

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CAREER AND NONCREDIT EDUCATION INSTITUTE

Collective Impact, Positive Change

THE WESTIN SOUTH COAST PLAZA

MAY 3-5, 2018

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KEY TO STRANDS

A= Career Technical Education

B= Noncredit

C= Counseling & Student Services

D= Adult Education/AEBG

E= Improving Instructional Practices

THURSDAY

May 3

11:00 am to 12:00 pm Registration

East Galleria – Ground Floor

GENERAL SESSION 1

12:00 pm to 2:00 pm

Plaza Ballroom – Ground Floor

Lunch

Welcome

Cheryl Aschenbach, ASCCC North Representative

Ginni May, ASCCC Area A Representative

John Stankas, ASCCC Vice President

Presentation: The Seven Deadly Sins and Seven Lively Virtues of Educational Reform

Kathy Booth, Project Director, Educational Data and Policy, WestEd

Across the state, educators are deeply engaged in reform efforts in areas such as completion, equity, basic skills, adult education, and CTE. Many of these efforts require significant institutional change, calling into question resource allocation, job responsibilities, and fundamental assumptions about the way we do business. This session will address common stumbling blocks in reform efforts and demonstrate how educators are finding ways to surmount these challenges.

Regional Consortia (A)

San Marcos – Second Floor

*Marie Boyd, Chaffey College**Julie Pehkonen, Regional Chair, Inland Empire/Desert**Rock Pfothenhauer, Regional Chair, Bay Area*

Since the inception of the Strong Workforce Program, an increase in investment was made in coordinating efforts across regions to support and build CTE programs. This session will provide an overview of regional planning efforts, regional structures and the important role of faculty in regional governance.

Evaluating Progress: Noncredit Assessments and Progress Indicators (B)

San Juan – Second Floor

*Dana Miho, Mt. San Antonio College**Donna Necke, Mt. San Antonio College*

Noncredit programs have the option of assigning progress indicators as “grades” to students as tools to reflect upon students’ success and progress in an open-entry/open-exit system. They also provide the Chancellor’s Office and other stakeholders with standardized, transparent, and clearer evidence of student success, thus validating enhanced funding. This session explores classroom assessments used in various noncredit programs currently implementing progress indicators. Topics include the development of assessment guidelines, maintaining grading consistency within programs, professional development, transcripts, challenges, and lessons learned. Participants will gain insight on better evaluating their students’ progress and potentially implementing non-credit progress indicators at their institutions.

Intrusive Counseling/Department Embedded/Class Embedded (C)

San Felipe – Second Floor

Brandi Asmus, Woodland Community College

Dolores Davison, ASCCC Secretary

Intrusive counseling is based on a philosophy that both the counselor and the student share responsibility for student academic success or failure. This can be accomplished by implementing strategies in the department (academic advising) or within the classroom using early alert programs or supplemental instruction. The presenters will share promising practices and successful models of intrusive counseling that resulted in student success.

Adult Education and AEBG Basics (D)

San Carlos – Second Floor

Cheryl Aschenbach, ASCCC North Representative

Neil Kelly, California Community Colleges Chancellor's Office

With the passage of AB 86 in 2013, the realignment of adult education began by requiring school districts and community college districts to establish consortia for the joint administration of adult education. Following the planning phase of realignment, AB 104 was passed and the Adult Education Block Grant (AEBG) was established for the purposes of implementing the realignment of adult education. Come to this session to learn about the basics of adult education in California and receive an update on AEBG.

AB 705 and You: Your Program and Your Students — Noncredit, ESL, and Basic Skills (A)

San Gabriel – Second Floor

Ginni May, ASCCC Area A Representative

Craig Rutan, ASCCC Area D Representative

With the passage of AB 705 (Irwin, 2017) faculty, administrators, and staff worked diligently to lay the groundwork for its implementation and to anticipate expected and unexpected outcomes. Colleges will need to act swiftly to implement changes and fully comply with the law by fall 2019. This session will provide an update on how the bill was interpreted and provide information on possible changes colleges might explore to comply with the law while serving the needs of their diverse student populations. Bring your questions, facts, and myths to this session for a lively discussion.

