	318,000
Chancellor's Office SB70-SCP	669,357	-	669,357	1,383,141
Chancellor's Office Course ID	211,538	-	211,538	280,784
Federal grants	46,875	-	46,875	76,949
Private foundation and other grants	46,060	200	46,260	17,966
Investment income	396	-	396	308
Other income	6,181	-	6,181	22,019
Total Revenue	<u>2,227,051</u>	<u>200</u>	<u>2,227,251</u>	<u>2,815,187</u>
Expenses				
Program Services				
Academic Senate	515,012	-	515,012	493,174
Common Course ID	272,560	-	272,560	280,785
SB70 career pathways	672,039	-	672,039	1,383,169
CA/Gates Foundation	-	-	-	582,206
Other programs	2,468	-	2,468	1,523
Total Program Services	<u>1,462,079</u>	<u>-</u>	<u>1,462,079</u>	<u>2,740,857</u>
Supporting Services				
Management and administration	564,082	-	564,082	499,202
Total Expenses	<u>2,026,161</u>	<u>-</u>	<u>2,026,161</u>	<u>3,240,059</u>
Change in Net Assets	200,890	200	201,090	(424,872)
Net Assets, Beginning of Year	<u>533,371</u>	<u>4,500</u>	<u>537,871</u>	<u>962,743</u>
Net Assets, End of Year	<u>\$ 734,261</u>	<u>\$ 4,700</u>	<u>\$ 738,961</u>	<u>\$ 537,871</u>

See accompanying notes to financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

**Consolidated Statement of Cash Flows
For the Year Ended June 30, 2014
(with comparative totals for 2013)**

	<u>2014</u>	<u>2013</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 201,090	\$ (424,872)
Noncash Items included in change of net assets:		
Depreciation	1,534	3,401
Loss on disposal of assets	368	-
Change in certain operating assets and liabilities:		
Accounts receivable	65,452	(184,968)
Grants receivable	-	500,000
Prepaid expenses	(21,629)	(3,543)
Accounts payable	37,165	51,156
Accrued expenses	18,070	1,035
Deferred revenue	43,394	(38,374)
Deferred lease incentive	<u>(10,265)</u>	<u>(8,570)</u>
 Cash Provided (Used) by Operating Activities	 <u>335,179</u>	 <u>(104,735)</u>
 Net Increase (Decrease) in Cash	 335,179	 (104,735)
 Cash and Cash Equivalents, Beginning of Year	 <u>300,755</u>	 405,490
 Cash and Cash Equivalents, End of Year	 <u>\$ 635,934</u>	 <u>\$ 300,755</u>

See accompanying notes to financial statements.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Financial Statements June 30, 2014

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Academic Senate for California Community Colleges (the Academic Senate) is a California non-profit corporation established October 2, 1970 whose purpose is to promote the best interests of higher education in the State of California and to represent the faculty in all California community colleges at the State level.

The general purpose and powers are:

- a. To strengthen local academic senates and councils of community colleges;
- b. To serve as the voice of the faculty of the community colleges in matters of statewide concern;
- c. To develop policies and promote the implementation of policies on matters of statewide issues; and
- d. To make recommendations on statewide matters affecting the community colleges.

On August 11, 2008, the Academic Senate formed The Foundation of The Academic Senate for California Community Colleges (The Foundation), a California charitable corporation whose purposes are:

- a. To benefit, support and enhance the excellence of California community colleges;
- b. To support, design and implement professional development for California community college faculty;
- c. To research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and
- d. To promote a variety of activities and strategies to advance teaching and learning.

All significant inter-company transactions have been eliminated in these consolidated financial statements.

Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Financial Statements June 30, 2014

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Prior Period Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with The Academic Senate for California Community Colleges' financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Cash and Cash Equivalents

Cash and cash equivalents consist of demand deposits in checking and money market accounts. Cash in excess of FDIC limits was approximately \$175,000 as of June 30, 2014.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management believes all of the receivables are collectible; accordingly, no allowance for doubtful accounts has been established. Receivables are determined to be past due based on contractual terms. After all attempts to collect receivables have been exhausted, receivables are written-off on a case by case basis.

Property and Equipment

Property and equipment purchased in excess of \$1,500 are stated at cost. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, generally five years.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Contributions that are temporarily restricted are then reclassified to unrestricted net assets upon satisfaction of the restrictions. Contributions whose restrictions are met within the reporting period are recorded as unrestricted.

Income Taxes

The Academic Senate is exempt from income taxes under Section 501(c)(6) of the Internal Revenue Code and Section 23701(e) of the California Revenue and Taxation Code. The Foundation is exempt from income taxes under Section 501(c)(3) and Section 23701(d). The federal and state tax returns are generally subject to examination for three and four years, respectively, from the date they are filed.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Financial Statements June 30, 2014

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and activities benefited.

Subsequent Events

Management has evaluated subsequent events through the date the financial statements were available to be issued, which was October 15, 2014.

NOTE 2 CONCENTRATIONS

A significant portion of the grant revenue is from the State of California, most of which is passed through various community college districts. Similarly, approximately 90% of the accounts receivable are due from the State of California, either directly or through community college districts.

NOTE 3 LEASE OBLIGATION

The Academic Senate leased office space effective May 2009 and expiring November 2014. The lease provided for a free rent period for a portion of the space. Accordingly, rent expense has been recorded on a straight-line basis, and the difference between rent expense and rent paid is recorded as deferred lease incentive. In May 2014, the Academic Senate entered into a 64 month lease for new office space with an expected start date of November 1. Future minimum lease payments under these leases are as follows:

2015	\$	65,756
2016		61,340
2017		62,688
2018		64,041
2019		65,392
Thereafter		44,120
		<hr/>
	\$	363,337
		<hr/>

Rent expense totaled \$87,792 for the year ended June 30, 2014.

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Notes to Financial Statements June 30, 2014

NOTE 4 RESTRICTIONS ON ASSETS

Temporarily restricted net assets are restricted for the Freedom Fighter Award.

NOTE 5 EMPLOYEE BENEFIT PLAN

Qualified employees are eligible to participate in the California Public Employees' Retirement System (CalPERS). CalPERS is a cost sharing multiple employer defined benefit pension plan that provides retirement, disability, and death benefits to Plan members and beneficiaries. The risks of participating in a multiple employer plan are different from single employer plans. Specifically, Academic Senate may be liable, on termination or withdrawal from the plan, for allocated shares of the plan's unfunded vested benefits. The Academic Senate currently has no intention to terminate or withdraw from the plan.

Active employees are required to contribute 7% of their annual covered salary. Academic Senate contributes an amount that is actuarially determined by CalPERS. The required employer contribution rate for the year ended June 30, 2014 was 10.027%. Total contributions by Academic Senate amounted to \$60,545 for the year ended June 30, 2014.

Because Academic Senate has less than 100 employees, it is required to participate in a Risk Pool within CalPERS. The Academic Senate's contributions represented less than 5% of total Risk Pool contributions per the Risk Pool's most recent actuarial report, which was as of June 30, 2012. As of June 30, 2012, total Risk Pool assets were \$701,224,211, the Pool's accrued liability was \$736,231,913, and the Pool was 70.7% funded. The required employer contribution rate for the fiscal year ending June 30, 2015 is 10.532% and the projected required rate for the year ending June 30, 2016 is 11.2%.



Executive Committee Agenda Item

SUBJECT: SB 850 Bachelor's Degree Pilot		Month: November	Year: 2014
		Item No. V C	
		Attachment: Yes	
DESIRED OUTCOME:	Consideration of Possible Directions for Bachelor's Degree Pilot	Urgent: NO	
CATEGORY:	Discussion	Time Requested: 15 Minutes	
REQUESTED BY:	David Morse	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: On September 28, 2014, Governor Jerry Brown signed SB 850 (Block), which authorized up to 15 California community colleges (CCC) from 15 different districts to offer one bachelor's degree each on a pilot basis. At the November Board of Governors Meeting, Chancellor Harris will recommend a process for identification and selection of the 15 pilot colleges, including a timeline and a Request for Proposals (RFP) to be communicated to all California community colleges. Documents providing the details on the timeline and RFP are attached to this agenda item.

Several members of the Executive Committee have expressed concern regarding the speed at which the applications for this pilot are being solicited and at the lack of defined parameters for the degrees. Questions have been raised regarding the definition of upper division coursework, the minimum qualifications required for teaching such courses, upper division general education requirements, and other matters. Several resolutions have been brought forward to the Fall Plenary Session on these issues. The purpose of this agenda item is to allow the Executive Committee to consider the direction and details of the bachelor's degree pilot and to determine whether further input from the body beyond the existing proposed resolutions should be sought.

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

California Community Colleges Bachelor's Degree



Pilot Program Request for Proposals DRAFT 10-8-2014

Background: On September 28, 2014 California Governor Jerry Brown signed SB 850 (Block) authorizing each of fifteen of California's community colleges to offer a single Bachelor's degree. Language in the bill charged the Board of Governors of the California Community Colleges (BOG) to develop a process for selection of those pilot programs. The Chancellor will recommend to the Board of Governors at their November meeting a process for identification and selection of the pilot programs that will include a timeline and a Request for Proposals (RFP) communicated to all California community colleges.

The RFP to be recommended to the BOG will include at least the following:

1. Name of College/District. (Only one proposal may be submitted from a multi-college district.)
2. Institutional demographics including size and enrollment characteristics.
3. Current accreditation status of the proposing college.
4. Name and description of proposed Bachelor's degree.
5. Evidence of workforce demand for the proposed program.
6. Evidence of local interest, community support, and employer demand for the proposed program.
7. Eight year enrollment projections for the proposed program.
8. Evidence of lack of program duplication with the University of California or the California State University.
9. Detailed curriculum of coursework leading to the proposed degree.
10. Evidence of administrative, faculty, and student services capacity to offer the program and/or plans for securing that capacity.
11. Evidence of funding sources allocated to provide operational costs.

12. Evidence of adequate facilities and instructional equipment for the program and/or plans for securing those facilities and equipment.
13. Timeline for program planning, program/institutional accreditation, course offerings and expected date of first degree to be granted.
14. Evidence of institutional support demonstrated by signoff of the college president, district chancellor (if applicable), Board of Trustees, and Chair of the Faculty Senate.

DRAFT

California Community Colleges Bachelor's Degree



Pilot Program

Timeline

DRAFT 10-8-2014

October 16, 2014	Application, process for external review and selection developed, reviewed by Consultation Council and submitted to BOG for discussion and input.
November 17, 2014	Application and process reviewed by the BOG and modified in accordance with their input.
November 20, 2014	Application made available to all colleges. Email sent to all colleges acknowledging Intent to Apply.
November 24, 2014	Inform the CCCCCO of Intent to Apply.
November 2014	External Review Team selected and scoring rubric developed.
December 19, 2014	Applications due to Office of the Chancellor.
January 6, 2015	External Review Team completes review and scoring of applications.
January 8, 2014	Chancellor determines Pilot Colleges to be recommended to the Board of Governors for consideration.
January 21, 2015	Board of Governors selects and announces Pilot Colleges.
January 2015	Pilot colleges hold first statewide meeting and discuss project.
March 16, 2015	Chancellor's Office develops and submits a funding model to support the statewide Baccalaureate for consideration by the BOG.
2017-18	Pilot colleges begin offering instruction; MIS Data Collection determined.
July 1, 2018	LAO provides interim evaluation.
2022-2023	Students complete degree requirements.
July 1, 2022	Final evaluation completed by LAO.



Executive Committee Agenda Item

SUBJECT: Task Force on Workforce, Job Creation, and a Strong Economy		Month: November	Year: 2014
		Item No V D	
		Attachment: Yes	
DESIRED OUTCOME:	Input for the president regarding the formation and direction of the task force	Urgent: NO	Time Requested: 15 Minutes
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: At the November Board of Governors Meeting, Chancellor Harris will ask the board to authorize a task force on Workforce, Job Creation, and the Economy. The chancellor has stated that by the end of 2014 his office expects to be able to declare all 22 of the recommendations from the 2011 Student Success Task Force (SSTF) to have been addressed. For this reason, the system is preparing to embark on another major initiative. One of the criticisms of the 2011 SSTF was that it did not give enough consideration to career technical education and economic development. The new task force is intended in part to address this deficiency. Details on purpose of the task force are included with this agenda item.

The task force on Workforce, Job Creation, and the Economy will be co-chaired by Vice-chancellors Pam Walker and Van Ton-Quinlivan and will include representatives from a wide variety of constituent groups from both inside and outside the community college system. The ASCCC is expected to be asked to name faculty representatives, though no formal request or details have yet been forthcoming.

The purpose of this agenda item is to provide the president with input for upcoming discussions with the Chancellor’s Office regarding the direction and composition of the task force on Workforce, Job Creation, and the Economy.

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



Digest

Digest means an item that has been through internal review of the Chancellor's Office and the review entities. The item now has form and substance and is officially "entered into Consultation." The Council reviews the item and provides advice to the Chancellor.

Title: Board of Governor Task Force on Workforce, Job Creation and a Strong Economy

Date: October 16, 2014

Contact: Brice Harris, Chancellor
Erik Skinner, Deputy Chancellor
Van Ton-Quinlivan, Vice Chancellor, Workforce & Economic Development

Background

On September 8, 2014, at its retreat, the Board of Governors engaged in a robust discussion on the role of the California Community Colleges in:

- 1) Preparing students for high-value jobs that currently exist in the State,
- 2) Positioning California's regions to attract high-value jobs in key industries from other states and around the globe,
- 3) Creating more jobs through workforce training that enables small business development, and
- 4) Financing these initiatives by braiding state and federal resources.

Board members were provided the attached write up and background reading list in advance of the retreat. At its retreat, the BOG signaled a desire to convene a Task Force to formulate policies and practices to advance our system's workforce education mission.

At the September Consultation Council meeting, this Task Force was agendized and discussed. Given its importance, the topic is included on the October agenda for further discussion.

Proposal

Based on the strong support by the BOG, the Chancellor will agendize the commissioning of the Task Force at the November BOG meeting. The Task Force will be asked to consider strategies and recommend policies and practices that would enable the above goals. The body would be comprised of knowledgeable leaders from across the community college system, the business community, labor, K-12 education, public agencies involved in workforce training, community based organizations, and other groups. See attachment for additional details.

CONSULTATION

Attachment: Board of Governors Retreat Document with minor edits (v2)

Recommendation:

It is recommended that the Board of Governors commission the:

Task Force on Workforce, Job Creation and a Strong Economy.

The Task Force will be asked to consider strategies and recommend policies and practices that would:

- 5) Prepare students for high-value jobs that currently exist in the State,
- 6) Position California's regions to attract high-value jobs in key industry sectors from other states and around the globe,
- 7) Create more jobs through workforce training that enables small business development, and
- 8) Finance these initiatives by braiding state and federal resources.

The Task Force would be comprised of knowledgeable leaders from across the community college system, the business community, labor, public agencies involved in workforce training, community based organizations, and other groups.

The Challenge:

In order to enhance the California economy and ensure good jobs for its citizens, the State must meet industry needs for a skilled workforce, support small business development, and become increasingly competitive in attracting jobs from other states and around the globe.



Too many Californians face substantial challenges in finding good jobs and supporting themselves and their families in an era with volatile, rapidly evolving labor markets. Too often, they lack the skills, credentials and work experiences they need to obtain high-value jobs. At the same time, in regions across California, employers in key industries require workforce skills and aptitudes that are in short supply. Without creative, aggressive action, that gap is likely to worsen in the years to come, threatening economic growth and the ability of thousands of Californians to succeed. Other states are not sitting still¹.

It is estimated that there will be 6.3 million job openings in California between 2010 and 2020. By 2020, more than thirty percent of California's jobs will require a postsecondary career education credential, certificate, or Associate's degree.²

- Between 2010 and 2020, 60% of all job openings will be from replacements as Baby Boomers retire.³

¹ Inside Higher Education, "Linking Business and Budgets", August 7, 2014.

² Georgetown University Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020, State Report, June 2013. Note: 65 percent of jobs will require postsecondary education beyond high school.

³ Georgetown University Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020," June 2013.

- Labor force participation for youth has declined by 6.8% in the past decade, down to just over 60 percent for youth ages 16-24.⁴ More than 40% of youth ages 16-24 are not in school, and nearly 15% are “disconnected”—neither in school nor working.⁵
- Companies today invest about half as much in training as they did a decade ago.⁶ For instance, the number of registered apprentices in the U.S. has fallen by 39% from 2002 to 2012.⁷
- 99% of employers are businesses with less than 500 employees. They create 2 of 3 net new jobs.⁸ Roughly one third of this workforce is employed in companies of less than 50 employees with limited infrastructure to develop their workers.⁹
- Education has been shown to significantly increase regional prosperity. Increasing the education of the average worker by one year is associated with a 10.5 percent increase in regional GDP per capita.¹⁰

Author and Berkeley Economics Professor Enrico Moretti observes that all sectors have a multiplier effect on job creation. Each additional job in manufacturing, for example, creates 1.6 local jobs ranging from barbers, waiters, to doctors and lawyers.

For the innovation sector where there is intensive use of human capital and human ingenuity, the job multiplier is five. Innovation “has a disproportionate effect on the economy of American communities. Because innovation jobs are typically much higher paying, the service jobs pay more too.”

He notes that the best way for a region to generate jobs for less skilled workers is to attract innovative companies that hire highly skilled ones.

California is a set of regional economies, not a monolithic one. Different industry sectors serve the base for each regional economy, yet one commonality remains the same. Today, human capital is the best predictor of a region’s success. California’s regions differ in their capacity to generate jobs.

The California Economic Summit repeatedly identified workforce as a significant concern in common across regions.

This call to action shaped the 2012 development of the Chancellor’s Office Doing What MATTERS for Jobs and Economy (DWM) framework which sought to align state investment with the skill needs of regional industry sectors. In much of California, especially rural areas, community colleges remain the only institution providing workforce preparation and training.



Since 2012, the Chancellor’s Office evolved its accountability systems to focus on student success, incorporating metrics of workforce outcomes. These bodies of work lay the groundwork for a broader system-wide dialogue inclusive of internal constituents and external stakeholders who depend on our system for workforce education and skills development.

We must train more Californians for the jobs we have now and will create in the future. California invests over \$4 billion annually in career education, employment training, and workforce development through a variety of public agencies, including local Workforce Investment Boards, Employment Training Panel, Adult Education system, California Community Colleges, etc. California needs to

⁴ Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Youth labor force participation rate in July 2013 same as a year earlier. Accessed from: http://www.bls.gov/opub/ted/2013/ted_20130823.htm

⁵ U.S. Census Bureau, Current Population Survey, October 2012.

⁶ http://cdn.americanprogress.org/wp-content/uploads/2013/11/apprenticeship_report2.pdf

⁷ U.S. Department of Labor Office of Apprenticeship

⁸ Small Business Administration, Frequently Asked Questions, http://www.sba.gov/sites/default/files/FAQ_Sept_2012.pdf.

⁹ BLS Business Employment Dynamics, 2013.

¹⁰ Milken Institute. “A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity.” February 2013.

mobilize our federal, State and regional resources to meet industry needs for a skilled workforce, support small business development, and become increasingly competitive in attracting jobs from other states and the globe. To get there will require more than incremental changes at the margins of our various workforce systems. We need the California Community Colleges to play a vital role in strengthening California's economy. Through the Task Force, the Board of Governors will establish the roadmap.

The Goal

We need to create the opportunity for Californians to embark on accelerated paths to new skills, quality credentials, and careers that truly match employer and regional needs. We need the policies and practices that enable the California Community Colleges to significantly increase the number of student completions with workforce value over the next ten years.

We Must Ask Ourselves the Hard Questions:

What set of actions will enable the California Community Colleges to significantly increase the number of degree and certificate completion with workforce value? How can the California Community Colleges most effectively strengthen California's regional economies? The Task Force will explore strategies and activities such as these listed below:

- Increasing the completion of quality industry-valued credentials by regional economies. Increasing STEM/STEAM skills that matter to employers.
- Better aligning K-14 and K-16 career pathways¹¹ to the quality and quantity needed by regional economies.
- Increasing employer co-investment in developing their talent pool via apprenticeship, work-based learning, internships and other forms of participation.
- Evolving structures intended to respond to changing skills needs, making them more inclusive of competencies, online delivery, employer-customized education, and work-based learning.
- Braiding collaboration, resources, and outcomes among California's state agencies active in workforce and economic development.
- Creating on-line tools to access the jobs infrastructure for: at-risk youth (ages 16-24); adults needing training or retraining; businesses that need the talent; and partners who want to co-invest.

According to the Association for Career and Technical Education, the term "industry-recognized," used with respect to a credential, means a credential that—

A. is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,

B. where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

¹¹ (from K-12 through community colleges; from community college to the workplace; from community college to the university)

Task Force Reading List:

- **Linking Business and Budgets** (Inside Higher Education, August 7, 2014):
<https://www.insidehighered.com/news/2014/08/07/new-workforce-fund-louisiana-ties-money-jobs-and-private-donations>

In its goal to create the needed skilled workers, Louisiana requires colleges and private industry to team up on workforce-related academic programs.

- **Help Wanted: Projections of Jobs and Education Requirements Through 2018** (Georgetown Center on Education and the Workforce, 2010):
<https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>
This landmark report shows where the jobs will be, by education level, occupation and industry through 2018, and how postsecondary education is increasingly essential to middle class earnings.

- **In This Together: The Hidden Cost of Young Adult Unemployment** (Young Invincibles, 2014):
<http://younginvincibles.org/wp-content/uploads/2014/01/In-This-Together-The-Hidden-Cost-of-Young-Adult-Unemployment.pdf>
Breakdown of lost revenues due to unemployed young adults. Includes state breakouts showing per-unemployed cost and total cost to state. California loses \$219 million a year from unemployed young adults. One of our policy recs includes expanding Apprenticeships.

- **Workforce Investments: State Strategies to Preserve Higher-Cost Career Education Programs in Community and Technical Colleges** – (Institute for Higher Education Leadership & Policy, 2013)
http://doingwhatmatters.cccco.edu/portals/6/docs/IHELP_Workforce_Invest_FINAL_Aug30.pdfOverviews how California compares against 20 states that have finance mechanisms to preserve valuable CTE/workforce programs for students even when these programs entail higher costs.

- **Youth and Work** (Annie E. Casey Foundation, 2012):
http://www.childrennow.org/uploads/documents/casey_youth_report_2012.pdf
Explains what disconnected youth are and includes a state breakdown. CA has about 1.9 million disconnected youth ages 16-24. Policy recs include: a national employment strategy promoting multiple pathways and collaborative community efforts.

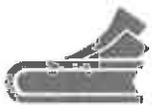
- **Students paying extra for business skills they say they haven't learned on campus. Critics wonder: Why don't colleges teach this?** (The Hechinger Report, 2014) http://hechingerreport.org/content/students-paying-extra-business-skills-say-havent-learned-campus_16334/
More and more students are paying extra to learn career skills before starting their first jobs, forking over thousands of dollars on top of the already high price of higher education.

- **Ready to Work: New Actions to Expand Job-Driven Training and Broaden the Pathways to the Middle Class** (The White House, 2014)
http://www.whitehouse.gov/sites/default/files/docs/ready_to_work_factsheet.pdf
Vice President Biden was commissioned by President Obama to review all \$15B of federal employment and training programs. This newly released report contains the recommended actions that will reshape those federal investments.

☛ **The New Geography of Jobs** (Enrico Moretti, 2013)

<http://amzn.to/1rGVxQi>

☛ "Enrico Moretti's superb book highlights why the study of economic geography is vital for understanding fundamental issues such as the root causes of rising income inequality, innovation, and job growth. For those who are curious about how the United States will continue to thrive in the global 21st century economy, I can think of no better book to read than *The New Geography of Jobs*." —Matthew E. Kahn, author of *Climatopolis*



Executive Committee Agenda Item

SUBJECT: SB 967 Student Safety: Sexual Assault		Month: November	Year: 2014
		Item No. V E	
		Attachment: Yes	
DESIRED OUTCOME:	Consideration of possible actions and directions	Urgent: NO	
		Time Requested: 20 Minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: On September 28, 2014, Governor Brown signed AB 967 (De Leon), which, among other things, requires local governing boards to “implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking.” The bill has become well publicized due to its requirement that policies include an affirmative consent standard prior to sexual activity, colloquially known as “yes means yes.” The text of the bill is attached to this agenda item.

Local academic senates will need to be involved in the development of their districts’ policies in this area. This agenda item will involve a discussion by the Executive Committee regarding the ASCCC’s role in providing assistance to local senates in developing and implementing these policies.

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

Senate Bill No. 967

CHAPTER 748

An act to add Section 67386 to the Education Code, relating to student safety.

[Approved by Governor September 28, 2014. Filed with Secretary of State September 28, 2014.]

LEGISLATIVE COUNSEL'S DIGEST

SB 967, De León. Student safety: sexual assault.

Existing law requires the governing boards of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions to adopt and implement written procedures or protocols to ensure that students, faculty, and staff who are victims of sexual assault on the grounds or facilities of their institutions receive treatment and information, including a description of on-campus and off-campus resources.

This bill would require the governing boards of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions, in order to receive state funds for student financial assistance, to adopt policies concerning sexual assault, domestic violence, dating violence, and stalking that include certain elements, including an affirmative consent standard in the determination of whether consent was given by a complainant. The bill would require these governing boards to adopt certain sexual assault policies and protocols, as specified, and would require the governing boards, to the extent feasible, to enter into memoranda of understanding or other agreements or collaborative partnerships with on-campus and community-based organizations to refer students for assistance or make services available to students. The bill would also require the governing boards to implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking. By requiring community college districts to adopt or modify certain policies and protocols, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. Section 67386 is added to the Education Code, to read:

67386. (a) In order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions shall adopt a policy concerning sexual assault, domestic violence, dating violence, and stalking, as defined in the federal Higher Education Act of 1965 (20 U.S.C. Sec. 1092(f)) involving a student, both on and off campus. The policy shall include all of the following:

(1) An affirmative consent standard in the determination of whether consent was given by both parties to sexual activity. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

(2) A policy that, in the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

(A) The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.

(B) The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

(3) A policy that the standard used in determining whether the elements of the complaint against the accused have been demonstrated is the preponderance of the evidence.

(4) A policy that, in the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

(A) The complainant was asleep or unconscious.

(B) The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.

(C) The complainant was unable to communicate due to a mental or physical condition.

(b) In order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the

California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions shall adopt detailed and victim-centered policies and protocols regarding sexual assault, domestic violence, dating violence, and stalking involving a student that comport with best practices and current professional standards. At a minimum, the policies and protocols shall cover all of the following:

(1) A policy statement on how the institution will provide appropriate protections for the privacy of individuals involved, including confidentiality.

(2) Initial response by the institution's personnel to a report of an incident, including requirements specific to assisting the victim, providing information in writing about the importance of preserving evidence, and the identification and location of witnesses.

(3) Response to stranger and nonstranger sexual assault.

(4) The preliminary victim interview, including the development of a victim interview protocol, and a comprehensive followup victim interview, as appropriate.

(5) Contacting and interviewing the accused.

(6) Seeking the identification and location of witnesses.

(7) Providing written notification to the victim about the availability of, and contact information for, on- and off-campus resources and services, and coordination with law enforcement, as appropriate.

(8) Participation of victim advocates and other supporting people.

(9) Investigating allegations that alcohol or drugs were involved in the incident.

(10) Providing that an individual who participates as a complainant or witness in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's student conduct policy at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

(11) The role of the institutional staff supervision.

(12) A comprehensive, trauma-informed training program for campus officials involved in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

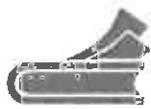
(13) Procedures for confidential reporting by victims and third parties.

(c) In order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions shall, to the extent feasible, enter into memoranda of understanding, agreements, or collaborative partnerships with existing on-campus and community-based organizations, including rape crisis centers, to refer students for assistance or make services available to students, including counseling, health, mental health, victim advocacy, and legal assistance, and including resources for the accused.

(d) In order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of independent postsecondary institutions shall implement comprehensive prevention and outreach programs addressing sexual violence, domestic violence, dating violence, and stalking. A comprehensive prevention program shall include a range of prevention strategies, including, but not limited to, empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction. Outreach programs shall be provided to make students aware of the institution's policy on sexual assault, domestic violence, dating violence, and stalking. At a minimum, an outreach program shall include a process for contacting and informing the student body, campus organizations, athletic programs, and student groups about the institution's overall sexual assault policy, the practical implications of an affirmative consent standard, and the rights and responsibilities of students under the policy.

(e) Outreach programming shall be included as part of every incoming student's orientation.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



Executive Committee Agenda Item

SUBJECT: Report out from California OER Council		Month: November	Year: 2014
		Item No V F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the work of the Intersegmental Committee of Academic Senates (ICAS) Online Educational Resource portal.	Urgent: NO	
		Time Requested: 10 Minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Kale Braden	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: SB 1052 (Steinberg, 2013) directed the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC) Intersegmental Council of Academic Senates (ICAS) to establish the California Open Education Resource Council (COERC). Council will be providing a formal presentation at a future Executive Committee meeting in the spring. The purpose of this presentation is to provide the Executive Committee with information about what the California Open Educational Resources Council has accomplished thus far and what their plans are for the future.

