

CAREER NONCREDIT EDUCATION INSTITUTE

VIRTUAL EVENT | APRIL 30 - MAY 1, 2021

Transforming
CTE and
Noncredit and
Basic Skills

Through an Equity and Antiracism Lens



ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

MISSION STATEMENT

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES STATEMENT

Leadership The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

LAND ACKNOWLEDGEMENT

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.



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Welcome

Welcome to the Career Noncredit Education Institute! The theme of this year's institute is Career and Noncredit Education: Transforming CTE, Noncredit and Basic Skills Through An Equity and Antiracism Lens.

The Career Technical Education Leadership Committee and the Noncredit-Basic Skills Committee of the Academic Senate for the California Community Colleges are excited to bring you this professional development opportunity designed for all faculty, liaisons, academic senates, student services professionals, administrators, and system partners.

The California Community College system is undergoing a period of transformation with significant attention focused on student success, equity, and anti-racism. Where do Career and Technical Education (CTE) and Noncredit and Basic Skills fit into this complexity? How are Career and Technical Education and Noncredit and Basic Skills Committees responding?

The Institute will lift many aspects of career and noncredit instruction and student support and services with an emphasis on equity and anti-racism education. Together we will explore topics like curriculum, leadership, faculty diversification, guided pathways implementation and integration to transfer and careers, culturally responsive student services and student support, explore regional advisory committees, and many more.

The Institute features a pre-institute on faculty diversification. To center us, our opening session includes the voices of CTE and Noncredit students. We encourage you to engage throughout the Institute by asking questions, sharing perspectives and thoughts, and by noting actions to take back to your college or district. The closing session will be an opportunity for reflection on what we've learned collectively and an opportunity for networking.

We invite you to be present and honor the space provided to continue our learning. Thank you for joining this Institute and for your openness and dedication to explore how to transform CTE, Noncredit, and Basic Skills through an equity and antiracism lens.

*ASCCC Career Technical Education Leadership Committee
and Noncredit & Basic Skills Committee*

GUIDELINES FOR DIALOGUE | COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other's experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)



Friday

April 30, 2021

9:00 AM – 11:00 AM Pre-Institute Session: How to Hire the Best Qualified Industry Experts for Your Classrooms

Cheryl Aschenbach, ASCCC Secretary

Robert Cabral, Moorpark College

Karen Chow, ASCCC Area B Representative, ASCCC Noncredit & Basic Skills
Committee Chair

Kevin Corse, Oxnard College

Mayra Cruz, ASCCC Treasurer, ASCCC CTE Leadership Committee Chair

Bill Elarton-Selig, Los Angeles Trade Technical College

Lynn Shaw, ASCCC CTE Leadership Committee

This highly interactive session is intended to provide CTE faculty and other stakeholders with a working knowledge on how to effectively use the CTE Faculty Minimum Qualifications Toolkit. Facilitators for this training will lead a discussion on how to work with local senates to update the equivalency process, how to work with HR to ensure there is appropriate documentation for equivalency decisions, and how to train hiring committee members and discipline faculty to interpret and evaluate equivalency applications.

Welcome- Leadership, Empowerment, and Voice

Karen Chow, ASCCC Area B Representative, ASCCC Noncredit & Basic Skills
Committee Chair

Mayra Cruz, ASCCC Treasurer, ASCCC CTE Leadership Committee Chair

Bill Elarton-Selig, Los Angeles Trade Technical College

The California Community College system is committed to student success, equity and anti-racism. This session will provide the context for this year's Institute, the role CTE and Noncredit faculty play in advancing inclusive and culturally responsive curriculum, student services and support. The session will kick-off this professional development and learning experience through amplifying the Noncredit and CTE students' voices, and engage diverse student panelists to set the tone for the rest of the Institute.

President's Address

Dolores Davison, ASCCC President

Student Panel

Tonya Hicks, Pasadena City College

David Ramirez, ASCCC CTE Leadership Committee

Sheneui Weber, Vice Chancellor Workforce and Economic Development,
CCC Chancellor's Office

Noncredit Instruction/Adult Education Basics

Emma Diaz, ASCCC Noncredit & Basic Skills Committee

Dana Miho, ASCCC Noncredit & Basic Skills Committee

Noncredit instruction/K-12 adult education has a long history in the California Community Colleges and has been providing pathways to adults who are under-prepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners so that they can successfully complete their college education and enter the workforce. This breakout will present the basics of noncredit instruction/K-12 adult education in the California Community Colleges in order to support institutions that may be looking to or are beginning to offer noncredit courses for the first time. Come learn about the opportunities and challenges of noncredit and K-12 adult education programs to serve the needs of diverse adult student populations and better facilitate their success.