Noncredit to Credit Articulation (B, C)

San Pedro – Second Floor

Jarek Janio, Santa Ana College/Centennial Education Center

Candace Lynch, North Orange Continuing Education

Bernie Rodriguez, San Diego Continuing Education

Noncredit and credit instruction are often viewed as completely separate and unrelated forms of instruction. In reality, noncredit instruction can complement credit instruction by providing an onramp for students into credit transfer and CTE programs at a college through the articulation of noncredit courses with credit courses. Come to this breakout to learn how noncredit to credit articulation can expand opportunities for your students to move from noncredit to credit programs of study.

Building Equity Minded Classrooms (E)

San Diego – Second Floor

Paula Brown, 3CSN

Jessica Cristo, 3CSN

Arnita Porter, 3CSN

John Stankas, ASCCC Vice President (facilitator)

Faculty are striving to create equitable learning experiences for their students. Come to this session to learn about strategies that can help identify classroom and college needs and support students in their work using culturally responsive teaching and learning strategies.

3:30 to 3:45 pm

Coffee Break

BREAKOUT SESSION 2

3:45 pm to 5:00 pm

Advisory Committees: Innovative Practices (A)

San Marcos – Second Floor

Brandi Asmus, Woodland Community College

Marne Foster, San Diego Continuing Education

All Career Education programs are required to have an active advisory committee which meets twice per year. The ASCCC CTE Leadership Committee compiled some effective practices around advisory committees and unique ways to engage industry into program development. Come learn about these innovative ideas and share your own!

The Basics of Noncredit Indicators (B)

San Juan – Second Floor

Cheryl Aschenbach, ASCCC North Representative

Chantée Guiney, California Community Colleges Chancellor's Office

Craig Rutan, ASCCC Area D Representative

Is your college considering incorporating noncredit courses and programs into your offerings? Please join us for a discussion of the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit and methods for integrating noncredit into instructional programs.

Counseling for Noncredit and Noncredit SSSP (B/C)

San Felipe – Second Floor

Diane Edwards-LiPera, Southwestern College

Joy Guerrero-Reyes, Southwestern College

Bernie Rodriguez, San Diego Continuing Education

In this session, you'll learn about how Southwestern College is providing support services to students in their small-but-fast-growing noncredit program. The presenters, experienced in credit, noncredit, and DSS counseling and instruction, will share information about their district structure and alignment, integrated-initiative approach, SSSP data collection, nontraditional strategies for noncredit SSSP service delivery, collaborative efforts with local and regional AEBG consortia and community partners, successes and challenges, and planning for "what's on the horizon". Participant cross-district sharing and discussion will be included.

A Crosswalk of Rubrics for Placement and Skill Gains (D)

San Carlos – Second Floor

Randy Tillery, WestEd

Jan Young, Glendale College

With the increased emphasis on measuring skill gains and using multiple measures for student placement, it is important to understand how progress is measured by different rubrics and how these rubrics align with each other. Last fall, college and K-12 faculty met to develop a crosswalk between CB21 (College Basic Skills levels) and EFL (National Report System's Educational Functional Levels used by Adult Ed programs) for English, Math, and ESL. Come learn about preliminary recommendations from the cross walk committee and discuss the impact of AB 705.

Guided Pathways (A/B/C/D)

San Gabriel – Second Floor

Marie Boyd, Chaffey College

Ginni May, ASCCC Area A Representative

The Chancellor's Office provided opportunities for faculty, staff, and administrators to engage in dialogue and look closely at the student experience at our colleges through the California Guided Pathways Award Program. In this session, presenters will provide updates on the role the Academic Senate took in leading this initiative and will examine potential opportunities, challenges, and implications of the guided pathways framework.

Mirrored Classes: A Pathway to Credit and Work (A/B)

San Pedro – Second Floor

Donna Necke, Mt. San Antonio College (Facilitator)

Tami Pearson, Mt. San Antonio College

Lorena Velazquez, Mt. San Antonio College

This session will focus on a pathway for noncredit students to credit and employment – mirrored courses. Experienced practitioners will discuss the benefits and challenges of creating courses that “mirror” credit. Best practices and processes and structures needed to create these courses will also be discussed and participants will have the opportunity to identify possible mirrored courses on their own campuses.

Reading Apprenticeship for Adult Learners (E)

San Diego – Second Floor

Dolores Davison, ASCCC Secretary (Facilitator)

Devon Werble, 3CSN

Reading Apprenticeship (RA) helps teachers support students across the disciplines and levels to become motivated, strategic, and critical readers, thinkers, and writers, to develop positive literacy identities, and to engage with challenging academic texts. In this workshop, participants will learn about the Reading Apprenticeship framework, generating metacognitive conversations, and classroom routines that support adult learners.