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

September 8th, 2014: UC Irvine, 10:00am-3pm

COERC Primer

SB 1052 (Steinberg, 2013) directed the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC) Intersegmental Council of Academic Senates (ICAS) to establish the California Open Education Resource Council (COERC). The California Open Education Resources Council (COERC) consists of three faculty representatives from each of the three California higher segments (CCCs, CSUs and UCs). COERC is supported by the COERC Coordinator who was selected by ICAS.

From the legislation:

1. Select up to 50 lower division courses in the public postsecondary segments to target for the development and acquisition of digital, open source textbooks and materials.
2. Create and administer a standardized, rigorous review and approval process for open source textbooks and related materials.
3. Promote strategies for production, access, and use of open source materials.
4. Regularly solicit and consider input from each segment's respective statewide student associations.
5. Establish a competitive request for a proposal process in which faculty members, publishers, and other interested parties may apply for funds to produce the high quality, affordable, digital open source textbooks and related materials in 2014.
6. Explore methods for reviving classic or well regarded, out-of-print textbooks in digital, open source formats.

From ICAS:

1. Meet goals of SB 1052 legislation.
2. Work collegially under the direction of the California OER Council Project Coordinator to produce the deliverables specified in the Hewlett grant proposal timeline.
3. Submit policies and processes to ICAS for review and approval; document and archive policies and processes approved by ICAS.
4. Develop policies for building the collection of open textbooks in the California Open Source Digital Library (COSDL).
5. Develop a process for review teams which will include: composition, timelines, rubrics for evaluating texts, minimum standard for text to be included in COSDL, appeal process for authors, training necessary for review and normalizing, process for communicating names of texts approved for inclusion in COSDL by discipline (or alternate way to categorize the texts).
6. Send regular reports to ICAS about disciplines, texts, challenges, etc.
7. Prepare content for the COSDL website and ICAS webpage.
8. Prepare and administer (or delegate) professional development opportunities by or across segments.
9. Develop policies for defining data that will need to be collected and analyzed to track the success of the project.

California
Open Education Resource
Council
Meeting Reports

President David Morse
Vice President Julie Bruno
Secretary John Stankas
Treasurer Wheeler North
Executive Director Julie Adams

10. Develop process for outsourcing work to "complete" a text.
11. Support review teams (California OER Council members may not participate on review teams).

Cool4Ed website

“California Open Online Library for Education” Is the portal service to merge existing services such as the Multimedia Educational Resource for Learning and Online Teaching (MERLOT, www.Merlotx.org) and the Affordable Learning Solutions Initiative (<http://als.csuprojects.org>) into the California Open Source Digital Library (COSDL) called for in SB 1052 (Steinberg, 2013).

The website was demoed by Leslie Kennedy. The new features included Faculty Showcases and Course Showcases which provided faculty testimonials from all three segments on how they have incorporated Open Educational Resources (OER) into their courses.

The Council requested that COOL4ED be presented at the Fall ASCCC Plenary. I informed them that the agenda with breakout proposals had already been sent out, that our docket was rather full, and that the decision would be made at the Executive Committee meeting three days after the COERC meeting—but that I would ask

Publicity

COERC is working on their branding and internet presence—there has been a lot of concern/discussion about how close COERC is to “coerce” and that it is not playing well with faculty perceptions that they will be forced to adopt OER textbooks.

The press release for the project has been on hold because “...we weren’t sure which segment would handle [it].” This has led to some confusion in the group about when information could be shared with the various segments. They are working on finalizing their Press Release.

COERC would like for the ASCCC Executive committee to determine CCC presentation opportunities

Resource Reviews

A pilot was conducted over the summer to test the Methods for Textbook Approval which had been approved at the 5/19/14 meeting). Reviews were conducted of three (or more) OER resources for the following disciplines/courses:

Discipline	Course Title	CID Course Number
Communication	Public Speaking	COMM 110
Economics	Principles of Microeconomics	ECON 201
History	U.S. History to 1877	HIST 130
Chemistry	Intro to Chemistry	CHEM 110 & 120
Mathematics	Intro to Statistics	MATH 110

Phase II of the review (Fall 2014) will include:

- Accounting
- Intro to Psychology

- Intro to Biology
- Business
- Child Development

Phase III Review (Spring/end of January 2015):

- Art History
- Computer Science
- Elementary Education
- Writing and Critical Thinking
- Intro to Mass Communication

Phase IV Review (Summer 2015):

- Intro to Reporting and Writing
- Music Appreciation
- Physics
- Intro to Sociology
- Spanish

The council is moving forward with the goal of completing a review of materials for 45 courses (with a minimum of 3 resources to be reviewed by at least three faculty members) to be completed by Fall 2015.

The Criteria for selecting which courses will be reviewed were approved on 2/10/2014.

California
Open Education Resource
Council
Meeting Reports

President David Morse
Vice President Julie Bruno
Secretary John Stankas
Treasurer Wheeler North
Executive Director Julie Adams

September 15th, 2014: Conference Call

This meeting was primarily concerned with the branding of COERC and the possibility of changing the project's name.

September 29th, 2014: Conference Call

A sizeable amount of time was spent on the branding of COERC and it was decided that the Council move away from using the acronym "COERC" and instead begin referring to the project as the California OER Council.

The Council discussed member's progress on identifying texts for discipline faculty to review.

Cheryl Stewart (Coastline) and Dianna Chiabotti (Napa Valley) are working on a resolution in support of the California OER Council to be introduced at Area meetings. The Council was informed that the agenda for the Fall Plenary was too full to allow for space for a California OER Council presentation, but that Exec would be interested in a presentation and that we might be able to move forward with something at the Spring Plenary.

COERC Progress Report
October 25, 2014
Katherine D. Harris, Chair/Project Manager

Action Items for ICAS

- Email thank you letters [[draft letter](#)] to [Phase I Panelists](#) on ICAS letterhead
- Distribute [Faculty Survey](#) & [Student Survey](#)

COERC Members
Katherine D. Harris, Chair/Project Manager (San Jose)

CCC
Cheryl Stewart (Coastline)
Dianna Chiabotti (Napa Valley)
Kevin Yokoyama (Redwoods)

UC
Bob Jacobsen (Berkeley)
Peter Krapp (Irvine)
Randy Siverson (Davis)

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

According to the revised timeline and deliverables from the Hewlett Foundation Grant, COERC continued its work June through August 2014. The priority through the summer months was the construction, beta-testing, and implementing of the faculty review panels:

- creating the technological infrastructure for faculty review panels of the textbooks already selected for the 5 courses;
- identifying and selecting faculty (1 per segment for each of the courses) for the review panels based on the criteria established by CA-OER;
- establishing and implementing workflow for the review panels;
- creating introductory materials for the faculty review panels;
- implementing the review rubric created by CA-OER; and
- obtaining feedback on this process from the faculty review panels.

The faculty review panels will result in public, open reviews for each of the textbooks -- similar to the [BCOpen Campus](#) reviews -- and displayed on [COOL4Ed](#).

Selection of these faculty were based on three criteria to create a balanced panel:

1. One faculty member from each segment;
2. Position in career (early career, middle career, advanced career; part-time faculty, full-time faculty, Emeritus faculty); and
3. Expertise in using or familiarity with OER resources (including a range in this category from experts to those who wanted to become more familiar with OER materials).

For this first phase of OER textbook faculty reviews, CA-OER selected five disciplines with high impact courses across all three higher education segments: History, Communications, Chemistry, Statistics (Mathematics), and Economics. Before each faculty review panel was established, we collected more information about each potential reviewers' qualifications surrounding the following courses: U.S. History to 1877, Public Speaking, Introduction to Chemistry, Introduction to Statistics (Mathematics), or Principles of Microeconomics.

Faculty identified their interest in becoming a reviewer with the original [Faculty Survey](#) distributed throughout the CCC, UC, and CSU (see [previous report about results](#)). We continue to distribute the faculty survey and to amass potential reviewers from a variety of disciplines (and request that you also distribute the survey to your students and faculty). From here, faculty in the appropriate division were sent an application requesting further information. By July, we had formed full review panels for the selected textbooks accompanying the first five courses. The reviews were completed by September 15 along with a de-brief on the process, workload, and review rubrics (which are managed via a Google form).

All faculty agreed that 5 weeks was more than enough time to review three textbooks. Most faculty had small requests about revising the rubric as an instrument of review. We received a moderate amount of feedback about the introductory materials (our Bootcamp videos and slides) and are now in the process of creating professional videos for the reviewers Bootcamp.

CA-OER will continue with a schedule of reviews through Fall 2015, according to the [Courses & Textbooks Selected for Review spreadsheet](#). We continue to use Facebook as our central location to push announcements and are working on an outreach campaign through Facebook and Twitter. We also continue to solicit recommendations for textbooks.

- [To receive updates about California OER Council activities, please see and like our Facebook page.](#)
- [To recommend an OER Textbook for Peer Review, please submit this form.](#)

The CA-OER chair and various members have been attending area meetings of faculty and students as well as statewide meetings for a variety of academic senates in order to distribute the faculty and student surveys. As of October 25, 2014, 425 faculty identified themselves as potential reviewers, 1200 faculty have completed the survey, and 115 students have completed their survey. We will continue to perform outreach to faculty, students, administrators, and librarians throughout the three segments. UC faculty have proved to be the most difficult to reach. We could certainly use ICAS's help in this portion of the outreach.

Post-Meeting Queries from ICAS (sent by S. Filling to K. Harris):

One issue that was raised was what the review process entailed. Some were feeling like 4-6 hours just isn't enough time to do a "thorough" text review. It may well be that they're thinking of a "should I adopt this text" review rather than a "does this meet some enumeration of criteria" review. Is there a difference in your mind between those two reviews? If so, how do we communicate which COERC is using? They were also concerned about doing three reviews in 3 weeks - I think they're thinking about why the reviewer pool isn't larger and looking to suggest ways to enlarge it.

1. 4-6 hours spread over the time period of 4-5 weeks was sufficient for all of the faculty who performed the peer reviews this summer. I have to trust those faculty in their assessment of the process. A lot of them took much more than that, though, with a few stating that they took upwards of 10 hours to assess the content and move through the rubric. When we contact reviewers, one of the issues is workload and being honest about the review workload. I use a very conservative 8 hours/textbook when letting reviewers know what we expect. Please also keep in mind that the budget of \$250/textbook is paltry if we expect much more. (The budget can't be raised much more than this due to constraints.) We are running reviews this Fall of 5 more courses (with 3 textbooks/course). This will be another beta-test of the timing during the academic year and the feasibility of the timeline for reviewers. Based on those outcomes, we'll run 4 phases of reviews in the Spring (with 5 courses for each phase -- 3 textbooks/course). With that being said, I understand the concern and invite members of ICAS to participate as reviewers if they would like a first-hand view.
2. At the conclusion of the rubric, there is a question about "should I adopt this textbook," but it is in conjunction with the lengthy enumerative assessment that precedes it. The "should I adopt this textbook" is a query fraught with concerns local to each faculty member's university. Most of the faculty we used this semester indicated that they don't have control over the decision, that it goes to a department committee. What we're aiming for with these reviews is real peer review, real critique. Adoption is the second phase of the project. That last question about adoption on the rubric is a way to gauge (very preliminarily) movement into educating faculty about adoption. It's also a way to include these faculty peer reviewers in the next step of a course showcase. And, in many cases this summer, many of the peer reviewers were already using one of the textbooks and were already ready to participate in the faculty showcase.
3. For the pool of reviewers, please remember that we have to conduct reviews for 45 courses. Each course will have 3 textbooks. Realistically, unless we want to hire someone full time (40-50 hours per week), we can't do more than 3 textbooks per review/per course. Also, the budget doesn't allow for larger payment: \$250/textbook for each reviewer. Once we complete a full round of reviews for all 50 courses, we can return to reviewing more textbooks for each course. The idea is that we will have convinced individual campuses to do this work and continue funding the project to keep

it going.



Executive Committee Agenda Item

SUBJECT: Fall Plenary Session		Month: November	Year: 2014
		Item No: V. G.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for the Fall Plenary Session.	Urgent: YES	
CATEGORY:	Discussion	Time Requested:	
REQUESTED BY:	David Morse	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Excerpted from the Executive Committee Responsibilities Document:

PLENARY SESSION RESPONSIBILITIES

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

Expected Activities of Executive Committee Members at plenary session:

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

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

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

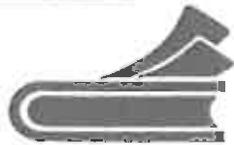
Executive Committee members may be asked to volunteer for any of the following:

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

After Session

Executive Committee members are expected to do the following:

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



Academic Senate for California Community Colleges

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ASCCC Curriculum Committee

Notes

September 19, 2014

CCCCConfer

Attended: James Todd, Ginni May, Cheryl Aschenbach, Terrie Hawthorne, Sofia Gelpi Ramirez, Rich Cameron, Kathleen Rose, Michelle Grimes-Hillman

Notetakers: Ginny May and Sophia Gelpi Ramirez

Started with SACC update – CCCCO is way understaffed. There are more than 600 programs waiting for approval. Kathleen Rose (CIO, Gavilan College) is the new SACC co-chair.

Chancellor's Office said "if you can't make your ADT goal, you can redefine your ADT goal."

Debbie Klein joined the Curriculum Committee to participate in the discussion on Adult Basic Ed.

1. Reviewed and approved notes from September 5, 2014
2. Important Dates
 - a. October Executive Committee Meeting (October 10-11) – Agenda deadline September 24 – resolutions are due. Michelle outlined the deadline and process for resolutions.
 - b. Rostrum Deadline October 6 – MGH was going to do T.O.P.s article with Kim Harrell, but the committee suggested that CB21 Coding/C-ID Descriptors/Common Assessment Initiative might be more appropriate. Michelle GH and Ginny will work on draft after the CN 21 meetings.
 - c. Presenter list to Fall Plenary – October 7 – Committee will finalize during October 3 meeting.
 - d. Final breakout descriptions – October 10 Committee will finalize during October 3 meeting.
3. Curriculum Regional Meetings Planning: October 17-18 – Reviewed Program
Reviewed draft, agenda and needs list – Ginni will be attending both due to CB21, James is attending both, Terri will be in South, Cheryl in North, Sophia in South, Rich is unable to attend, Help with registration: Cheryl in North, Terrie and Sophia in South
Committee is interested in attending the CCCCO training (Cheryl and Kathleen in North, Sophia in South).

AGENDA – Time slots will be adjusted, Michelle will clean up agenda based on discussion
Julie Bruno and Ginni May: "C-ID/ADT and CB21 Coding" update instead of "Model Curriculum"
Committee decided to cut "Prerequisites Next Steps: Disproportionate Impact and Equity Plans" as it will be discussed at the Equity Regionals and Curriculum Institute.

4. Fall Plenary Resolution Planning (due September 24)
 - a. Update the Curriculum Reference doc (Ginny) – Sophia is going to add some comments regarding Methods of Instruction by Monday.
 - b. Local stand-alone course approval. (Sophia) – Rich would like to add a and combine 2nd and 3rd "Whereas" regarding Local Community Needs...Rich will send this to the committee.
 - c. General Education issues- ADTs (Cheryl and Terrie) – Michelle and Ginni worked on this.
Discussed language from other editions of the PCAH and may need more modification.

Michelle will work on this and get it to the group by Monday.

d. Low unit certificate data (Cheryl) – Cheryl will be the contact person.

5. Fall Plenary Breakouts and draft descriptions (due October 10)

a. Adult Basic Education – Debbie Klein is joining us to talk about this Breakout Description

b. Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns (presenting with Noncredit Committee members)

The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16! How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about curricular implications

Presenters: MGH (facilitate), Ginny May, noncredit committee members

Note: Donna Burns is Dean of Continuing Ed at Mt. Sac., Erica Blanc is on SACC as the ACCE representative and suggested that ACCE be included in some way. Do we want to consider having ACCE people participating or invited to participate or to attend? Michelle will communicate with the Executive Committee Officers. Members agreed that breakout description is fine.

c. Hot topics in Curriculum

Come get your Curriculum Hot Topics before they are gone

Come and learn what is happening in the world of curriculum. Will bring you snapshots of the world in stand alone course approval, the PCAH revision, Units and Contact hours

Presenters: MGH (facilitate), Rich Cameron, Cheryl Aschenbach

6. Summary and Future items

a. Survey for S13 9.01 Investigate Regional Coordination of Course (James)

b. Rostrum

i. Kinesiology, PE, Athletics Courses and TOPs Codes (Michelle GH and Kim Harrell)

ii. F11 13.04 Course Development and Enrollment Management Possible Rostrum or paper. (Sophia and Terrie)

iii. S11 9.05 Local Senate Oversight of All College Offerings (Ginny and Michelle GH)

Next meeting: October 3, 2014

ASCCC NONCREDIT COMMITTEE MEETING

Conference call

Tuesday, August 26, 2014

I. Welcome & Introductions

A. Members Present

Debbie Klein (chair), Diane Edwards LiPera, Candace Lynch-Thompson, Wheeler North, David Norton, Leigh Anne Shaw

Debbie: Anthropology instructor, Local union president, Exec. Committee member, Gavilan

Diane: Counselor (workforce development), AB 86 coordinator, Southwestern

Candace: ESL instructor, School of Continuing Education, North Orange County

Wheeler: Aviation instructor, Exec. Committee member, San Diego Miramar

David: Coordinator for Developmental Education, AB 86 project director, Copper Mountain

Leigh Anne: ESL instructor, co-chair of AB 86 consortium, Skyline

B. Members Not Present

Jarek: Santa Ana

Jason: Mathematics instructor, Mendocino

II. Brief background on Noncredit & AB 86 Progress

A. CDCP (Career Development and College Preparation) Funding Change

- CO is bringing the funding rate for CDCP areas up to credit level
- Opportunity for authentic curriculum discussions

B. AB 86 Progress Reports

Diane:

- Developing relationship with K-12 partners
- Meeting since January as steering committee
- Every two weeks, partners are meeting
- Region 10 is meeting with peer group, regional approach
- Sending someone to CO Summit
- Concerns about job loss on part of adult ed instructors
- No full-time credit faculty involved yet

- Adult ed. teachers are at table
- Close contact with local senate
- Sept. 19: bringing other faculty in
- Working on a robust & creative planning process

Leigh Anne:

- Basic Aid
- Lots of fear and misinformation about what will happen to adult schools
- Collaborative action teams (CATs) are meeting: co-chaired by faculty
- Steering committee (admin. and faculty)
- Focus groups
- Community outreach
- Duplication (elephant in the room): when do we need it, when don't we need it?

David:

- Good process with AB 86
- No adult school, only noncredit
- One CCC and one unified school district
- Unified school district wants nothing to do with adult ed.
- Small and poor community: 83% of students get aid
- David is project director working with the institutional researcher

C. Food for Thought

- Most exciting piece: we have the opportunity to ask the big questions:
 - What would our ideal community college look like?
 - What would our ideal adult educational system look like?
 - How can we best integrate noncredit and credit?
- What are the elephants in the room?
 - Duplication
 - Minimum qualifications
 - Need for full-time faculty in noncredit programs
 - Shifting credit instructors to noncredit
 - Salary parity for noncredit and credit faculty
 - Etc.

III. Next Steps for This Committee

A. Get copies of AB 86 status reports due to the Chancellor's Office in October.

B. Send out brief information-gathering survey to local senate presidents:

Question ideas:

- Is your senate involved in your AB 86 consortium? If so, how?
- Do you know if your district already runs your adult ed. program?
- Please send us a link to your AB 86 planning website.
- Please send us a copy of your status report.

C. Get in touch with Neal Kelly (statewide steering committee): nkelly@cccco.edu

D. Write *Rostrum* article (October 6 deadline) about the need for full-time faculty in Noncredit programs, etc. (Leigh Anne and Candace will draft)

E. Write resolutions (Sept. 24 deadline)

F. Plan breakouts for Fall Plenary

IV. Breakout Ideas (drafts only, will change!)

A. Noncredit Program Development: Hopes, Dreams, and Concerns

Some community colleges have a robust noncredit curriculum, while most colleges do not. Guess what? The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16! How does this new funding model change our conversations about adult education and basic skills courses? This session offers information and raises questions about noncredit programs in light of these recent changes. Etc.

B. AB 86: Exploring New Possibilities for Student Success

What if our students took most of their basic skills courses on the noncredit side of our house in preparation for their courses on the credit side? What would our ideal community college look like? How are your AB 86 conversations going? Are your faculty involved? Are you dreaming big? What are your elephants in the room? This session is for information sharing and gathering. Etc.

C. Building and Sustaining Noncredit Programs: The Need for Full-time Faculty

The Noncredit Committee wrote a *Rostrum* article explaining and advocating for the need for full-time faculty involvement in our noncredit programs. How can we build and sustain our noncredit programs? What are the issues from senate and union perspectives? We will discuss the inclusion of full-time faculty in our FON (Faculty Obligation Number), the 50% law, minimum qualifications, and more! Etc.

V. Meeting Schedule

Tuesdays @ 5-6:30pm (phone)

September 9

September 16

September 23

September 30

October 21

October 28

In Person

Tuesday October 7 (AB 86 Regional Planning Summit)
Friday October 17 (10am-3pm, place to be determined)

Minutes submitted by Debbie Klein

Noncredit Committee Agenda

5:00-6:30pm
CCC confer call

Tuesday, September 9, 2014

Present: Wheeler North, Debbie Klein, Candace Lynch-Thompson, Diane Edwards-Lipera, Jarek Janio, David Norton, Leigh Anne Shaw

I. Opening Items (15 min)

- a. Welcome & brief highlight from your summer
- b. Agenda adjustments - none
- c. Approval of minutes from 8/26/14 – M: Lynch-Thompson/ S: Janio /U

II. Reports (30 min)

- a. Updates from committee on consortia discussions & status reports
 - a. Janio: Meetings on schedule and frequent; noncredit faculty fully engaged; connecting to local stakeholders; not as much contribution coming from credit faculty as from noncredit; lack of understanding of need to change status quo.
 - b. Edwards-Lipera: Kickoff event with community partners and lead faculty just happened; forums planned; individual focus groups meeting for about 1 month. Faculty driven. Trust and good relationships.
 - c. Shaw: Steering committee of faculty and admin carefully crafting each step of activities. All-team meeting happening Sept 12 and monthly meetings planned with activities. Working on curriculum alignment mapping tool to see offerings over CCC district and Adult School.
- b. Exec. Committee update (AB 86 involvement & breakout proposal process)
 - a. Concerned with lack of involvement of ASCCC in AB 86 discussions. Regional summit was planned without any input from ASCCC. Concern that this may be why faculty report not being as involved in their consortia as they should/wish to be.
 - b. Submitted 3 breakout ideas generated from last meeting to Exec. Exec will discuss breakouts and select one or more by this weekend.
- c. Upcoming deadlines: resolutions due on 9/24 & *Rostrum* article due on 10/6
 - a. Resolution idea on FON – need for sustaining noncredit, including noncredit in FON.
 - i. Concern over fallout: Will FON drive the decision-making, effecting current department makeup such as ESL/Basic Skills? Will it create even more inequity than already exists between FT and PT?
 - ii. Suggestion to frame it in terms of the need for FT faculty in noncredit. Can refer to language in resolutions provided in emails prior to this meeting.

III. Discussion Items (30 min)

- a. Survey to local senates on AB 86 progress
 - a. Klein distributed a draft survey. Committee made suggestions for revision.
 - b. Klein will try to get the survey approved by ASCCC Exec and distributed to senate presidents in time for results to be gathered prior to AB 86 Summit on Oct 6-7.
- b. Draft resolutions from our committee – tabled for next meeting. Members asked to share drafts in email prior to next meeting.

IV. Closing Items

- a. Next meeting: September 16, 2014 @ 5-6:30pm
- b. Adjournment at 6:30pm. Minutes submitted by Leigh Anne Shaw

ASCCC Mission

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Tuesday, September 16, 2014

Debbie Klein, Wheeler North, Leigh Anne Shaw, Jarek Janio, David Norton and guest David Morse

I. Opening Items (15 min)

- a. Welcome
- b. Agenda adjustments - none
- c. Approval of minutes from 9/16/14 M: Janio / S: North /U

II. Reports (30 min)

- a. David Morse update on ASCCC appointment to Chancellor's Office AB 86 work group
 - a. SSTF recommendation discussed cutting off all credit instruction more than 2 levels below transfer; this was fought and removed based on uneven delivery of adult ed and existent differential funding for credit/noncredit.
 - b. Since that time, AB 86 would address the first concern.
 - c. Issues of inequal implementation of AB 86: some districts involving faculty heavily, some not
 - d. Structure of AB 86:
 - i. Cabinet – Deputy Chancellor and two Vice Chancellors
 - ii. Work group – 12-person group who works on the implementation.
 - 1. There are no faculty serving on the workgroup to date, despite ASCCC's request to be included.
 - 2. A recent vacancy has occurred and has been extended to ASCCC to fill, but workgroup wishes to choose and ASCCC wishes to appoint, per Chancellor's orders re: appointments. ASCCC recommended John Stankas. Awaiting confirmation.
 - 3. ASCCC planning to request open meetings for this group.
 - e. Change in funding to CDCP funding (addressing second concern) is slated to occur within the next year.
 - i. Equalizing funding opens up discussion of how we can serve students at varying levels.
 - ii. Allows more options for student rate of completion (self-pace vs. accelerated)
 - iii. Discussing the FON

1. Currently noncredit faculty are not counted which is a disincentive to adding noncredit to programs.
 2. FON is based on 1988 numbers and possibly not relevant to colleges today.
 3. FON is seen by ASCCC as a "floor" while administration may see it as a "ceiling" of hiring numbers
 4. FON is regulation, not Ed. Code – stemmed out of AB 1725, so BOG governs its changes
- f. Concern over student/public perception of adult school vs. college, credit vs. noncredit; need to educate students about the new opportunities to be created.
 - g. Upcoming CB 21 meetings (Sept 19/20, 2014)
 - i. Goal is to complete descriptors for Math, basic skills English, and ESL, although this may be unrealistic given the allotted time
 - ii. Definition of "college-ready" is not clarified and could inform the process
 - iii. The discussion will need to include what is best taught in credit and noncredit respectively; once the financial disincentive is removed, that discussion might be easier to have at districts across the state.
 - h. Related issues:
 - i. ESL is not only CDCP – there is an academic pathway
 - ii. Common core implies that we will have more prepared students coming into CCCs, and the impact on noncredit is unknown
- b. Updates from committee on consortia discussions & status reports
 - a. Janio – Sending 3 people to symposium on Oct 6-7, 2014. Hearing spectrum of responses from consortia who are hiring/utilizing researchers and consultants.
 - b. Shaw – Consortium is creating a curriculum asset map to illustrate what skill sets and classroom focus is offered in adult school and in CCC. Preparing for a forum.
 - i. Leigh Anne can make available the curriculum asset map to committee members
 - c. Norton – Consortium has formed community advisory board consisting of faculty and stakeholders deeply involved in ESL instruction. Hiring a support person for the AB 86 process.
 - c. Survey on AB 86 consortia planning process due Friday Sept. 26
 - a. Survey was distributed and committee looked at current results showing a wide spectrum of faculty involvement – from zero to heavily involved.
 - d. Upcoming deadlines: resolutions due on 9/24 & *Rostrum* article due on 10/6
 - a. Klein requests that resolution drafts be sent around to whole committee in time for next week's meeting.
 - b. Resolution ideas: FON, differential rate of pay for noncredit/credit.
 - c. *Rostrum* article ideas: Should come out strategically in time for the resolution at the plenary. Focus on removing barriers.

