



Friday, January 6 – 7, 2017 – Oakland Marriott City Center

1001 Broadway, Oakland, CA 94607

Meeting Room: California

12:30 p.m. to 12:45 p.m. Lunch

12:45 p.m. to 6:00 p.m. Meeting

6:30 p.m. to 8:30 p.m. Dinner

Le Cheval – 1007 Clay Street, Oakland CA 94607

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

8:30 a.m. to 12:00 p.m. Meeting

12:00 p.m. to 12:30 p.m. Working Lunch

12:30 p.m. to 1:00 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 emailing the Senate at agendaitem@asccc.org or contacting Annie Wilcox-Barlettani at (916) 445-4753 x103 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 the 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. Action Tracking

F. Local Senate Visits

G. Dinner Arrangements

II. CONSENT CALENDAR

A. November 30, 2016, Meeting Minutes, Davison

B. Resolution Assignments, Bruno

C. Curriculum Regional Workshops Agenda, Davison

D. Accreditation Institute Program, Rutan

- E. **Diversity in Faculty Hiring Regional Meeting, February 10 and 11, 2017, Beach**
- F. **Legislation and Advocacy Pre-Session to Leadership Institute, Stankas**
- G. **ACCJC Conference in April 2017, Rutan**

III. REPORTS

- A. **President's/Executive Director's Report – 30 mins., Bruno/Adams**
- B. **Foundation President's Report – 10 mins., May**
- C. **Chief Instructional Officer Liaison Report – 10 mins.**
A liaison from the CCC Chief Instructional Officers organization will provide the Executive Committee members with an update of system-wide issues and projects.
- D. **Liaison Oral Reports (*please keep report to 5 mins., each*)**
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

- A. **Legislative Update – 15 mins., Stankas**
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
- B. **Board of Governors Interviews, 2 hr. & 45 mins., Bruno**
[Time Certain: 1:45 p.m. 4:30 p.m.]
The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.
- C. **Instructional Design and Innovation Draft Program – 30 mins, Stankas**
The Executive Committee will consider for approval of the draft program for Instructional Design and Innovation.
- D. **CTE Regional Meeting Agenda – 10 mins., Slattery-Farrell**
The Executive Committee will consider for approval the draft agenda and dates for the CTE Regional events.
- E. **2017 Spring Plenary Session Theme – 20 mins., Bruno/Adams**
The Executive Committee will consider for approval the theme for the upcoming 2017 Spring Plenary Session and discuss potential keynote speakers.
- F. **Course Outline of Record Paper Update – 20 mins., Davison**
The executive committee will review and provide feedback on the draft of the revised Course Outline of Record paper.

V. DISCUSSION

- A. **Chancellor's Office Liaison Report – 45 minutes [Time Certain: 1:00 p.m.]**
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
- B. **Strong Workforce Recommendations: Progress and Next Steps – 45 mins., May**
The Executive Committee will discuss the progress made and next steps in addressing the Strong Workforce Recommendations.

- C. Executive Committee Members Discussion – 45 mins., Bruno**
The Executive Committee will discuss current workload challenges and determine priorities.
- D. Update on Common Assessment Initiative – 15 mins., Rutan**
The Executive Committee will be updated on the status of the Common Assessment Initiative to ensure consistent messaging to the field.
- E. AB 1985: Advanced Placement Examination Course Credit Policy for the California Community Colleges – 15 mins., May**
The Executive Committee will consider the creation, adoption, and implementation of a policy on Advanced Placement Examination course credit for the California Community Colleges.
- F. Budget Performance – 20 mins., Adams/Freitas**
The Executive Committee will be updated on the budget performance for the second quarter.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes

- i. Accreditation and Assessment Committee, Rutan
- ii. Curriculum Committee Minutes, Davison
- iii. Educational Policies Committee Minutes,
- iv. Standards and Practices Committee, Freitas

B. Liaison Reports

- i. CalPass Advisory Minutes 12.07.16, Freitas
- ii. Faculty Association of California Community Colleges Minutes 11.18.16, Freitas
- iii. NSSSPAC Minutes 11.11.16, Quiaoit
- iv. SSSPAC Minutes 11.08.16, Jamshidnejad

C. Senate and Grant Reports

- i. GEAC, May

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2016-2017 Events •Reminders/Due Dates		Month: January	Year: 2017
		Item No. 1 D.	
		Attachment: NO	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Annie Wilcox-Barlettani	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Meetings

- **Executive Committee Meeting** – El Camino College/Long Beach – February 3 – 4, 2017
- **Executive Committee Meeting** – Foothill College/Hotel De Anza - March 3 – 4, 2017
- **Executive Committee Meeting/Session** – San Mateo Marriott – April 19, 2017

Upcoming Events

- **Accreditation Institute** – Napa Valley Marriott – February 17 -18, 2017
- **Instructional Design and Innovation** – San Jose Marriott – March 17 -18, 2017
- **Spring Plenary Session** – San Mateo Marriott – April 20 – 22, 2017

Reminders/Due Dates

January 13, 2017

- Final program due to Executive Director for Accreditation Institute

January 15, 2017

- Spring Plenary breakout topics due to the Executive Director.

January 16, 2017

- Rostrum articles due.

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

January 18, 2017

- Agenda Items due for February 3 -4, 2017 meeting.
- Second program draft due for Instructional Design and Innovation for reading at the February Executive Committee meeting.
- Program outline due for Career Technical Education Institute for reading at the February Executive Committee meeting.

February 2, 2017

- Presenters list due to the Executive Director for the Instructional Design and Innovation.

February 15, 2017

- Agenda items due for March 3 – 4, 2017 meeting.

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	January	In progress			Communication flowchart was approved by Exec at its May meeting and will be modified to include more connections. This item will be included in the Executive Committee Livebinder.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	TBA		EDAC will discuss this year.	EDAC discussed SB 967 at its October 24 meeting. It was recommended that a breakout be offered either at the February regional meeting on diversity in hiring or the spring plenary but it was undecided if those are appropriate venues. More discussion is needed. The committee will meet again on December 12, 2016 and discuss next steps
The Best of the Rostrum	5. January	2015	II. F.	Adams	December	In progress			Each standing committee reviews the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period. The Executive Director will work on how best to display this information.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Conan/Rutan	December	TBA		Need to research status	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
TASSC Survey on Services for Disfranchised Students	8. August	2015	V. M.	A. Foster	December	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module is in progress and will also be available in Fall. The incarcerated student module outline is in process and should be available in Spring. SLO Symposium in progress. Noncredit 101 outline/script is in progress.
Academic Senate Foundation Research	May	2016	IV. B.	May	December	In progress			ASFCCC to include description of the literature review on its website with a disclaimer. Standards & Practices to develop a process for how long the ASCCC/ASFCCC partners with other organizations on research
Part Time Faculty Committee - Recommendations of Priorities	May	2016	IV. D.	Adams/Goold	November	In progress			Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is in progress with expected first review at February Exec Mtg. second review and approval at March Exec Mtg in preparation for 2017 Spring Plenary.
Institutional Effectiveness Partnership Initiative Professional Development Part-Summit	Sept/Oct	2016	IV. H.	Rutan	October/November	In progress			Members will send their suggestions for areas that the Academic Senate needs to be leading to Rutan, Bruno, and Adams.
Proposed Regional Curriculum Processes Workshop	September/Oct	2016	IV. I.	Adams		In progress			Adams to create survey for Part-time Faculty to take before the summit.
Draft Program for Accreditation Institute	November	2016	IV. B.	Davison	January	In progress			Agenda for regional curriculum workshops coming to January 2017 Executive Committee meeting.
Mentoring Program for New Senate Presidents	November	2016	IV. C.	Rutan	January	In progress			Draft program will come back on the January agenda for consideration.
	November	2016	IV. D.	S. Foster	January/February	In progress			The Executive Committee will provide the chair of the Relations with Local Senates Committee with names of local senate president who might provide feedback on a mentor/coaching program for new local senate presidents.