5:30 pm to 7:00 pm Poster Session and Social

Mesa Verde – Ground Floor

Grab a drink at the no-host bar and enjoy some light appetizers and join your colleagues as they showcase innovative and productive practices in career technical education, noncredit education, and counseling and student services.

FRIDAY

May 4

8:00 to 9:00 am

Registration, Breakfast

East Galleria – Ground Floor

BREAKOUT SESSION 3

9:00 am to 10:15 am

Cooperative Work Experience/Internships (A)

San Marcos – Second Floor

Marie Boyd, Chaffey College

Dolores Davison, ASCCC Secretary

Participation in contextualized projects, paid and unpaid internships, cooperative education, service learning, and other active learning activities, helps to bolster a student's application of skills and deepen their appreciation of course content. Please join us for a discussion about incorporating contextualized learning into curriculum.



Wait...Where Does That Go Again? The Curriculum Development and Approval Process (A/B)

San Juan – Second Floor

Randy Beach, ASCCC South Representative

Jan Young, Glendale College

With all the items that land on a faculty member's plate (lesson preparation, grading, committee work, program review, etc.), it's easy for faculty to lose from memory the intricacies of negotiating the curriculum approval process. Also, most courses and programs are reviewed on a 3-5 year cycle, and the passage of time and changing standards and processes may cause faculty to feel in the dark when they begin a curriculum development or review process. In this breakout, attendees will be provided a big-picture overview of the curriculum approval processes for all curriculum, including credit, noncredit, and CTE courses and programs, to help them get back on the curriculum track.



Counseling for CTE (A/C)

San Felipe – Second Floor

Marne Foster, San Diego Continuing Education

Derek Majors, Los Angeles Trade Technical College

Ginni May, ASCCC Area A Representative

Developing collaborative relationships between instruction and student services leads to a more holistic approach to meeting the needs of the diverse population of students we serve. This interactive session will highlight some effective practices and provide an opportunity for discussion of implementation strategies.

The AEBG Dilemma: Challenges and Opportunities of Building Bridges Between Community Colleges and Adult Schools (D)

San Carlos – Second Floor

Laura Alvarado, Chaffey College

Cynthia Gleason, Fontana Unified School District

Matt Morin, Chaffey College

Donna Necke, Mt. San Antonio College (Facilitator)

Sofia Ramirez Gelpi, Allan Hancock College

Tracey Vackar, Fontana Unified School District

With the regionalization of adult schools through the adult education consortia, community colleges and adult schools had to learn to work together to provide CTE, noncredit, and credit instruction and services to their students. In this breakout, effective practices for collaboration between colleges and adult schools will be explored and discussed.

Basics of Apprenticeship (A)

San Gabriel – Second Floor

Jim Hussey, California Apprenticeship Council Commissioner

Craig Rutan, ASCCC Area D Representative

John Stanskas, ASCCC Vice President

The Strong Workforce Program calls for the expansion of apprenticeship opportunities for students. However, apprenticeship is often confused with internships, and is often incorrectly viewed as another form of career and technical education. Apprenticeship done well can be of great benefit to students and is a key to expanding the middle class. Come to this session to learn about the basics of apprenticeship and the benefits of apprenticeship for our students.

LAOC Noncredit Strong Workforce Project (A/B)

San Pedro – Second Floor

Madelyn Arballo, Dean, Mt. San Antonio College/ACCE President-Elect
L.E. Foisia, Mt. San Antonio College
Jorge Ochoa, Long Beach City College (Facilitator)

The Los Angeles SWP Region recently approved a project focused on noncredit vocational curriculum. The Noncredit College and Career Readiness Project is an across all disciplines/sectors project to increase the capacity of noncredit CTE programs which will result in increased CTE enrollments. The emphasis is on creating coursework that leads to college readiness in credit CTE programs and immediate employment. This session will describe the timeline and project activities including professional development, pathway mapping, and articulations.

Habits of Mind for Noncredit/CTE classrooms (E)

San Diego – Second Floor

Jan Connal, 3CSN
Bernie Rodriguez, San Diego Continuing Education (Facilitator)

This introductory workshop guides participants in exploring and cultivating the Habits of Mind — intelligent behaviors/thinking dispositions, which research shows has the powerful potential to promote college and career success. Using the Appreciative Inquiry framework, we will delve into how Habits of Mind, when mindfully and intentionally used, can and do support our educational practice, our classroom and campus cultures, and our students' academic abilities and inclinations.