III. Discussion Items (30 min)

- a. Spring 2014 resolution: “Academic Senate Involvement in AB 86 Regional Planning Consortia” (looking into the future)
 - a. Klein reported that the body passed this resolution last spring urging local senates to ensure faculty involvement in the AB 86 consortia. So our new committee is addressing following up with our survey. Once we analyze the data, our committee can report our findings back to the field during our plenary (or before).
- b. Draft resolutions from our committee – please send to Klein ASAP
- b. Breakout titles and blurbs for Fall Plenary (due 10/7)
 - a. Three noncredit breakouts scheduled:
 - i. Thursday, Second Breakout Session: Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns (MGH/Klein) Joint Curric/noncredit.
 - ii. Thursday, Second General Session: Keynote Panel Presentation: Noncredit Funding Transitions (1:45 p.m. – 2:45 p.m.) Members of noncredit committee may sit on the panel
 - iii. Thursday, Third Breakout session: Exploring New Possibilities for Student Success Follow-up Breakout (Klein/Stanskas, Noncredit)
 - 1. Pragmatics would be appreciated here; Senate presidents will want to know how to make decisions in this area.
- c. October 17 meeting logistics
 - a. Janio will host at Santa Ana College
 - b. Klein and Shaw to fly down to Orange County
 - c. All driving and flights to be reimbursed
- e. Basic Skills CB 21 meetings on 9/19/14 (Oakland) & 9/20/14 (Anaheim)

IV. Closing Items

- a. Next meeting: September 23, 2014 @ 5-6:30pm
- b. Adjournment at 6:23 pm



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

Minutes

September 23, 2014 @ 5-6:30pm

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 126402

Presenter Passcode: 3759904

5:12pm Adjustment additions? None
Minutes Jarek moved, Leigh Ann seconds
Discussion: Debbie thanked Leigh Anne
Aye - all approved

Agenda and minutes are to be posted on the Academic Senate web site
Debbie will have training and they will be posted and accessible to anybody

Item # 3: Important dates
Tomorrow: resolution from this committee
Rostrum deadline: October 6th

Item # 4: October 17th meeting
All will fly to Sacramento on that day
Any problems with registration? Debbie said that we should hear within two days or so the status of the flight reservation

Presentations: regional meeting agenda

9:30 start

12:30 start B: curriculum dialogue Michelle facilitator
Panel will include people from noncredit and adult ed, pre collegiate career planning
1 or 2 people from our group will represent state-wide academic senate perspective
Panels are usually 4 -5 people, 40 people are expected in the audience

#5
Resolution draft: Restructure the FON to Include Noncredit Faculty
Debbie read the resolution out loud, the discussion followed
The importance of education of our credit counterparts was stressed

Resolution draft; Secure Funding to Develop C-ID Pathways for College and Career Preparation
Debbie read the resolution out loud, the discussion followed

#6
Draft blurb and tentative titles:
Our all committee needs to be there to support the presenters

#7
We don't have time tonight to discuss this

#8

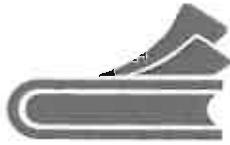
Debbie suggested October and November Friday dates for the committee to meet

Plenary: November 13 - 14th

Debbie would like to have a dinner with us all on the 13th

Meeting adjourned: Minutes submitted by Jarek Janio

Next meeting: September 30, 2014



Academic Senate for California Community Colleges

ASCCC Noncredit Committee
LEADERSHIP. EMPOWERMENT. VOICE.
Agenda

September 30, 2014 @ 5-6:30pm

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 126402

Presenter Passcode: 3759904

1. Welcome & agenda adjustments

Members present: Debbie Klein (chair), Candace Lynch-Thompson, Jarek Janio, Wheeler North, Leigh Anne Shaw, David Norton

2. Approval of minutes from September 23, 2014

M-Jarek, S-Candace, Debbie added that minutes are posted to Noncredit site. Passed-unanimously

3. Important dates

a. Rostrum deadline: October 6

b. Fall Plenary presenter list & breakout descriptions: October 7

4. Curriculum regional & noncredit committee meeting: October 17 at Sac City – The regional starts at 9:30.

We'll meet that day after breakfast, we'll join the regional after lunch. Diane will arrive in Sac at 8:15.

Registration is free, just to reserve lunch.

a. Travel logistics, registration: www.asccc.org/content/curriculum-regional-north

5. Fall Plenary breakouts and descriptions (35 min)

a. Adult Basic Education – before general session on Thursday

Adult Basic Education Course Development and new CDCP Funding: Hopes, Dreams, and Concerns (presenting with Curriculum Committee)

The Chancellor's Office has proposed to bring the CDCP (Career Development and College Preparation) funding rate up to the credit funding rate starting in 2015/16! How does this new funding model change our conversations about adult education and basic skills courses?

This session offers information and raises questions about curricular implications. Possible

Presenters: MGH (facilitate), Ginny May, Candace

b. General session: Noncredit Funding Transitions

ideas? David Morse wants this to be a topic that everyone at Plenary gets to hear about, which is why it is being included as part of the general session. Wheeler suggested a panel discussion to help people go back to their districts and start the conversation about what they are going to offer in noncredit. There is a concern that only CDCP courses will be funded. Debbie suggested having a representation of all potential approaches to noncredit there at this general session.

c. Exploring New Possibilities for Student Success through Noncredit

The concurrent restructuring of adult education and the equalization of funding for CDCP noncredit courses are game changers for our students, faculty, and communities. We will discuss the opportunities these changes are opening up for our students. We will also discuss the emerging challenges as colleges expand their noncredit programs, including: minimum qualifications, faculty workload, full-time/part-time faculty ratios, and compensation. Please join us for this informational session and discussion. Possible Presenters: Debbie (facilitate), Leigh Anne, Diane The title was revised and the description was agreed upon.

6. Communicating about noncredit & adult education: FAQ sheet (see my draft attached), video short?

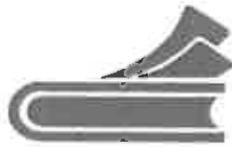
(15 min) Who is the audience for dissemination of this info? It could be a tool to educate people about noncredit locally and at the state level. We want to be able to showcase what noncredit does and what it is all about. Jarek is willing to start working on something.

7. Discuss our survey results (15 min) 81 out of 112 CCCs responded. That's remarkable. It's a relevant discussion. 30% feel that faculty are not engaged. Wheeler will look at MIS data to determine which colleges have noncredit and if it corresponds with the survey results, in other words, do the 30% who are not engaged in AB86 planning not have noncredit at their colleges?
8. Rostrum article: "Trojan Horse or Tremendous Godsend?: Retooling Adult Ed in a New Era" (Leigh Anne, Candace, Debbie) (15 min) Background about AB86, focus on equal funding for credit and noncredit, eliminating disincentives, potential to move the needle more than past efforts. That's the gist of the Trojan Horse element. Student first approach, not just a mix up of the two systems. need for pathway from adult schools to ccc, in light of students' needs. Senate discussion with BOG re FON. Inequities in pay and workload, Come from CCCCCO but guided by Senate. New funding model for CDCP and how it will be applied. Bill language equalized funding will be sent out by Debbie. Challenges for established noncredit programs vs nonestablished noncredit programs various scenarios.

Next meetings:

**(AB 86 Regional Planning Summit: October 6-7)
October 17 at Sac City curriculum regional**

Minutes submitted by Candace Lynch-Thompson



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Standards and Practices Committee

Friday, September 5th, 2014

10:00 AM -3:00 PM

1. Introductions

Craig Rutan – Chair, ASCCC South Representative

Julie Bruno – ASCCC Vice President

Julie Adams – ASCCC Executive Director

Melynie Schiel – Copper Mountain College

Paul Setziol – DeAnza College

Adrienne Foster – West LA College

April Juarez, Long Beach City College

Phil Crawford, ASCCC North Representative

2. Review Committee Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

3. Committee Member Responsibilities

Committee members are expected to participate in all committee meetings and are encouraged to participate at plenary sessions if they are able to attend. All of the committee members are planning to attend the fall plenary session in Irvine. The possibility of committee members receiving emails with questions about the disciplines list, equivalency, etc. was discussed and all committee members were encouraged to send those emails to the C. Rutan so he could create a reply in coordination with the President, Vice President, and Executive Director. C. Rutan mentioned that any emails sent from the committee members would be viewed as the official position of ASCCC, so it is important to ensure that we are giving the correct information to the field.

4. Senate Travel and Reimbursement Policies

Committee members were encouraged to have the senate office book their travel whenever possible. The committee reviewed the expense reimbursement policies, covered partial

reimbursement for cost that exceed the approved maximums, and discussed the possibility of donating reimbursements to the ASCCC foundation. The committee members were encouraged to scan their receipts and send all forms to accountant@asccc.org.

5. Schedule Future Meetings

Saturday, October 4th: 10 AM – 3 PM, West Los Angeles College

Tuesday, November 25th: 4:15 PM – 4:45 PM, CCCConfer (Exemplary Program Norming)

Tuesday, December 2nd: 4:15 PM – 4:45 PM, CCCConfer (Exemplary Program Selection)

Friday, December 19th: 10 AM – 3 PM, ASCCC Office

Tuesday, January 2nd: 4:15 – 4:45 PM CCCConfer (Hayward Award Norming)

Tuesday, January 27th: 4:15 PM – 4:45 PM, CCCConfer (Hayward Award Selection)

Friday, January 30th: 10:30 AM – 3:30 PM, DeAnza College

Tuesday, February 17th: 4:45 PM – 5:15 PM, CCCConfer (Stanback-Stroud Award Norming)

Tuesday, February 24th: 4:15 PM – 6:15 PM, CCCConfer

Tuesday, March 10th: 4:15 PM – 4:45 PM, CCCConfer (Stanback-Stroud Award Decision)

Tuesday, March 24th: 4:15 PM – 6:15 PM, CCCConfer

6. Disciplines List

a. Overview of Disciplines List revision process

The committee discussed the new process for revisions to the Disciplines List. The new process has a new form that all submissions must use. For the new process, all submissions from a local academic senate must include support from an academic senate from another district. The new process requires the support of a local academic senate or a professional organization, but not necessarily both. P. Setziol asked if the committee needed to contact professional organizations if the proposer does not and it was decided that the S&P chair would contact the proposer and encourage them to reach out to professional organizations if they have not already done so.

b. Review African American Studies Discipline

The committee discussed the African American Studies discipline submitted by San Diego Mesa College. While the committee agreed that the application is complete, they were concerned that the current proposal might be duplicative. The way the proposed minimum qualification is written, anyone with a Masters Degree in Ethnic Studies would meet the minimum qualifications in African American Studies. The committee members wondered whether a specific Bachelors degree should be included as a requirement for those with a Masters in Ethnic Studies. The other option mentioned would be to strip a Masters in African American Studies from the Ethnic Studies discipline so that African American studies will then mirror the recently approved Chicano Studies. C. Rutan will follow up with the proposer. The committee also discussed whether a proposer would be able to modify a proposal based on feedback received at the hearing at fall plenary. It was agreed that this should be possible, but those revisions would need to be submitted to the senate office very quickly to allow sufficient review prior to spring plenary.

7. Overview of Senate Resources

J. Adams provided each of the S&P members with a binder that includes information about the periodic review of the ASCCC, senate awards, the disciplines list process, and a copy of the soon to be published disciplines list. The committee also reviewed the resources available at asccc.org.

8. Senate Awards

a. Overview of Awards

The committee discussed the three senate awards, Exemplary Program, Hayward, and Stanback-Stroud Diversity. This year's Hayward award will accept applications for full-time faculty from Areas A and D and from part-time faculty from Areas B and C.

b. Theme for Exemplary Program Award

The committee suggested the following theme for the Exemplary Awards: Exemplary Programs to Assist Students Transitioning from High School to College. C. Rutan will bring the theme to the Executive Committee.

9. Periodic Review of the Academic Senate for California Community Colleges

Resolution 1.02 S14, periodic review of the ASCCC, is the responsibility of S&P. The senate office will compile a list of possible reviewers. An email will be sent out to eligible reviewers allowing them to withdraw their name from consideration. Remaining candidates will be included in the selection process at spring plenary. A random number generator will be used to determine the review team. A. Foster, A. Juarez, M. Schiel, and P. Setziol will be responsible for the selection of the review team.

10. Discussion of Resolutions Assigned to S&P

Resolution 1.03 S14 will be addressed during the bylaws revision process. The executive committee meetings for 2014-15 are already in compliance with the Brown Act, but the bylaws need to be revised to include this requirement. A. Juarez and M. Schiel will draft a survey about adding currency to the disciplines list (Resolution 10.01 F13). This survey will be sent to C. Rutan by September 15, sent out to the committee for review, and then it will be brought to the Executive Committee for approval and distribution. Once the survey results are available, a rostrum article will be written summarizing our findings. The remaining committee resolutions require revisions of Title 5. C. Rutan, J. Adams, and J. Bruno will work with the President to determine how to approach these resolutions.

11. Possible Breakouts for Fall Plenary Session

The committee will have three breakouts at fall plenary. Since all members are attending fall session, they were all encouraged to attend the disciplines list hearing. Breakout assignments will be set soon.

- a. Disciplines Hearing
- b. Minimum Qualifications and Equivalency
- c. Bylaws Revision Update

12. Discussion of Possible Committee Resolutions for Fall Plenary Session

- a. C. Rutan and J. Bruno will work with the president to determine if a resolution about a disciplines list process for baccalaureate programs is necessary and how to proceed.
- b. P. Setziol will work on a resolution about updating the Equivalence to the Minimum Qualifications paper that was last updated in 2006. Paul will send a draft to Craig by September 15th.
- c. All resolutions are due to the senate office by September 24th.

13. Discussion of ASCCC Bylaws

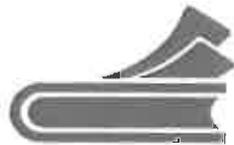
One of the committee's primary tasks will be to revise the senate's bylaws and rules to ensure they are compliant with existing non-profit and corporation laws, are internally consistent, and are consistent with existing practices. There was confusion about the bylaws because they read more like the constitution at a local senate. J. Adams explained that constitution is intentionally brief and that incorporating information from the bylaws into the constitution could complicate the revision process. J. Adams will create a template that includes the current bylaws language, suggestions for revision from Mark Alcorn, areas where the bylaws are not consistent with current practice, and a section for committee members to make comments and suggestions. During the October 4th meeting, the committee will come up with a plan for the bylaws revisions and determine how to share that information during the breakout at the fall plenary session. At the December 19th meeting, the committee will incorporate the feedback received at plenary into the revision. A revised package of bylaws and rules will be brought to the spring 2015 plenary session for adoption.

Meeting adjourned at 2:50 PM

Respectfully submitted,

Craig Rutan

Minutes Approved on October 4, 2014



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Standards and Practices Committee

Saturday, October 4th, 2014

9:30 AM – 2:30 PM

West Los Angeles College – President's Conference Room

Members Present: J. Adams, J. Bruno, P. Crawford, A. Foster, A. Juarez, C. Rutan, P. Setziol

Members Absent: None

Meeting called to order at 9:35 AM

At the beginning of the meeting, C. Rutan reported that M. Schiel had resigned from the committee. C. Rutan will consult with the President to determine if a replacement will be chosen for the committee.

1. Order of the Agenda

The order of the agenda was not changed.

2. Approval of the Minutes

(J. Bruno/P. Setziol) – Minutes were approved with corrections. A. Foster requested that names be listed in the minutes with first initial and last name. This format will be used for future minutes.

3. Disciplines List Submissions

The committee discussed what information will be shared with the field about the proposed disciplines list revisions. It was agreed that each of the submitted proposals would be posted to the ASCCC website and a summary report would be distributed to the field for review.

Concern was expressed about the two year timeline and the need to consider a process to address minimum qualifications for instructors tied to AB86 and SB850. The committee was informed that there have already been preliminary discussions and C. Rutan will bring additional information to the committee as it becomes available.

a. Update on African American Studies

C. Rutan reported on the discussions with San Diego Mesa College about this submission. The submission was modified to reflect the recommendations of S&P and has the support of the National Council for Black Studies. The committee agreed that this was a model for how the new submission process should look and they commend the faculty that put this proposal together. (J. Bruno/A. Foster) – The committee voted unanimously for to send this proposal forward for consideration.

b. DSPS Submissions

C. Rutan presented the background of the DSPS revisions. The Chancellor's Office convened a task force to look at the minimum qualifications for DSPS that are currently part of title 5 regulations. This group completed their work and was informed that it also needed to go through the academic senate's disciplines list revision process. If these changes are adopted, it is hoped that they will be part of the minimum qualifications document and that the title 5 sections pertaining to DSPS minimum qualifications for faculty can be removed. The committee members agreed that it is extremely important to encourage CAPED to have DSPS faculty participate in the disciplines list hearing at the fall plenary session. Any faculty member can participate, they do not need to be a registered session attendee, and the hearing will also be available on CCCConfer.

i. Learning Disabilities Specialist

The committee reviewed this proposal and voted unanimously (A. Foster/A. Juarez) to send the proposal forward for consideration.

ii. Counseling DSPS

The committee reviewed this proposal and voted unanimously (A. Foster/A. Juarez) to send the proposal forward for consideration.

iii. Director, DSPS

The committee discussed the Director, DSPS qualifications. This was submitted to the academic senate because a faculty member could fill the coordinator/director position. There was some concern that this section should be in title 5 and really shouldn't go through the senate's process. J. Adams suggested that a resolution of support for the title 5 revision might make more sense. C. Rutan will contact the proposers to get additional information and will work with S&P and the executive committee to determine the best course of action.

c. Supply Chain Technology

The committee discussed this proposal and there remain some unanswered questions. A. Juarez wondered if it would be possible to have a list of courses and programs at various colleges that would fit into this new discipline. J. Bruno asked if we could find out what discipline colleges are using now for this area and how would those colleges be better served by the new discipline. The committee (J. Bruno/P. Setziol) agreed to send the proposal forward for consideration and C. Rutan will follow up with the proposer to convey some of the questions discussed.

4. Update on Disciplines List Document

C. Rutan reported that a meeting is scheduled for October 16, 2014 between the Academic Senate and the Chancellor's Office to discuss what remains to be done before the 2014-16 Disciplines List can be published. This version of the Disciplines List includes several minimum qualifications that are currently located in title 5 with the disciplines that have always been part of the list. C. Rutan expressed that he believes the meeting will lead to the publication of the disciplines list prior to the hearing at the fall plenary session and it will give us insight how to approach several resolutions requesting that the Academic Senate work with the Chancellor's Office to remove minimum qualifications from title 5.

5. Update on S&P Resolutions

C. Rutan reported that the currency (recency) survey, addressing resolution 10.01 F2013, has been submitted to the executive committee for review and approval. The survey question about whether some disciplines should have a recency requirement was left in the survey and the executive committee agenda item requests the executive committee to decide whether to include the question when the survey is distributed.

6. Bylaws Revision Discussion

The bylaws discussion began with information provided by Mark Alcorn, ASCCC attorney, about areas where the current bylaws are not clear or are inconsistent with legal requirements. The goal of the revision is to ensure that the bylaws comply with all laws and regulations, reflect the current practices of the academic senate, and address any inconsistencies between the bylaws and other senate documents. The Executive Committee will be referred to as the Board of Directors in the bylaws, but will continue to be referred to as the Executive Committee. This modification will allow the bylaws to be more consistent with laws governing nonprofit corporations. A. Foster and P. Setziol will work on a definition of a district academic senate that clearly indicates when the executive committee will recognize a district senate. A draft of this language will be sent to C. Rutan by October 15, 2014. A policy for the removal of an executive committee member is also needed. P. Crawford and J. Adams will work on a draft of this policy, starting with the policy outlined in Robert's Rules and send this draft to C. Rutan by October 15, 2014. The committee agreed that the senate rules should be removed from the bylaws and the rules will be discussed at the December 19, 2014 meeting. J. Adams will send the draft of the bylaws revision to C. Rutan to be sent to the members of S&P and the executive committee for review before bringing them to the fall plenary session for discussion. The revised bylaws will be brought to the spring 2015 plenary session for adoption.

During the discussion about the bylaws, it was suggested that a Rostrum article about how committee members are appointed might be a good idea. J. Adams and C. Rutan will work on this article for a future Rostrum.

7. Fall Plenary Breakout Descriptions

Standards and Practices has two breakout sessions at the fall plenary session that need breakout descriptions. A. Juarez, C. Rutan, and P. Setziol will be presenting a breakout on equivalency titles "The Who, What, Where, and When of Equivalency" and that breakout description is complete. J. Adams, A. Foster, C. Rutan, and P. Setziol will be presenting a breakout on the bylaws revisions. This breakout will present a draft of the revisions and feedback from this session will be reviewed and incorporated into the bylaws at the December 19 Standards and Practices meeting. J. Adams and A. Foster will work on the breakout description and will get it to C. Rutan by October 6, 2014. All breakout descriptions are due to the senate office by October 10, 2014.

8. Other

The committee thanked A. Foster and West Los Angeles College for hosting the meeting. The committee was reminded that the next meeting will be the Exemplary Program Award norming session on November 25, 2014. The next in-person meeting is scheduled for December 19, 2014 at the ASCCC office at 1 Capitol Mall in Sacramento.

The meeting adjourned at 2:20 PM

Respectfully submitted,

Craig Rutan



Academic Senate for California Community Colleges

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PART TIME PAPER TASK FORCE

Monday, October 13, 2014

12:00 – 1:00pm

CCC Confer

Minutes

-
- I. Call to Order at 12:05pm
 - a. Members present: Valerie Chau, Phil Crawford, Dolores Davison (chair), Rich Hansen, Louise Lodato, Richard Mahon
 - b. Members absent: Berta Harris

 - II. Approval of the Agenda – approved by consensus

 - III. Action items
 - a. Dolores provided information regarding the process of submitting the paper draft to Exec in January and review by Exec members. Depending on edits, paper might return to task force for significant changes, which would result in the paper being submitted for approval in March. If there are just require small edits those would be run by the task force before being submitted for a February approval. Both dates would be eligible for submission the body for approval in the spring plenary packet.
 - b. Check in with task force regarding assignments/progress
 - i. Richard Mahon emailed his draft assignment to the task force on Sunday night, and there were comments about the strength of the writing, with a few concerns expressed about specific language. Richard asked that task force members email him their concerns and he would work on the draft further.
 - ii. Other concerns raised by members:
 1. Perceptions that part time faculty were all new, young, and recent graduates, excluding those who had been employed for many years
 2. Part time faculty not being allowed to participate in governance, departmental and divisional meetings, and other activities
 3. Focus of paper on academic and professional matters
 4. Emphasis in paper on effective practices, including those that support compensation for participation
 5. Increased number in part time faculty numbers (Rich will provide most recent numbers after next consultation council meeting).
 - iii. Task force members asked about including issues of compensation, benefits, etc, and perhaps editing those which did not meet the academic and professional matters requirements. The collective opinion was that it was easier to edit the material out than try to determine what was missing, and so task force members can include items that might be a little more along union lines that might then be edited out.
 - c. Confirm target dates for completion of each section with intent of submitting paper for approval at spring 2015 plenary session
 - i. Drafts due to Dolores by 15 November

- ii. Dolores will get draft to task force by 25 November for review.
- iii. Task force will return reviewed draft to Dolores by 16 December for submission to the Executive Committee for a first read in January
- iv. Task force agreed that these dates are manageable and will have all parts to Dolores by 15 November

IV. Announcements

- a. ASCCC Area meetings October 24 and 25, locations vary. Contact your area representatives.
- b. ASCCC Fall Plenary Session, November 13-15, Irvine Marriott Hotel.

V. Adjournment at 12:49pm

CCCAOE Report
10/21/14

Wheeler North – Faculty Liaison from ASCCC

Meeting opened at 0913

Introductions, ED Karmi Ferguson, Stephanie Rodriguez, Fernando Gonzales, Salvador Vargas, Jonathan Kropp, John Jaramillo, Eva Jimenez, Corine Doughty, Joyce Johnson, Jeff Cummings, Deborah Mann, Jonathan Lightman, Kim Schenk, John Means, Wheeler North, Julius Sokenu, Mollie Smith, Lucia Robles

The Board discussed its planning activities from this summer. It has three major outcomes – Develop organizational structure, integrate communications strategically and revenue generation.

Ultimately the Board is trying to get to a place where they act as a higher-level Board leading while delegating implementation to employed staff.

ED Ferguson reported that they are working to redevelop the back end of the website such that member registration is self managed through web 3.0 design and automated. They are fully engaged now with a Twitter and Facebook account. Jonathan L is going to give a training on Tweeting.

The Board is developing a possible grant proposal that will focus on shaping professional development for CTE stakeholders.

Treasurer Gonzales went over the current budget report.

Jonathan Lightman gave a report on legislative issues. Current prediction is a low voter turn out, 50%, last year it was 80%. When there is no contested election it's hard to force a conversation around what we might want discussed. Most other elections are going to be ho-hum, but there are a few that will be hot. One is Al Mursachi who is who carried the CCCAOE ACR 119 on CTE last year.

SB 850 was approved – past CCCAOE position was a soft oppose. Senator Block appreciated these concerns but went ahead with it. Block tried to get \$10M for to fund this but it went away. Block is still trying to get funding, maybe from the second round of CCPT.

Accreditation is a high profile issue – lawsuit in early December. The status quo injunction is coming to an end so the court needs to sort it out.

Noncredit education is also high on the BOG's radar with AB86. The planning will be asking for more funding from the legislature for adult ed and noncredit.

CTE taskforce – ACR 119 asks for being informed about CTE funding and how to stabilize this is being asked for by April to be in time for the May revise. Right now the goal is get it done sooner than later such that it will not be as transformative as the SSTF was. Currently the economic cycles are far more compressed than they have been in the past so this needs to get done in the current window of plenty.

The Board had an extensive conversation about their legislative agenda. Coordination is the highest priority right now – folks are frustrated about the disconnects and disinvestments occurring locally and regionally as a result of the disparate uncoordinated funding streams.

There was a presentation by consultant Margo Turner on the DWM Programs of Practice website that they are trying to find a vetting body for.

Another group presented, CUE Education. They have very large conferences up to 5000 attendees. CUE = Computer User Educators. They do multiday events with 12 session periods and 15-20 breakouts per session. This group is more of an event company dressed up as a nonprofit. <http://www.cue.org/> Membership is \$40 per year. Their primary focus is CDE/K12.

The Board went into closed session for the remainder of this meeting to discuss membership issues.

The CCCAOE Fall 2014 Conference was a great success. Over 450 attendees enjoyed multiple breakouts and general sessions. The program can be reviewed at http://cccao.org/files/udp/files/CONF2014_FALL/CCCAOE_2014_Fall_Conference_Program.pdf

The ASCCC provided three breakouts on curriculum, pathways and course repetition. President David Morse also participated on a panel with CCCAOE President Corine Doughty, CCCIO President Craig Justice, CCCCO VC CTE/EWD Von Tan Quinlivan and CCCCO VC Academic Affairs Pamela Walker. This was the best of these events held so far and as usual it was standing room only.

Common Assessment Initiative Steering Committee Meeting

Tuesday, June 24, 2014
Courtyard Marriot, Natomas

Opening and Introductions:

Andrew opened the meeting at 10:00 am and welcomed all attendees. Each person introduced themselves and identified the constituent group they were representing. The following voting members were present:

Present	Name:	Organization	Representing
X	Patricia Bandy	West Los Angeles College	Assessment Workgroup (1)
X	Elmer Bugg	Peralta College	CCCCIO
	Jeff Burdick	State Center CCD	ASCCC (6): English-Basic Skills (1)
	Andrew Campbell	Student	Student Senate
X	Sonya Christian	Bakersfield College	CEO (1)
	Erik Cooper	Sierra College	Assessment Directors (2)
X	Arleen Elseroad	Irvine Valley College	Admissions & Records (1)
	Lisette Estrella-Henderson	Solano Co. Office of Ed.	K-12 (2)
X	Stephen Fletcher	Foothill DeAnza	Assessment Directors (2)
	Susanna Gunther	Solano Community College	ASCCC (6): Math-Basic Skills (1)
X	Louise Jaffe	Santa Monica College	Trustee(1)
	Hasun Khan	Student	Student Senate
X	Andrew LaManque	Foothill College	Research and Planning (1)
X	Daniel Martinez	College of the Desert	SSMPA (1)
	Mojdeh Medizadah	Contra Costa CCD	CISOA (1)
X	Kitty Moriwaki	City College of San Francisco	ASCCC (6): ESL-Noncredit (1)
X	Alicia Munoz	Grossmont Cuyamaca CCD	ASCCC (6): ESL (1)
X	Margery Regalado	Cabrillo College	Student Services Deans
X	Victoria Rosario	Los Rios CCD	CSSO (1)
X	Craig Rutan	Santiago Canyon College	ASCCC
	Jane Steinkamp	San Joaquin Co. Office of Ed.	K-12 (2)
	Laura Vasquez	Cerro Coso College	ASCCC (6): English (1)
	Beatrice Zamora-Aguilar	Southwestern College	SSPAC Liaison (1)

In addition, the following staff members were present:

Present	Name:	Organization	Representing
X	Caryn Albrecht	Butte College	CAI Partners
X	Amanda Avallone	CalPass Plus	CAI Partners
X	Amy Beadle	Butte College	CAI Partners
X	Gary Bird	CCCCO	CCCCO

X	Tim Calhoon	Butte College	CAI Partners
X	Jennifer Coleman	Butte College	CAI Partners
	Caroline Durdella	Saddleback College	CAI Partners
X	Bonnie Edwards	CCCCO	CCCCO
X	Mia Keeley	CCCCO	CCCCO
X	James Lanich	CalPass Plus	CAI Partners
X	Shana Levine	CalPass Plus	CAI Partners
X	Roxanne Metz	Saddleback College	CAI Partners
	Linda Michalowski	CCCCO	CCCCO
	Patrick Pery	CCCCO	CCCCO
X	Debra Sheldon	CCCCO	CCCCO
X	Ken Sorey	CalPass Plus	CAI Partners
	Jeff Spano	CCCCO	CCCCO

The following guests were present as well: Julie Adams (Academic Senate), Kathy Booth (West Ed), Darla Cooper (RP Group), Bill Curry (Ethics Consultant), Carole Gallagher (West Ed) and David Morse (Academic Senate).