LOCAL SENATE CAMPUS VISITS 2016 – 17

(LS= member of Local Senates; IN = report submitted; ~~strikeout~~ = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River					
Bakersfield					
Butte	Goold	10/?/16			Butte pilot office/ curriculum
Cerro Coso					
Clovis					
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced					
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City					
San Joaquin Delta					
Sequoias, College of the					
Shasta					
Sierra					
Siskiyou, College of the					
Taft					

West Hills Coalinga							
West Hills Lemoore							
Woodland College	Freitas/Rutan/Foster/A dams	10/28/16					MQ North Regional
Yuba							
AREA B							
Alameda, College of							
Berkeley City							
Cabrillo							
Cañada							
Chabot							
Contra Costa							
DeAnza							
Diablo Valley							
Evergreen Valley							
Foothill							
Gavilan							
Hartnell							
Laney							
Las Positas	May	9/16/16					SLO vs. Objectives
Los Medanos							
Marin, College of							
Mendocino							
Merritt							
Mission							
Monterey Peninsula	Freitas/Bruno	11/10/16					Local Visit
Napa Valley	Beach	11/14/16					IEPI RPT Team Member
Ohlone							
San Francisco, City College of							
San José City							
San Mateo, College of							
Santa Rosa Junior	Beach	12/21/16					EDAC Strategic Plan Meeting

Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16			Curriculum Regional Meeting
Solano	Stankas/McKay/Smith /Davison	10/14/16			Area B Meeting
West Valley	Davison	11/8/16			Local Senate Visit

AREA C					
Allan Hancock					
Antelope Valley					
Canyons, College of the	Freitas/Stankas	10/21/16			MQ & Equivalencies Presentations
Cerritos					
Citrus					
Cuesta					
East LA					
El Camino					
El Camino Compton Center					
Glendale	Rutan	9/24/16			Accreditation Committee
LA District					
LA City					
LA Harbor					
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley Moorpark					
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan	10/22/16			Curriculum Regionals
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting

Rio Hondo							
Santa Barbara City							
Santa Monica							
Ventura							
West LA							

AREA D							
Barstow							
Chaffey							
Coastline							
Copper Mountain							
Crafton Hills							
Cuyamaca							
Cypress							
Desert, College of the							
Fullerton	Beach		9/20-21/16				SLO Presentation
Golden West							
Grossmont							
Imperial Valley							
Irvine Valley							
Long Beach City							
MiraCosta							
Moreno Valley							
Mt. San Jacinto							
Noro							
North Orange - Noncredit							
Orange Coast							
Palo Verde							
Palomar							
Riverside City	Freitas/Stanskas/ Slattery-Farrell		10/29/16				MQ South Regional Meeting
Saddleback							
San Bernardino Valley							
San Diego City							

San Diego Cont. Ed.	Rutan/Slattery-Farrell	10/15/16		Area D Meeting
San Diego Mesa				
San Diego Miramar				
Santa Ana				
Santiago Canyon				
Southwestern				
Victor Valley				



November 29 - 30, 2016 – Hilton Waterfront Beach Resort

I. ORDER OF BUSINESS

A. Roll Call

President Bruno called the meeting to order at 12:00 p.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, D. Davison, A. Foster, S. Foster, J. Freitas, G. Goold, G. May, C. McKay, C. Rutan, L. Slattery-Farrell, and J. Stanskas.

Liaisons present: Irene Malmgren, Chief Information Officer Liaison, Vice President of Instruction, Mt. San Antonio College.

Guests present: David Morse, Long Beach City College and Monica Porter, Santa Ana College.

B. Approval of the Agenda

MSC (Aschenbach/Beach) to approve the 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.

No public comment.

D. Calendar

Members were informed about current deadlines.

E. Action Tracking

Members discussed the action tracking sheet including how to update items. The items on the tracking sheet are the result of actions taken by the Executive Committee at prior formal meetings. On the current list there are several items that are more than two years old. Members were requested to review the action, make recommendations for removal or address.

F. Local Senate Visits

Members updated the Local Senates Visits tracking sheet.

- G. Dinner Arrangements**
Dinner was not provided.

II. CONSENT CALENDAR

- A. November 2, 2016, Meeting Minutes, Davison**
- B. Member Registration for Association of American Colleges & Universities' (AAC&U) 2017 Annual Meeting, Smith**
- C. Attendance at Association of American Colleges and Universities' 2017 Diversity, Learning, and Student Success Conference, Beach**
- D. CTE Regional Events, Slattery-Farrell/Freitas**

Item II. D. was pulled.

MSC (Slattery-Farrell/McKay) to approve the consent calendar as amended.

D. CTE Regional Events, Slattery-Farrell/Freitas

The CTE Leadership Committee is recommending that two regional events be held in December to provide CTE Liaisons, CTE faculty, senate presidents, deans, and other interested parties with information to assist them in the development of the Strong Workforce Program funding proposals due in January. The committee recommended that the regional events be held in December; however, Executive Committee members felt that December would not be enough time for advertisement and suggested that the meetings be held in spring instead. A concern was raised that spring might not be soon enough given that colleges were creating their CTE Strong Workforce funding requests now and might need more guidance in preparing these reports. It was suggested that if the committee felt that some direction was needed prior to the spring regionals, webinars could be a better option. The webinars and the regional meetings would also logically inform presentations at the CTE Leadership Institute in May.

MSC (Freitas/Goold) to return this item to the CTE LC for refinement and bring back to the January meeting.

Action:

This item will return to the January meeting for consideration for approval of regional dates and a draft agenda.

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Bruno/Adams

President Bruno and Executive Director Adams updated members on their recent activities since the November meeting.

Strong Workforce Program recommendation 13.a. called for the “dissemination of effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.” In response, the Chancellor’s Office formed a task force to address this recommendation. Vice Chancellor Walker, Vice Chancellor Ton Quinlivan, and Bruno tri-chair the task force, which is comprised of Chancellor’s Office staff, ASCCC representatives John Freitas, Lorraine Slattery-Farrell, and Jolena Grande, and representatives from the CEO, CIO, and HR organizations. The group recently met and discussed developing a white paper that will have contributions from all the groups on the task force and include history of the task force, background on development of CCC minimum qualifications, effective practices, and other related topics. The paper will walk a fine line between recommendations and local control. More information to follow after the next meeting.

Bruno and Freitas visited Monterey Peninsula College to provide assistance on equivalency. While in Monterey, they attended the EOPS Conference. The attendees at the conference expressed concern for the populations they served because of possible changes in federal policies that may be implemented with the new administration.