Professional Development in Noncredit and CTE Programs

Dolores Davison, ASCCC President

Donald Laird, ASCCC CTE Leadership Committee

Brian Palmiter, San Diego Community College, Instructor & DE Mentor

Diana Vera-Alba, San Diego Continuing Education

The numbers speak for themselves. According to the Georgetown Center on Education and the Workforce, by 2018, 63% of all U.S. jobs are expected to require education beyond high school, but nearly 50% of the U.S. workforce—about 88 million of 188 million adults aged 18 to 64—has achieved a high school education or less, along with low English language proficiency. It's difficult to explain how employers will satisfy their recruitment needs for their workforce if this trend continues. As adult educators, we lead the charge to solve these critical issues

and other key barriers that leave adult learners behind. Please join us for a discussion about professional development (PD) for non-credit and Career Technical professionals. Presenters will discuss effective practices, and lessons learned, including PD pivots to fully online and hybrid instruction, faculty mentoring, and the online course design rubric.

Career & Technical Education (CTE) 101

Christy Coobatis, ASCCC CTE Leadership Committee

Kristina Perkins, ASCCC CTE Leadership Committee

Lynn Shaw, ASCCC CTE Leadership Committee

This workshop will be an open discussion to answer your questions about Career Technical Education. We will provide an overview and discuss the history of CTE, what it is, curriculum and how to work with the regional consortia, and what the ASCCC is doing for CTE faculty and students.

Supporting Students of Color in Noncredit and CTE

Abdimalik Buul, San Diego Community College

Leonor Cadena, Fullerton College

Tina McClurkin, ASCCC CTE Leadership Committee

Kimberley H. Stiemke, ASCCC Noncredit & Basic Skills Committee

This session offers a critical examination of the role educators play in creating supportive or constraining learning experiences for students of color. Experiential knowledge combined with relevant data will be used to identify attitudinal, behavioral, and pedagogical strategies for supporting students who have historically been underserved and marginalized within higher education.

2:30 PM - 3:00 PM BREAK

Clarifying Career Education Transfer Pathways

Robby Bodden, ASCCC CTE Leadership Committee

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee Chair

The moment to review and clarify CTE transfer pathways is now. Join us in a discussion on creating pathways through the lens of equity and anti-racism and discuss ways in which the CTE curriculum is developed to meet the needs of diverse students. Should our curriculum be a one size fit all? During the session will identify opportunities and barriers experienced by CTE students. Lastly, we will explore the practice of dedicated counseling, counselor assigned to each career education program, and examine the opportunities and pitfalls that might arise with this practice.

Innovation and Leadership: Theory to Practice for Adult Educators

Emma Diaz, ASCCC Noncredit & Basic Skills Committee

Tina McClurkin, ASCCC CTE Leadership Committee

Mitch Rosin, P2C Solutions

Leadership and innovation don't only come from college administrators. Faculty are leaders and innovators every day in their classrooms. This workshop will focus on identifying your leadership style, understanding the 5 skills of disruptive innovation, and putting your leadership skills into best practice.

Noncredit 101: A Crash Course in Noncredit Curriculum Development

Wendy Brill-Wynkoop, ASCCC Noncredit & Basic Skills Committee
Garrett Rieck, College of the Canyons

The past few years have seen a noticeable increase in noncredit education in the California community college system. While noncredit programs have been advocated as a promising way to address educational equity, there are varied topics of noncredit education to explore. Join us in dialogue and discussion on the categories of noncredit, mirrored classes, noncredit course completion factors, and local/state compliance.