Minutes:

There were no corrections or changes to the minutes of May 13th or June 5th 2014.

Motion to approve the minutes:

- Moved: Sonya Christian
- Seconded: Patricia Bandy
- Vote: Unanimous
- Abstained: None

Updates and Reports:

The twelve colleges that were selected for the pilot provide a good representation for the system. There will be opportunities for other colleges to help in the process especially in developing, refining, and testing elements. Now that the pilot colleges have been selected, the project team is filling out the workgroups that provide input for the assessment and platform components of the RFP. The Multiple Measures workgroup met recently and their recommendations will form the basis for the discussion by the full Steering Committee today.

Discipline area workgroups for English, Math, and ESL will have their first meetings in July. Most of the members for those workgroups have been notified but there are a few who are still being vetted by the Statewide Academic Senate, and those members will be notified when that process is completed. Ken and Jennifer will contact CCCCIO to make an appointment for each workgroup. *When the workgroup lists are finalized they will be publicized.*

Ken was excited that there were more than 300 people who were interested in participating in the workgroups, and more than 75 faculty members will be on the subject area workgroups. The workgroups will start with knowledge gained using the Environmental Scan and leveraging work that has already been done in the state and the rest of the nation, including the extensive ESL work that has been done. Those

who were interested, but were not selected for participation on the workgroups, will be able to provide ongoing input to the project team. *A license for IdeaScale is being obtained which will allow ideas, features, and elements that are being considered to be put out for input from the system.* This will enable wider feedback beyond those who participate on the workgroups.

The RFI went out to vendors in early June and the results are due back at 5pm on Friday. There was a webinar to answer questions from the vendors. This RFI will inform the Steering Committee and workgroups about best practices and challenges as the project proceeds. The vendors are being asked to do things that they are not used to, especially with respect to potentially working with other vendors. This is important because with the neutral test platform and three different subject area tests, there could potentially be four different vendors working together. Thirty-five vendors were identified and the RFI was also posted on the CCCAssess website for use by others. Participation in the RFI is not a prerequisite for participation in the RFP process. The RFP will go out in the fall, and be due in December.

The pilot colleges will be engaged quickly to play a key role in the workgroups, particularly in the selection/development of the test platform. The intent is to start to have test items to pilot in mid to late spring of 2015. There will be extensive piloting and validation with the Chancellor's Office leading to having a test ready by spring 2016. There will be a lot of activity involved and it will be a very well-defined process. There might be a need for additional workgroup meetings, but Ken noted that they are going to try to start with the schedule that has already been set out.

Jennifer will post a FAQ document on the website with answers to some of the questions that have come up surrounding the CAI. The desire is to provide clear, accurate answers to commonly asked questions and to clear up misconceptions about the project and the process. There is also a link to the legislation so that interested members of the system can see the actual verbiage.

The project team is working with the Chancellor's Office on several elements that are known areas of concern. Since students cannot be placed based upon the common assessment during the pilot test phase, some students will need to test twice. Various options are being investigated. Additionally the project team is looking at the threshold requirements for the Critical Mass Approval process.

Ethical Considerations:

Tim explained that because the bidding process is very high stakes, it is not out of the realm of possibility that a vendor might approach a committee member with a bribe. Bill Curry has been hired by Butte College as a consultant to provide information regarding ethical behavior in the RFI/RFP process and the dangers of communicating inappropriately with vendors. The presentation provided critical background information before the committee moves into the high stakes process in the fall.

Bill worked on many government contracts in the Air Force where he had experiences working with government procurement. He shared both personal experiences and ethics investigations that were newsworthy. He outlined specific rules and consequences and also discussed commonsense guidelines to follow to avoid any question of unethical behavior. He suggested that groups: establish ethics guidelines, develop a contracting code of ethics, post contracting code of ethics on the website, advise contractors of ethics rules in the RFI/RFP itself, train new members on the code of ethics, and that individuals should seriously consider adopting their own zero tolerance rules.

A question came up regarding whether members will have a conflict of interest if their college has a contract with a particular vendor. Tim explained that although this might bias a member for or against a particular vendor, in itself that is not an ethical problem. Butte has retained Bill to review the process so that it is as clear as possible and the project will be able to defend the process that is followed, including sharing the scoring that will be used with the vendors as part of the RFP process.

Interim Environmental Scan:

Kathy Booth led a discussion of the key implications and recommendations that came out of the Multiple Measures workgroup in order to get feedback and look for areas of agreement and concern. The intent was to look for consensus on several big questions so that those areas of agreement can help to lead the process and progress of the workgroups beginning in July. Those groups will meet on a tight timeline for the next couple of months in order to get information for the RFP to be released in October.

Big questions to attempt to address today:

- What do we mean by assessment? Is it just a test, or is it a bigger process which includes a test?
- What do we mean by multiple measures?
- How do you develop a test when there is no common definition of college readiness and standards that go along with it?
- How would you feel about developing common standards?

Big questions that will need to be addressed at a later meeting:

- How to exempt students from assessment?
- Which specific elements to include in multiple measures?
- How to do test prep, the test platform and how will the scores be communicated?
- What will be the content of the subject discipline standards?

Overview of Multiple Measures Guiding Principles:

The multiple measures workgroup defined assessment as “an evidence-based, multiple measures system, with a test as one component.” One of the purposes of assessment might be to provide diagnostic information regarding students’ mastery of essential prerequisite knowledge, skills, and abilities for college success. Kathy reported that colleges could then locally relate this diagnostic information to their curricular offerings as well as support services.

Kathy noted that language of the grant is about common assessment and NOT on common placement. The ultimate goal is to give colleges information they need to make local placement decisions. These multiple measures would provide a universe of information to help the college better place and advise their students. After one meeting, the Multiple Measures workgroup recommended that there be a statewide formula that is based on research that colleges could choose to use or not.

The workgroup also looked at the blueprint for C6 and the CB21 rubric. Because it isn’t possible to include all of the curricular elements in the test, it would make sense to try to construct standards that look at the skills, knowledge, and abilities that students need to be successful in the community college system. Some work has been done on a crosswalk, but it is still at a really high level, so the discipline workgroups will need to focus on key concepts and skills that students need to know in English, Math, and ESL. At the end

of the environmental scan is a simplified version of a crosswalk of key concepts for English and Math developed from the Common Core that could be used to assist that effort.

Discussion ensued regarding:

- How developing standards is intertwined with the content of the curriculum.
- How CB21 could be used in developing standards since it is not a curriculum.
- How some states have aligned their standards to the Common Core.
- How to pull together an assessment and placement so that a college will have the information they need in order to fit the student into the existing curriculum.
- The potential of creating a multi-stage assessment process including establishing measures that would exempt students from assessment.
- Concerns that use of CB21 to develop “bands” of assessment would lead a state system of placement into a diversified curriculum as well as potentially be used by vendors to limit the testing scope.
- The importance of having a diagnostic test that would include discipline area skills as well as assessment of non-cognitive skills.
- Determining how low to go with the tests based on feedback from the field.
- Making sure multiple measures are used at each stage of a multi-stage assessment process.
- Where CTE fits into the discussion of prerequisite skills and how we assess in a way that may provide information on program-specific English and Math skills.
- Concern about the appearance of trying to develop a common curriculum versus setting common standards on the prerequisite skills to move up to the next level. Tim emphasized that the goal is to develop a process which would allow a college to determine placement from the results, and one in which the test results would be the same regardless of where the student took the test. What the college does with the results is a local decision. Ken agreed and explained that the workgroups will be developing “assessment standards” to be used to write the items for the test, they are not developing or requiring common curriculum.

On the question: What should assessment mean? The committee agreed unanimously that assessment is more than a test. They also felt strongly that a diagnostic component was important.

Discussion ensued regarding:

- Concern that if the test was multi-phase, the initial phase should not keep a student from getting accurate and complete diagnostic information.
- Clarification of how the colleges’ matriculation funding is tied into the new process. Kathy explained the only thing that the law requires is that if you use a test, you must use the common test in order to get matriculation funding. It does not require a particular set of multiple measures, but use of some multiple measures must be included in the assessment process.
- The fact that this process will provide a larger universe of information to colleges to use making their local placement decisions.
- As the process moves forward, having more descriptive definitions of diagnostic, assessment, non-cognitive, and so on, would be very helpful.

What will be involved in the multiple measures process? The **assessment** system would prioritize flexibility to support local processes while at the same time supporting portability. Anything that is developed must be grounded in data and what research indicates is most predictive of **success**.

Discussion ensued regarding:

- The possibility of a machine learning prediction model that would be provided to all colleges, tailored by discipline and student group and based on evidence (it would change over time based upon new research and data). The use of this multiple measures model would be optional, colleges could use this for their multiple measures placement, or they could use their own combination of elements based upon research, evidence and validation.
- The timeline of availability of such a predictive model. Ken noted that research design and testing has already begun working to validate some of these pieces using the STEPS project and the assessment project. The system would allow for non-prescriptive but informative and validated information. "Other students like Johnny have benefitted from..." or "Students like Johnny tend to be more successful in this course rather than the other course."

The committee seemed to support the idea of creating a multiple measures process that is weighted based upon what is most predictive of success. However, some voiced the need for the Chancellor's Office to provide technical support to colleges that want to use a different set or combination of multiple measures. In addition it was noted that we should track whether the importance of the test ends up being minimized in a future the multiple measures model. Tim and Bonnie noted that there might be funding in the future that would allow the Chancellor's Office to assist colleges with grant work on different combinations of multiple measures.

The committee generally agreed with the idea that there are some elements that would act as an alternative form of assessment, or that may waive the need for a student to take the test. (It is important not to say "exempt" when that is not meant, as it affects whether a student is eligible for priority registration and whether he or she is fully matriculated according to SSSP.) What those elements might be was not discussed, and might be appropriately discussed by the discipline workgroups. David Morse felt that to the degree that it was permissive would be fine, but that if it was prescriptive, it would need to be addressed by the Academic Senate.

Kathy summarized that she thought the goal is to have an integrated multiple measures model where all the data available to us will be used to develop some sort of methodology to recommend where students might be most successful that will include test data, but also other data, and this information will be given to the college in diagnostic fashion that will allow them to decide where to place that student within their own local curriculum. The college would make the placement and could pass that information on to the student (perhaps in a report of some kind). Kathy noted that such a system would open the possibility for conversation in the future about whether or not colleges want common cut scores and further portability of information, but that is not the intent right now.

The work that is developed by the workgroups will be used for the RFP. The Academic Senate has plans to work on developing CID's for pre-collegiate courses in the fall. During their process they could provide feedback and suggestions to the workgroups and the project team, to make sure that the assessment standards for the tests developed with the vendors are vetted by and not out of alignment with the work of the Academic Senate.

Concerns were raised regarding the length of the test and whether or not it could be reasonably short, while still providing sufficient diagnostic depth, and Carole emphasized that with a robust item pool and a well done adaptive test, it is unnecessary to do a long test, or even multi-phase testing.

Kathy asked about the investigation of non-cognitive measures and how they might be used in the assessment process. Ken noted that these would be likely to end up as questions asked before students take the test and therefore would be a component of the platform rather than of the test itself, but they would need validation. There are currently 15 pilot colleges involved in the multiple measures pilot, and they are in the process of exploring some of those elements and will be able to provide more information for this project to build upon. The committee agreed that the multiple measures workgroup would be the entity to do investigation of how to leverage what is learned from the multiple measures pilot.

Test Development Process Update:

Jennifer thanked Patricia, Kitty, Stephen and members of the Chancellor's Office Assessment workgroup for bringing forward their concerns about the rollout of the assessment, especially with respect to the approval and validation process. The project team met with assessment expert, John Poggio, and he put together a recommendation document outlining a sequence of tasks with the number of weeks that would be appropriate for each one. Jennifer reviewed John's document and aligned it with the CAI work plan, and she is confident that the team is moving in the right direction and having the right conversations. The intent is to seek Probationary Approval with the initial assessment, using the Critical Mass process.

With a neutral platform and three different subject areas, there might potentially be four different vendors, and pilot colleges will be piloting all of those pieces. Other colleges will be helping to test specific components of some elements, making sure that there is a robust representation of ESL and non-credit populations. The platform workgroup which is composed primarily of pilot colleges will become the steering committee that will provide the feedback over time of the selected platform tool. Tim explained that with technology development that is generally the process. The team is making sure that there is plenty of faculty participation in the development phase as well. There are a lot of different pieces and although this is a 5 year grant, the assessment is supposed to be available to colleges by the end of 2015, so the work process does need to be focused and on track.

There may be many different questions and concerns moving forward, so as issues come up please forward them to Jennifer so that she can make sure that everyone has the best information possible about the work being done. The goal is to meet the needs of the students in developing a test that is the right length and provides the best information. In addition, while the English, Math and ESL tests are being developed to run on the neutral platform, discussions about other elements that might be plugged into that platform are being discussed. Tim explained that the intent is for the testing platform to be general purpose enough to be used for professional development for online learning as well. If target deadlines are met, the rollout of the assessment to colleges would be begin in spring of 2016, to be used for placement for fall of 2016.

Action Item:

Get information from Elmer/Debbie about the CIO and CSSO fall conference.

Kitty suggested contacting San Diego CCD due to their extensive knowledge of CASAS and non-credit.

Assessment Development Process Considerations, led by Carole Gallagher of WestEd:

Carole noted that this process is very important and will be of great interest to schools and researchers across the nation if it is done well. The steps in the assessment development process include steps that

lead to the test blueprint, then development steps through the process of building and testing the assessment and the entire process makes up the validation steps that ensure that the test has been checked for validity, reliability, fairness, and feasibility. Looking at content, the measurement model and the item types are all early on in the process and lead into building the test blueprint. The blueprint is then used to build the assessment with the development vendor. Then there are many elements of revising, piloting and field testing that will need to occur.

Carole noted that for an assessment for the community college system the process should probably involve a small scale trial, a pilot and a field test. The small scale trial would probably have about 300 students, would include one-on-one interviews and be followed by a big revision. The pilot would probably include 1200 students and would be followed by some revisions. Finally the field test would probably include 18,000 students. There will be ongoing work to ensure technical quality, equity in assessment and usefulness of emerging assessments. For example, Smarter Balanced will be taking 5 years to collect information after 2015, because they are looking at college readiness, so they need to continue looking at that as students get into college. For CAI validation will continue for the life of the project.

Committee Business:

Andrew asked for nominations for a new Vice Chair to replace Phil Smith. Craig Rutan was nominated by Andrew and Alicia seconded the nomination. Kitty was also nominated but declined the nomination.

Motion to approve Craig Rutan as Vice Chair

Vote: Unanimous

Abstained: None

Future Meetings:

Following the pattern that has been established of one in person meeting, followed by two on-line meetings; there will be conference calls for the CAI SC in the third week of July and another in August. This will be followed by a September face-to-face meeting in Los Angeles, on either September 29th or 30th. Darla Cooper from the RP Group will provide a report on evaluation through June 30, 2014 at that September meeting. Jennifer will try to get out a schedule for the year soon so that members can plan and make travel arrangements.

There are six workgroups that will be meeting in July, the locations and dates are going out to the workgroup members. There are additional faculty members being vetted through the local and statewide Academic Senates who will be notified when they are approved by those groups.

Next Meeting:

The next meeting will be online in the third week of July via conference call.

Adjournment:

The meeting was adjourned at 3:50 pm.

Common Assessment Initiative Steering Committee Meeting
 Thursday July 24, 2014, Draft
 Via CCC Confer

Opening and Introductions:

Craig opened the meeting at 1 pm and thanked all attendees for taking time to participate. Roll call was taken, finding the following members present:

Present	Name:	Organization	Representing
	Patricia Banday	West Los Angeles College	Assessment Workgroup (1)
	Elmer Bugg	Peralta College	CCCCIO
X	Jeff Burdick	State Center CCD	ASCCC (6): English-Basic Skills (1)
	Andrew Campbell	Student	Student Senate
	Sonya Christian	Bakersfield College	CEO (1)
X	Erik Cooper	Sierra College	Assessment Directors (2)
X	Arleen Elseroad	Irvine Valley College	Admissions & Records (1)
	Lisette Estrella-Henderson	Solano Co. Office of Ed.	K-12 (2)
X	Stephen Fletcher	Foothill DeAnza	Assessment Directors (2)
X	Susanna Gunther	Solano Community College	ASCCC (6): Math-Basic Skills (1)
X	Louise Jaffe	Santa Monica College	Trustee(1)
	Hasun Khan	Student	Student Senate
	Andrew LaManque	Foothill College	Research and Planning (1)
X	Daniel Martinez	College of the Desert	SSMPA (1)
	Mojdeh Medizadah	Contra Costa CCD	CISOA (1)
X	Kitty Moriwaki	City College of San Francisco	ASCCC (6): ESL-Noncredit (1)
X	Alicia Munoz	Grossmont Cuyamaca CCD	ASCCC (6): ESL (1)
X	Margery Regalado	Cabrillo College	Student Services Deans
	Victoria Rosario	Los Rios CCD	CSSO (1)
X	Craig Rutan	Santiago Canyon College	ASCCC
	Jane Steinkamp	San Joaquin Co. Office of Ed.	K-12 (2)
	Laura Vasquez	Cerro Coso College	ASCCC (6): English (1)
	Beatrice Zamora-Aguilar	Southwestern College	SSPAC Liaison (1)

In addition, the following non-voting members were present on the call:

Present	Name:	Organization	Representing
X	Caryn Albrecht	Butte College	CAI Partners
X	Amanda Avallone	CalPass Plus	CAI Partners
X	Amy Beadle	Butte College	CAI Partners

X	Gary Bird	CCCCO	CCCCO
	Tim Calhoon	Butte College	CAI Partners
X	Jennifer Coleman	Butte College	CAI Partners
	Caroline Durdella	Saddleback College	CAI Partners
	Bonnie Edwards	CCCCO	CCCCO
X	Mia Keeley	CCCCO	CCCCO
	James Lanich	CalPass Plus	CAI Partners
X	Shana Levine	CalPass Plus	CAI Partners
	Roxanne Metz	Saddleback College	CAI Partners
	Linda Michalowski	CCCCO	CCCCO
	Patrick Perry	CCCCO	CCCCO
	Bruce Racheter	Butte College	CAI Partners
X	Ken Sorey	CalPass Plus	CAI Partners
	Jeff Spano	CCCCO	CCCCO

Cynthia Alvarado (for Elmer Bugg), Marc Beam (RP Group) and Kathy Booth (West Ed) joined the call as guests.

Minutes:

The minutes for the June 24th meeting will be reviewed prior to the next meeting in August.

Updates and Reports:

Amanda provided an overview of the work that has been happening on the project. The Multiple Measures workgroup met prior to the last meeting and requested more information about how non-cognitive measures are being used in the field. How have non-cognitive measures been assessed, how are they used and to what extent has their validity been measured? Researchers are working on gathering that information and it will be presented at the next multiple measures workgroup meeting on September 12. The first workgroup meetings for English, ESL and Math took place July 7-9, and another series of meetings will be taking place next week Tuesday-Thursday.

The RFI went out to provide information about the design and functionality that might be possible for the assessment, as well as the capabilities of each vendor. The interest is in finding creative solutions that are adaptive and diagnostic while meeting the diverse needs of the community college system. A summary of the RFI responses is posted in Basecamp, and there will be a full report in August. Vendors are potentially willing to work with partners, and there were a number of creative innovations that were mentioned; however, some elements could not be addressed well by the vendors without additional information. The scope of the assessment and how to make that work within the limits of time that are desired for the assessment is one specific area of concern. This question also came up in some of the effort made in the content area workgroups, and will therefore be an area of discussion later in today's meeting.

Through July and August the workgroups will continue to look at the scope and content of the test. They are looking at the assessment competencies; the specific knowledge levels, skills and abilities that are needed in order to be successful in college level work. Additionally they are making sure that those elements are expressed in a way that can be evaluated by a test. Amanda reminded the committee that

the workgroups are developing information about the range of skills of the test, they are not prescribing a curriculum, pedagogy, or anything related to cut scores. The timeline for the RFP is late October or possibly early November. The assessment competencies that the workgroups are crafting will, after appropriate vetting, sharing and review, ultimately end up as part of the RFP. The committee will look for responses to the RFP that address some sort of reasonably cost effective model for developing that test. The scope of the test will affect the length and the functionality of the adaptive component. If there are too few items, the diagnostic component will be less robust; however, if there are too many items, the test might be too burdensome in length. The more specific the RFP can be, the more likely it is that the test meets the needs of the community college system, and is not just what the vendor has on offer off the shelf.

The RFP will be one document that will include the three different content components, as well as the platform component. The vendors will be able to choose to respond to one portion, more than one, or all four components. **The workgroups are developing the content area recommendations which will be widely vetted and then approved by the full Steering Committee.** In August and September the project team will develop the RFP in the format specified by Butte, and those vetted and approved content recommendations will be folded into that document when they are completed.

Moving through and past the RFP into next spring, the workgroups will work on the more detailed test specifications and test blueprints. Using the skills and competencies that went into the RFP, the next step will be narrowing down the specificity; this will be done in tandem with the vendors, or while they are responding. It will involve looking at the details of picking item format that effectively measure skills and competencies, etc. This will also involve supporting the delivery of items in an adaptive format; this means there will need to be enough items to get a computer pattern of responses to determine each student's zone of skill and mastery. Therefore the test will need to include items from the highest to the lowest levels that we want to test. The test specifics will be developed to the extent possible before the RFP, but it will also be an iterative process that does not stop when the RFP is created. Committee members emphasized the importance of having the vendors understand that this will be an ongoing process. Amanda agreed that is critical, and a note will be made about the iterative nature of the process, because it is the right way to develop the test.

Workgroup Progress:

Kathy noted that in June the committee discussed how to handle the various types of content and competency. The workgroups have started looking at the broadly established CB21 rubrics and ESL test specifications and are working on relating those to more specific terminology that will help the vendors understand what we want to test. She encouraged committee members to look at the rubrics on Basecamp or the Academic Senate website to see the incredible amount of content. There are four levels below for English and math, while integrated credit and non-credit goes down to eight levels below for ESL. As the workgroups started looking at these broad rubrics and developing standards that were "testable" they realized that it didn't matter if a concept was found at different levels below on different campuses. What mattered was determining a testable standard to assess competency for that concept. Kathy felt that the workgroups are successfully working toward the goal of providing sufficient specificity for the test.

The workgroups looked at Common Core Standards for some areas, and edited them, sometimes pretty heavily, in order to come up with standards that actually addressed what the rubrics intended to cover. Common Core standards for 11th and 12th grade, for example, were too high for developmental education.

The goal was to find the information that would enable colleges to place students within their own curriculum. The groups moved toward a model of having the outcome of the assessment being some kind of report about the skills and abilities that the student has, which could then be used by the college to place the student within their local curriculum.

Kathy presented a couple of specific examples from English, math, and ESL, that demonstrated broad rubric items and then how much more depth was needed to get to the specific standards that could be measured by tests. The workgroups found that it is important to define what the student can do, as opposed to what they can't do. These examples gave a sense of the intensity of the work required in moving from the general to the specific in each content area.

The test is going to be computer based, to make it both adaptive and diagnostic, and the goal is to get students to the questions that are most relevant to them. Additionally, the desire is to get enough information about areas of competency that colleges can then use for placement. However, as the work was progressing the workgroups realized that there needed to be better definition about how high and how low the test should go. The question about testing college level skills showed up in both the math and ESL workgroups. As the workgroups were cutting out higher level items from the Common Core standards, faculty members were noting that some of that information would be useful to the college for placement. Should the test include content to determine which college level math pathway would be appropriate for the student? Similarly, should the test include elements that addressed the ESL English level that is equivalent to English 1A?

Discussion of Scope for the Assessment:

Should the scope of the test include college level content as well as developmental level content materials, if the purpose is to help colleges with advisement and placement?

Marina noted that the math department would very much like the scope to cover college level skills up to calculus. Susanna agreed that knowledge about college level skills was needed, otherwise the test just addresses the minimum level; it is better to test everything in math. At many colleges, students can place beyond Intermediate Algebra and therefore that information is necessary and useful for placement. "College level," and "degree applicable," and "transfer level" are sometimes very different things, so the intent of this discussion is to provide placement information to colleges for transfer level coursework. The committee was in agreement that the math test would need to evaluate a higher level of skills than CB21.

In English, however, students have to take the freshman composition course (with the exception of some who have passed AP English tests), so there is a ceiling to placement when it comes to English. The question for English is only whether the student is ready for freshman composition or not, not whether they have exceeded it. In ESL, the test should go up to the ESL equivalent to English 1A.

On the lower side of skills, how far down should the test evaluate? Kitty noted that in ESL the skill level could go as low as the ability to trace a letter; that is, below letter recognition. Additionally, during the CCCAssess meetings Ian Walton had mentioned that there are cases where students do not yet have number sense and are not even ready for arithmetic.

A member wondered whether or not the focus on the lower levels would mean that we are really developing a test that is more appropriate for adult education. However, others noted that those students are a

concern of the colleges that have non-credit adult education classes, and adult education has no plans to develop their own placement test. The whole adult education spectrum is changing and those levels need to be included.

In non-credit courses students cannot be forced to take lower courses, they may opt to take a higher course. A member wondered if it was necessary to assess at levels where there was no bar to entry. For example, maybe it isn't necessary to worry about anything below the lowest bar. On the other hand, colleges offer courses at levels below beginning algebra right now, and determining where to place students in those courses is important. A member thought that unless community colleges are regularly offering courses that are below arithmetic, it doesn't make sense to test at those levels because there aren't any courses for them to take. However, Susanna thought that would not serve the needs of the students that aren't ready for those classes. If a student isn't ready for arithmetic, that does not help a student succeed and is problem both for the student and for the person teaching that class. If we want to have an assessment that provides that information to colleges, then we need to be assessing those skills. The assessment wouldn't force or require students to take courses below the lowest bar, but it would provide information to colleges about those needs. If colleges had information about the actual needs of their students, they might be more likely to offer courses to meet those needs.

Kitty noted that the beauty of an adaptive test is that you can test for those lower levels. Although very few may be that low; it will inform colleges. This is an all in one test, if it is a high quality adaptive test it won't be an additional burden to look at those levels.

Kathy found a non-credit math rubric, ADE that the workgroup might be able to use. Susanna explained that there still might be a challenge for the math workgroup, because a lot of faculty members don't teach those lower level courses.

Kitty explained that adult education is intended to fill the gap for students who did not graduate from high school with a normal diploma or a GED, but in many districts those courses are taught within the community college system, so it is important to be careful about the assumption that those students are referred out. Additionally, there are international students who have advanced degrees and come to the community college system for basic skills. DSPS students also have different abilities in different subjects. Finally, a lot of high school graduates still place into basic skills in mathematics.

Kathy noted that adding in the extra levels has ramifications on time and cost for developing the test. The cost for test development will be higher because the test bank that addresses those levels will need to be larger. She asked how the leadership for the grant felt about potential additional cost. Bonnie explained that the Chancellor's Office perspective all along was to set an adaptive test to test college level and to address the deficiencies in the levels below, so that has always been in the framework. Kitty also noted the importance of remembering that the vast majority of community college students are testing below college level. Bonnie also thought that it might be useful to get feedback from vendors on whether or not it is smarter to deliver the adaptive piece that focuses on college level and slightly below first, and then later work on the other lower pieces.

For the lowest levels testing might not even be necessary. Kitty noted that at the lowest levels of ESL, a student who is at the level of tracing letters is not able to fill out the score sheet with their name and address, and that becomes the assessment, no separate assessment is needed.

Amanda clarified that the goal is to have an assessment that will provide information that is aligned with the students that the community colleges serve, rather than for particular courses.

Kathy agreed that was a really good framing statement and thanked the committee for their work. There will need to be some recruiting to get expertise in those lower levels for the workgroups.

Concerns:

Marina was concerned about the small number of English faculty members that were at the first workgroup meeting, as well as the small representation from San Diego. Amanda explained that there should be more people at the second meeting, because there were some that were not available to attend the first meeting. There was also a webinar this morning to orient about a dozen additional workgroup members who couldn't attend the first meeting, or who were recruited more recently.

Kitty was concerned about the vendor selection process. Specifically she was concerned that once a vendor was selected they might not be as willing to work with the community college system. Additionally, she was concerned that there might not be enough information about the actual quality of the vendor's test before the selection. Another member suggested that perhaps the RFP process could be a stage process with a couple of finalists in each content area that would continue forward. The test validation and a lot of the details about test development will happen after the vendor selection. Is there a way to have some sort of escape route if the vendor turns out to be a poor partner, not willing or able to develop a quality test?