Bruno and Adams met with a staff member for Assemblymember Dodd. The Assemblymember is interested in teacher retention in K-12 but he might entertain introducing legislation that could affect community colleges. He is particularly concerned with rural schools. Building relations with the Assemblymember will be important as he is moving to the Senate next term.

Several members of the Executive Committee attended the CCLC conference and participated in a number of presentations including civic engagement, Wheelhouse Leadership Project, diversity hiring, and open educational resources. Prior to the conference, Bruno attended the CEO meeting to participate in discussions regarding Guided Pathways and IEPI.

Bruno participated in a Collegiality in Action presentation with CCLC at College of Alameda.

Bruno, Stankas, and Adams discussed with UC Academic Senate an interest in establishing pathways in chemistry and physics based on the UC Transfer Pathways. The UC Academic Senate leadership has agreed to investigate the possibility of some sort of guarantee. A number of colleges are having problems creating ADTs in the two disciplines of Chemistry and Physics because of the high units so establishing a pathway with UC may assist in demonstrating that we are working on a student pathway that may prepare our students for UC and CSU. For UC, the pathway would demonstrate a real desire to improve UC transfer rates, while increasing diversity. Additionally, it is evident that UC is interested in building a stronger relationship with CCCs and a stronger partnership will be beneficial for both segments. Incoming Chancellor Eloy Oakley, who remains a

UC regent, is interested in establishing a closer relation between the two segments.

B. Foundation President's Report – 10 mins., May

The Foundation board held a very productive meeting on November 18, 2016, in Southern California. Directors discussed the \$5,000 raised via the 2016 Fall Plenary session fundraising campaign, which will go towards research on faculty diversity hiring, planning for the 2017 Spring Plenary Fling, possible reception or dinner prior to the Faculty Leadership Institute; update on the research collaboration with FACCC on the impact of full-time faculty on student success, status on the efficacy of SLOs research, research on the holistic approach to professional learning, and updating Foundation director orientation.

C. Chief Instructional Officer Liaison Report

The CIO Liaison Malmgren updated members on a number of topics of mutual concern. Locally, CIOs are working with faculty to determine how the Strong Workforce Program funding is allocated and will be audited. Since this is the first time these funds are available, there are some challenges because this is a new process.

The CIOs have some apprehensions with proposed changes to the Chancellor's Office curricular process. The CIOs are concerned with possible consequences for those colleges that have a weak curriculum structure, a new CIO, or unclear curricular processes. With the move to local curriculum approval processes, there needs to be a safety net to ensure that the curriculum process is effective and students are not harmed.

The CIO Board discussed IEPI and the need for clarity on the role of IEPI in providing effective process and practices. IEPI facilitates the sharing of practices by content experts. It was noted that the IEPI Executive Committee should consider having a representative appointed by the CCCCIO.

The CIOs have sent a letter to NACIQI similar to the ASCCC's letter and is considering sending a CIO representative to the NACIQI hearing to support the Chancellor's Office report on the Accreditation Commission on Community and Junior Colleges (ACCJC).

The ACCJC is holding its first conference next year. The CIOs noted that the Commission is calling for proposals from organizations to present at this conference. However, it might be more useful for the community colleges to hear from ACCJC and not other groups. There are numerous opportunities to hear from other groups and it would be helpful for ACCJC to use their first event to provide the California community college constituents with an opportunity to learn from ACCJC about new policies, practices, as well as issues and concerns to inform accreditation visits.

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

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

No reports from other liaison groups.

IV. ACTION ITEMS

A. Legislative Update

The Executive Committee briefly discussed the California election and local bond measures.

The Legislative and Advocacy Committee chair proposed that a Legislative Day pre-session be held prior to the Faculty Leadership. The pre-session would be an opportunity to bring in senate presidents and Legislative and Advocacy Liaisons to tour the Capitol, visit with possible legislators, have conversations with the Chancellor's Office, FACCC, and other groups, and learn about state and local level advocacy. Additionally, the Foundation discussed sponsoring a reception on the Wednesday, June 14, 2016, for legislators, Chancellor's Office, Board of Governors, and the pre-session attendees.

MSC (May/Davison) approve a pre-session at the Leadership Institute for a legislative day.

Action:

- The Office team will work on plans to secure a location for the pre-session legislative day and advertise the event.
- The Legislative and Advocacy Committee will work on an agenda for the Legislative and Advocacy day and bring back to the Executive Committee for consideration for approval.

B. Outline to Update the 2008 Technology

After receiving feedback from the Executive Committee at the November pre-plenary session, the Online Committee discussed the need for an update to the 2008 Technology paper or the development of a new paper. The committee determined that a new paper would be a better solution to address changes to online education and drafted another outline for the Executive Committee's consideration. They also recommend a three prong approach to developing the paper, which would include several *Rostrum* articles and then a paper. Concern was raised that *Rostrum* articles do not have the reach that an adopted paper would have and the committee might want to develop a white paper instead, which could inform an adopted paper. This strategy was used to develop the recent curriculum paper, which was very effective. The *Rostrum* articles then could be used to provide background for the paper, generate interest in the topic, gather information from the field, as well as form the basis for the white paper.

- C. Using this process might extend the paper timeline but could be very useful to the committee in informing the paper.

MSC (Goold/Freitas) to approve the outline for a new technology paper.

D. Partnerships for Noncredit Summit Spring 2017

The Noncredit Committee chair reminded members that at the last Executive Committee meeting members agreed to partner with ACCE on noncredit regional meetings, technical assistance, and other related issues. Since that time, the committee has seen requests for more and more technical assistance and had other conversations about the larger need for noncredit professional development activities. Given these request, the Noncredit Committee chair and ACCE representatives brainstormed ways to increase resources for supporting noncredit. Both groups considered whether or not the regional meetings would be sufficient to address the need for more information about noncredit. They determined that a summit might be a better use of time and resources and agreed that a partnership with other constituent groups, including 3CSN, CLP, and CCCCCO, would be beneficial to developing the summit. The groups were approached and agreed to participate in planning the summit if approved by each of the groups governing bodies.

Given the quantity of requests for resources from the field, the groups felt that the number of people who would be interested in attending might be larger than usual so the event should be two-days. It is anticipated that the ASCCC would lead the work in partnership with ACCE, 3CSN, CLP and CCCCCO Academic Affairs with support from IEPI to produce a Noncredit Summit in late Spring 2017. If the Executive Committee agrees to the event, then the committee suggests that the regional meetings be cancelled.

MSC (Goold/Slattery-Farrell) to partner with ACCE, 3CSN, CLP and CCCCCO groups to hold a two-day summit supported by IEPI, and to cancel the regionals.

E. Revised Charge for Accreditation and Assessment Committee

In Spring 2016, the delegates adopted Resolution 9.06, which called for the Executive Committee to revise the charge of and rename the Accreditation and Assessment Committee. The resolution acknowledged that the inclusion of assessment in the Accreditation Committee charge gave the false perception that assessment was only related to accreditation when assessment is a curricular matter. The committee is recommending a revised charge that clarifies that the Accreditation Committee assists colleges with outcomes assessment and how it fits into goal setting and institutional planning. The following is the proposed charge:

The Accreditation Committee advises the Executive Committee and the faculty in matters related to accreditation and continuous quality

improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the President, designated committee members assist faculty and local academic senates with accreditation and institutional evaluation matters. The committee also plans the annual Accreditation Institute that offers training in accreditation issues, policies, and best practices.