Effective Practices for Regional CTE Advisory Committees

Alan Braggins, State Director, Advance Manufacturing CCCCCO
Susanne Mata, Regional Director Employer Engagement (ICT/Digital Media)
CCCCO
Lynn Shaw, ASCCC CTE Leadership Committee

All CTE programs are required to engage with industry experts. It is time consuming and often difficult to gather a group of industry experts and it is even more difficult to get the industry decision makers who actually hire our students to attend. This workshop will discuss how and why to engage with a regional advisory board system. Speakers have best practices to share.

4:00 PM – 4:30 PM BREAK

Developing Online Career Programs: A Guided Pathways Perspective

Melissa McElvane, Laney College

Rick Manzano, Santa Ana College

Rachna Nagi-Condos, American River College

Bob Nash, Dean of Academic Affairs, CVC-OEI

Kristina Perkins, ASCCC CTE Leadership Committee

Through the Improving Online CTE Pathways (IOP) Grant and other programs, the California Virtual Campus-Online Education Initiative (CVC-OEI) has worked with many colleges to help assist in the development of online career programs to serve more students more quickly and increase program completion. During this session, colleges faculty and staff will share lessons learned and discuss key factors to consider as CTE programs move fully online. In a Guided Pathways framework, panelists will address curriculum development, course design, labs at a distance, assessment/testing, student services, outreach/promotion, other.

Using Noncredit Education to Support Students in English and Mathematics Pathways

Janet Fulks, Guided Pathways Taskforce Past Co-Chair

Mary Margarita Legner, ASCCC Noncredit & Basic Skills Committee

Virginia "Ginni" May, ASCCC Vice President

Kimberley H. Stiemke, ASCCC Noncredit & Basic Skills Committee

How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics? Repeating a course until you pass is not an option and many students just give up if they find they are missing discrete necessary skills. What better than to implement noncredit educational strategies

that address specific skill mastery and can be completed on the student's own time and at their pace. An innovative noncredit strategy eliminates financial aid and course repetition issues that can create barriers as students get the support they need. AB 705 requires all prepared students to be placed into college-level course work, but it also requires colleges to support students and help them reach their educational goals. How can we build confidence and deep learning that will create a strong platform for passing college-level English and Mathematics and help them employ these skills throughout their college career? Join this collaborative session for a lively discussion about how colleges have implemented Noncredit instruction into their English and mathematics pathways as part of their support options for students enrolling in college-level or transfer-level English, mathematics or English as second language courses.

State Directors: Supporting Adult Education, Noncredit, and CTE

Alan Braggins, State Director, Advanced Manufacturing

Charles Eason, State Director, Business and Entrepreneurship

Nancy Gutierrez, State Director, AG, Water

Joy Hermsen, State Director, Retail/Hospitality/Tourism

Olivia Herriford, ASCCC CTE Leadership Committee

Ozzie Lopez, Regional Director Health, LA Region

Terri Quenzer, State Director, Life Sciences/Biotech

Lynn Shaw, ASCCC CTE Leadership Committee

Stephen Wright, State Director, ICT Digital Media

Meet the State Directors leading strategy in the 10 priority sectors for Career Education in California community colleges. Learn how we partner with industry and collaborate with faculty champions from multiple disciplines to meet mutual goals of student success. We'll share success stories and key learnings in our work in Adult Education, Noncredit, and CTE. During this interactive session, participants will also have a chance to brainstorm ideas for collaboration in their own programs, colleges and regions in order to take the information from the conference back out to outcomes on campuses statewide.

Community College Noncredit Funding: Tracking Student Attendance in Noncredit

Michelle Fischthal, San Diego Continuing Education

LaTonya Parker, ASCCC Area D Representative

Matthew Rivaldi, San Diego Continuing Education

Jan Young, Glendale College

Even before the pandemic, noncredit classes have been offered in fully online and hybrid formats. Many colleges have struggled to implement online noncredit courses because of unique challenges with the attendance accounting procedures, but San Diego Continuing Education has been navigating policy and funding for online Noncredit instruction for more than 15 years. Please join us for a discussion about funding and attendance accounting for online instruction for Noncredit students and how you might be able to use some of the same structures as San Diego Continuing Education to offer these exciting opportunities to students and update on the status of AB 421 (Ward).