Jennifer explained that the RFP process will include using software that will help in entry and organization of the data into a format that is useful for ranking them. The committee will be able to rank the vendors and have presentations from the ones that might meet our needs. At those presentations there will be the opportunity to ask specific questions and put the vendors on the spot. It is critical to have a successful process in the short term and also for the long term. Tim has gained a great deal of experience over the last couple of years about the importance of avoiding vendor-lock and that is being addressed as well.

Kitty emphasized the importance of having subject matter experts view test content, under a confidentiality agreement, if needed. It is a high stakes selection and she feels that being able to see the content is critical.

Bonnie agreed that the process is extremely important and that it would make sense to add conditions into the contract that the test has to pass the piloting process and the validation process. We cannot and will not put out a test that is detrimental to our students!

Next Meeting:

The next meeting will be on Confer on August 12, 2014.

Adjournment:

The meeting was adjourned at 2:20 pm.

Common Assessment Initiative Steering Committee Meeting

Tuesday August 12, 2014, Draft

Via CCC Confer Conference Call

Opening and Introductions:

Andrew Lamanque opened the meeting at 10:00 am and thanked all attendees for taking time to participate. Roll call was taken, finding the following members present:

Present	Name:	Organization	Representing
X	Patricia Banday	West Los Angeles College	Assessment Workgroup (1)
	Elmer Bugg	Peralta College	CCCCIO
	Jeff Burdick	State Center CCD	ASCCC (6): English-Basic Skills (1)
X	Andrew Campbell	Student	Student Senate
X	Sonya Christian	Bakersfield College	CEO (1)
X	Erik Cooper	Sierra College	Assessment Directors (2)
	Aleen Elseroad	Irvine Valley College	Admissions & Records (1)
X	Lisette Estrella-Henderson	Solano Co. Office of Ed.	K-12 (2)
X	Stephen Fletcher	Foothill DeAnza	Assessment Directors (2)
X	Susanna Gunther	Solano Community College	ASCCC (6): Math-Basic Skills (1)
X	Louise Jaffe	Santa Monica College	Trustee(1)
	Hasun Khan	Student	Student Senate
X	Andrew LaManque	Foothill College	Research and Planning (1)
	Daniel Martinez	College of the Desert	SSMPA (1)
X	Mojdeh Medizadah	Contra Costa CCD	CISOA (1)
X	Kitty Moriwaki	City College of San Francisco	ASCCC (6): ESL-Noncredit (1)
X	Alicia Munoz	Grossmont Cuyamaca CCD	ASCCC (6): ESL (1)
	Margery Regalado	Cabrillo College	Student Services Deans
X	Victoria Rosario	Los Rios CCD	CSSO (1)
X	Craig Rutan	Santiago Canyon College	ASCCC
	Jane Steinkamp	San Joaquin Co. Office of Ed.	K-12 (2)
	Laura Vasquez	Cerro Coso College	ASCCC (6): English (1)
	Beatrice Zamora-Aguilar	Southwestern College	SSPAC Liaison (1)

In addition, the following non-voting members were present on the call:

Present	Name:	Organization	Representing
X	Caryn Albrecht	Butte College	CAI Partners
X	Amanda Avallone	CalPass Plus	CAI Partners
X	Amy Beadle	Butte College	CAI Partners
X	Gary Bird	CCCCO	CCCCO

	Tim Calhoon	Butte College	CAI Partners
X	Jennifer Coleman	Butte College	CAI Partners
	Caroline Durdella	Saddleback College	CAI Partners
	Bonnie Edwards	CCCCO	CCCCO
X	Mia Keeley	CCCCO	CCCCO
	James Lanich	CalPass Plus	CAI Partners
X	Shana Levine	CalPass Plus	CAI Partners
	Roxanne Metz	Saddleback College	CAI Partners
	Linda Michalowski	CCCCO	CCCCO
	Patrick Perry	CCCCO	CCCCO
X	Ken Sorey	CalPass Plus	CAI Partners
	Jeff Spano	CCCCO	CCCCO

Darla Cooper (RP Group), Tim Nguyen (RP Group) and Becky Roberts (English Workgroup) joined the call as guests.

Minutes:

The minutes will be presented at the next meeting for comments and feedback.

Workgroup Updates:

Amanda explained that the workgroups have been working on defining the content of the common assessment test and not prescribing a particular curriculum, pedagogy or cut score. They are working with extraordinary diligence to develop descriptions of specific academic knowledge, skills, and abilities that a student should have as a prerequisite for college-level coursework, which can be evaluated using a test. The outcomes from the workgroups will later be reviewed by additional faculty, discipline-based groups, and the CAI Steering Committee.

The work is grounded in the CB21 rubrics and the CCC ESL Test Specifications, but more detailed competency descriptors need to be established to guide the development of testable items. Common Core standards, as well as standards that were developed and validated for noncredit and Adult Ed ESL are being used as a starting place.

English Workgroup

Becky provided an overview of the work done by the English workgroup including mechanics and grammar, sentences and vocabulary, and various writing assignments. Further revision is needed in several areas. They are working from four levels below to stack the skills and they are also using the common core, however it only works for one level below. It is a complicated process of pulling through skills that sometimes show up, for example, in third grade, but are refined over the years, although not listed in other grades. One challenge for the workgroup has been that nobody in the group teaches down to four levels below, most of the members have a level that doesn't have a floor. Another challenge is the lack of alignment between CB21 and common core; which means that the workgroup has to come up with discrete skills for items that are not specified. The workgroup members were wondering if they will have a role in actually choosing the test because

not everything that they have discussed has ended up being captured in the skill descriptors and competencies. Andrew LaManque emphasized the importance of trying to capture those concerns in some way in the work product. Becky and Lisette both noted their appreciation for the hard work of all of the members of the workgroup in persisting to work through the challenges.

A committee member expressed concern about human versus artificial intelligence grading of writing samples. Becky agreed that some elements can only be assessed through a writing sample, but sometimes it seems that computer grading can be gamed. Amanda noted that some of those issues may be able to be addressed as the work moves from the competencies into the blueprint.

Math Workgroup

Patricia praised the efforts of the math workgroup with its broad representation of County Office of Education and math faculty working well together with lots of interaction and negotiation were needed. She also found the representation of assessment expertise of student services people on the committee helpful, and thanked Kathy, Amanda and Amy for bringing the group together and providing the background information for their work process. The workgroup was diligent and meticulous in their efforts. They worked through the graph category at their first meeting and at the second meeting worked on defining and manipulating down to three levels below. They also worked on solving competencies to two levels below. The workgroup is concerned about policy issues regarding the length of the test and whether it should assess higher levels of skills. They are working quickly and at the next meeting they will continue their work on applications.

Kitty expressed concern about whether the workgroup would have time to develop test competencies up to Calculus, especially since existing assessments, for example, allow for placement into those higher levels. Amanda confirmed that at a previous meeting the Steering Committee expressed general support for going on to higher level math content. The workgroup is moving quickly, so they may get to it within the four scheduled meetings, or an additional meeting may be scheduled, if needed.

ESL Workgroup

Kitty noted that the ESL workgroup has been working on synthesizing the CB21 rubrics (which are fairly broad) and the CCC ESL Test Specifications (which are very specific). Both documents rely on excellent resources, CA Pathways for ESL and Adult Education standards. The workgroup is developing competencies in reading, writing, grammar, and listening comprehension at each of eight levels below freshman level composition classes. They are trying to represent both credit and noncredit curriculum in their work which means dealing with the overlap between the two; noncredit tends to be more oriented toward life skills, while credit is oriented toward academic ones.

A member asked about whether the workgroup had thought about some sort of process to brand students into ESL versus English, for example for International students with high level grammar skills, and perhaps having some preliminary questions to help guide that process. Kitty noted that the issue came up when CCCAssess started work several years ago, but ultimately the choice is up to the student; you cannot route them a particular direction, but you can make a clear recommendation. Ken felt that the multiple measures workgroup will ultimately be able to help with

some of those issues. The multiple measures workgroup will be meeting September 12 to review the summary of research on multiple measures; they will synthesize the information and bring it back to the Steering Committee.

Formation of an Assessment Workgroup:

Action

Concerns about the Chancellor's Office assessment approval process has led to a suggestion of the creation of an assessment workgroup. It would be formed of 4-5 CCCC Assessment Work Group members to provide input on the test development and validation process. This workgroup will provide information to the Steering Committee and help to inform the RFP process with respect to the current and future approval process. There will be a psychometric expert in that group.

Motion to approve the adoption of the Assessment Workgroup composition as displayed on the powerpoint shown at today's call:

Moved: Susanna Gunther
Seconded: Stephen Fletcher
Vote: Unanimous
Abstained: None

The project team will bring back a list of members (names, college, positions / representation) at the next meeting for Action by the Steering Committee.

RFI Full Report Review:

Shana provided an overview of the RFI Report and asked the members to consider some issues that will be discussed further at the next meeting. The full 30 page RFI Report is available on Basecamp; if members have any questions or need clarifications, please contact Shana.

The RFI was for information from vendors about what is going on in the marketplace, with regard to whether or not what the project is asking for is reasonable with respect to test curricular content, assessment administration, and the test platform development. The responses indicated that all of the desired features were feasible and available.

There were a number of innovations that were mentioned by vendors:

- the possibility of using pre-registration as a tool to create individual test starting spots (using academic history to hone in on possible skill level)
- pre-tests that direct students to tutorials prior to assessments (that could familiarize students with the test format)
- whiteboards (that could allow students to show their work and could be saved for reference by the local school to help with the most appropriate placement for borderline students)
- proctoring (using webcams, and freezing screens so that students can't navigate away during the test)
- machine scoring for essays (with increased accuracy and the ability to identify nonsense responses)
- new technology in terms of adaptive testing, innovations with branching or testlets
- potential for tutorials in the middle of the test

Susanna and Kitty expressed concern about tutorials during the test, since placement tests are supposed to be a snapshot of what the student already knows at a moment in time. Louise noted that it might be helpful to accurately elicit what a student actually does know. Patricia also expressed the importance of faculty input and expertise from the field in developing a great test instrument that is better than what currently exists.

There are some potential barrier issues that came up with respect to the vendor responses. None of the respondents offer all of the desired test modalities, assessment structures, and content delivery features and some of the features have significant timelines and cost implications; this means that it may be necessary to prioritize desired features. Additionally, the committee may need to look at whether the benefits associated with separating the platform development from the administration development will outweigh potential unintended consequences such as delays in the timeline, reduced functionality, and increased costs. There may be issues that come up as vendors are pushed into working with each other with respect to compatibility of the technologies of the individual vendors.

Some areas for discussion:

- Scope of test – Does the assessment test full scope or does a portion of the test (high or low) become a local school option or multiple measure testlet?
- Will direct placement without the academic content assessment take place? Will the use of a pre-test or pre-registration with Multiple Measures be a form of assessment to exempt full testing and offer an immediate placement option? (Policy Question)
- Constituency groups' priorities for test components will differ widely; how will those challenges be addressed?
- Developing content (rather than using existing content) will significantly increase time for test implementation, as developing content is a multi-step process

The project team will summarize the issues relating to framing the RFP in more detail for Action at the next Steering Committee meeting.

There were 10 vendors who responded to the RFI, representing 14 different groups. Jennifer reminded the committee that the RFI information can be shared with stakeholders in order to get feedback, but it is not posted on the project website as a publically accessible document.

RFP Process:

Jennifer provided a complete overview of the RFP process. The RFP is a proposal which eventually becomes a contract. The subject-area workgroups are informing the content which is a critical component. Additionally, the platform workgroup and the new assessment workgroup will provide information that will be incorporated into the RFP template from Butte that is compliance and contract driven. All of the information is important and needs to be pulled together into a single voice representing the desired outcome of the RFP.

When the RFPs are submitted they will be scored in the areas of:

- general qualifications and experience,
- technical experience, and
- cost benefit (which must be greater than 30% of the score).

RFP 365 is software that will both facilitate vendor input of information and creation of scoring reports for the selection committee. Bill Curry, the ethics consultant, is helping to make sure that everything is in line with regard to scoring and ethical considerations.

The project team is suggesting formation of an **RFP Selection Committee** made up of 19 votes total, but representing a much larger group of individuals providing input from the pilot colleges, the Steering Committee and the CAI SC workgroups, which will finalize the RFP content and provide the final recommendation to Butte. There is overlap between the suggested members for the RFP Selection Committee, and Amy will look at the Steering Committee list to see how individual members overlap with workgroups and pilot colleges. The suggestion is for 12 votes to represent the pilot colleges (one vote per college, but with input from faculty, IT and assessment people at each college), 1 vote from each of the five workgroups (with input from the workgroups), and 2 votes representing the Steering Committee.

Susanna was concerned that if every college chose to have their IT person represent them on the committee, the Selection committee might not be very representative, and Jennifer clarified that the larger group providing input will probably be closer in size to 60, but that there would be 19 voting members representing particular roles: pilot college, workgroup, and Steering Committee. There would be many opportunities for members to go back to the colleges, workgroups, and constituents for feedback. There would only be a few periods of time which would be closed due to confidentiality during the RFP scoring process.

Concern was expressed that the pilot college representation does not include San Diego or San Francisco, and if they did not have members in the workgroups there should be input from those larger colleges in the process. Jennifer explained that there will be opportunities for system-wide input using a tool called IdeaScale.

Motion to approve the adoption of the RFP Selection Committee composition as displayed on the PowerPoint shown at today's call:

Moved: Kitty Moriwaki
Seconded: Susanna Gunther
Vote: Unanimous
Abstained: None

The project team will bring back a list of members (names, college, positions and representation) at the next meeting for action by the Steering Committee.

RFP Timeline and Input:

Jennifer explained that the workgroups are leading the RFP timeline with more time built in now for input from the field into the assessment standards. The RFP will go out in late fall, with vendor selection in early spring and piloting in fall 2015. The Butte timeline has an official number of dates for each step in the RFP process including disability accommodations, pre-proposal conference, deadline for notice of intent to respond, etc. The vendors must meet the deadline on notice of intent to respond, or they cannot participate further in the RFP process.

There are certain steps within the process during which confidentiality and non-disclosure is maintained, however there are many opportunities for obtaining feedback along the way. One of the new tools that will be used for feedback is IdeaScale, which will allow feedback from the system on different components of the RFP including thumbs up, thumbs down, and comments. Invitations to IdeaScale will be sent out, including targeting those colleges that applied and were not selected for the pilot and the larger districts as well. The project team is encouraging workgroup and Steering Committee members to get feedback and start conversations with constituent groups. **Please watch for IdeaScale invitations and pass them on to others as well.**

The non-disclosure forms are important during the confidential points in the RFP selection process, and they will be going out as soon as they are available. The project teams are working to make sure that the same format is usable by all three grants. In the meantime, committee members are asked not to have any discussions with vendors about what we are looking for.

Stephen asked about Board of Governors input into the process. Jennifer noted that there are places in the process where their input is spelled out. **She will get back to the group on the specifics.**

Bonnie and Tim will make sure that there is an exit strategy built into the process, so that vendor lock does not become a problem; we do not want to get stuck with a bad vendor. Additionally, as mentioned earlier there may be concerns about how vendors working together might affect the timeline.

Scoring will include an initial round to make sure that vendors have met the minimum qualifications. That will be followed by multiple days when the Selection Committee will be sort of sequestered while scoring sections in small groups, reporting out, compiling results, and requesting vendor presentations. Afterward there will be a final selection and recommendation made back to Butte.

If members receive questions from vendors, the vendors should be referred back to the project team. Members are encouraged NOT to answer vendor questions; instead questions are compiled so that all vendors receive answers at the same time and in the same manner.

Kitty asked about participation of the larger urban colleges and when they would be notified. She also noted that placement testing calendars that feed into fall 2015 could be occurring as early as March 2015. Ken responded that it will be more likely in the early fall of 2015 rather than late spring.

Wrap up and General Information:

Members are encouraged to provide input to Andrew LaManque and the project team about rumors and concerns from the field that can be addressed and used to update the FAQ document posted on Basecamp and at the website.

Amy is keeping the schedule for workgroup meetings updated in Basecamp and Shana can answer any other questions regarding workgroups. Jennifer and Amy can answer general questions and those related to the Steering Committee.

Andrew LaManque requested that concerns or suggestions for agenda items be sent forward by committee members.

Next Meeting:

The next meeting will be in Orange County on September 29, 2014.

Adjournment:

The meeting was adjourned at 12:02 pm.

Common Assessment Initiative Steering Committee

Summary of 29 September 2014 Meeting for ASCCC Executive Committee

General Update on Workgroups

- Workgroups were directed to concentrate on what was to be tested, not how each of those items would be included in the assessment test.
- Continuum of competencies created in math, English, and ESL using the following information:
 - CB21 Rubrics
 - ESL Test Specifications
 - Common Core Standards in English Language Arts and Mathematics
 - 11th Grade Smarter Balanced Assessments
- The development process created common competencies, not a common curriculum.
- During the development of the competencies, they were grouped into levels below transfer. These groupings will not be used for student placement or establishing common cut scores. The competencies will not specify specific levels below transfer when they are distributed to the field for vetting.
- RFP specifications will be developed with the academic senate. The academic senate is working on intrasegmental C-ID descriptors for basic skills courses. These descriptors, if available, will be used to inform the RFP process and the test development.
- Competencies will be vetted with field. Vetting will begin in math and English during the week of October 13th. Vetting in ESL will begin after the competencies are finalized at their meeting on October 17th.
- The assessment test must be specific enough to provide diagnostic information about the students.
- The RFP will pursue a fully adaptive assessment test, but cost could be an issue.

ESL Workgroup

- The ESL workgroup will meet again on October 17th to finalize their competencies.
- The first competencies developed were in reading. They next worked on writing and are working to finish listening competencies.
- The workgroup looked at 8 levels below college level in each of these three areas.
- CB21 rubrics were viewed as a minimum level of skills for a particular level.
- May only develop one C-ID descriptor for below college level ESL. This descriptor would be for ESL writing at one level below freshman composition.

English Workgroup

- The English competencies were developed using the CB 21 rubrics and the common core standards in English Language Arts.
- Nearly all of those initial competencies were rewritten for the assessment.
- Will a writing sample be included in the assessment? If so, will it be mandatory or part of multiple measures? Will the essay be machine graded or scored by people? **ASCCC should consider taking a position on this at the fall plenary session.**
- Competencies were designed to determine when a student should move from one level to another.

Math Workgroup

- The math workgroup developed competencies for four levels below college level math. Each of the competencies incorporates:
 - Graphing
 - Solving
 - Defining and manipulating
- The workgroup was only tasked with developing competencies for levels below transfer. A new workgroup will be formed to explore competencies for the different college level math courses that students can place into.
- There are up to 8 possible pathways for higher level math placement.
- Development of competencies for higher level math will take 4 – 6 months.
- All possible vendors will be notified that higher level math assessment must be included.

Multiple Measures Workgroup

- Working with the RP group to develop multiple measures algorithms, models, and decision trees.
- Plan to use course success to validate measures.
- How does this interface with the CCCC Assessment Workgroup?
- Which high school grades should be used for placement?
- How do colleges validate locally developed multiple measures? There must be a process for local validation of locally developed multiple measures.
- There is a need to develop non-cognitive multiple measures. Each of these measures must be put through pilot testing to see if they actually work.

Test Development Workgroup

- The test development workgroup is tasked with ensuring the validity, reliability, and fairness of the identified measures.

- They will provide guidance on setting cut scores and measuring disproportionate impact for the colleges.
- Should the professional development team from Saddleback College be part of this group?

Assessment Competencies

- Created a continuum of skills from floor to ceiling.
- The test needs to adjust based on how the student has done so far.
- Need to develop more detailed specifications for the test from the broader assessment competencies.
- Colleges will need to map assessment competencies to existing local curriculum.
- The range of possible options from the test range from a single score for the entire assessment, scores by skill clustered with local weighting, and score by individual skill.
- The steering committee wants a fully adaptive test were scores are provided by individual skill.
- To facilitate transferability of test results, students should take the entire assessment test.
- Should ESL be embedded into the test and have ESL pieces pulled up based upon responses to English questions?

Vetting

- Vetting of the competencies will be from October 6th through November 15th.
- Vetting will include subject matter faculty and faculty organizations.
- Pilot colleges will determine whether they can place students.
- Public comments will be collected using a survey on Question Pro.

RFP

- Will move forward even though we don't have all of the answers.
- Must give us the information that we will need.
- Find out all of the information to choose a vendor, but not for the full assessment.
- Will be based on input from the workgroups.
- The community college system determines the needs, not the vendor.
- We will need to prioritize wants versus needs.

Professional Development

- Will need professional development for the following groups:
 - IT staff on how to use the new assessment system and integrating it into existing student information systems.

- Assessment center staff
- Instructional and Counseling Faculty
- Researchers
- Local control factors
- Saddleback College as project lead
- Professional Development Advisory Committee will oversee the professional development of all three technology initiatives with ASCCC in lead role.
- Saddleback College is planning to create professional development workgroups for each of the different groups requiring professional development.

RFP & Vendor Review Committee

- Finalize RFP Content
- Vendors use RFP 365 software
- Will make a final recommendation to Butte College
- 21 total votes on the committee
 - 3 from CAI Steering Committee
 - 6 from workgroups
 - 12 from pilot colleges

FACCC Board Meeting

September 19, 2014, Sacramento

Notes taken by Dan Crump, ASCCC Liaison to FACCC

Academic Senate---see Appendix A of these notes.

CCCAOE ---FACCC Executive Director Lightman mentioned passage of ACR 119 (Muratsuchi) that “would encourage the Chancellor of the California Community Colleges, in consultation with affected stakeholders, to develop options to address the long-term funding needs of career technical education and other workforce and training programs at the campuses of the California Community Colleges, and to submit those options to the Legislature before April 1, 2015, so it may address these funding concerns during its 2015-16 Regular Session.”

Legislation---FACCC Vice President Vogel noted that there will be a meeting of the FACCC Legislative Committee on October 17. Lightman noted CTE is being discussed more often and that FACCC needs to look at a more aggressive position. Board of Governors budget request for next year---big ticket item in student success and equity. He noted that a higher COLA and more faculty hiring (both FT and PT) could have an immediate effect on student success, also that there is a line item for more FT faculty hiring, whereas PT issues are in the categoricals item. FACCC President Murakami talked about how to get more funding in General Apportionment instead of putting in Categorical Funding.

Student Equity and Student Services Support Program Plans---discussion of how it is being proposed for colleges. Examples---infrastructure, technology, administration; Director of Equity; research and FT dean. Is there any way to reduce class size?, “quantity v. quality.”

Professional Development---theme of FACCC’s Advocacy & Policy program will be “Equity in All Its Forms.” It is being recommended that the Counseling conference be postponed until Fall 2015 and, instead, to bring back the Diversity conference for Spring 2015.

Accreditation---Murakami noted that at their November meeting, the CCC Board of Governors will be presented with a plan to return the local board of trustees at CCSF to power. Chancellor Harris is hoping to hold off on major discussions on statewide accreditation issues until CCSF’s restoration status is resolved (January 2015?). Murakami also noted that Harris has made a public statement that “ACCJC is not operating in the best interests of the CCCs.” The Task Force on Accreditation will be reconstituted some time in the near future.

AB86---great concerns noted regarding lack of faculty participation in local consortia and that there is no formal representative for statewide faculty groups (e.g. unions or ASCCC). Murakami noted that this is “coming way too fast.”

FACCC PAC and Endorsement of Candidates---noted on the FACCC website www.faccc.org



APPENDIX A: ASCCC report to FACCC Board, September 19, 2014

Upcoming ASCCC Events		
Student Equity and Success	September 26	American River College
Regional Meetings	September 27	Mt San Antonio College
Curriculum Regional Meetings	October 17	Sacramento City College
	October 18	Riverside City College
Area Meetings (for Plenary Session)	October 24	Cosumnes River College (A)
	October 24	Los Medanos College (B)
	October 25	Santa Barbara City College (C)
	October 25	Santa Ana College (D)
Fall Plenary Session	November 13-15	Irvine
Accreditation	February 20-21	San Mateo
Academic Academy	March 13-14	Costa Mesa

- Papers---topics of Senate-Union Relations, Associate Degrees for Transfer (ADTs), Part-Time Issues.
- ASCCC heavily involved in the three statewide technology initiatives---Online Education Initiative, Common Assessment Initiative, and Educational Planning Initiative, with ASCCC Exec members serving as co- or vice-chairs on all three steering committees---John Freitas (OEI), Craig Rutan (CAI) and Cynthia Rico (EPI).
- Exemplary Program Award---deadline is November 11, 2014.
- ASCCC is now on Facebook.
- September *Rostrum* is online.
- Disciplines List Process has started
- ASCCC Strategic Planning



Academic Senate for California Community Colleges

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System Advisory Committee on Curriculum (SACC) – October 23, 2014

Report to ASCCC Executive Board

Announcements/Updates • Chancellor's Office Update

The CCCCO reported serious shortage of staffing in the Academic Affairs division and the office ability to manage workload.

The CCCCO announced that the system is getting a new college – Clovis and that there are three new center applications from Sequoia, Gavilan, and Los Rios.

CCCCO is providing technical assistance to the colleges that are having difficulty meeting their ADT goal reported to the Chancellor's Office. There are 20 colleges below 80% of the colleges' stated goal of degree completion. The colleges are to meet their goals by December 31, 2014.

CCCCO is discussing the Hancock Bill that waives the open course requirements so that CCCs may provide instruction to the state prisons. However, the courses offered appear to be correspondence courses (and may not meet online course requirements) and there seem to be some colleges that are encroaching on other district areas to teach the prison students.

CCCCO is getting pushback on the units and contacts sheet that is now published on the CCCCO website. Colleges may need additional training.

CCCCO is discussing the open course requirements in the Public Safety courses (e.g., gun training) and discussing the need to limit student access to only sworn officers in these courses.

The CCCCO consultant has completed the analysis on Kinesiology and PE TOP codes in the Curriculum Inventory and will present findings to the Athletics Professional organizations.

The CCCCO has an intern that is looking in the curriculum inventory at the psychology ADTs and the CID courses placed on the degrees to ensure that the courses have been submitted and approved by C-ID.

CCCCO is finalizing hiring a basic skills specialist next week.

Academic Affairs lost the person that worked on GoverNET and lost the ability to give out control numbers for curriculum. They're conducting this process manually until it is fixed.

Status/Update— ADT Approvals

The system is at 94% toward the target goal of 1622 degrees completed by December 31, 2014. 1516 ADTs approved. There are 90 ADT revision proposals and 136 new ADT proposals.

Status/Update—Adult Education

Adult Education Summit was held on October 6, 7 – 325 people attended. The group completed the initial evaluation and reviewed requests for help. The next sets of plans are due October 31. Legislative workgroup (AB 86) report is due in March 15, 2015.

Status/Update— SB 440

SACC members discussed a variety of questions from the field the need. There is a desperate need to advise the CCCCO implications of 440 and local and ADT degree approvals and potential inactivation of any degrees that do not meet the requirements of legislation. The Chancellor's Office has to ensure that the law is being followed and colleges need to show a good faith effort to follow the legislation.

Questions include:

- Does a college have to remove its existing degree if it has a transfer degree in the TOP Code and is not able to create an ADT?
- Does the existence of a degree with a CTE goal in a TMC TOP Code create a degree-creation obligation?
- Do we need C-ID approval by June 30th, 2015 for ALL courses on an ADT that have a C-ID designator or just courses that appear in the CORE and LIST A?
- Given that a C-ID determination of "Conditional Approval" or "Not Approved" can be made at any time and, potentially, just before the June 30 deadline for approval, will the CCCCO hold harmless colleges that have acted in good faith and permit them additional time to obtain C-ID approval?
- If the C-ID courses are not approved then the ADT could be inactivated. However, if the course is conditionally approved, then the ADT will remain.
- In the following year, if those conditionally approved courses are not resubmitted, then the college will be notified to inactivate the degree
- What is the consequence of not creating an ADT as required by SB440?
- What is the process for modification of an existing ADT?
- If a student has completed the CSU Breadth and the local ADT only lists the IGETC pattern is the student prohibited from earning the degree? Doesn't SB 1440 indicate that the student has the option to use either transfer general education pattern?
- Why do all posted templates indicate that they were recently revised, yet no notice was made of what changes were made?
- What steps will be taken to ensure that templates are not modified or removed when ADT development is in progress?

Members discussed the recent removal of the Elementary Education template. Removal of templates interferes with colleges' ability to track the 18-month legislative timeline for ADT creation.

Status/Update— Revision of Cooperative Work Experience Regulations

The regulations were approved by BOG and are now at the Department of Finance.

Status/Update— —Program and Course Approval Handbook

The CIOs need to appoint members to the small writing group. Another meeting of the high level group should be scheduled as soon as possible.

Status/Update—Noncredit Progress Indicators— Elevating the priority of T5 changes to add SP (Satisfactory Progress)

The CCCCO communicated with legal counsel and there is willingness for the Chancellor's Office to move forward with Title 5 changes. However, this is not a Chancellor's Office priority.