10:15 to 10:30 am Break

Engaging Employers for Program Mapping (A)

San Marcos – Second Floor

*Brandi Asmus, Woodland Community College**Marne Foster, San Diego Continuing Education*

All CTE programs are required to have advisory boards. This interactive session will allow participants to discuss the importance of having various industry workforce leaders represented as active participants on their advisory committees and the role they can play in effective program mapping. Participants will have an opportunity to share effective advisory committee practices with other attendees.

From Zero to Noncredit: Starting Noncredit at Your College (B)

San Juan – Second Floor

*Denise Allen-Hoyt, Crafton Hills College**Ginni May, ASCCC Area A Representative*

With the equalization of Career Development and College Preparation (CDCP) noncredit apportionment with that of credit apportionment, there is increased interest in expanding CDCP noncredit offerings to prepare students for the rigors of college-level coursework leading to transfer or the completion of CTE programs. Come to this breakout to discuss considerations for starting noncredit from scratch at your college, and to learn from colleagues who have engaged in such efforts at their colleges.

Career Counseling (C)

San Felipe – Second Floor

Angela Baucom, California Community Colleges Technology Center

Jorge Ochoa, Long Beach City College

Some students may find difficulty in narrowing down the wide variety of options on their pathways toward their career goals. Developed specifically for the California community colleges by counselors, staff, and stakeholders from across the state and offered to colleges at no-cost, the CCCMyPath Career Coach employs a quick, interest-based assessment to connect students' interests to careers and college programs, facilitates student engagement by connecting coursework to a future goal, and equitably identifies strategic pathways for all types of students.

Integrated Immigrant Education (B/D)

San Carlos – Second Floor

Donna Necke, Mt. San Antonio College

Kishan Vujjeni, San Jose City College

Immigrant Integration is at the forefront of today's political spectrum. Find out how AEBG and community colleges joined forces to create pathways to jobs, to citizenship, to language acquisition, and to civic engagement. Hear the stories about student success as they travel the twists and turns of immigrant integration.



Creating a Path to Success: Inmate Education and Formerly Incarcerated Students (A/B/C)

San Gabriel – Second Floor

Don Hopkins, Folsom Lake College
Morice Mabry, Folsom Lake College

This workshop will explore, from the state and college levels, how community colleges can build their capacity for creating educational programs for incarcerated and formerly incarcerated students. Topics will include policy hurdles and how the state's existing structures can bring education and criminal justice together through educational programs.



Faculty Leadership (A/B/C/D)

San Pedro – Second Floor

Randy Beach, ASCCC South Representative
Dolores Davison, ASCCC Secretary

The Academic Senate for California Community Colleges (Academic Senate) is legally recognized by the Board of Governors as the representative of faculty in the formulation of state policies related to academic and professional matters. Beyond its legal role in statewide policy matters, the Academic Senate also provides support for the work of faculty at the local level through a variety of means, such as professional development resources, professional standards and guidance through its papers, and technical assistance services for local senates and curriculum committees. However, the efforts of the Academic Senate depend on faculty from local colleges becoming involved with its work. Come to this breakout session to learn more about the Academic Senate and how you can become involved in statewide work.

Reading Apprenticeship for Adult Learners (E)

(Repeat of Breakout Session 2)

San Diego – Second Floor

John Stanskas, ASCCC Vice President (Facilitator)

Devon Werble, 3CSN

Reading Apprenticeship (RA) helps teachers support students across the disciplines and levels to become motivated, strategic, and critical readers, thinkers, and writers, to develop positive literacy identities, and to engage with challenging academic texts. In this workshop, participants will learn about the Reading Apprenticeship framework, generating metacognitive conversations, and classroom routines that support adult learners.

GENERAL SESSION 2

12:00 pm to 2:00 pm

Plaza Ballroom – Ground Floor

Lunch

Presentation: Hearts, Brains, and Growing Pains: Creating Sustainable Change in Turbulent Times

Cheryl Marshall, Chancellor, North Orange County Community College District

Community Colleges are in the midst of major changes that will transform our work. Noncredit, Adult Education, CTE, and Community Education programs can play a pivotal role in redefining how we serve our students. Come hear strategies for being successful change agents during this historic time in higher education.