Saturday

May 1, 2021

BREAKOUT SESSION 4 | 9:00 AM - 10:00 AM

Accreditation Basics for Adult Education, Noncredit, and CTE

Christy Coobatis, ASCCC CTELC Committee

Stephanie Curry, ASCCC North Representative, ASCCC Relations with Local Senate
Committee Chair

Sam Foster, ASCCC South Representative, ASCCC Noncredit & Basic Skills Committee

Adult Education, Noncredit, are essential components of our colleges. Come and learn the accreditation basics, specifics related to Noncredit and CTE ACCJC requirements, and the important role all faculty can play in the local accreditation process. You will also learn about opportunities to participate on visiting teams.

Who Do We Teach, What Do We Teach, How Do We Teach?

Ygnacio "Nash" Flores, Rio Hondo College

Lance Heard, Mt. San Antonio College

Don Mason, CTE Leadership Committee

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee Chair

LT. Robbie Williams, Hawthorne Police Department

This session will be a conversation of what is being taught to first responders in the classroom and in the field regarding antiracism. We will discuss next steps and how antiracism is being taught in other disciplines.

Effective Leadership Strategies for Adult Education, Noncredit, and CTE

Mayra Cruz, ASCCC Treasurer, ASCCC CTE Leadership Committee Chair

Elizabeth Walker, ASCCC Noncredit & Basic Skills Committees

As a CTE and Non-Credit professional, you have many challenges on your campus, region, district, or even in your career. Often you can feel isolated and have no one to confide in to solve some critical and even controversial issues. Sometimes you want to advance in CTE or Non-Credit issues but cannot see the way forward. After the session you will walk away with practical leadership and problem-solving tips and tricks, both in general and for your current issues.

Developing Equitable and Welcoming Online Noncredit Programs

Wendy Brill-Wynkoop, ASCCC Noncredit & Basic Skills Committee

Janet Cagley, North Orange Continuing Education

Chrissy Gascon, Santiago Canyon College, College Continuing Education

Garrett Rieck, College of the Canyons

More colleges are developing Noncredit courses to serve local needs and provide students with a helpful bridge to credit programs. During this session, attendees will learn how to develop online Noncredit courses/programs to serve a wider student population. Educators with experience in this area will share strategies and tips for curriculum development, online course delivery, online student support, and how to perform attendance accounting to earn apportionment funding.

Making Noncredit and CTE Free and Open - Ensuring Equitable Access to the Resources Needed for Success

Jennifer Paris, ASCCC OERI Regional Lead

Michelle Pilati, ASCCC OERI Faculty Coordinator

Suzanne Wakim, ASCCC OERI Project Facilitator

The price of textbooks is a significant barrier to student success. This cost disproportionately impacts underserved populations. Open Educational Resources (OER) are the solution! These resources are not only free, they are also customizable for our courses. This allows us to build resources that most effectively teach our specialized student populations. This workshop will explain what OER is and will help you find OER for your classes.

10:00 AM – 10:30 AM BREAK

Credit for Prior Learning as an Equity Lever: Faculty Perspectives on Awarding Credit Using Model Processes

Karen Chow, ASCCC Area B Representative

Mayra Cruz, ASCCC Treasurer

Chantee Guiney, CCC Chancellor's Office Credit for Prior Learning Workgroup
Co-Chair

Brian Hagopian, Las Positas College

Kris Hubbard, Cosumnes River College

Candace Rose, Palomar College

In the spring of 2020 and to respond to the implementation of the Credit for Prior Learning regulations, discipline faculty were gathered to develop an equity-focused model process by which faculty throughout the California community college system can make recommendations to award credit using a crosswalk. Model processes developed by discipline faculty are available for implementation at a local college/district. This session will highlight the disciplines that have developed crosswalks for awarding credit based on select military training, industry certifications, and/or workplace training. Join us to learn more about how to engage CTE discipline faculty and other college stakeholders in awarding credit for prior learning.

11:30 AM - 12:30 PM LUNCH BREAK

Work Based Learning in California Community Colleges

Leslie Aaronson, LA Promise Fund

Cheryl Aschenbach, ASCCC Secretary

Marvin DaCosta, Los Angeles Trade Tech College

Marie Christie Dam, ASCCC CTE Leadership Committee

Work-based learning provides students an opportunity as aspiring employees to explore careers and to turn theory into practice by gaining on-the-job experience. The experience gained from work-based learning opportunities, especially when considered in combination with the attainment and application of essential skills for college and employment success, is a critical component of career training and preparation. This session will focus on the opportunities for students completing CTE programs with work-based learning to be well-equipped to enter the workforce.