Status/Update—Credit/Community Services Combination Classes

There has been no progress on the draft due to staffing issues. The CCCCCO indicated that this *is* a priority for the Chancellor.

Status/Update—ESL Coding for the Data Mart Basic Skills Progress Tracker tool—Review of Coding Instructions

CCCCCO staff reported that the guidelines on CB 21 do not reflect the ability of the current technology to track ESL courses labeled as degree applicable. The ASCCC members will review the guidelines and determine if clarification in the guidelines would be useful to the field.

Status/Update—Collaborative (formerly Conjoint) Programs Statement, Chancellor’s Office Survey, and Guidelines

SACC recommended adoption of the SACC Philosophical Statement on Developing Collaborative Programs. The document does not intend to limit or dictate any criteria that may be needed by the CCCCCO for approval of collaborative programs.

Status/Update—Baccalaureate Degree Pilot

SACC members reviewed the timeline and the RFP information that went to Consultation Council. Members mentioned concerns about what the coursework might look like.

SACC Membership and Orientation

SACC will invite Jane Patton to the November meeting to provide historical and philosophical context of the purpose and function of SACC.

A Summarize/Conclusions

SACC members asked to add “local stand alone course approval” to the agenda.

Next Meeting—November 21, 2014

SACC Philosophical Statement on Developing Collaborative Programs
Recommended to CCCCCO on 10/23/14

With the introduction of Transfer Model Curricula (TMCs) and increased exploration of the use of model curricula for disciplines not able to strictly adhere to the requirements of TMC, some colleges are finding it difficult to develop and offer all the courses that are required by a given TMC. Furthermore, when the information on Conjoint Programs was deleted from the 5th Edition of the Program and Course Handbook, it left Career Technical Education (CTE) programs without guidance as to how to submit programs for approval that integrate partnership with other colleges and districts. Although the term “conjoint” has been deemed obsolete, there remains a compelling rationale for formal, collaborative programs between and among colleges to assist students in completing certificates and degrees.

The System Advisory Committee on Curriculum (SACC) acknowledges this exigency and believes that the critical collaborative element of what were previously called “conjoint programs” is already present when a degree is based on common curriculum. This same collaboration is an ideal option for colleges who find themselves unable to add a specific TMC aligned degree (commonly referred to as an Associate Degree for Transfer or ADT) or a CTE degree or certificate to their offerings as a consequence of their inability to offer one or two core courses.

Associate degrees for transfer (ADTs) in a given discipline are intentionally designed to have an identical or nearly identical curricular pattern in order to facilitate students’ successful transfer between Community Colleges and the California State University. Furthermore, CTE programs have a history of partnering with neighboring and regional colleges to provide the curriculum and resources needed by students to enable them to reach their educational goals.

To make better use of our system's overall resources, to facilitate legislated degree development mandates, and to ensure that CTE programs meet regional workforce needs, SACC recommends that the Chancellor’s Office recognize the value of, and develop guidelines for, Collaborative Programs. . A Collaborative Program is one in which one or more colleges rely on another college or colleges to offer courses in a degree or certificate at all participating colleges. Collaborating colleges may either be in reasonable proximity to permit students to take classroom-based courses or the courses may be offered online through distance education local or shared platforms.

It is imperative that colleges focus on the needs of the student when designing a collaborative program. Such programs may offer solutions to colleges in meeting the mandates of legislation or workforce needs but as with any initiative in education, the student should be the driving force.

Therefore, in developing a Collaborative Program, colleges must determine the most effective and efficient pathway for the student. At a minimum, for a collaborative program to succeed there must be a written agreement between the colleges that delineates the responsibilities of each college with respect to the curriculum offered and the scheduling of classes. Any changes to the agreement must be mutually agreed upon to minimize any negative effects on students. A collaborative program can provide an excellent option to ensure that students achieve their educational goals.

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
STATEWIDE PUBLIC SAFETY EDUCATION ADVISORY COMMITTEE**

Hawthorn Suites, Sacramento, CA

Friday, September 19, 2014

9:00am – 1:00pm

MINUTES

Draft

In Attendance:

Fred Allen	Committee Facilitator
George Beitey	San Diego Public Safety Training Center
April Chapman	Santa Rosa Public Safety Training Center
Keith Clement	4-Year University Programs
Chris Dewey	Police Chief's Association
John Dunn	CA State Chancellor's Office
Natalie Hannum	Fire Technology Directors Association
Robin Harrington	CA State Chancellor's Office
Abbey Leonard	Committee Administration
Nathaniel Reed	Board of State & Community Corrections
Kevin Sampson	Homeland Security
David Senior	Allan Hancock Public Safety Training Center
Stephanie Scofield	Peace Officer Standards & Training
Rodney Slaughter	State Fire Training
Jim Suits	State Academic Senate
Linda Vaughn	South Bay Regional Public Safety Training Center

Absent:

Michael Beaber	CA Department of Corrections & Rehabilitation
Mike Grabowski	CA Association of AOJ Educators
James Lewis	CA State Sheriffs' Association
Mike Maloney	Northern CA Public Safety Training Centers
Glenn White	Assistant Committee Facilitator

I. Welcome/Introductions

David Senior stressed that we are a membership driven committee. We need all of the members to participate. We are statewide and need to make the biggest impact we can across the state. Homeland Security/Emergency Management is one of the biggest growth industries, not only in California but across the country and we are not addressing that.

Our new monitor from the Chancellor's office, John Dunn, introduced himself. He was a high school teacher, spent 6 years with the Department of Education working on Fire Apprenticeship programs before moving to the Chancellor's office about one year ago. David told John we are looking for guidance from him.

We want to know the right way to do things, such as becoming a sector. Keith Clement introduced himself. He is an Associate Professor at Fresno State. His Bio is attached. He stated that the labor outlook for Homeland Security and Emergency Management is a 25% increase in the number of jobs and these jobs provide a living wage. He thinks the committee should focus on digital forensics. The computer programs at colleges are trying to integrate it into their curricula but he feels it is a much better fit under public safety.

II. Review of 5/2/14 Minutes

Stephanie Scofield pointed out she represents Peace Officer Standards and Training rather than Police Officer Standards and Training. No other correction to minutes. Linda Vaughn moved to accept the minutes and April Chapman seconded. Minutes were approved.

III. Chancellor's Office Report

Robin Harrington gave the report. She attended a meeting with the three major advocates for Perkins statewide. She reported that 2014-2015 is an interim year. Perkins could be reauthorized in 2015-2016 but realistically it will probably be 2016-2017. Elections are coming up which postpones things further. They are talking about dropping the 5A and 5B Equity from the core indicators. They are also considering taking skill attainment and merging it with completion in the core indicators. Every state does not have the same qualifications for skill attainment. Since Public Safety is not a sector we are missing out on a portion of \$50 million that will be available next year. There is money for emerging sectors but we are not recognized as one. Public Safety can't go much further without being recognized as something. Nat Reed commented that we need to go through local colleges or get nothing. Everything going out right now is regional and what you are doing within your region. Natalie Hannum asked, "Who is currently in a regional consortium?" No one is. That is problematic because that is how all funding is coming down. System funding models now are aligned with K-12. We will probably be looking at this funding model for the next 20-30 years. David commented that our model is statewide not regional. The effects we make are statewide. He asked Robin how we get recognized statewide. Robin said we need a plan that shows not just regional but statewide impact with the support of major statewide entities. You can at least ask for a Sector Navigator. They oversee statewide for cross regional sectors. They sit in at the legislative and state level to see what is needed and report to the Chancellor's office and the Advisory Committee. You can advocate that they have the skills to effectively do this. Robin will write up the skills and qualifications we need for an effective Sector Navigator. She said we will also need the state agencies to come to the table and explain what they need. David said that we will rely on guidance from Robin and John as to how to move ahead. John said another place Public Safety may be able to get money is from the CA Investment Port. Natalie commented that for years Public Safety has been very successful being independent. We now have to join a pipeline. We are lacking funding in the infrastructure and a Sector Navigator would tie everything together for us.

Rodney slaughter asked who that person needs to be. Robin said it is a competitive position but that doesn't mean you can't encourage someone who knows your needs and has the qualifications to apply. David said when he talks to the Fire Chiefs they always ask what they can do for us and so far we have not asked, but we need letters of support from them as well as POST, probation and police chiefs. Robin said if we are recognized as a sector, any region could choose Public Safety as a priority or emerging sector and receive funding. It will be hard to be recognized for next year because they have already been chosen. However, in the next couple of years they will have to be chosen again. In the meantime, if we had a Sector Navigator they could advocate for us to be involved in "Doing What Matters" and making a difference in the state. They can be at the table and have a voice in all these things. The Advisory Committee could also still be in effect. The Sector Navigator would run the committee. When money became available you could put in a caveat that although you are not a sector you could still use the money. Kevin Sampson commented that the Advisory Committee has wonderful statewide representation but no priority work plan. It is like a great brain but no body to do the work. Natalie said we need a strategic direction. What do we want to accomplish. What do we want this year and what do we want three years from now. Nat agreed. We need to align the priorities of the committee with the strategic priorities of the state through a Sector Navigator. Fred said that we need to push out to our sectors what is going on in Public Safety. We need to let the field know what we are doing. Linda Vaughn said even though we are all aligned on the committee, when we go back to our colleges we are separate. The high schools are saying there is no real alignment between them and the colleges in law enforcement because you have to be 21 to get hired. Natalie said we need to coalesce around proven strategies for success. Linda said we need to issue certificates for completion of academies. It will increase our core indicators and increase our importance with the Chancellor's office. Robin said certificates are right in line with the conversations on stackable credentials. Fred said all certificates need to be counted, even 12 hour certificates. They enable people to get or job or move up in their current job. Robin said we have for years we have been known as Public Safety. The sector is so much broader that that, we may want to consider changing the name. Rodney said maybe Homeland Security is the broader name. Nat Reed commented that the argument for any new degree program is where are the jobs and what are the specific skill sets that this degree provide. Keith said it is clearly evident in Ca and national Dept of labor statistics that the jobs in homeland security/emergency management exist, but we do not have a pipeline in place to meet them. David Senior said the Regional consortia does not want to hear about the jobs, they want to see where the jobs are. To get approval there has to be better data. If there is a special skill set required, that is your greatest asset.

IV. P.O.S.T. Advisory Committee Report

George Beitey gave the report. The Board of Governors had their second vote and on line asynchronous training will be allowed beginning Jan 1st, 2015. He attended a POST Consortia meeting earlier in the week where there was a lot of

discussion about open enrollment for college courses and select enrollment for law enforcement courses. The colleges don't want to train people the agencies won't hire. His academies require students to fill out a background packet, but other colleges are having issues. George also stated that he had received a letter from IED asking to let them put on classes. They are a for profit organization. Rodney commented that they are not accredited and any students taking their classes would have a hard time getting hired.

Stephanie Scofield reported that POST instituted a cost saving reduction program in January. The local agencies are recovering but they anticipate keeping the cost savings plan in place. There are also putting a new strategic plan in place – where POST wants to be in 10 years. It should be in place by February, 2015. They will be moving their offices to a new space and will have room available where we could hold committee meetings in the future.

V. Grant Projects for 2014-2015

Natalie Hannum reported that Fire has two projects for this year. The first would be to align the fire curriculum to the C-IDs. It would give statewide breadth that everything aligns with C-ID. Directors and faculty come and go so it would provide sustainability throughout the state. The second project is to update and expand the current Fire compendium drafted in 2008. It would be a catalog of resources that would help students as well as faculty. Rodney added that people are going through academies and are still not able to get jobs. This would help them be able to choose classes wisely. Natalie said she does not know who the project directors will be yet. She should know after the Fire Tech Directors Association meeting.

Natalie also said the committee needs a strategic plan. We need a vision for the next 3-5 years. David Senior said we will send the committee bylaws out to everyone to look over. We will decide if we need to make any changes.

VI. Sector Recognition Letter

Natalie needs help on the Sector recognition letter. There needs to be more people involved in the project. David asked if we have a voice in the Chancellor's office. We want to make a difference in public safety. We need to be important in the Chancellor's office not just important to ourselves. Kevin Sampson said the group should do an analysis of what we can do to make a difference. Robin said we need to have the letter and conversation with the Chancellor's office by the beginning of December. That is when they start closing out and seeing what funds are left. They don't want to give any money back so public safety may be able to get some roll over money. Once the letter is completed you can send a letter within the letter asking for the meeting and the background on why you need to meet. You want to explain the problem and then give the suggested solution to the problem. This is what we are doing, but we are at capacity. We are in a perfect position to make not just regional but statewide changes. We can really move the needle. You need to show her have the backing of major statewide players. David said we know we have a great

emerging field in Homeland Security/Emergency Management and we can use that as an umbrella. Robin suggested we show that there is a large contingent of students and it is a high wage, high demand, career oriented field. Natalie said she could use two more volunteers to work on the letter. Stephanie Scofield, Nat Reed, and Kevin Sampson said they would help her. Kevin can provide data and numbers for Homeland Security. Natalie said the letter is 85% done it just needs the data pieces added. We also need to make sure we include the problem and the solution. Natalie will put a meeting together for the writing team for mid-October so the letter can go out the beginning of November. She asked David as the chair, what he would like them to do next. He said she should send the letter to Abbey to forward to the committee members and then we would need to get letters of support from the various state agencies. Michelle Turner is not able to help on the committee this year due to budget constraints, but she said she would still help on the letter. Natalie said the sector recognition is an ancillary of grants so she would like to give Michelle a stipend to help us. Everyone was in agreement.

VII. Planning for 2015-216 Grants

Fred Allen stated that we need to be thinking about proposals for next year and bringing them to the January meeting. We have been waiting until the April or May meeting which does not give us enough time to get them written up and submitted. Nat suggested an academy assessment as integrates with POST and ACCAJ as a possible project for next year. David said he should put that together as a proposal for the January meeting. It will be a "GoToMeeting" on line on Jan 23, 2015 at 10:00am.

There was discussion about funds to pay for an in person meeting for our final meeting in April. David said schools have other ways to pay for people to attend meetings so we don't have to take it out of our Advisory funds. We agreed on April 10, 2015 for the third meeting and we will have it in Sacramento if the funds are available.

VIII. Other Items/Adjournment

Nat Reed said CA Board of State and Community Corrections will be moving their office to a new building. They are finishing up their job analysis project. They hope to have it completed by December and he will have an update by the January meeting.

Next meeting we will begin having a regular State Fire Marshall report given by Rodney Slaughter.

Meeting Adjourned

Minutes recorded by Abbey Leonard



Chancellor's Office Scorecard Technical Advisory Group

AGENDA

October 27th (10:00am-3:00pm)

Conference Rooms A/B (3rd Floor), 1102 Q Street, Sacramento, CA 95811

Time	Agenda	Presenter
10:00-10:10	Introductions <ul style="list-style-type: none"> • Scorecard Advisory Group Members 	Patrick Perry Alice van Ommeren
10:10-10:30	2014 Scorecard <ul style="list-style-type: none"> • Review metric and display modifications • Describe and explain trends, use of metrics 	Alice van Ommeren Patrick Perry
10:30-10:45	Review of the System Goals <ul style="list-style-type: none"> • Part of the System Report 	Patrick Perry Atsuko Nonoyama
10:45-11:15	2015 Scorecard <ul style="list-style-type: none"> • Timeline • Board of Trustee interactions • The Scorecard Survey 	Alice van Ommeren Patrick Perry
11:15-12:00	2015 Scorecard Display Revisions <ul style="list-style-type: none"> • Adding the n's to the cohorts • Profile page for the metrics • Add prepared/unprepared ratio 	Alice van Ommeren Atsuko Nonoyama
12:00-12:30	Lunch	
12:30-1:00	Revisions to the CTE Metric <ul style="list-style-type: none"> • Apprenticeships • Transfer Prepared 	Alice van Ommeren Ryan Fuller
1:00-2:00	Skills Builder Metric <ul style="list-style-type: none"> • Importance of the metric • Review proposed metrics 	Alice van Ommeren Nick Kremer Ryan Fuller
2:00-3:00	First-Generation Students <ul style="list-style-type: none"> • New data element (since Summer 2012) • Use of data element in the Scorecard 	Tom Leigh Alice van Ommeren
3:00	Adjourn	

Student Success Scorecard Technical Advisory Group Meeting Summary

Monday October 27th, 2014

Updates Since Last Meeting

- The 2014 Student Success Scorecard was released on April 15th, 2014.
- 100 % of districts presented the 2013 Student Success Scorecard to their local board of trustees, as required by §84754.5(d) of California Education Code.
- 46 Colleges/21 Districts have already presented the 2014 Scorecard to their local boards.
- Goals for the California Community Colleges were approved by the Board of Governors in July.
- For the 2014 Scorecard, the following changes were made:
 - The unprepared rates and for completion, persistence, and 30 units were modified to include math and English courses coded as one or two levels below transfer but were still coded as degree applicable. These courses were excluded from the 2013 Student Success Scorecard.
 - The persistence rate was modified to include students that transferred or earned a degree or certificate before enrolling for a third consecutive semester.
 - The student to counselor ratio was added to the college profile.
 - The sizes of each cohort were added to the disaggregated data for each metric. A red asterisk was used for group sizes < 10.

2014 Scorecard

- Cohort of first time students was the largest ever measured.
- Lower number of transfers due to reduced transfer availability at CSU campuses.
- Persistence rate shows better correlation with the expected value after the modifications.
- Remedial rate modifications led to increases, but the rates would still have increased without them.
- Completion rate down to 48.1% for the 07/08 cohort. The completion rate was 52.2 % for the 03/04 cohort.
- Persistence rate was down to 70.5% for the 07/08 cohort from 70.9% for the 03/04 cohort.
- 30 unit rate was up to 66.5 % for the 07/08 cohort from 65.0 % for the 03/04 cohort.
- Survey of how the Scorecard is being used at campuses was sent to researchers (survey attached). Submissions due to the Chancellor's Office by October 27, 2014.

System Goals

- The status of the system goals, adopted by the Board of Governors, will be included in the State of the System report each year.
- The Chancellor's Office will be collecting all of the district goals and housing them in a central location. This requirement is part of the trailer bill language that mandated the creation of the system goals. The Chancellor's Office will not be tracking progress on locally established goals.

- Three scorecard rates (completion, persistence, and 30 unit) must increase by 2.5% for the same year of the following cohort. For example, the completion rate for the 6th year of the 08/09 cohort must increase by 2.5% over the completion rate for the 6th year of the 07/08 cohort. The 2.5% value was chosen to bring all rates over 50%, which complies with a request from the Chancellor.
- The number of transfer degrees issued must increase by at least 5% each year for the next five years.
- The equity index is computed using $\frac{\text{Proportion of Outcomes}}{\text{Proportion of Cohort}}$. The equity goal is to have the equity index for each subgroup to be > 0.8.
- The % of students with an education plan will be a goal in one year, once the new data element is available. It is expected that we will reach nearly 100% compliance very quickly.
- The efficiency goal is to reduce the value of $\frac{\text{FTES Generated}}{\text{Scorecard Outcome}}$. This goal can be met by reducing the number of FTES needed to achieve an outcome or by increasing the number of outcomes while not seeing the same increase in FTES generated. There was a request to have a breakdown of the data for this goal for unprepared students to gain a better understanding of how preparation increases the number of FTES generated in the pursuit of a degree or certificate.
- Participation rate for 18 – 24 year olds. The goal is to increase the rate each year with an ultimate goal of 300 for every 1000 participating in the system.
- Equity participation rates for 18 – 24 year old African Americans, Hispanics, Whites, and Asians. The goal is to have each group to maintain an equity index of 0.8 or higher.

2015 Scorecard

- November 2014 – Report sent to college researchers indicating missing SSNs.
- Draft of the 2015 Scorecard will be available on January 30, 2015. Colleges will have a 45 day window to review and submit corrections.
- Official 2015 Scorecard posted on March 31, 2015.
- The total cohort size (N) will be added to each of the metrics. For subgroups below 10, the data will be omitted.
- There will be a cohort profile created for each of the metrics to reduce the confusion between the current college profile and the make up of the cohort represented in each of the scorecard metrics. This data is already included in the one and five year reports, but it is not included in the graphical report that most people look at.
- A ratio of prepared/unprepared students (may use PIE chart) will be added to the degree/transfer cohort profile. Statewide the ratio of prepared/unprepared is 74.5/25.5.

CTE Metric Revisions

- CTE cohort does not require first time students. This has allowed students to become part of the cohort and already be transfer prepared (one of the outcomes for the metric). For the 2014 Scorecard, 4500 in the cohort entered as transfer prepared and did not earn any other outcomes.

- For the 2015 Scorecard, these students will still be part of the cohort, but any previous outcomes will be excluded. Students could have taken units and reach transfer prepared in as little as one semester. For example, a student enters a college with 52 transferrable units and completes 8 units in SAM B or C courses; this student would count in the cohort and the outcomes because they reached transfer prepared at the college.
- Data has been made available from the Division of Apprenticeship Standards (DAS) that would allow apprenticeship students to be included in the CTE metric. Students completing a course in SAM A would be added to the cohort. Completion of an apprenticeship would be added to the outcomes. The Chancellor's Office will determine if any colleges will have a dramatic negative impact due to the inclusion of apprenticeship. They will also research the typical length of time it takes to complete certain apprenticeships to determine if the six-year outcome period is sufficient for apprenticeship students.

Skills Builder Metric

- The proposed cohort will include students based on a chosen program goal (57,739) and course taking patterns (taking SAM A, B, or C) (131,620). There was concern expressed that the cohort may be including students that are not truly skills builders. It was felt that this should be shared with the field during 2015 to get feedback on how the cohort could be refined. This will not be part of the 2015 Scorecard, but it is hoped that it will be included in the 2016 Scorecard.
- The outcome is wage gain. Some of the wage gain data was very surprising and it was felt that this might be due to academies and students coming back for certification being captured. Additional detail about the courses being tracked will be looked at before including this metric in the 2016 Scorecard.

First Generation Students

- Began tracking this data in the summer of 2012.
- Tracking for the parent with the highest level of education. First generation students would only include students where neither parent had any college. It would not include students where they didn't know or didn't report the educational background of their parents.
- Even though the data is incomplete, this will be added to the college profile with the hope that colleges will clean up the data being reported.

Repectfully submitted,

Craig Rutan

2014 Scorecard Survey Questions

Scorecard Board of Trustee Interaction

- For the most recent Scorecard presentation made to the BOT, which of the following best describes your role?
- Was any information from your 'College Profile' page presented to the BOT?
- In presenting the College Profile to the BOT, which of the following were included?
- Which success metrics from the Scorecard were presented to the Board of Trustees?
- In the BOT presentation, were any of the following metrics disaggregated for prepared and unprepared students?
- Were the Scorecard metrics presented to the BOT along with any other data?
- Can we contact you for more information related to your BOT presentation?

Local Use of the Scorecard and Resources

- Have you used the Scorecard?
- Please indicate the type(s) of projects for which you used the Scorecard.
- Who in the following list requested information about the Scorecard?
- Have you used your college's five-year report available on the Scorecard web page?
- Have you used the Scorecard data available in the Data Mart?
- Have you used the Scorecard data available in the Data-on-Demand?
- Did you compare your college's performance to that of the state?
- Did you compare your college's performance to your peers?
- What are the sources of the peer grouping schemes that you used?
- Did you look at the Scorecard metric(s) by comparing subgroups, such as gender, race/ethnicity?
- Which of the following subgroups did you use in comparing Scorecard metrics?
- Did you modify the methodology of the Scorecard metrics to fit your college's unique situation?
- Have you viewed any of the following documents posted on the Scorecard page?

Other Use of the Scorecard

- A draft Scorecard is posted annually on a test site in January, and colleges are asked to review their data and resubmit if necessary. Did you review a draft Scorecard in the past?
- Did your review of the draft Scorecard lead your college to resubmit MIS data to the Chancellor's Office?
- Do you know of any activities (such as taskforce, committee, workshop, etc.) in your college or district, which were spurred by the Scorecard?
- If there is anything else that you would like to tell us about your use of the Scorecard, please describe.

Cohort size for the Scorecard metrics, by college

COHORT_YEAR=2007-2008

College	Remedial Math	Remedial English	Remedial ESL	Persistence, 30 Units, Degree Transfer [Prepared]	Persistence, 30 Units, Degree Transfer [Unprepared]	Persistence, 30 Units, Degree Transfer [Overall]	CTE	CDCP
Allan Hancock College	1,185	612	130	562	958	1,520	1,505	1,038
American River College	3,227	2,885	867	842	2,234	3,076	3,347	.
Antelope Valley College	3,021	1,518	278	520	2,017	2,537	976	43
Bakersfield College	2,422	2,313	402	448	2,359	2,807	1,494	.
Barstow College	471	420	.	49	345	394	348	.
Berkeley City College	499	556	260	179	386	565	326	.
Butte College	1,696	1,773	12	323	1,095	1,418	1,360	120
Cabrillo College	1,330	1,483	164	542	1,174	1,716	955	.
Cañada College	467	449	237	147	351	498	486	.
Carritos College	3,287	3,624	292	352	2,905	3,257	2,190	134
Cerro Coso Community College	522	436	4	125	333	458	605	.
Chabot College	1,419	1,520	359	350	1,259	1,609	1,200	.
Chaffey College	2,792	3,147	254	503	2,576	3,079	1,596	.
Citrus College	2,102	1,948	95	417	1,808	2,225	1,451	47
City College of San Francisco	2,248	2,977	1,033	386	2,558	2,944	2,636	.
Coastline Community College	601	352	583	277	430	707	1,137	.
College of Alameda	564	530	373	186	476	662	390	.
College of Marin	383	515	127	118	363	481	337	.
College of San Mateo	874	919	327	329	869	1,198	1,024	.
College of the Canyons	1,835	2,314	126	586	1,992	2,578	1,893	454
College of the Desert	1,596	1,736	98	195	1,343	1,538	543	1,159
College of the Redwoods	53	816	14	226	560	786	383	.
College of the Sequoias	1,883	1,610	325	476	1,576	2,052	1,279	.
College of the Siskiyous	381	153	6	60	203	263	306	.
Columbia College	343	308	3	137	294	431	288	.
Contra Costa College	964	428	289	295	700	995	575	.
Copper Mountain College	361	419	.	88	274	362	126	3
Cosumnes River College	1,877	1,512	285	394	1,309	1,703	1,413	.
Crafton Hills College	926	1,095	.	259	816	1,075	507	.
Cuesta College	1,021	1,370	386	440	1,064	1,504	1,251	176
Cuyamaca College	575	1,083	224	206	1,059	1,265	769	.
Cypress College	1,669	1,225	130	415	1,410	1,825	1,386	.
De Anza College	2,058	1,932	902	968	2,066	3,034	3,222	.
Diablo Valley College	1,880	1,764	349	1,114	2,061	3,175	1,464	.
East Los Angeles College	2,801	2,485	449	306	2,209	2,515	1,967	748
El Camino College	2,936	3,059	448	965	2,509	3,474	1,652	.
El Camino College Compton Center	617	642	7	60	552	612	460	.
Evergreen Valley College	534	1,012	498	543	1,094	1,637	855	.
Feather River College	159	108	.	94	148	242	258	.
Folsom Lake College	1,334	952	180	295	998	1,293	864	.
Foothill College	564	696	336	440	576	1,016	1,981	.
Fresno City College	2,292	2,682	574	620	2,424	3,044	1,728	115
Fullerton College	2,913	2,547	288	850	2,452	3,302	1,668	.
Gavilan College	741	659	118	262	582	844	710	61
Glendale Community College	1,625	1,379	1,180	1,070	1,574	2,644	1,494	4,599
Golden West College	981	1,453	425	509	1,142	1,651	1,431	.
Grossmont College	1,356	2,936	125	462	2,062	2,524	1,450	.
Hartnell College	1,144	1,597	274	152	1,120	1,272	747	.
Imperial Valley College	987	865	.	237	1,197	1,434	842	480
Irvine Valley College	501	790	458	593	816	1,409	829	.
Lake Tahoe Community College	236	183	.	47	157	204	245	119
Laney College	1,102	995	823	351	865	1,216	863	.
Las Positas College	814	841	154	379	892	1,271	1,006	.
Lassen College	470	326	.	52	196	248	229	.
Long Beach City College	2,877	2,791	702	298	2,357	2,655	2,192	1,257
Los Angeles City College	2,278	2,409	722	182	1,422	1,604	1,984	1,511
Los Angeles Harbor College	1,120	1,402	61	233	1,034	1,267	696	.