2:00 pm to 2:15 pm Coffee Break

Developing Statewide Model Curriculum in Career Education (A)

(San Marcos – Second Floor)

*Dianna Chiabotti, Napa Valley College**Krystinne Mica, ASCCC Chief Operating Officer**Craig Rutan, ASCCC Area D Representative**John Stanskas, ASCCC Vice President*

The creation of C-ID for transfer courses made it easier for students to move from one college to another. How can our experience with C-ID be applied to Career and Technical Education programs? Join us for an update about statewide efforts to engage CTE faculty in the creation of industry – responsive curriculum that can be adopted locally.

Teaching the Noncredit Student: There's a Difference? (B)

San Juan – Second Floor

*Dana Miho, Mt. San Antonio College**Donna Necke, Mt. San Antonio College*

Noncredit programs provide students from diverse backgrounds with open access to education. Who exactly are noncredit students? In this session, the presenters will discuss the unique learning needs of noncredit students, how they are different from credit students, and describe the goals and pathways of noncredit students.

Counseling and Student Services for Guided Pathways (C)

San Felipe – Second Floor

Randy Beach, ASCCC South Representative

Marie Boyd, Chaffey College

Just as the Student Success and Support Program (SSSP) fundamentally altered the counseling world, the Strong Workforce movement fundamentally changed Career Technical Education within the California Community College System. The newest movement on the California community college scene is the Guided Pathways. While SSSP, Strong Workforce, and Guided Pathways are three separate movements, their goals are the same for our students and faculty, including CTE Counselors: reduce time and cost to completion, coach every student for success, improve college readiness, enhance student learning, develop structured pathways to in-demand careers and employers, engage more adult learners, and close achievement gaps of under-resourced learners. Join us as we discuss these dynamic times for Counseling and Student Services from the Guided Pathways framework.

Competency Based Education (A/B)

San Carlos – Second Floor

Cheryl Aschenbach, ASCCC North Representative

Jarek Janio, Santa Ana College/Centennial Education Center

Jan Young, Glendale College

The Governor's proposal for a fully online college includes an expectation of competency based education (CBE). While this may seem like a new idea to some, many CTE and noncredit educators already use CBE, particularly in open entry/open exit class formats. Explore what CBE is and how it can be used for students in your discipline.



Understanding Accreditation (A/B/D)

San Gabriel – Second Floor

Ginni May, ASCCC Area A Representative

Tammy Montgomery, Los Rios Community College District

There are many different accrediting bodies that accredit institutions or programs in the California Community College system: from regional accreditors to programmatic and national accreditors. Join us for an interactive session to learn about the types and roles of accreditors that provide accreditation for colleges in California and nationally.



I'm a Liaison —Now What? (A/B)

San Pedro – Second Floor

Brandi Asmus, Woodland College

Dolores Davison, ASCCC Secretary

Are you a new CTE or noncredit liaison? Are you involved with your local academic senate? How can your involvement as a CTE or noncredit faculty member make your senate stronger and more informed? In this session, presenters will explore ways faculty can access campus leadership to better support CTE and noncredit programs on their campuses.



Creating Student Centered Classrooms (E)

San Diego – Second Floor

Jessica Cristo, 3CSN

Crystal Kiekel, 3CSN

Arnita Porter, 3CSN

Bernie Rodriguez, San Diego Continuing Education (Facilitator)

First impressions are important, especially for students. This session will present student centered strategies that will engage your students from the moment they register for your class. The interactive session will include examples of syllabus redesign, teaching philosophy, and welcome videos. These practices are a part of both the Faculty Teaching Learning Academy at the Los Angeles Community College District since 2008, and the 3CSN network.

Sector Navigators and Deputy Sector Navigators (A)

San Marcos – Second Floor

*Brandi Asmus, Woodland College**Terri Quenzer, Sector Navigator, Biotech Initiative*

The Strong Workforce Program (SWP) identified priority industry sectors and emerging industry clusters and provided experts in these industries who could improve support and coordination between colleges and industry. This session will discuss the sector resources available to colleges and how colleges can leverage these resources to improve their programs.

Curriculum Processes, Laws, and Regulations for Noncredit (B)

San Juan – Second Floor

*Randy Beach, ASCCC South Representative**Jan Young, Glendale Community College*

Noncredit and credit curriculum follow similar processes for development and approval, but there are notably important distinctions between them that faculty should be aware of as they explore and expand noncredit offerings as well as notable differences in laws and regulations. Attendees at this breakout will learn about the commonalities and differences between the two processes, the evolving laws and regulations concerning noncredit, and the role of the Chancellor's Office in approving noncredit.