MSC (Freitas/Davison) to approve the charge as modified.

Action:

The revised charge will be posted to the website.

F. System-wide Faculty Development Survey

No discussion. The Executive Director will work with the Faculty Development Committee chair to further develop the survey and bring it back in January.

Action:

A revised survey will return to the January meeting for consideration for approval.

G. Apprenticeship Programs and State Requirements

The Strong Workforce Program (SWP) legislation directs the system to evaluate the minimum qualifications for apprenticeship as recommended by the Board of Governors task force recommendations. Current law grants current apprenticeship instructors the authority to recommend changes to the minimum qualifications through the Chancellor's Office to the Board of Governors via regular consultative processes. Education Code 87357(a)(1) states:

“... With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

The ideas around apprenticeship programs in institutions of higher education include the pairing of coursework and paid work experience for the student. The state and federal government are very supportive of such programs as students learn a trade while earning college credits and money to support themselves.

With this part of the SWP directives, the ASCCC began researching this directive and how apprenticeship is used in the field. Currently, there are 21 colleges with some apprenticeship program. By far, the Foothill-DeAnza and Santiago Canyon CCDs have most of the apprenticeship programs and utilize most of the money available by the state. That money is often referred to as RSI (Related Supplemental Instruction) or Montoya money. Most of those programs are directly tied to the traditional trade unions including electrical, plumbing, HVAC, etc. Apprenticeship programs generally do not claim regular apportionment.

In practice, the relationship between the college and industry seems tenuous. Curriculum must be approved through the regular college processes either as credit or noncredit instruction and the program must be approved by the state. The curriculum committees are asked to place the course in either credit apprenticeship or noncredit apprenticeship. However, instruction usually takes place off-campus at a union office with instructors selected by labor and paid by labor, not by the college. That said, the instructor must be the instructor of record and therefore meet the minimum qualifications for apprenticeship. Currently, those minimum qualifications are:

§53413. Minimum Qualifications for Apprenticeship Instructors.

On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:

1. Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
2. Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen (18) semester units of degree applicable college level course work, in addition to apprenticeship credits.

(c) On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching non-credit apprenticeship courses shall be either of the following:

1. The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
2. A high school diploma; and six years of occupational experience in the occupation to be taught including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

There has been concern expressed by curriculum committees that the curriculum submitted does not conform to the college's standards or that the assignment of an appropriate discipline based on the best preparation of potential faculty to teach the depth expressed by the curriculum and the breadth of knowledge required to be college level. Faculty leadership have also reported it is difficult to maintain appropriate engagement between apprenticeship programs and college processes including program review elements of student equity evaluation, certificate and degree completion rates, and institutional planning.

In addition, the AB86 (2013 – 14 Budget Act) and later Adult Education Block Grant legislation granted fiscal authority for apprenticeship programs to the California Community Colleges. This has added to the distrust between organized labor unions and the community colleges as the Chancellor's Office works to understand the fiscal responsibility and expenditure plans of the labor unions that receive most of the money associated with apprenticeship.

A recent meeting of the California Apprenticeship Council concluded with a draft proposal to change the minimum qualifications and are attached at the end. It appears the proposal is to change the minimum qualifications to significantly reduce the college education requirement. Such a change will further exacerbate the concerns of curriculum committees.

The ASCCC will continue to investigate how apprenticeship can best serve our students and develop effective practices for new apprenticeship programs. Stanskas will lead this effort and report back to the Executive Committee. No action taken.

H. Guidelines for Local Senate Visits

The Relations with Local Senates Committee (RwLS) reviewed guidelines used by the 2010 committee when making Local Senate visits. These guidelines were informed by ASCCC standing committees as well as other work of the Executive Committee members and approved by the Executive Committee for use in making local senate visits.

Members who recently made local senate visits noted that local senates are requesting less visits by someone who is at the meeting to observe and more from representatives who can speak to practices and policies. This observation reinforces the RwLS recommendation to develop a process to provide local senates with experts or mentors who can provide assistance to new senate president on a variety of issues.

Members discussed creating a process similar to the California community college Partnership Resource Team (PRT), where experts in specific areas are pulled together to provide resources to local senates. If the PRT process is replicated for the ASCCC's use with local senates, then there would be the need for an application process. For example, colleges would complete an application,

developed by RwLS and approved by the Executive Committee, that would gather topics of concern for local senates, provide topics under discussion at the state-level, or request specific training for professional development. Another application would gather information from faculty volunteers about their expertise in specific areas such as governance, accreditation visits, distance education, curriculum, minimum qualifications, etc.

There would be three options for local senates: 1) RwLS visits to local senates where members of the committee are present to provide an information session about what is happening at the state level; 2) PRT type conversation where local senates identify topic areas for discussion and the ASCCC faculty assigned provide an interaction of policies and practices; and 3) technical assistance in specific areas where Executive and Standing Committee members are available to provide expertise in specific areas.

It was noted that in both items 2 and 3, the Executive Committee members would be approached first to seek their availability, then the committee expertise in the topic (e.g., EDAC and diversity topics), then the RwLS, and finally faculty volunteers from the field would be identified.

By consensus, RwLS will discuss the feedback from the Executive Committee and develop a recommendation about how best to provide resources to local senates as discussed.

Action:

- The local senate visiting form, cover letter, and topics will be updated.
- Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits.
- RwLS will develop a menu of topics available to local senates.
- The RwLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.

I. Diversity in Faculty Hiring Regional Meeting

The chair of the Equity and Diversity Action Committee presented the agenda for proposed faculty diversity hiring regional meetings. Beach noted, however, with the release of the EEO Diversity Best Practices Handbook, the agenda for the regional meetings should be changed to reflect the recommendations and effective practices in the handbook. Executive Committee members discussed other topics to be included in the regional meetings such as cultural competency training, job description development, and faculty orientation. By consensus, the audience will be faculty, administrators, and human resources experts.

MSC (Freitas/Goold) approve the theme of the regional and partnership of Association of Chief Human Resources Officers (ACHRO).

Action:

- Adams will contact ACHRO to see if they would like to partner with the ASCCC on the regional meetings;
- A save the date will go out immediately;
- This item will return to a future meeting for consideration for approval.

J. CTE Institute

In September members approved a request for funding from IEPI to extend the CTE Leadership Institute to include partnerships with the Association of California Community College Administrators (ACCA) and California Community College Classified Senate (4CS), administrative and classified professional leaders in our system. The initial proposal expressed a need to provide adequate leadership and guidance to colleges within our system on CTE matters by uniting CTE faculty, administrators, and classified professionals to work together to ensure the Strong Workforce Program funding is targeted to meet the overarching goals to increase availability of CTE programs and to improve the quality of CTE programs across the system. This coordinated training of college leaders across silos would allow for the development of a shared language for continued CTE leadership level discussions at the college. However, the proposal was not funded.

Adams is proposing that the CTE Institute be held with the original funding as approved by the Executive Committee in the approved budget. She noted, however, that because we did not receive the funding requested we may not be able to offer free registration to the CTE Liaisons.

MSC (Goold/McKay) to continue with the CTE Institute as proposed within the original budget amount.

V. DISCUSSION

A. Chancellor's Office Liaison Report

No report from the Chancellor's Office staff. However, members were updated on several Chancellor's Office advisory groups activities.