Cohort size for the Scorecard metrics, by college

COHORT_YEAR=2007-2008

College	Remedial Math	Remedial English	Remedial ESL	Persistence, 30 Units, Degree Transfer [Prepared]	Persistence, 30 Units, Degree Transfer [Unprepared]	Persistence, 30 Units, Degree Transfer [Overall]	CTE	CDCP
Los Angeles Mission College	1,262	1,162	179	76	841	917	668	97
Los Angeles Pierce College	1,893	2,720	454	515	2,273	2,788	1,455	
Los Angeles Southwest College	1,552	1,025	87	54	754	808	377	896
Los Angeles Trade-Technical College	1,845	1,859	139	104	1,053	1,157	1,904	798
Los Angeles Valley College	2,317	2,271	434	423	1,704	2,127	1,234	741
Los Medanos College	1,331	1,342	201	266	1,135	1,401	1,137	
Mendocino College	678	523	34	76	374	450	262	67
Merced College	1,865	1,563	37	287	1,431	1,718	704	1,112
Merritt College	608	310	190	112	304	416	798	
MiraCosta College	1,056	713	160	763	808	1,571	979	482
Mission College	474	762	592	278	614	892	1,075	
Modesto Junior College	1,611	2,314	228	569	2,356	2,925	1,444	387
Monterey Peninsula College	545	805	99	140	493	633	633	717
Moorpark College	1,085	887	221	1,703	1,122	2,825	1,143	
Mt. San Antonio College	3,020	3,828	692	945	3,534	4,479	2,638	11,275
Mt. San Jacinto College	2,132	2,913	151	429	2,265	2,694	1,114	162
Napa Valley College	765	361	123	267	597	864	609	120
North Orange Continuing Education								9,573
Ohlone College	603	1,252	271	425	1,009	1,434	792	
Orange Coast College	2,029	1,832	395	1,583	1,807	3,390	1,724	
Oxnard College	1,112	700	247	241	873	1,114	765	
Palo Verde College	378	250	5	22	200	222	496	
Palomar College	3,152	2,274	320	1,109	2,885	3,994	2,060	1,310
Pasadena City College	2,586	2,841	1,195	1,361	2,869	4,230	2,063	1,732
Porterville College	524	752	47	98	479	577	467	
Reedley College	2,113	2,067	125	510	1,888	2,398	986	
Rio Hondo College	2,239	1,434	864	268	1,574	1,842	1,787	277
Riverside City College	4,824	5,678	820	850	5,068	5,918	3,133	
Sacramento City College	2,383	2,059	461	666	2,124	2,790	2,012	
Saddleback College	868	1,754	182	1,192	1,471	2,663	1,696	355
San Bernardino Valley College	1,891	1,926	82	143	1,575	1,718	1,503	
San Diego City College	1,170	1,533	207	716	1,965	2,681	1,774	
San Diego Continuing Education								15,770
San Diego Mesa College	818	1,408	188	878	1,587	2,465	1,824	
San Diego Miramar College	486	1,014	203	341	798	1,139	1,950	
San Francisco Continuing Education								13,570
San Joaquin Delta College	2,103	2,786	741	842	2,387	3,229	1,936	
San Jose City College	1,258	754	570	299	758	1,057	1,180	
Santa Ana College	1,178	1,363	436	537	1,355	1,892	2,834	
Santa Barbara City College	1,045	675	421	1,042	942	1,984	1,605	
Santa Barbara Continuing Education								3,236
Santa Monica College	3,269	3,333	305	1,171	2,736	3,907	2,203	371
Santa Rosa Junior College	1,876	1,938	319	916	1,825	2,741	1,689	1,135
Santiago Canyon College	968	594	54	581	856	1,437	875	
Shasta College	1,542	805	22	439	871	1,310	812	138
Sierra College	2,221	2,005	271	1,170	1,993	3,163	1,460	
Skyline College	892	1,049	373	228	764	992	858	
Solano Community College	1,451	1,302	94	490	1,138	1,628	862	
Southwestern College	3,155	1,365	594	856	2,575	3,431	1,429	355
Taft College	553	511	22	63	393	456	418	
Ventura College	1,338	805	167	720	1,039	1,759	976	
Victor Valley College	2,016	1,886	143	185	1,921	2,106	1,222	
West Hills College Coalinga	285	365	66	81	348	429	382	
West Hills College Lemoore	628	346	39	153	477	630	479	
West Los Angeles College	1,100	1,089	132	131	666	797	1,820	
West Valley College	762	671	213	414	650	1,064	1,005	
Yuba College	1,398	1,526	209	301	1,308	1,609	1,156	

**Prepared-Unprepared Percentages by College
2007-08 Scorecard Cohort**

College	Unprepared		Prepared		All
	Count	Percent	Count	Percent	
Allan Hancock College	958	63.0	562	37.0	1,520
American River College	2,234	72.6	842	27.4	3,076
Antelope Valley College	2,017	79.5	520	20.5	2,537
Bakersfield College	2,359	84.0	448	16.0	2,807
Barstow College	345	87.6	49	12.4	394
Berkeley City College	386	68.3	179	31.7	565
Butte College	1,095	77.2	323	22.8	1,418
Cabrillo College	1,174	68.4	542	31.6	1,716
Cañada College	351	70.5	147	29.5	498
Cerritos College	2,905	89.2	352	10.8	3,257
Cerro Coso Community College	333	72.7	125	27.3	458
Chabot College	1,259	78.2	350	21.8	1,609
Chaffey College	2,576	83.7	503	16.3	3,079
Citrus College	1,808	81.3	417	18.7	2,225
City College of San Francisco	2,558	86.9	386	13.1	2,944
Coastline Community College	430	60.8	277	39.2	707
College of Alameda	476	71.9	186	28.1	662
College of Marin	363	75.5	118	24.5	481
College of San Mateo	869	72.5	329	27.5	1,198
College of the Canyons	1,992	77.3	586	22.7	2,578
College of the Desert	1,343	87.3	195	12.7	1,538
College of the Redwoods	560	71.2	226	28.8	786
College of the Sequoias	1,576	76.8	476	23.2	2,052
College of the Siskiyous	203	77.2	60	22.8	263
Columbia College	294	68.2	137	31.8	431
Contra Costa College	700	70.4	295	29.6	995
Copper Mountain College	274	75.7	88	24.3	362
Cosumnes River College	1,309	76.9	394	23.1	1,703
Crafton Hills College	816	75.9	259	24.1	1,075
Cuesta College	1,064	70.7	440	29.3	1,504
Cuyamaca College	1,059	83.7	206	16.3	1,265
Cypress College	1,410	77.3	415	22.7	1,825
De Anza College	2,066	68.1	968	31.9	3,034
Diablo Valley College	2,061	64.9	1,114	35.1	3,175

**Prepared-Unprepared Percentages by College
2007-08 Scorecard Cohort**

College	Unprepared		Prepared		All
	Count	Percent	Count	Percent	
East Los Angeles College	2,209	87.8	306	12.2	2,515
El Camino College	2,509	72.2	965	27.8	3,474
El Camino College Compton Center	552	90.2	60	9.8	612
Evergreen Valley College	1,094	66.8	543	33.2	1,637
Feather River College	148	61.2	94	38.8	242
Folsom Lake College	998	77.2	295	22.8	1,293
Foothill College	576	56.7	440	43.3	1,016
Fresno City College	2,424	79.6	620	20.4	3,044
Fullerton College	2,452	74.3	850	25.7	3,302
Gavilan College	582	69.0	262	31.0	844
Glendale Community College	1,574	59.5	1,070	40.5	2,644
Golden West College	1,142	69.2	509	30.8	1,651
Grossmont College	2,062	81.7	462	18.3	2,524
Hartnell College	1,120	88.1	152	11.9	1,272
Imperial Valley College	1,197	83.5	237	16.5	1,434
Irvine Valley College	816	57.9	593	42.1	1,409
Lake Tahoe Community College	157	77.0	47	23.0	204
Laney College	865	71.1	351	28.9	1,216
Las Positas College	892	70.2	379	29.8	1,271
Lassen College	196	79.0	52	21.0	248
Long Beach City College	2,357	88.8	298	11.2	2,655
Los Angeles City College	1,422	88.7	182	11.3	1,604
Los Angeles Harbor College	1,034	81.6	233	18.4	1,267
Los Angeles Mission College	841	91.7	76	8.3	917
Los Angeles Pierce College	2,273	81.5	515	18.5	2,788
Los Angeles Southwest College	754	93.3	54	6.7	808
Los Angeles Trade-Technical College	1,053	91.0	104	9.0	1,157
Los Angeles Valley College	1,704	80.1	423	19.9	2,127
Los Medanos College	1,135	81.0	266	19.0	1,401
Mendocino College	374	83.1	76	16.9	450
Merced College	1,431	83.3	287	16.7	1,718
Merritt College	304	73.1	112	26.9	416
MiraCosta College	808	51.4	763	48.6	1,571
Mission College	614	68.8	278	31.2	892

**Prepared-Unprepared Percentages by College
2007-08 Scorecard Cohort**

College	Unprepared		Prepared		All
	Count	Percent	Count	Percent	
Modesto Junior College	2,356	80.5	569	19.5	2,925
Monterey Peninsula College	493	77.9	140	22.1	633
Moorpark College	1,122	39.7	1,703	60.3	2,825
Moreno Valley College	0	0.0	0	0.0	0
Mt. San Antonio College	3,534	78.9	945	21.1	4,479
Mt. San Jacinto College	2,265	84.1	429	15.9	2,694
Napa Valley College	597	69.1	267	30.9	864
Norco College	0	0.0	0	0.0	0
Ohlone College	1,009	70.4	425	29.6	1,434
Orange Coast College	1,807	53.3	1,583	46.7	3,390
Oxnard College	873	78.4	241	21.6	1,114
Palo Verde College	200	90.1	22	9.9	222
Palomar College	2,885	72.2	1,109	27.8	3,994
Pasadena City College	2,869	67.8	1,361	32.2	4,230
Porterville College	479	83.0	98	17.0	577
Reedley College	1,888	78.7	510	21.3	2,398
Rio Hondo College	1,574	85.5	268	14.5	1,842
Riverside City College	5,068	85.6	850	14.4	5,918
Sacramento City College	2,124	76.1	666	23.9	2,790
Saddleback College	1,471	55.2	1,192	44.8	2,663
San Bernardino Valley College	1,575	91.7	143	8.3	1,718
San Diego City College	1,965	73.3	716	26.7	2,681
San Diego Continuing Education	0	0.0	0	0.0	0
San Diego Mesa College	1,587	64.4	878	35.6	2,465
San Diego Miramar College	798	70.1	341	29.9	1,139
San Joaquin Delta College	2,387	73.9	842	26.1	3,229
San Jose City College	758	71.7	299	28.3	1,057
Santa Ana College	1,355	71.6	537	28.4	1,892
Santa Barbara City College	942	47.5	1,042	52.5	1,984
Santa Monica College	2,736	70.0	1,171	30.0	3,907
Santa Rosa Junior College	1,825	66.6	916	33.4	2,741
Santiago Canyon College	856	59.6	581	40.4	1,437
Shasta College	871	66.5	439	33.5	1,310
Sierra College	1,993	63.0	1,170	37.0	3,163

**Prepared-Unprepared Percentages by College
2007-08 Scorecard Cohort**

College	Unprepared		Prepared		All
	Count	Percent	Count	Percent	
Skyline College	764	77.0	228	23.0	992
Solano Community College	1,138	69.9	490	30.1	1,628
Southwestern College	2,575	75.1	856	24.9	3,431
Taft College	393	86.2	63	13.8	456
Ventura College	1,039	59.1	720	40.9	1,759
Victor Valley College	1,921	91.2	185	8.8	2,106
West Hills College Coalinga	348	81.1	81	18.9	429
West Hills College Lemoore	477	75.7	153	24.3	630
West Los Angeles College	666	83.6	131	16.4	797
West Valley College	650	61.1	414	38.9	1,064
Woodland Community College	0	0.0	0	0.0	0
Yuba College	1,308	81.3	301	18.7	1,609
Statewide	144,490	74.5	49,560	25.5	194,050

**FIRST-TIME FIRST-GENERATION STUDENT DATA COMPLETENESS
2013-14**

College	No (X or Y or missing)		Yes (Parent Ed Values 1-7)		All
	Count	Percent	Count	Percent	
Alameda	2,012	100.0	0	0.0	2,012
Allan Hancock	2,287	45.5	2,742	54.5	5,029
American River	5,752	94.5	335	5.5	6,087
Antelope Valley	2,879	98.3	51	1.7	2,930
Bakersfield	805	16.6	4,040	83.4	4,845
Barstow	1,210	100.0	0	0.0	1,210
Berkeley City	2,534	100.0	0	0.0	2,534
Butte	1,570	85.5	266	14.5	1,836
Cabrillo	528	17.0	2,584	83.0	3,112
Canada	1,202	57.4	892	42.6	2,094
Canyons	4,154	76.8	1,255	23.2	5,409
Cerritos	1,318	24.0	4,183	76.0	5,501
Cerro Coso	252	21.1	942	78.9	1,194
Chabot Hayward	3,036	95.1	157	4.9	3,193
Chaffey	6,417	100.0	0	0.0	6,417
Citrus	4,836	100.0	0	0.0	4,836
Coastline	3,373	100.0	0	0.0	3,373
Columbia	1,033	100.0	0	0.0	1,033
Compton	2,027	94.2	125	5.8	2,152
Contra Costa	1,988	80.2	492	19.8	2,480
Copper Mountain	556	71.0	227	29.0	783
Cosumnes River	3,085	96.3	117	3.7	3,202
Crafton Hills	1,547	100.0	0	0.0	1,547
Cuesta	866	23.1	2,885	76.9	3,751
Cuyamaca	1,491	58.2	1,069	41.8	2,560
Cypress	3,595	100.0	0	0.0	3,595
Deanza	1,337	15.9	7,083	84.1	8,420
Desert	3,157	100.0	0	0.0	3,157
Diablo Valley	5,175	73.8	1,841	26.2	7,016
East LA	7,170	61.5	4,485	38.5	11,655
El Camino	6,084	90.2	661	9.8	6,745

FIRST-TIME FIRST-GENERATION STUDENT DATA COMPLETENESS
2013-14

College	No (X or Y or missing)		Yes (Parent Ed Values 1-7)		All
	Count	Percent	Count	Percent	
Evergreen Valley	2,499	100.0	0	0.0	2,499
Feather River	944	100.0	0	0.0	944
Folsom Lake	1,969	95.6	90	4.4	2,059
Foothill	1,791	26.1	5,072	73.9	6,863
Fresno City	2,080	60.4	1,364	39.6	3,444
Fullerton	7,113	100.0	0	0.0	7,113
Gavilan	1,385	48.8	1,451	51.2	2,836
Glendale	7,737	100.0	0	0.0	7,737
Golden West	3,178	100.0	0	0.0	3,178
Grossmont	1,732	50.1	1,725	49.9	3,457
Hartnell	2,410	68.5	1,106	31.5	3,516
Imperial	2,717	100.0	0	0.0	2,717
Irvine	1,739	48.1	1,880	51.9	3,619
LA City	5,384	55.0	4,411	45.0	9,795
LA Harbor	1,276	39.4	1,964	60.6	3,240
LA ITV	105	35.1	194	64.9	299
LA Mission	1,127	34.6	2,134	65.4	3,261
LA Pierce	1,945	28.2	4,942	71.8	6,887
LA Swest	2,330	62.8	1,383	37.2	3,713
LA Trade	3,315	58.8	2,320	41.2	5,635
LA Valley	2,475	38.0	4,039	62.0	6,514
Lake Tahoe	818	73.2	299	26.8	1,117
Laney	3,875	100.0	0	0.0	3,875
Las Positas	2,382	96.8	80	3.2	2,462
Lassen	708	39.7	1,075	60.3	1,783
Long Beach	4,595	100.0	0	0.0	4,595
Los Medanos	2,094	77.3	615	22.7	2,709
Marin	1,030	44.4	1,289	55.6	2,319
Mendocino	1,098	74.1	384	25.9	1,482
Merced	1,793	76.6	547	23.4	2,340
Merritt	1,745	100.0	0	0.0	1,745

FIRST-TIME FIRST-GENERATION STUDENT DATA COMPLETENESS
2013-14

College	No (X or Y or missing)		Yes (Parent Ed Values 1-7)		All
	Count	Percent	Count	Percent	
Mira Costa	5,186	89.8	590	10.2	5,776
Mission	2,663	100.0	0	0.0	2,663
Modesto	5,577	100.0	0	0.0	5,577
Monterey	3,197	96.4	119	3.6	3,316
Moorpark	1,781	39.6	2,715	60.4	4,496
Moreno Valley	1,615	91.1	157	8.9	1,772
Mt San Antonio	11,833	68.5	5,454	31.5	17,287
Mt San Jacinto	1,132	40.9	1,637	59.1	2,769
Napa	683	35.6	1,238	64.4	1,921
Norco College	1,324	83.1	269	16.9	1,593
North Orange Adult	8,410	100.0	0	0.0	8,410
Ohlone	2,783	79.8	706	20.2	3,489
Orange Coast	4,886	100.0	0	0.0	4,886
Oxnard	1,156	67.9	546	32.1	1,702
Palo Verde	1,504	100.0	0	0.0	1,504
Palomar	7,950	100.0	0	0.0	7,950
Pasadena	10,320	89.7	1,184	10.3	11,504
Porterville	137	17.5	647	82.5	784
Redwoods	1,941	100.0	0	0.0	1,941
Reedley College	1,332	60.5	869	39.5	2,201
Rio Hondo	6,673	100.0	0	0.0	6,673
Riverside	3,450	88.0	469	12.0	3,919
Sacramento City	6,314	97.2	182	2.8	6,496
Saddleback	3,731	53.4	3,255	46.6	6,986
San Bernardino	3,352	100.0	0	0.0	3,352
San Diego Adult	14,326	100.0	0	0.0	14,326
San Diego City	3,562	100.0	0	0.0	3,562
San Diego Mesa	5,768	100.0	0	0.0	5,768
San Diego Miramar	2,165	100.0	0	0.0	2,165
San Francisco	6,337	99.9	6	0.1	6,343
San Francisco Ctrs	10,708	100.0	0	0.0	10,708

FIRST-TIME FIRST-GENERATION STUDENT DATA COMPLETENESS
2013-14

College	No (X or Y or missing)		Yes (Parent Ed Values 1-7)		All
	Count	Percent	Count	Percent	
San Joaquin Delta	381	7.4	4,781	92.6	5,162
San Jose City	1,684	100.0	0	0.0	1,684
San Mateo	778	25.1	2,317	74.9	3,095
Santa Ana	15,088	96.3	582	3.7	15,670
Santa Barbara	7,027	100.0	0	0.0	7,027
Santa Barbara Cont	1,764	100.0	0	0.0	1,764
Santa Monica	2,530	21.7	9,149	78.3	11,679
Santa Rosa	4,284	45.3	5,164	54.7	9,448
Santiago Canyon	7,664	99.5	37	0.5	7,701
Sequoias	1,864	55.1	1,520	44.9	3,384
Shasta	2,580	100.0	0	0.0	2,580
Sierra	5,391	100.0	0	0.0	5,391
Siskiyou	1,326	100.0	0	0.0	1,326
Skyline	885	29.8	2,082	70.2	2,967
Solano	863	27.7	2,257	72.3	3,120
Southwestern	4,739	100.0	0	0.0	4,739
Taft	2,424	92.1	207	7.9	2,631
Ventura	1,518	42.0	2,097	58.0	3,615
Victor Valley	2,105	100.0	0	0.0	2,105
West Hills Coalinga	321	32.1	679	67.9	1,000
West Hills Lemoore	301	30.9	674	69.1	975
West LA	1,497	50.5	1,466	49.5	2,963
West Valley	3,096	100.0	0	0.0	3,096
Woodland	633	100.0	0	0.0	633
Yuba	2,292	99.6	10	0.4	2,302
Statewide	373,496	74.5	127,861	25.5	501,357

UNDULICATED COUNT OF FIRST-GENERATION STATUS BY COLLEGE
2013-14

COLLEGE	First-Generation		Nonfirst-Generation		Unknown/Unreported		Not Applicable		All	First-Generation Percentage
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Alameda	0	0.0	0	0.0	11,492	100.0	0	0.0	11,492	
Allan Hancock	4,751	38.3	7,361	59.4	183	1.5	99	0.8	12,394	39.2
American River	976	37.7	1,262	48.8	348	13.5	0	0.0	2,586	43.6
Antelope Valley	1,392	35.3	1,618	41.1	926	23.5	3	0.1	3,939	46.2
Bakersfield	10,489	51.5	9,677	47.5	112	0.5	96	0.5	20,374	52.0
Barstow	0	0.0	0	0.0	730	100.0	0	0.0	730	
Berkeley City	0	0.0	0	0.0	11,972	100.0	0	0.0	11,972	
Butte	1,611	27.7	3,520	60.6	655	11.3	23	0.4	5,809	31.4
Cabrillo	3,177	28.1	7,057	62.5	559	4.9	507	4.5	11,300	31.0
Canada	1,259	34.2	2,279	61.9	140	3.8	3	0.1	3,681	35.6
Canyons	4,723	29.5	10,833	67.6	433	2.7	42	0.3	16,031	30.4
Cerritos	12,128	54.8	9,539	43.1	353	1.6	96	0.4	22,116	56.0
Cerro Coso	1,836	34.2	3,457	64.3	68	1.3	15	0.3	5,376	34.7
Chabot Hayward	339	35.9	419	44.4	168	17.8	18	1.9	944	44.7
Chaffey	0	0.0	0	0.0	557	100.0	0	0.0	557	
Citrus	0	0.0	0	0.0	576	100.0	0	0.0	576	
Coastline	0	0.0	0	0.0	154	100.0	0	0.0	154	
Columbia	0	0.0	0	0.0	0	0.0	0	0.0	0	
Compton	1,362	51.0	1,171	43.9	109	4.1	26	1.0	2,668	53.8
Contra Costa	1,940	45.0	1,968	45.6	384	8.9	23	0.5	4,315	49.6
Copper Mountain	150	30.7	202	41.4	133	27.3	3	0.6	488	42.6
Cosumnes River	363	38.1	431	45.3	158	16.6	0	0.0	952	45.7
Crafton Hills	0	0.0	0	0.0	304	100.0	0	0.0	304	
Cuesta	2,229	23.8	6,927	74.1	190	2.0	4	0.0	9,350	24.3

UNDUPLICATED COUNT OF FIRST-GENERATION STATUS BY COLLEGE
2013-14

COLLEGE	First-Generation		Nonfirst-Generation		Unknown/Unreported		Not Applicable		All	First-Generation Percentage
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Cuyamaca	1,881	43.8	1,964	45.7	430	10.0	19	0.4	4,294	48.9
Cypress	0	0.0	0	0.0	0	0.0	0	0.0	0	
Deanra	9,381	30.6	21,077	68.8	145	0.5	22	0.1	30,625	30.8
Desert	0	0.0	0	0.0	776	100.0	0	0.0	776	
Diablo Valley	3,590	22.8	11,822	75.2	273	1.7	35	0.2	15,720	23.3
East LA	6,759	12.0	3,473	6.2	46,087	81.7	103	0.2	56,422	66.1
El Camino	4,327	39.4	5,712	52.0	891	8.1	53	0.5	10,983	43.1
Evergreen Valley	0	0.0	0	0.0	140	100.0	0	0.0	140	
Feather River	0	0.0	0	0.0	693	100.0	0	0.0	693	
Folsom Lake	162	31.9	281	55.3	65	12.8	0	0.0	508	36.6
Foothill	6,300	24.8	18,981	74.8	92	0.4	17	0.1	25,390	24.9
Fresno City	8,030	36.8	13,225	60.6	568	2.6	0	0.0	21,823	37.8
Fullerton	0	0.0	0	0.0	0	0.0	0	0.0	0	
Gavilan	1,633	39.4	1,940	46.8	565	13.6	5	0.1	4,143	45.7
Glendale	0	0.0	0	0.0	175	100.0	0	0.0	175	
Golden West	0	0.0	0	0.0	566	100.0	0	0.0	566	
Grossmont	4,715	35.1	8,247	61.4	415	3.1	57	0.4	13,434	36.4
Hartnell	1,790	47.9	1,386	37.1	329	8.8	235	6.3	3,740	56.4
Imperial	0	0.0	0	0.0	219	100.0	0	0.0	219	
Irvine	3,407	24.1	10,644	75.2	102	0.7	0	0.0	14,153	24.2
LA City	4,825	14.2	4,608	13.6	24,367	71.9	100	0.3	33,900	51.2
LA Harbor	2,121	14.7	2,330	16.1	9,970	69.0	28	0.2	14,449	47.7
LA ITV	396	13.9	475	16.6	1,979	69.3	5	0.2	2,855	45.5
LA Mission	2,776	19.4	1,448	10.1	10,031	70.1	49	0.3	14,304	65.7

UNDUPLICATED COUNT OF FIRST-GENERATION STATUS BY COLLEGE
2013-14

COLLEGE	First-Generation		Nonfirst-Generation		Unknown/Unreported		Not Applicable		All	First-Generation Percentage
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
LA Pierce	3,694	12.2	5,197	17.1	21,366	70.5	61	0.2	30,318	41.5
LA Swest	1,995	13.6	1,895	13.0	10,680	73.1	48	0.3	14,618	51.3
LA Trade	3,911	16.1	2,447	10.1	17,861	73.4	102	0.4	24,321	61.5
LA Valley	3,935	13.6	4,334	15.0	20,502	71.1	68	0.2	28,839	47.6
Lake Tahoe	671	16.6	1,781	44.1	1,576	39.0	13	0.3	4,041	27.4
Laney	0	0.0	0	0.0	20,382	100.0	0	0.0	20,382	
Las Positas	108	23.6	280	61.3	65	14.2	4	0.9	457	27.8
Lassen	1,501	37.2	1,483	36.7	842	20.8	214	5.3	4,040	50.3
Long Beach	0	0.0	0	0.0	0	0.0	0	0.0	0	
Los Medanos	2,400	36.0	3,972	59.5	279	4.2	22	0.3	6,673	37.7
Marin	831	14.6	4,042	70.9	741	13.0	84	1.5	5,698	17.1
Mendocino	879	31.0	1,729	60.9	231	8.1	0	0.0	2,839	33.7
Merced	5,111	50.5	4,739	46.8	208	2.1	66	0.7	10,124	51.9
Merritt	0	0.0	0	0.0	11,058	100.0	0	0.0	11,058	
Mira Costa	3,483	22.9	8,319	54.7	3,375	22.2	38	0.2	15,215	29.5
Mission	0	0.0	0	0.0	448	100.0	0	0.0	448	
Modesto	0	0.0	0	0.0	0	0.0	0	0.0	0	
Monterey	154	0.9	300	1.8	15,941	97.2	1	0.0	16,396	33.9
Moorpark	2,390	23.7	7,511	74.4	172	1.7	22	0.2	10,095	24.1
Moreno Valley	1,998	39.6	2,006	39.7	987	19.5	58	1.1	5,049	49.9
Mt San Antonio	10,120	43.0	13,119	55.8	232	1.0	37	0.2	23,508	43.5
Mt San Jacinto	6,560	40.6	9,417	58.2	191	1.2	5	0.0	16,173	41.1
Napa	1,927	34.6	3,442	61.9	171	3.1	23	0.4	5,563	35.9
Norco College	1,600	35.5	2,229	49.4	655	14.5	29	0.6	4,513	41.8

UNDUPLICATED COUNT OF FIRST-GENERATION STATUS BY COLLEGE
2013-14

COLLEGE	First-Generation		Nonfirst-Generation		Unknown/Unreported		Not Applicable		All	First-Generation Percentage
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ohlone	1,188	26.2	3,164	69.9	156	3.4	21	0.5	4,529	27.3
Orange Coast	0	0.0	0	0.0	428	100.0	0	0.0	428	
Oxnard	1,958	56.4	1,321	38.0	171	4.9	24	0.7	3,474	59.7
Palo Verde	0	0.0	0	0.0	1,274	100.0	0	0.0	1,274	
Palomar	0	0.0	0	0.0	971	100.0	0	0.0	971	
Pasadena	2,005	35.1	2,875	50.3	835	14.6	0	0.0	5,715	41.1
Porterville	2,349	57.1	1,737	42.2	20	0.5	9	0.2	4,115	57.5
Redwoods	0	0.0	0	0.0	88	100.0	0	0.0	88	
Reedley College	4,644	35.8	8,116	62.5	225	1.7	0	0.0	12,985	36.4
Rio Hondo	0	0.0	0	0.0	948	100.0	0	0.0	948	
Riverside	4,035	40.0	5,115	50.6	882	8.7	68	0.7	10,100	44.1
Sacramento City	504	37.8	641	48.1	187	14.0	0	0.0	1,332	44.0
Saddleback	5,400	22.9	18,000	76.3	183	0.8	0	0.0	23,583	23.1
San Bernardino	0	0.0	0	0.0	1,003	100.0	0	0.0	1,003	
San Diego Adult	0	0.0	0	0.0	513	100.0	0	0.0	513	
San Diego City	0	0.0	0	0.0	2,450	100.0	0	0.0	2,450	
San Diego Mesa	0	0.0	0	0.0	2,950	100.0	0	0.0	2,950	
San Diego Miramar	0	0.0	0	0.0	1,629	100.0	0	0.0	1,629	
San Francisco	3,294	23.2	4,824	34.0	5,998	42.3	68	0.5	14,184	40.6
San Joaquin Delta	10,602	45.1	12,835	54.6	0	0.0	74	0.3	23,511	45.2
San Jose City	0	0.0	0	0.0	326	100.0	0	0.0	326	
San Mateo	2,072	27.9	5,255	70.7	108	1.5	2	0.0	7,437	28.3
Santa Ana	7,721	43.2	9,259	51.8	890	5.0	0	0.0	17,870	45.5
Santa Barbara	0	0.0	0	0.0	27,266	100.0	0	0.0	27,266	

UNDULICATED COUNT OF FIRST-GENERATION STATUS BY COLLEGE
2013-14

COLLEGE	First-Generation		Nonfirst-Generation		Unknown/Unreported		Not Applicable		All	First-Generation Percentage
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Santa Barbara Cont	0	0.0	0	0.0	173	100.0	0	0.0	173	
Santa Monica	14,146	37.1	23,998	62.9	36	0.1	0	0.0	38,180	37.1
Santa Rosa	4,717	12.1	9,360	23.9	25,001	63.9	67	0.2	39,145	33.5
Santiago Canyon	1,342	25.5	0	0.0	3,918	74.5	0	0.0	5,260	100.0
Sequoias	4,076	44.2	4,505	48.8	623	6.8	25	0.3	9,229	47.5
Shasta	0	0.0	0	0.0	494	100.0	0	0.0	494	
Sierra	0	0.0	0	0.0	926	100.0	0	0.0	926	
Siskiyou	0	0.0	0	0.0	94	100.0	0	0.0	94	
Skyline	2,845	34.0	5,357	64.0	163	1.9	5	0.1	8,370	34.7
Solano	1,333	12.2	2,775	25.4	6,811	62.3	8	0.1	10,927	32.4
Southwestern	0	0.0	0	0.0	1,961	100.0	0	0.0	1,961	
Taft	899	43.9	1,016	49.6	133	6.5	1	0.0	2,049	46.9
Ventura	3,496	39.8	4,923	56.0	326	3.7	43	0.5	8,788	41.5
Victor Valley	0	0.0	0	0.0	164	100.0	0	0.0	164	
West Hills Coalinga	1,173	42.0	1,476	52.8	139	5.0	7	0.3	2,795	44.3
West Hills Lemoore	1,520	41.1	1,881	50.8	295	8.0	6	0.2	3,702	44.7
West LA	1,840	10.9	2,600	15.5	12,346	73.4	35	0.2	16,821	41.4
West Valley	0	0.0	0	0.0	391	100.0	0	0.0	391	
Woodland	3	11.5	3	11.5	19	73.1	1	3.8	26	50.0
Yuba	15	18.8	12	15.0	50	62.5	3	3.8	80	55.6
All	247,263	24.8	384,624	38.6	361,109	36.3	3,048	0.3	996,044	39.1



TTAC

9/26/2014—LAX Courtyard Marriott

System Update

The TTIP annual operating budget was increased, a new grant opportunity was released and legislation impacting the community colleges remains. The committee is encouraged to ask questions related to the status updates.