Counseling and Student Services for Noncredit Guided Pathways (C)

San Felipe – Second Floor

Diane Edwards-LiPera, Southwestern College

Ginni May, ASCCC Area A Representative

What will the role of your noncredit program be in the Guided Pathways efforts of your district? Will your current Noncredit SSSP and other program services provide the types and levels of student services recommended under the Guided Pathways model, or will you need to adapt, adjust and possibly add to your existing service model? Yes, this is a new conversation for all of us! Come learn about the Guided Pathways student services recommendations, about related planning for the small-but-fast-growing noncredit program at Southwestern College, and engage in a brainstorming and great practices discussion about how this might roll-out in your district.

Workforce Development (A)

San Carlos – Second Floor

Dianna Chiabotti, Napa Valley College

Don Hopkins, Folsom Lake College

Workforce development seems obvious—students complete a certificate or degree and enter the workforce. However, workforce development is multifaceted and requires that colleges create connections with their local Workforce Investment Boards, One-Stop Centers, Adult Schools, and Industry. In addition, colleges need to be forward thinking. Colleges must predict future needs of students to meet future industry needs. This session will explore our workforce development partners and connections as we engage in developing a strong workforce.

Curriculum Process for CTE (A)

San Gabriel – Second Floor

Brandi Asmus, Woodland Community College

Marie Boyd, Chaffey College

Craig Rutan, ASCCC Area D Representative

Six of the Strong Workforce Recommendations focus on curriculum design, portability, and alignment to industry. The ASCCC, Chancellor's Office and Regional Consortia did significant work to make improvements to the curriculum approval process to address these recommendations. This session will provide an overview of the changes and answer questions about how these changes impact colleges' ability to provide responsive programs.

Dual Enrollment (A/C)

San Pedro – Second Floor

Cheryl Aschenbach, ASCCC North Representative

Michelle Sampat, Mt. San Antonio College

Colleges are increasingly turning to dual enrollment for both general education and career education to connect earlier with high school students. Attend for an overview of dual enrollment including requirements, advantages, and limitations of AB 288 (CCAP) and non-AB 288 (Non-CCAP) partnerships.

Building Equity Minded Classrooms (E)

(Repeat of Breakout Session 1)

San Diego – Second Floor

Paula Brown, 3CSN

Dolores Davison, ASCCC Secretary (Facilitator)

Jessica Cristo, 3CSN

Arnita Porter, 3CSN

Faculty are striving to create equitable learning experiences for their students. Come to this session to learn about strategies that can help identify classroom and college needs and support students in their work using culturally responsive teaching and learning strategies.

Dinner on your own!

Come back at 7pm for our Fireside Chat

7:00 pm to 8:00 pm Fireside Chat – John Stanskas

Mesa Verde – Ground Floor

Join President-elect John Stanskas and members of the ASCCC Executive Committee for a robust conversation regarding the state of career and noncredit education and counseling in our system. Bring your questions and your ideas!

SATURDAY

May 5

8:00 am to 9:00 am Registration and Breakfast

East Galleria – Ground Floor

GENERAL SESSION 3

9:00 am to 10:00 am

Plaza Ballroom – Ground Floor

CTE, Noncredit, Counseling, and Adult Education/AEBG — What Do They Have in Common?

Cheryl Aschenbach, ASCCC North Representative

Ginni May, ASCCC Area A Representative

At first glance, career technical education, noncredit education, counseling, adult education, and the statewide initiatives specific to each may not seem to have a lot in common, yet all serve to increase access to higher education and to improve the standing of students. This is an interactive session intended to explore the connections between each conference strand and consider the ways the strengths and purpose of each strand can be leveraged collectively to the benefit of our students, colleges, and employers.

CTE Minimum Qualifications and Equivalency Basics (A)

San Marcos – Second Floor

*Julie Bruno, ASCCC President**Craig Rutan, ASCCC Area D Representative*

The Strong Workforce Program included recommendations to increase the pool of CTE instructors by addressing CTE faculty minimum qualifications, equivalency, and recruitment and hiring practices. In this breakout, the basics of minimum qualifications and equivalency will be presented, as will the progress of the Chancellor's Office/ASCCC CTE Minimum Qualifications Work Group on the equivalency toolkit.