Effectively Using the CTE Minimum Qualifications Toolkit to Enhance the Diversification of Faculty

Robert Cabral, Moorpark College

Kevin Corse, Oxnard College

William Elarton-Selig, Los Angeles Trade Technical College

Marshall T. Fulbright III, Grossmont College

Lynn Shaw, ASCCC CTE Leadership Committee

This workshop is to discuss practical implementation of the CTE Faculty Minimum Qualifications Tool Kit. We will discuss how effective use of this tool can help diversify your CTE faculty. You should attend if you have stories to tell of hiring or not being able to hire industry experts. Please come with your questions! We will share tactics and strategies on using the Tool Kit. https://asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf

The Role of Part-time faculty and Sustaining Their Engagement

Karen Chow, ASCCC Noncredit & Basic Skills Committee Chair

Emma Diaz, ASCCC Noncredit & Basic Skills Committee

Michelle Velazquez-Bean, ASCCC At-Large Representative, ASCCC Part-Time
Committee Chair

Part-Time faculty make up 68% of all California community college faculty statewide. We will discuss roles of Part-Time faculty in CTE and Noncredit instruction and programs, as well as strategies to sustain and grow their engagement in serving CTE and Noncredit. We especially welcome Part-time faculty in CTE and Noncredit Instruction and programs to join us and share your experiences.

Culturally Responsive CTE and Noncredit Curriculum, Support, and Instruction

Carrie Roberson, ASCCC North Representative, ASCCC Curriculum Committee Chair

Violeta Wenger, ASCCC CTE Leadership Committee

As educational leaders, we have the collective responsibility to lead the design of curriculum that supports our students and celebrates their diverse perspectives and lived experiences. Discipline faculty need to assess and revamp their curriculum through an antiracist lens and ensure teaching methods are inclusive. In this session, the presenters will share effective practices and actions that leaders can take to review and design culturally responsive CTE curricula, support, and instruction.

1:30 PM - 2:00 PM BREAK

Competency Based Education

Cheryl Aschenbach, ASCCC Secretary

Marie Christie Dam, ASCCC CTE Leadership Committee

Jess Guerra, Career Ladders Project

Sonia Ortega, Mt. San Antonio College

As the California community colleges continue with innovative strategies in support of student learning, Competency Based Education (CBE) is one mechanism for students to demonstrate their learning, understanding, and application of necessary knowledge and skills. CBE can be utilized to design learning within courses and programs regardless of whether colleges participate in the Chancellor's Office CBE Collaborative. This session is intended to share practices for utilizing CBE to facilitate student success within students' academic journeys. Presenters will discuss how CBE has been used in programs within the Career Ladders Project and how community colleges are integrating CBE into Career Technical Education curriculum.

Curriculum Development for Noncredit and CTE through an Equity Lens

LaTonya Parker, ASCCC Area D Representative, ASCCC Equity and Diversity Action Chair

Kimberley H. Stiemke, Noncredit & Basic Skills Committee

Through an equity lens, participants will explore curriculum approaches that build student agency and address teachers' beliefs and mindsets in Noncredit and CTE courses.

The Role of Counseling Faculty in Noncredit and CTE for Student Success

Sam Foster, ASCCC South Representative, ASCCC Noncredit & Basic Skills Committee

Tina McClurkin, ASCCC CTE Leadership Committee

Khanh Ninh, North Orange County Continuing Education

Manuel Velez, ASCCC South Representative, ASCCC TASSC Chair

Counseling faculty play a key role in student success and equity. CTE and Noncredit Education students benefit from counseling services and support designed to help them navigate the institutional complexities, complete their goals, and improve education and career outcomes. Join us to engage in a robust conversation focused on effective practices for integrating counseling services and support to serve students equitably.

CLOSING SESSION | 3:15 PM - 4:00 PM

Networking and Reflection

Karen Chow, ASCCC Area B Representative, ASCCC Noncredit & Basic Skills Chair

Mayra Cruz, ASCCC Treasurer, ASCCC CTE Leadership Committee Chair

Sam Foster, ASCCC South Representative, ASCCC Noncredit & Basic Skills Committee

Julie Oliver, ASCCC Area A Representative, ASCCC CTE Leadership Committee

Join us to connect, network and reflect on what was gained from the Institute and what you will take forward to strengthen and transform career and non-credit instruction and student services, and in advancing equity and anti-racism education.