On a System level, the TTIP operating budget was increased by 6M one-time and 4.1M ongoing to support circuit upgrades and equipment replacement. The new grant RFA for Institutional Effectiveness and Technical Assistance was released in September 2014. An update on legislation that could impact the community colleges will be provided. Written status updates for SAC, Security, media and video conferencing were included in the agenda materials. These topics will not be discussed as individual agenda topics but the committee is encouraged to ask clarifying questions.

RFA Description: Institutional Effectiveness and Technical Assistance Grant

As the California Community College System moves forward with full implementation of the Student Success Initiative, there is a tremendous need to support the dissemination and implementation of effective practices across the system. Our colleges face a broad variety of local circumstances, challenges, and opportunities. In addition, across the state, the colleges reflect a broad range of institutional capacity, some are well along their way to implementation of effective practices, and some are struggling to progress. Building a robust technical assistance infrastructure to disseminate effective practices, promote college-level student success reforms, and assist struggling colleges would be the best investment the State could make to spur further improvement in student outcomes including graduation and transfer rates

Legislation:

- **AB 1969 (Levine) Intersegmental Coordination of Technology and Data.** AB 1969 requires the three segments of public postsecondary education to coordinate efforts when making large-scale information technology and software purchases which would result in reduced costs and increased efficiency. It also requires the segments to develop procedures to coordinate and share student performance data as they invest in and upgrade infrastructure and software.
 - **Status:** Governor's Desk
- **AB 2558 (Williams) Community Colleges: Faculty and Staff Development.** AB 2558 is the Board of Governors sponsored legislation to revitalize professional development for both faculty and staff as directed by recommendations from the Student Success Task Force and the Professional Development Committee of September 2013. Specifically, AB 2558 revises outdated statute to reflect a renewed focus on professional development; authorizes the use of state money for professional development activities if it becomes available through the state budget; and clarifies that all employees, classified staff and administrators as well as faculty, be eligible to receive professional development opportunities from participating districts.
 - **Position:** Sponsor/Support
 - **Status:** Signed

Legislation that died

This bill would have mandated a degree audit system. We had concerns about this bill because Butte is already working on the Education Planning Initiative which would provide for a degree audit system. The previous versions of the bill also mandated that CCCs provide retroactive degree audits which would have been costly and burdensome.

- **SB 1425 (Block) Community Colleges: Degree Audit System.** SB 1425 required the Chancellor's Office to identify and purchase commercially available degree audit utilities for any campus that wished to use it. The intent was to ensure that all campuses had a degree audit system in place to monitor student progress



toward a degree or certificate program. These provisions would not have been operative until funding was made available.

- **Status:** SB 1425 “died” in the Assembly Appropriations Committee due to cost.

System-wide Circuit Upgrade

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

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

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

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

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

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

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

TTAC Retreat / Tech V

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

- Goal A: Establish baseline standards and upgrade the technology infrastructure for California Community Colleges to create a state-of-the-art business and learning environment.
- Goal B: Leverage technology to increase the use of comprehensive and high quality professional development resources that promote student success.
- Goal C: Expand access to data and predictive analytics to inform student, college and state decisions regarding statewide priorities.

During the Retreat, the following Tech V “themes” were discussed:

1. Strong Foundational Elements / IT Infrastructure
2. Technology is like electricity, it is not optional... it must be strong to support students
3. Reduce Data Silos across the System / pull data together so that research can help us to better understand our students.
4. Promoting efficiency and saving money



Education Planning

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

Pilots have been selected:

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

Timeline:

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

CAI: Common Assessment

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

Pilots have been selected:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Bakersfield College• Butte College• Chaffey College• DeAnza College• Delta College• Diablo Valley College• Sacramento City College | <ul style="list-style-type: none">• Fresno City College• Rio Hondo College• Saddleback College• Santa Monica College• West Los Angeles College |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Timeline:

- **RFP Issued:** Dec 2014
 - **RFP Due:** January 2015
 - **Pilot Assessments:** July-December 2015
 - **Pilot PD:** July-December 2015
 - **Release:** Dec 2015
- *Pending successful pilot

OEI: Online Education Initiative

- Expand distance education offerings
- Improve success and retention



- Support Credit for Prior Learning
- Support Basic Skills
- Enhance Professional Development
- Technology to enable distance education
 - Common Course Management System
 - Tutoring and Proctoring Services
 - Student Support Tools

Full Launch

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

Online Readiness

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

Tutoring

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

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

Common Course Management System

- **RFP Released:** November 2014
- **IdeaScale Opened:** September 5th
- **Pilot Implementation Begins:** February 2014
- **Offer Courses at Pilot Colleges :** June 2015
- **Tutoring and Online Readiness:** June 2015

Professional Development

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

1. Communicate professional development options and plans for the California Community Colleges By providing, in one place, resources by topic, technology tools available to all, and options for developing a Professional Learning Network, the CPDE will allow every user to take control of their own professional learning and provide options for institutions to participate in, evaluate, and monitor the training of its members. The big idea is that this tool will help CCC professionals (instructors, staff, and administrators) create *always-on development* that connects them with networks and builds on their natural strengths, experiences, and interests. By making professional development opportunities available online, CPDE makes planning for growth possible anytime, anywhere.
2. Define and document the professional development activities in the CCCs (success cases, required competencies, assessment outcomes, personal credentials). These will be presented and indexed by program, within which will be individual offerings, such as monthly topics in a brown bag series, Webinars, social events, formal courses, self-paced tutorials, etc. Common programs will be grouped: new faculty orientation, first-year instructor/staff/administrator series, instructional technology, faculty learning communities, consultation services, mentoring programs, grant programs, scholarships, book clubs, intensive series, and various initiatives.
3. Recognize and pay tribute to good instructional and student support practices and projects. To achieve a self-sustaining, *always-on* program, the CPDE must be turned over to the CCC members through multiple



sources, from district resources and publications to blogging and social media. Individuals in the CCCs are skilled and passionate professionals, with strengths in collaboration, assessment design, classroom management, curriculum development, student service, and the many pillars of our excellent system of higher education. These strengths and interests should be celebrated and shared widely.

4. Enhance the visibility of professional development activities and organizations that provide these activities. Educational opportunities occur *every day* in our system, online and face-to-face. Many of these have no costs to the learner associated with them. Several of these, which are promoted and offered locally, can be made available to a larger audience if the responsibility for marketing and system-wide delivery is borne by CPDE. Additionally, professional development resources, workshops, videos, and online learning opportunities are available from a variety of non-CCC institutions and organizations. There is tremendous potential in consolidating this information for all CCC faculty/staff/administrators – to be used independently or in a blended learning capacity – for individuals, colleges, and districts.
5. Provide mentoring, practitioner-to-practitioner, and community-of-practice opportunities for engagement and relationships. Connecting instructors and staff from different colleges or districts will not only improve the diversity of resources, but naturally expand professional development learning networks in the process. These connections will reinforce the CPDE expansion over time. Relationships and interest will take a learner farther than a policy or minimal requirement. Rather than focusing solely on creating and pushing content to learners, the CPDE will enable and encourage the free-flowing exchange of information among practitioners. When faculty and staff are given opportunities to create knowledge alongside peers, the experience is more meaningful and beneficial.
6. Delineate accreditation standards, requirements, and system goals. Specified knowledge, skills or abilities are required for certain jobs, professions, departments, and institutions. These will be presented as they are published and/or revised, along with the assessments associated with these competencies or standards.
7. Provide information and knowledge support (research, advice, papers) for practitioners. Just as faculty members strive to become aware of what peers are doing in their fields of research or study, they need to be aware of what colleagues are doing in their areas of teaching, and of what research is indicating about specific teaching practices, content delivery methods, assessment tools, etc.
8. Monitor individual progress toward career and professional goals. Personalized learning – with the CPDE as a springboard – provides a way in which learning can be modified, adjusted or customized to meet each individual learner's needs and objectives. The Clearinghouse can be used in this way by using a sophisticated, data-driven approach to instruction and remediation, adjusting to each learner's interactions and demonstrated performance level and subsequently anticipating what types of content and resources learners need at a specific point in time to make progress. This could be used to provide a personalized training plan and also to determine the best way to present the learning content.

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

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

Intersegmental Curriculum Workgroup Minutes (Approved)
September 23, 2014
Academic Senate Office—9th Floor Conference Room
555 Capitol Mall, Suite 525, Sacramento

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC/C-ID
Kevin Baaske, Faculty Affairs, CSU Academic Senate/CSU Los Angeles
Julie Bruno, ICW Meeting Facilitator, Vice President, ASCCC/Sierra College
Richard Cortes, Articulation Officer, Glendale Community College
Jeanne Howard, Articulation Officer, Moreno Valley College
Cris McCullough, Dean, CCCCCO
David Morse, President, ASCCC/Long Beach City College
Ken Nishita, Psychology Professor, CSU Monterey Bay
Michelle Pilati, C-ID Faculty Coordinator, ASCCC/Rio Hondo College
Jim Postma, Immediate Past Chair, CSU Academic Senate
Bob Quinn, Transfer and Articulation Coordinator, CCCCCO
Stephanie Ricks-Albert, Curriculum and Instruction, CCCCCO
Craig Rutan, South Representative, ASCCC/Santiago Canyon College
Jeff Spano, Dean, CCCCCO
Barbara Swerkes, Consultant, CSU System Office
Mary K. Turner, Vice President, Instruction, Sacramento City College
Pam Walker, Vice Chancellor Academic Affairs, CCCCCO

Via phone:

Ken O'Donnell, Senior Director, Student Engagement and Academic Initiative Partnership, CSU Chancellor's Office

Guest:

Kris Costa, Articulation Liaison, ASCCC (via phone)

Staff:

Krystinne Mica, C-ID Program Specialist, ASCCC

I. Announcements and Approval of the Agenda

Introductions were conducted, as there were new committee members. The agenda was unanimously approved with inclusion of VIII, D. Template Dates.

II. Approval of the Minutes

The minutes were approved as presented. (Swerkes, Baaske) MSC.

III. MC Update and Discussion

A. Nursing

No formal update for the discipline. Pilati will reach out to the FDRG Lead to find out the discipline's next steps.

ACTION:

- Pilati will contact the Nursing FDRG Lead to get a status update on the Nursing ISMC.

B. Engineering

Members of the Engineering FDRG received a grant from the National Science Foundation to coordinate the three segments in early 2015 to review the existing model curriculum and descriptors and determine the next steps. More information to come after the new year.

C. ICT

Pilati provided a brief overview on the ICT discipline and the work the FDRG had done on developing the model curriculum. The FDRG began with the intent to have a TMC but developed two draft TMCs. The FDRG opted to eliminate the Information Systems (IS) TMC (as it was too close to the Business TMC) and finally moved forward with the ICT ISMC. The FDRG would like to move the ICT ISMC forward as final so campuses can begin to use the model curriculum. While ICW was not opposed to taking the next steps for the ISMC, there were concerns raised on confusing the public on the release of the ISMC without a concise plan, and whether the CSU faculty on the FDRG are amenable to having the ISMC potentially move forward as a CCCMC. Connection with CSU still needs to be clarified and members agreed to contact both the CCC FDRG Lead (Pilati to contact) and CSU FDRG point person (Postma to contact) to get their take on the intersegmental piece.

ACTION:

- Pilati will contact the CCC FDRG Lead and Postma will contact the CSU FDRG Point Person and speak with them about the next steps of the ICT ISMC.

IV. Disciplines Update

Pilati provided a brief update on the following disciplines:

- *Public Health Science*: The FDRG held a conference call on 9/23/2014 to review the recently vetted TMC and descriptors. Pilati is waiting to hear back on the results of the conference call.
- *Biology*: The discipline has a new Primary Reviewer/FDRG Lead (Janet Fulks) and is currently in the process of convening the group to finalize the TMC. A CSU FDRG member will need to be appointed to complete the group.
- *Social Work*: Faculty appointments are being made by the CCC Academic Senate. There was consideration of turning this discipline into an AOE because of the broad lower division courses associated with the discipline.
- *Graphic Design*: Waiting on the last CSU appointment for the FDRG. Once this faculty is identified, work can begin on the TMC.
- *Biotechnology*: The Biotechnology FDRG reviewed and drafted five descriptors that are currently up for vetting until October 31. This is the first CCC-only FDRG to vet descriptors.

The committee was updated on the status of the CSU CORE “Mega” Review meeting scheduled for October 17, 2014. There is a need to get CSU faculty appointed for the following disciplines to complete the review on backlogged courses: Anthropology, Art History, Biology, Film/TV/Electronic Media, History, Math, Political Science, Studio Arts, and Spanish. Additionally, the Biology FDRG may be convened to work in-person on the finalization of the TMC.

V. ADT Paper

Bruno brought forth the ADT Paper for ICW to discuss and provide changes or suggestions. This paper came by resolution to the CCC Academic Senate, as a need was identified to have one place which houses all information regarding the development and implementation of ADTs and efforts surrounding the transfer degrees. ICW members suggested the following:

- Addition of a counseling piece which could answer questions such as *What happens once a student transfers to a CSU?* to *What if a student is not admitted into their major?*
- Question on conjoint programs and a concrete inclusion in the paper.
- Evidence of C-ID approval on ASSIST
- Inclusion of the names of faculty involved in the taskforce who wrote the paper
- C- grading in relation to reciprocity and substitutions
- Inclusion of a manual for CSU and an explanation of student expectations once they are admitted to CSU
- Marketing for ADT and example in the Appendices of how CCCs have marketed on their campuses
- Definition of commonly used acronyms

More feedback for the paper will be sent to Bruno and Pilati for consideration and inclusion.

A question was raised related to students using CSU GE Breadth for a degree designed at the campus using IGETC because the campus needed to meet the 60 unit maximum requirement, and whether the campus would have to require students to take the IGETC pattern. Members discussed this issue as the legislation explicitly gives students the option of taking either transfer pattern (the limitation of the 60 unit maximum is on the campus). Rutan offered to speak with Grimes-Hillman who sits on SACC to discuss this question.

VI. Areas of Emphasis

A. Meeting date and location

SB 440 mandated that two Area of Emphasis (AOE) TMCs must be developed by the end of the 2015 academic year. The two meetings scheduled in October will convene faculty in northern California and southern California to determine if an AOE TMC for Global Studies/International Relations and Diversity Studies (formerly Ethnic Studies) can be created. The original name for the Diversity Studies AOE TMC was Ethnic Studies, but the inclusion of Women’s Studies, Gender/LGBT Studies warranted a broader title.

The group discussed the need to manage expectations of the faculty working on the AOE TMCs, as it could potentially be difficult for multiple discipline faculty to come together to agree on common courses, when their perspective do not align with expectations (i.e. AOE TMCs are a combination of smaller disciplines that have similar lower division courses, where as a regular TMC focuses on one discipline). A suggestion was made to

increase the number of faculty members on the Diversity Studies FDRG to five to ensure representation from the disciplines involved in the AOE TMC. ICW determined that it is best to watch the interaction between the faculty members at the DIGs to determine how to move forward with the FDRG composition (five vs. three). There was also a suggestion from the CCC Chancellor's Office to begin the discussion on TOP Codes early on in the FDRG process, and it was stated that FDRGs are now being alerted to begin discussion on TOP Codes earlier. There is also intent to convene discipline faculty to develop an Allied Health for Transfer/Exercise Science AOE TMC.

VII. Model Curriculum

A. AG Descriptors (Costa)

At a recent Agriculture teacher conference, there was a body meeting at the CCC level to respond to a request from the irrigation industry to create a statewide template for irrigation to provide credibility to their programs. These AG programs, such as irrigation, are typically large areas that have huge industry need, but do not have courses that are at the transfer level. Costa informed the AG group of the work already done by C-ID in AG, and suggested that they use C-ID descriptors and CCC model curriculum. Five large industry sectors were identified by Costa as having interest in creating C-ID descriptors and model curriculum: AG Pest, Enology, Food Safety, Irrigation, and Welding. She noted that the intent is not for transfer as most of the courses within the program are not transferable; the developed model curriculum for each industry would be solely for CCC use.

Costa was seeking approval from ICW to convene Agriculture faculty for industry-specific development of CCC-only model curriculum. ICW approved and Costa will work with Pilati and Mica to convene the FDRG groups. Members expressed a need for caution to not blur the current FDRGs in place with CCC-only FDRGs.

ACTION:

- Costa will convene the AG industry specific FDRG with help from Pilati and Mica

VIII. TMC Policies and Processes

A. TMC Criteria

Baaske provided the group with a draft of the TMC Criteria for disciplines that are up for their 5-year review. He expressed that one of the primary goals of the document was to use quantifiable criteria that could easily be used to explain the modifications to the existing TMC. This data could then be supported by narrative from the FDRG expressing the need for the changes. Suggestions were provided regarding the order of the criteria, as well as a request to include the number of community college students who are currently getting the degree (completers) in the A – D section. A recommendation of including a preamble and a statement on assessing impact was made. Other recommendations or edits to the document will be sent to Baaske via email. Baaske will incorporate the edits and bring the document back to the next meeting.

ACTION:

- ICW members will send Baaske additional edits (if any) via email and Baaske will incorporate those edits and bring back the document to the next meeting.

B. Evaluation Process for Review of TMCs During the 5-year Review

Pilati provided an overview of the approved process for the 5-year descriptor review and indicated that the TMC review process is similar. She noted that modifications to existing TMCs quickly become complicated as it is difficult to determine what an inconsequential change is. Pilati sought approval from the body to move forward with the data collection process currently happening with the three disciplines (COMM, PSY, and SOCI) and then have a larger conversation on impact of changes made. She also presented the idea of extending the 1-year TMC review period to 2-years to really determine any impacts of changes. McCullough stated that there must also be a way to track which version of the TMC students started on, so that version is honored and CSU will need to be alerted that students will be cascading in throughout the years. There was also a discussion on future technology and integration of ASSIST, C-ID and Curriculum Inventory to share the same database.

Based on the meeting conversation, there is a need to review principles behind the review process. Pilati will bring back the document with revisions to the next meeting. A parallel process was approved to gather data from the three disciplines that are currently undergoing the 5-year review.

ACTION:

- Pilati will rethink principles behind the review process and bring back the document with revisions to the next meeting.

C. Disciplines Needing Additional Research for Future TMC Development

1. Communicative Disorders

Further research conducted by Baaske indicated that CSUs approach this discipline in a variety of different ways with very little common courses between CSU campuses. As Communicative Disorders is a big umbrella that houses smaller programs, Baaske's recommendation was not to move forward with convening this group at this point. Quinn recommended that the data Baaske used to research this discipline be housed under one database so that it can be easily identified in the future why this discipline was not convened. Baaske will send his data to Mica and Mica will attach to the minutes for the record.

ACTION:

- Baaske to send research data to Mica for recording purposes.

2. Hotel/Hospitality

Pilati indicated that there are conversations currently taking place in Hospitality and recommends bringing together the FDRG to discuss the development of TMCs and descriptors. ICW agreed and this group will be convened. Faculty will have to be recruited for the FDRG.

ACTION:

- Pilati and Swerkes will work on recruiting faculty members for the Hospitality FDRG.

3. Family and Consumer Science

a. Review of Available Programs

This discipline will be reviewed at the next meeting.

D. Template Dates

Bruno asked ICW members for feedback regarding the Chancellor's Office template release dates and delays on having templates available by the September 1 or February 1 date. A majority of the group felt that adhering to the September and February dates was best although there was some concern on the effect on campus curriculum cycles if the release dates were pushed back to the next cycle (e.g. September 1 release, delayed to February 1 release). An idea presented was to allow for a 30-day leeway from the release dates before pushing the degree to the next release cycle. The group determined that a one-time exception of releasing templates for this period (September 1, 2014) could be pushed out to October 1, 2014 and the field will be notified of the October 1 date. The Agriculture templates that were released after the September 1 date will be changed to reflect the October 1 date and those templates that are not ready (Child and Adolescent Development, Nutrition, and FTVE) will be released on Feb 1, 2015.

IX. **MOU**

Swerkes provided the committee the MOU that included the edits made from the last meeting. In light of the recent changes to the Chancellor's Office memo on TMC and C-ID approval for all courses (which previously listed only CORE and List A), ICW determined that it would be best to put further edits on the MOU on hold until this issue is settled. The committee also wanted to revisit the ultimate purpose of the MOU and what will be done with it once it's completed. With Postma's input, Pilati will work on a rationale on why the current TMCs were chosen and how much more work needs to be done to cover the rest of the disciplines. Postma volunteered to help with definition of terms. There was a suggestion to include alternative pathways in the MOU, i.e. CCCMC, ISMC.

ACTION:

- Pilati will work with Postma on a rationale on why the current TMCs were chosen and future work on TMCs
- Postma will work on the definition of terms

X. **Reports**

A. Senate Updates

CSU Senate- no official report. Baaske informed the committee on a proposal to change Block D and reduce 1 – 4 subdivisions down to two. Nishita further stated that the proposal was sent out to Presidents for comment in an Executive Order, which also included new language under Title V.

CCC Senate- Morse did not have an official report, however he stated that the same Executive Order referenced by CSU would also finalize or implement the CSU Breadth for STEM.

B. IOC Report

No report.

C. CCC CO Report

McCullough reported that by December 31, 2014, the Chancellor's Office goal is to have 100% approval of ADTs. Currently, there are 1,426 approved of the 1,622 – 88% approval. She also noted that 50 of the 112 colleges have already achieved their campus 100% or more of degree approvals.

D. CSU CO Report

O'Donnell stated that the Legislative Analyst Office (LAO) is requesting data from the CSU Chancellor's Office regarding enrollment figures, disaggregated by AD-Ts per campus. He went on to say that as it is early on in the process, it might be difficult to show an accurate representation of the true use of the AD-Ts by students. He also stated that the LAO office is looking at the report on CSU campuses and their AD-T degrees available and noted the bottom performing campuses are campuses that are on the quarter system and suspect that they have the most issues with meeting the unit requirements. O'Donnell reported that the LAO is asking about work on areas of emphasis and Pilati provided O'Donnell with an update on the upcoming AOE DIG meetings. It was shared that at a recent breakout session on AD-Ts, CSU Fullerton, the campus that accepts the most transfer students, had 1/3 of their incoming class using AD-Ts. This suggests that demand and use is increasing.

XI. Prepare for future IOC meeting

Preparations for the next IOC meeting will take place during the Oct 28 meeting. Agenda items should be sent to IOC by November 1.

XII. Future Agenda Items and Next Meeting Date/Place

The next ICW meeting will take place on October 28, location TBA.

XIII. Adjournment

Respectfully submitted by
Krystinne Mica
C-ID Program Specialist



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Relations with Local Senates Committee

Local Senate Visit: Napa Valley College

October 14, 2014

Kale Braden and Julie Bruno

This was a regularly scheduled Academic Senate meeting. Napa Valley College (NVC) has a Senate-of-the-whole. With 94 full-time faculty, they have a quorum requirement of at least 20% of the faculty being present—in the case of this meeting there were approximately 47 faculty in attendance. In addition to the faculty, the Vice President of Instruction, Terry Giugni, and the Vice President of Student Services, Oscar De Haro, were also in attendance.

NVC is one of the two colleges selected by ACCJC to pilot the new accreditation standards in the Fall (they're visit is scheduled for Fall, 2015). Eric Shearer is serving as a faculty lead in writing their self-study and has done some impressive visual mapping of the new standards. NVC has been working closely with the ACCJC during this pilot and a report out from them might be extremely valuable at the 2016 Accreditation Institute.

NVC is facing some challenges with the collegial consultation structures at their college. Their Academic Senate and Administration requested a Technical visit on September 6th, but were told that a representative from the League was unavailable.

The local Academic Senate President shared with us that a large amount of the issue is that many of the faculty are new and that there might not be a clear understanding of the "10 + 1." There was a good suggestion/question from a Senator about creating a section in the Local Senates Handbook regarding effective practices in defining the "+1"



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**Relations with Local Senates Committee
Local Senate Visit: San Diego Miramar College
October 21, 2014
Kale Braden and Michelle Grimes-Hillman**

This was a regular Academic Senate meeting. Prior to the meeting, the Academic Senate president had provided us with a tour of the campus and we had an opportunity to sit in their Senate Office and discuss some of the situations and issues that the Miramar Faculty are working through this semester. Miramar's Senate is representative based upon the size of each department: for every four faculty the department is represented by one senator.

It became clear early in the meeting that the Miramar Senate has some definite factions within it. There were several items voted on which were split (once with the President having to break the tie). The factional nature of the Senate was potentially exacerbated by three Vice-Presidents (Administration, Student Services, and Instruction) sitting in the Senate meeting and apparently feeding positions and information to faculty to interject into the meeting. Partially the conflict seemed to involve a division between faculty who wanted a fully-formed process to be brought to the Senate verses those faculty who wanted to form the process in the Senate. There is a lot of conflict over where the Senate sits in college processes.



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**Relations with Local Senates Committee
Local Senate Visit: Berkeley City College
October 3, 2014**

Dolores Davison and Dan Crump

BCC Academic Senate president---Cleavon Smith (English)

BCC Academic Senate vice president---Kelly Pernell (Math)

This was not a regular academic senate meeting, but rather a college educational planning session that their VPI (been there two months, previously dean of math/science at Chabot and counselor at Chabot) set up to present her proposal for the college's 10-year Education Master Plan---this is the culmination of several days of campus retreat in which they have been reviewing CCSSE results, campus achievement data and survey results. Dolores and I were invited to attend the tail-end of this planning session and after that, there was a special meeting of the BCC Academic Senate to discuss the planning session.

After attending the last 45 minutes of the planning session, we then met with about five members of the BCC academic senate, including the senate president and vice president.

- 1) noted that there are issues that are recommendations between the academic senate and the college president (collegial consultation) that are not decided in a college council (called Roundtable at BCC)
- 2) the academic senate needs to take the primary role in academic and professional matter as opposed to groups such as a department chairs council.
- 3) significant turnover in administration (e.g. 12 VPIs in his ten years, four presidents in the same time and even a period of three years without any academic deans)