Laying the Groundwork: Noncredit Courses as Prerequisites and Corequisites to Credit Courses (A/B)

San Juan – Second Floor

*Randy Beach, ASCCC South Representative**Diane Edwards-LiPera, Southwestern College*

More and more faculty are investigating and experimenting with linking the flexibility and competency-based nature of noncredit curriculum as support and preparation for credit courses. In this breakout, attendees will explore the options available for using noncredit curriculum as prerequisite and corequisite to credit curriculum and how this option may serve a college's guided pathways framework.

Wrap-around Counseling Services at San Diego Continuing Education (C)

San Felipe – Second Floor

Ginni May, ASCCC Area A Representative

Edith Quintero, San Diego Continuing Education

Bernie Rodriguez, San Diego Continuing Education

San Diego Continuing Education is one of the largest non-credit institutions in California, serving over 40,000 students each year. This presentation will cover the various ways in which counselors and student services at San Diego Continuing Education provide and partner with community agencies to provide crucial services to students.

Strong Workforce Program: Credit and Noncredit (A/B)

San Carlos – Second Floor

Dianna Chiabotti, Napa Valley College

Don Hopkins, Folsom Lake College

Credit and noncredit programs do not simply coexist, together they can provide a system of education and training. Noncredit courses/ programs can stand alone or can lead to credit programs, and credit programs can be supported, and expanded through noncredit program offerings. Woven together, credit and noncredit offerings can provide students with broadened and timely options to develop skills, upskill, and reskill.

Contextualized Noncredit Curriculum for CTE (A/B)

San Gabriel – Second Floor

Cheryl Aschenbach, ASCCC North Representative

L.E. Foisia, Mt. San Antonio College

This breakout will offer a brief overview of contextualized learning and an opportunity to explore ideas for partnering with English, math, and ESL colleagues to contextualize learning in order to enhance student performance and success. Attendees will be encouraged to share lessons learned and to consider ideas for contextualizing basic skills across the curriculum.

Habits of Mind for Noncredit/CTE classrooms (E)

(Repeat of Breakout Session 3)

San Pedro – Second Floor

Jan Connal, 3CSN

Dolores Davison, ASCCC Secretary (Facilitator)

This introductory workshop guides participants in exploring and cultivating the Habits of Mind — intelligent behaviors/thinking dispositions, which research shows has the powerful potential to promote college and career success. Using the Appreciative Inquiry framework, we will delve into how Habits of Mind, when mindfully and intentionally used, can and do support our educational practice, our classroom and campus cultures, and our students' academic abilities and inclinations.

11:30 am INSTITUTE CLOSES

Speaker Biographies

Kathy Booth

Project Director, Educational Data and Policy, WestEd



Kathy Booth is the Project Director, Educational Data & Policy, at WestEd, where she leads projects that help translate data into action. She currently serves as project manager and architect for the LaunchBoard, a suite of dashboards that make data on student progress, completion, employment, and earnings outcomes available to educators for the purpose of program improvement. She also helps to map data across systems, including cross-walking K-12 and community college offerings, tracing adult education pathways from K-12 to community colleges, documenting educational pathways to employment, and aligning data captured by educational institutions and social service agencies that support workforce development. In addition, she serves as associate director for the California Guided Pathways project. In her previous role as executive director of the RP Group, she led research and technical assistance projects in the areas of multiple measures, skills-builder pathways, and student support.

Cheryl Marshall

Chancellor, North Orange County Community College District



The Chancellor of the North Orange County Community College District since 2016, Dr. Cheryl Marshall is a long-time advocate of student success and collaborative decision-making. Dr. Marshall has over 20 years in higher education, with experiences ranging from President, to Vice President of Instruction, to Director for the Center of Excellence, to teaching and facilitating a variety of business courses and seminars.

A woman of vision, Dr. Marshall succeeded in championing substantial organizational growth during her first years at NOCCCD, including helping to build capacity for evidence-based decision making, improving the resource allocation model, establishing a District-wide Leadership Academy, and providing support for the Anaheim Union Educational Pledge and North Orange Promise Program.