B. Board of Governors/Consultation

The Executive Committee was updated on the discussions and actions taken at the Consultation Council and Board of Governors during their recent meetings in November. Consultation topics under discussion included an accreditation and a recent accreditation survey and a community college safe haven. The board discussed their 2017 meeting dates, election of the board president – Cecilia Estolano and board vice president Tom Epstein, implementation of the FON (approved by the board with some discussion), IEPI indicators, legislative update, ADT update, update of OEI, EPI, and CAI, and the EEO Diversity Best Practices Handbook. Detailed information can be found on the CCCCO website at cccco.edu.

C. Board of Governor's Interviews

After the Board of Governors interviews last year, questions were raised about the interview process including whether interviews were needed and how much leeway should be given to the Executive Committee in considering information not revealed during the interview itself. The Standards and Practices Committee was asked to review the need for an interview and whether or not any additional information could be considered.

The Standards and Practices Committee reviewed the process and determined that the interviews should be conducted. Since the process is not a human resource process because the Executive Committee is making a recommendation to the governor rather than hiring someone. Because the process is not a hiring process, the Executive Committee has latitude to discuss the candidate using additional information not necessarily included in the resume. The Standards and Practices Committee recommends that no changes be made at this point.

D. EEO and Diversity Advisory Committee Update

The EEO and Diversity Advisory Committee has been meeting over the past year. The ASCCC has been involved in developing the effective practices with the Chancellor's Office. The Chancellor's Office reviewed all the equity plans submitted by the colleges to gather information about practices used by them to accomplish the goals of equity. The committee developed a handbook containing the effective practices; however, the handbook goes beyond the hiring effective practices by addressing post hiring as well as cultural competency. The handbook was presented to and accepted by the Board of Governors.

By consensus, A. Foster will draft a letter to accompany the handbook circulated to the field including recommendations for how to incorporate the effective practices into the work of the college. The letter should go out now because hiring is beginning soon.

E. Fall Plenary Session Debrief

The Executive Committee debriefed the 2016 Fall Plenary Session including the resolution process.

F. Executive Committee Members Discussion

The Executive Committee discussed current work load challenges and ways to communicate with internal and external stakeholders.

G. Civil Safety Resources and Support Workgroup

The Executive Committee discussed the purpose of and participation in the Civil Safety Resources and Support Workgroup. An impromptu group comprised of ASCCC, CIOs, CSSOs, SSCCC, and FACCC brainstormed ideas how to support our students in the current political environment. While each individual organization can support our colleges, there might be ways that collectively the groups can also work together to create safe spaces or safe haven where students

feel protected and safe to learn. It was noted that CEOs might be hesitant to participate because of their Boards of Trustees political interests so faculty might want to take the lead on a discussion about how to communicate when topics are difficult. The ASCCC might also want to develop a repository of resources on our website on what colleges are doing to create this safe space for students.

H. Messaging about the Common Assessment Initiative

The Executive Committee was updated on the current status of the Common Assessment Initiative.

The Chancellor's Office and CAI Project Staff have been working on confirming the definition and scope of the project. The common assessment was originally created by legislation since it was one of the recommendations of the Student Success Task Force, and most of the components of the common assessment system that are being developed were included in the original grant proposal or because of interests expressed by stakeholders including adopted resolution by the Academic Senate. Adopted positions of the Senate include the requirement for a writing sample that would be human scored, that the test produce information about student skills beyond course placement, and that there be no common cut scores that accompany the common assessment. At this point, it appears that the Chancellor's Office is trying to bring all of their staff up to date while the CAI Project Staff is trying to push ahead and get the new assessment test approved as quickly as possible.

At the request of the Chancellor's Office, no timelines for the project can be released until there is agreement on what components will be included with the common assessment, where each component is in development, and how long each item will take to complete. To help with this, additional project management has been brought in to work with the CAI Project Team. The Chancellor's Office is being asked to give a comprehensive update to the steering committee at the beginning of the meeting on December 7. Additional information may be available after the meeting with the Chancellor's Office on December 15.

Faculty are continuing to work with the project to bring the common assessment to our system and it is important to remind the field that a considerable amount of work has been done and that the collaboration among discipline faculty is not lost. The course mapping that has been done on campuses will still be useful and colleges that haven't mapped their courses yet can still do so while work on the common assessment continues. The Academic Senate and its representatives are still working hard to create the common assessment that the faculty have been waiting for.

Rutan and Aschenbach will draft a message to send to the field, which Bruno will share with the Chancellor's Office prior to sending to the listserv.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes

- i. Accreditation and Assessment Committee, Rutan
- ii. Basic Skills 9.12.16 & 10.3.16, Aschenbach
- iii. Equity & Diversity Action Committee Minutes, Beach/Smith
- iv. Noncredit Committee 9.19.16 & 10.17.16, Aschenbach
- v. Standards and Practices Committee, Freitas

B. Liaison Reports

- i. Basic Skills Advisory Committee, Aschenbach
- ii. California Community College Curriculum Committee 9.15.16 & 10.20.16, Davison
- iii. California Community Colleges Chief Student Services Administrators Association Update, A. Foster

C. Senate and Grant Reports

- i. C-ID Advisory Minutes, Mica
- ii. Intersegmental Curriculum Workshop Minutes, Mica

VII. ADJOURNMENT

Respectfully submitted by,
Julie Adams, Executive Director
Dolores Davison, Secretary



Executive Committee Agenda Item

SUBJECT: Resolution Assignments		Month: January	Year: 2017
		Item No: II B.	
DESIRED OUTCOME: The Executive Committee will consider for approval the resolution assignments from the 2016 Fall Plenary Session.		Attachment: YES	
		Urgent: YES	
CATEGORY: Consent		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Randy Beach	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	X
		First Reading	X
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Referred Resolutions

10.03R F16 (and related amendments): Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines.

21.06R F16 MSR Referred to the Executive Committee for clarification and return to the body in Spring 2017

***The resolutions assignment table is also available on the [ASCCC website](#).

Resolution #	Year	Title	Assigned	Notes
2.00	F16	ACCREDITATION		
2.01	F16	Local Recruitment and Nomination Processes for Accreditation Teams	Accreditation Committee	
2.02	F16	<u>Evaluation of the Accrediting Commission for Community and Junior Colleges</u>	President	
2.03	F16	<u>Faculty Positions on the Accrediting Commission for Community and Junior Colleges</u>	President	
7.00	F16	CONSULTATION WITH CHANCELLOR'S OFFICE		
7.01	F16	Apprenticeship Programs	Vice President	
7.02	F16	<u>Inclusion of English Language Learners in Equity and Scorecard Categories</u>	EDAC	
9.00	F16	CURRICULUM		
9.01	F16	<u>Single Process for Local Curriculum Approval</u>	Curriculum	
9.02	F16	<u>Faculty Involvement in the Creation of Dual Enrollment Programs</u>	Ed Policies	
9.03	F16	<u>Investigate Effective Practices for Pathways Programs</u>	Task Force (Ed Pol., Curriculum TASSC)	
10.00	F16	DISCIPLINES LIST		
10.01	F16	<u>Annual Consideration of the Disciplines List Proposals</u>	Standards and Practices	
10.02	F16	<u>Explore Establishing a More Flexible Discipline for Emerging Career and Technical Education Fields</u>	Standards and Practices	
10.03	F16	<u>Collaborate with System Partners to Relocate Minimum Qualifications from Title 5 to the Disciplines List</u>	Standards and Practices	
10.03.01	F16	<u>Amend Resolution 10.03 F16</u>	Standards and Practices	
10.03.02	F16	<u>Amend Resolution 10.03 F16</u>	Standards and Practices	
10.03.03	F16	<u>Amend Resolution 10.03 F16</u>	Standards and Practices	
12.00	F16	FACULTY DEVELOPMENT		
12.01	F16	<u>Include Professional Learning Network (PLN) Resources to Satisfy Flex Requirements</u>	Faculty Development	
15.00	F16	INTERSEGMENTAL		
15.01	F16	<u>California State University Quantitative Reasoning Task Force Report</u>	Ed Policies	
15.02	F16	<u>Approval of Associate Degrees for Transfer That Include Courses Pending C-ID Approval</u>	C-ID	
16.00	F16	Library and Learning Resources		
16.01	F16	<u>Resolution in Support of a Statewide Integrated Library System</u>	President	