PRESENTERS

Leslie Aaronson, LA Promise Fund

Robert Bodden Jr, CTE Committee Member,
Evergreen Valley College

Alan Braggins, State Director, Advance
Manufacturing, CCCCCO

Wendy Brill-Wynkoop, Noncredit
Committee Member, College of Canyons

Abdimalik Buul, A2Mend Representative

Robert Cabral, Interim Dean, Moorpark
College

Leonor Cadena, Professor, Fullerton College

Janet Cagley, North Orange Continuing
Education

Christy Coobatis, CTE Committee Member,
MiraCosta College

Kevin Corse, Oxnard College

Marvin DaCosta, Los Angeles Trade
Technical College

Christie Dam, CTE Committee Member,
LA Trade Technical College

Emma Diaz, Noncredit Committee Member,
San Bernardino Valley College

Charles Eason, State Director, Business and
Entrepreneurship,

William Elarton-Selig, LATTC/LACCD

Michelle Fischthal, San Diego College of
Continuing Education

Ygnacio "Nash" Flores, Rio Hondo College

Janet Fulks, Guided Pathways Taskforce
Past Co-Chair, Bakersfield College

Marshall T. Fulbright III, Grossmont College

Chrissy Gascon, Santiago Canyon College
College and Workforce Preparation
Center

Jess Guerra, Career Ladders Project

Chantee Guiney, CO Credit for Prior
Learning Workgroup Co-Chair

Nancy Gutierrez, Statewide Director, AG,
Water,

Brian Hagopian, Las Positas College

Lance Heard, Mt. San Antonio College

Joy Hermsen, Statewide Director, Retail/
Hospitality/Tourism,

Olivia Herriford, CTE Leadership Committee

Kris Hubbard, Cosumnes River College

Donald Laird, CTE Committee Member,
Santa Rosa College

Mary Legner, Noncredit Committee
Member, Riverside City College

Ozzie Lopez, Regional Director Health, LA
Region

Rick Manzano, Legal Studies, Santa Ana
College

Donald Mason, CTE Committee Member,
Rio Hondo College

Susanne Mata, Regional Director Employer
Engagement (ICT/Digital Media), CCCCCO

Tina McClurkin, CTE Committee Member,
North Orange Continuing Education

Melissa McElvane, Construction
Management, Laney College

Dana Miho, Noncredit Committee Member,
Mt San Antonio College

Rachna Nagi-Condos, Business, Marketing,
Management, Real Estate, American
River College

Bob Nash, Dean of Academic Affairs,
CVC-OEI

Khanh Ninh, CTE Counselor, North Orange
Continuing Education

Sonia Ortega, Mt. San Antonio College

Jennifer Paris, ASCCC OERI Regional Lead,
College of Canyons

Kristina Perkins, CTE Committee Member,
Chabot College

Michelle Pilati, ASCCC OERI Faculty
Coordinator, Rio Hondo College

Terri Quenzer, Statewide Director, Life
Sciences/Biotech,

David Ramirez, CTE Committee Member,
SSCCC

Matthew Rivaldi, San Diego Continuing
Education

Garrett Rieck, College of the Canyons

Candace Rose, Palomar College

Mitch Rosin, P2EIllusions

Lynn Shaw, ASCCC CTE Leadership
Committee, C-ID CTE Director

Kimberley Stiemke, Noncredit Pre-Transfer
and Continuing Education Committee,
North Orange Continuing Education

Diana Vera-Alba, San Diego College of
Continuing Education

Suzanne Wakim, ASCCC OERI Project
Facilitator, Butte College

Elizabeth Walker, Noncredit Committee
Member, El Camino College

Sheneui Weber, Vice Chancellor Workforce
and Economic Development, CCCCCO

Violeta Wenger, CTE Committee Member,
Hartnell College

Robbie Williams, Lieutenant, Hawthorne
Police Department

Stephen Wright, State Director, ICT Digital
Media,

Jan Young, Glendale College

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