Presenters

Allen-Hoyt, Denise, Crafton Hills College

Alvarado, Laura, Chaffey College

Arballo, Madelyn, Dean, Mt. San Antonio College/ACCE President-Elect

Asums, Brandi, ASCCC CTE Leadership Committee, Woodland Community College

Baucom, Angela, California Community Colleges Technology Center

Booth, Kathy, Project Director, Educational Data and Policy, WestEd

Boyd, Marie, ASCCC CTE Leadership Committee, Chaffey College

Brown, Paula, 3CSN

Chiabotti, Dianna, Dean of CTE and Educational Workforce Development, Napa Valley College

Connal, Jan, 3CSN

Cristo, Jessica, 3CSN

Edwards-LiPera, Diane, Southwestern College

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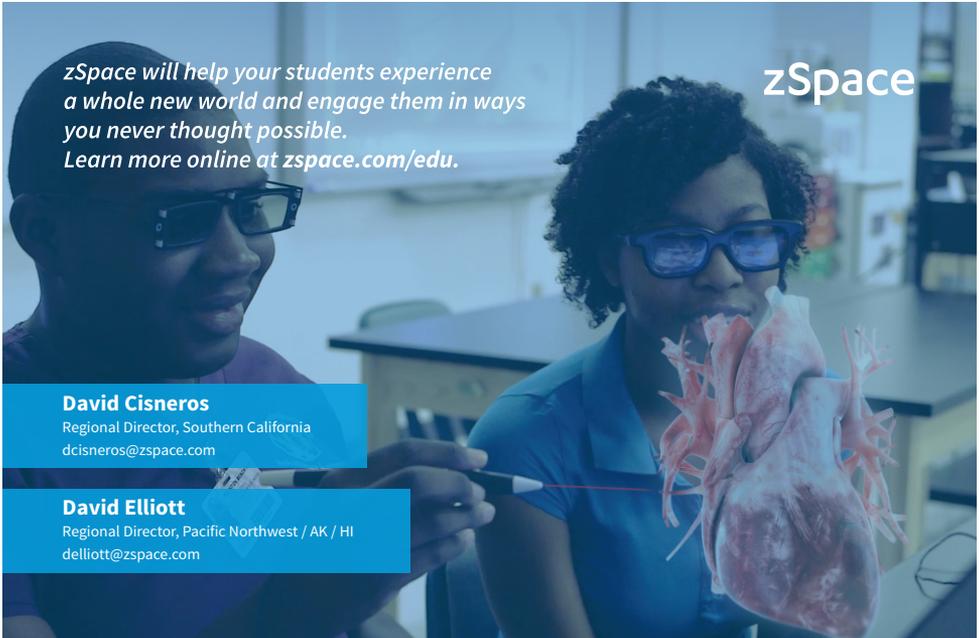
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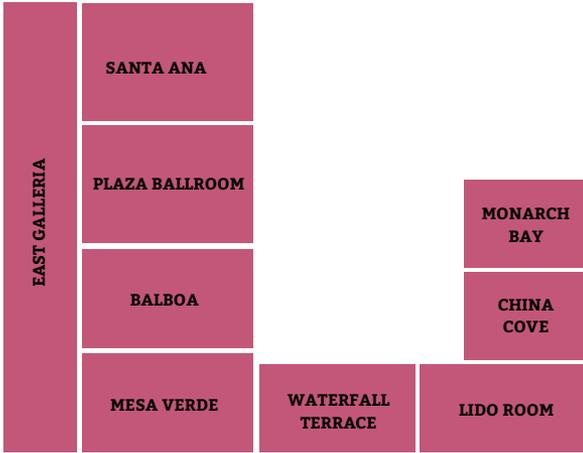
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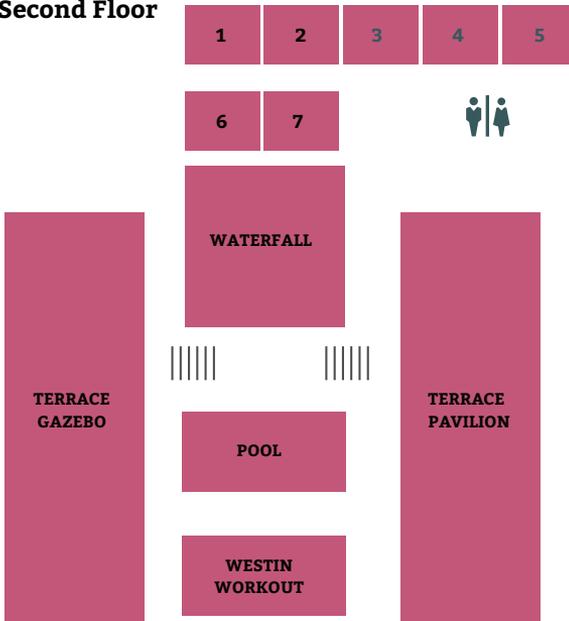


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