16.02	F16	<u>Modification of the CCCApply Standard Application for Noncredit Students</u>	Noncredit	
17.00	F16	Local Senates		
17.01	F16	<u>Posting of Local Equivalency Processes on Websites</u>	Standards and Practices	
18.00	F16	Matriculation		
18.01	F16	<u>Local Senate Approval for Participation in Multiple Measures Assessment Project (MIMAP)</u>	Ed Policies	
18.02	F16	<u>Validation of Statewide Multiple Measures</u>	CAI Representatives	
18.03	F16	<u>Writing Assessment for the Common Assessment System</u>	CAI Representatives	
21.00	F16	Career Technical Education		
21.01	F16	<u>Faculty Participation in Career Technical Education Regional Consortia Governance</u>	CTE LC	
21.02	F16	<u>Identify and Disseminate Effective Practices for Career Technical Education Advisory Committees</u>	CTE LC	
21.03	F16	<u>Institute for Counseling Faculty Focused on Career Technical Education</u>	CTE LC	
21.04	F16	<u>Career Technical Education Professional Development for Faculty Internships and Mentoring</u>	CTE LC	
21.05	F16	<u>Support for Career Technical Education Programs</u>	CTE LC	
21.06	F16	<u>Career Technical Education Apprenticeship Programs</u>	Standards and Practices	
		REFERRED RESOLUTIONS		
10.03 R	F16	<u>Collaborate with System Partners to Relocate Minimum Qualifications from Title 5 to the Disciplines List</u>	Standards and Practices	Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines.
21.06	F16	<u>Career Technical Education Apprenticeship Programs</u>	CTE LC	Referred to the Executive Committee for clarification and return to the body in Spring 2017



Executive Committee Agenda Item

SUBJECT: Agenda for Curriculum Regional Workshops		Month: January	Year: 2017
		Item No. II C	
DESIRED OUTCOME: The Executive Committee will approve the agenda for the curriculum regional workshops		Attachment: YES	
		Urgent: YES	
CATEGORY:	Action	Time Requested:	
REQUESTED BY:	Davison	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	X
		First Reading	X
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Following the North Far North (NFN) project regarding curriculum processes at local colleges, the 5C work group began a discussion regarding how to work with local curriculum committees to streamline processes for all curriculum at the local colleges. It was recommended that a series of workshops for college curriculum committees be held around the state to allow stakeholders to come together and determine effective practices that would allow for more efficient local processes. In addition, updates would be provided regarding changes to the curricula processes at the state and regional consortia levels. The attached agenda would be the guiding document for these local workshops.

Organizers and facilitators of the workshops would include: ASCCC Executive Committee and Curriculum Committee members, as well as faculty members of 5C and the 5C work group; one or more CIO representative; one or more curriculum specialists; and potentially members of the Academic Affairs division at the CO.

Participants would include: local curriculum chairs, local academic senate presidents, college curriculum specialists, CIOs and other administrators that oversee local curricular processes, and interested faculty, staff, and administrators. The workshops would be capped at no more than 8 colleges, each with teams of 7 or fewer. Cost of the events could be covered by IEPI, other sources within the CO, or the colleges themselves.

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

Agenda for Local Curriculum Workshops

Start—Introductions

The Workforce Taskforce recommendations put the spotlight on curriculum. Although slow downs in the curriculum process may affect certain discipline more than others, there is only one process and any changes will assist all disciplines.

Summary: What have been the problems?

- Curriculum queue on Q Street
- Inaccurate information being submitted
- Frustration at response times from regional consortia and others
- Problems with local processes.

Update on what efforts have been statewide

- Changes to curriculum approval at the CO
 - Chaptering rather than approval
 - Potential changes to title 5; suggestions for noncredit, etc
- Reinforcement of regional consortia/DSN/SN roles (primarily regarding recommendation rather than approval) and discussions with those groups regarding time of recommendations, processes, etc.

What can be done locally?

Mapping the Local Process:

Write “Faculty/Industry Has an Idea” on a yellow post it. This is the start of your process--often called the “Trigger Point”

- a) Place this “trigger point” post it on your flip chart
- b) Write each Step of your Local Process on a separate yellow post it--use as few words as possible. This can include regional recommendation if that it done prior to courses going to the board.
- c) Continue placing your Steps (Post-its) by sequence of events on the flip chart going left to right.
- d) If there is a decision point, place a blue post-it (shape of diamond) between Steps.
 - i. Add a “yes” box and a “no” box to determine where the next Steps go
- e) Connect Steps using arrows
- f) Create an OVAL by your last Step and put the word STOP in the OVAL

- g) Draw an arrow from the last step to the Stop OVAL
- h) Scotch tape your Steps onto the flip chart

Discussion at the tables:

- Where are the slowdowns or choke points?
- What can the faculty do to make changes to this?
- What can the CIOs do to make changes?
- What rises to the level of the CEO?

Discussion in the room/Exchange of ideas:

- Are there problems that are not being addressed at the state level/CCCCO that need to be dealt with?
- Effective practices for colleges/districts
- Regional collaboration?
- Different issues for multi-college districts

What additional support can be provided to curriculum committees to ensure that the process is more efficient/streamlined?



Executive Committee Agenda Item

SUBJECT: 2017 Accreditation Institute Program		Month: January	Year: 2017
		Item No: II. D.	
DESIRED OUTCOME: The Executive Committee will approve the program for the 2017 Accreditation Institute.		Attachment: YES	
		Urgent: YES	
CATEGORY: Action		Time Requested:	
REQUESTED BY: Craig Rutan		TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ : Julie Adams		Consent/Routine	X
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: This year's Accreditation Institute **Charting the Course: Accreditation as a Tool for Institutional Excellence** is attached. The final program has been changed from the approved draft with a new 2nd general session on moving SLOs from meeting requirements to improving instruction. The previous 2nd general session has become a breakout session, a new breakout on SLOs was added, and the breakout on federal accreditation data was merged with the breakout on federal impact on accreditation. Additionally, the Accrediting Commission for Community and Junior Colleges was invited to participate in the institute and ACCJC Interim President Richard Winn and VP Norv Wellsfry will be attending the institute and will participate in several presentations.

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

2017 ASCCC Accreditation Institute

Charting the Course: Accreditation as a Tool for Institutional Excellence

Strands for Breakout Sessions

Introduction to Accreditation
Moving Beyond the Basics – More Advanced Topics in Accreditation
Outcomes, Assessment, and Data
Accreditation Standards

Friday February 17th, 2017

First General Session (9:30 AM – 11:00 AM)

Welcome

Craig Rutan, ASCCC Accreditation Chair

Scanning the Horizon: New Requirements for Disaggregating Achievement and Outcomes Data

Randy Beach, ASCCC South Representative

Craig Hayward, Director of Research Planning and Accreditation, Irvine Valley College

Although colleges have disaggregated student achievement data (e.g. completion, retention) by subpopulations for many years, the addition of standard I.B.6 in 2014 to require disaggregation of learning outcomes is still creating confusion and consternation throughout the California community college system. In this session, presenters will discuss the opportunities and challenges presented by outcomes data disaggregation. Examples of analyses conducted by colleges that have disaggregated SLO data will be shared for review and discussion.

Objective: Learn effective uses of disaggregated achievement and learning outcomes data to improve teaching, learning and institutional effectiveness.

First Breakout Sessions (11:15 AM – 12:30 PM)

Accreditation 101

Sam Foster, ASCCC South Representative

Zaida O'Connor, ASCCC Accreditation Committee, Antelope Valley College

Fabiola Torres, ASCCC Accreditation Committee, Glendale College

This session is especially geared for those who are attending their first accreditation institute and for those who are new to the local accreditation processes on their campus. Attendees will learn about the accreditation process and the four standards that work together to define the institution's competence to promote student success, academic quality, institutional integrity, and excellence in all academic programs. This session will also provide information on how Distance Education is addressed throughout all 4 standards as well as the role of the Accreditation Commission.

Objective: Develop and understanding of the basics of accreditation including the four standards, how distance education is evaluated across the standards, and the role of ACCJC.

Learning by Doing: Participating on an Evaluation Team

Kristina Allende, Mt San Antonio College

Ginni May, ASCCC North Representative

Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College

An accreditation evaluation team is made up of professional peers who volunteer their time to review the quality of a college's programs, services, and institutional effectiveness. This session will focus on how to be invited to serve on an evaluation team, the training received, and how serving on a team can benefit your college as you prepare your next Institutional Self Evaluation Report (ISER).

Objective: Understand the role of evaluators, how a team evaluates an ISER, what occurs during a site visit, and what goes into the writing of an Evaluation Team Report.

Student Learning Outcomes: Everything You Always Wanted To Know But Were Afraid To Ask

Randy Beach, ASCCC South Representative

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

After 14 years of wrangling with student learning outcomes as part of the accreditation standards, questions regarding assessing and reporting them persist. Do SLOs belong on a syllabus? Should SLOs be in the catalog? What impact might SLO reporting have on performance evaluations? Experienced facilitators will answer any questions regarding

2017 ASCCC Accreditation Institute

learning outcomes, their role in the accreditation process, and their function in improving institutional effectiveness.

Objective: Provide guidance on frequently asked questions regarding student learning outcomes and the accreditation standards.

Mission, Academic Quality, and Institutional Effectiveness: Understanding Standard I
Vernon Martin, ASCCC Accreditation Committee, Sierra College
Craig Rutan, ASCCC Accreditation Chair

How effective is your college? Does your college mission reflect the community the college serves? How do you demonstrate that your college is satisfying its mission and meeting the needs of students and the community? These are some of the questions that colleges must answer when addressing the requirements of Standard I in their Institutional Self Evaluation Report (ISER). Please join us for a discussion about the requirements of Standard I and some strategies on how to address those requirements in your self-evaluation.

Objective: Develop an understanding of the requirements of Standard I through a discussion of approaches and strategies.

Second General Session (12:30 PM – 2:15 PM)

Lunch

Welcome from ASCCC

Julie Bruno, ASCCC President

Welcome from ASCCC Foundation

Ginni May, ASCCC Foundation President

Moving SLOs from Meeting Accreditation Requirements to Improving Student Learning

Dolores Davison, ASCCC Secretary, Facilitator

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

Catherine Webb, Monterey Peninsula College

In 2002, student learning outcomes (SLOs) came to the California community colleges. While the intent of SLOs is to improve instruction, many colleges focused on compliance with requirements of the accreditation standards. Many faculty have begun looking at SLOs and reshaping them to improve the effectiveness of instruction and student learning. Our panelists will share their vision of how SLOs can be used to improve our colleges and suggest ways to shift the dialog at your college toward re-visioning SLOs as tools for improving student success.

2017 ASCCC Accreditation Institute

Objective: Expose how SLOs can be used to improve student learning and how to change the dialog about SLOs at California Community Colleges.

Second Breakout Sessions (2:30 PM – 3:45 PM)

DE and Accreditation – Going Beyond Describing Regular and Substantive Contact

Dolores Davison, ASCCC Secretary

Conan McKay, ASCCC Representative-at-Large

Fabiola Torres, ASCCC Accreditation Committee, Glendale College

It's not just about discussion forums demonstrating regular and effective contact. It's about preparing faculty to design their courses that align with the locally decided DE policies on regular and effective contact. This session will provide examples of faculty preparedness in their course design as your faculty prepared for accreditors to visit your online courses.

Objective: Provide resources and strategies to prepare faculty to design their courses as compliant as possible per your DE policies.

Program Review and Integrated Planning – A Conversation About Data

Barry Gribbons, Deputy Chancellor, College of the Canyons

John Stankas, ASCCC Vice President

As we are asked to become more and more data driven regarding evaluation of programs and planning for future needs of our communities, it can be overwhelming to sift through copious streams of data. In the context of accreditation, colleges evaluate their effectiveness at achieving their mission through quantitative and qualitative disaggregated data. Feel free to bring examples from your processes or listen to what other colleges are doing in this area of assessing institutional effectiveness.

Objective: Develop an understanding of the types of data used to support programmatic review and integrated planning (Standard I B) through discussion and examples.

Accreditation 102 (Substantive Change, Two-Year Rule, Annual Reports)

Julie Bruno, ASCCC President

Vernon Martin, ASCCC Accreditation Committee, Sierra College

Norv Welsfry, Vice President of Substantive Change, ACCJC

Colleges strive to improve through change. Do the changes at your college qualify as a Substantive Change? How and when do you submit a Substantive Change Proposal? What is the Two-Year Rule of accreditation and how might this impact your college? It's March and your Annual Report is almost due, now what? Join us for a discussion about these issues and learn about resources and strategies in handling them at your college.

2017 ASCCC Accreditation Institute

Objective: Develop an understanding of the Substantive Change process, the Two-Year Accreditation Rule, and the Annual Report through a discussion of various resources and approaches.

Leadership and Governance: Understanding Standard IV

Irene Malmgren, Vice President of Instruction, Mt. San Antonio College
Kathleen Rose, Superintendent/President, Gavilan College
Craig Rutan, ASCCC Accreditation Chair
Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College

How effective are your governance processes? Does every constituent group understand their role in decision making? An effective self-evaluation report should describe and document college and district decision-making processes, including the role of all constituent groups. Please join us for a discussion about collegial governance, CEOs, governing boards, and the unique challenges faced by multi-college districts.

Objective: Develop an understanding of how to effectively document local processes to demonstrate that your colleges meets the requirements of Standard IV.

Third Breakout Sessions (4:00 PM – 5:15 PM)

Meeting the Standards for Every Student

Dolores Davison, ASCCC Secretary
Fabiola Torres, ASCCC Accreditation Committee, Glendale College

Distance Education also means distant student services. Whether it's tutoring or counseling, student services must be prepared to offer online services equivalent to on campus services. OEI resources will be introduced to better serve the online student needs and to inspire institutional plans to include online student services needs.

Objective: Provide resources to guide campuses toward tools and services for online student services.

Long-term Planning in 5,000 Words: The Quality Focus Essay

Randy Beach, ASCCC South Representative
Erik Shearer, Interim Vice President of Instruction, Napa Valley College
Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College
Norv Welsfy, Vice President of Substantive Change, ACCJC

The Quality Focus Essay (QFE) must describe multi-year, long-term directions for improvement in two or three areas a College has identified through its Institutional Self Evaluation Report (ISER). This session will describe the strategies used by those colleges that have written and begun to implement the action projects described in their QFEs.

2017 ASCCC Accreditation Institute

Objective: Understand the purpose of the QFE, methods for generating appropriate and meaningful action projects, setting timelines and identifying outcomes, and tracking progress towards the writing of the Midterm Report and next ISER.

New Challenges with Student Learning Outcomes?

Ginni May, ASCCC North Representative

Craig Rutan, ASCCC Accreditation Chair

Standard I.B.6 (disaggregation of student learning outcomes) and II.A.9 (issue course credit, certificates, and degrees based on attainment of learning outcomes) have brought student learning outcomes into places where we have traditionally tracked student achievement data. Does the mixing of student outcomes and student achievement pose a new challenge for colleges? Are there strategies to meet these standards without faculty having to collect more data? Please join us for a discussion about how to address these standards.

Objective: Develop an understanding of various interpretations of standards I.B.6 and II.A.9 and how to implement those interpretations locally.

Libraries, Counseling and Athletics, Oh My! (Standard II B,C)

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

John Stanskas, ASCCC Vice President

Libraries, Counseling and Athletics all contribute to both a supportive student environment and the social and cultural dimension of the student learning experience. Creating structures outside of the classroom that support and nurture equitable student achievement is the pillar of this part of Standard II. Join us for a discussion regarding how colleges integrate support services that lead to successful student achievement.

Objective: Understand how colleges can create support service systems that equitably promote student achievement as required by the accreditation standards. (Standard II B, C)

Saturday February 18th, 2017

Breakfast (7:30 AM – 8:30 AM)

Forth Breakout Sessions (8:30 AM – 9:45 AM)

All About Resources (Standard III)

Dolores Davison, ASCCC Secretary

Sam Foster, ASCCC South Representative

Zaida O'Connor, ASCCC Accreditation Committee, Antelope Valley College

2017 ASCCC Accreditation Institute

This breakout will examine how institutions effectively use their human, physical, technology, and financial resources to achieve their mission and to improve academic quality and institutional effectiveness as described in Standard III. This interactive discussion will include effective ways to meet this standard in single- and multi-college districts as well as ways to use these resources to support Distance Education and other courses offered away for the campus.

Objective: Discuss effective practices in utilizing resources to meet Standard III including how distance education and off campus courses are supported.

Helping the Site Team Evaluate Your Institution

Kristina Allende, Mt San Antonio College

Irene Malmgren, Vice President of Instruction, Mt San Antonio College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

Ginni May, ASCCC North Representative

Your college has completed its Institutional Self Evaluation Report (ISER) and is gearing up for the site visit by the accreditation peer review team. How should the college prepare for the visit? Who will be on the visiting team? What will the visit be like? Who will the team request to meet with? What questions will the team ask? What information should the college share or not share? Please join the presenters in dialog as they answer these questions, and more. They will share their personal experiences interacting with the peer review team members during site visits at their colleges, and with serving as peer reviewers on a visiting team. Attendees are encouraged to ask questions and share their own experiences.

Objective: Learn effective strategies to prepare for an accreditation site visit and how to interact with the peer reviewers while they are on campus.

Student and Support Services Outcomes

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Vernon Martin, ASCCC Accreditation Committee, Sierra College

John Stanskas, ASCCC Vice President

How do you assess Student and Support Service outcomes? Are student service outcomes different from instructional program outcomes? Come join us in a discussion about approaches and strategies in assessing Student and Support Service outcomes (Standard II B, C) and how to address those requirements.

Objective: Develop an understanding of the Student and Support Service assessment (Standard II B, C) through a discussion of approaches and strategies.

The Changing Federal Landscape of Accreditation

Julie Bruno, ASCCC President

2017 ASCCC Accreditation Institute

Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District
Craig Rutan, ASCCC Accreditation Chair
Richard Winn, Vice President of Operations, ACCJC

In recent years, actions by the U.S. Department of Education and Congress have affected regional accreditors evaluation of colleges. The creation of the College Scorecard, requirements to collect gainful employment data, increased scrutiny on graduation rates, and passage of the Accreditation Reform and Enhanced Accountability Act of 2016 (AREAA) are all recent or pending actions that could directly impact our colleges. Please join us for an update on current legislation and how recent changes could impact our colleges.

Objective: Understand the impact of pending federal legislation and actions on regional accreditation.

Third General Session (10 AM – 11:45 AM)

Future of Accreditation in the California Community Colleges

Craig Rutan, ASCCC Accreditation Chair, Facilitator
Helen Benjamin, Retired Chancellor, Contra Costa Community College District
Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District
David Morse, ASCCC Past President, Long Beach City College
Richard Winn, Vice President of Operations, ACCJC

Last year, the Board of Governors approved a plan to change accreditation in the California community colleges. For the past year two workgroups created by the college presidents and chancellors have been meeting to discuss changes to how ACCJC operates and to discuss different options for accreditation in the future. As this year's institute closes, our panel will discuss changes to accreditation that have already happened, changes that may be seen soon, and what accreditation might look like in the years to come.

Objective: Provide an update on, the progress of the two accreditation workgroups.

Closing Remarks

Craig Rutan, ASCCC Accreditation Chair



Executive Committee Agenda Item

SUBJECT: Diversity in Faculty Hiring Regional Meeting, February 10 and 11, 2017		Month: January	Year: 2017
		Item No. II. E.	
DESIRED OUTCOME: The Executive Committee will consider for approval the <i>revised</i> agenda for two regional meetings on the topic of effective practices to encourage more diverse faculty pools from which to hire faculty that are more demographically representative of our student body throughout our system.		Attachment: YES	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution SP16 03.01 calls for the ASCCC to “provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations².” To address this need and needs expressed in several other resolutions, the ASCCC Executive Committee voted in August to provide a regional meeting on the topic of diversifying faculty hiring pools. The meeting will be held twice:

*Sacramento City College, Sacramento, CA February 10, 2017
Southwestern College, Chula Vista, CA February 11, 2017*

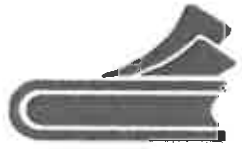
This meeting will be held in conjunction with the California Community Colleges Chancellor’s Office (CCCCO) Legal Division and will focus on regulatory requirements, CCCCCO initiatives, and the work of the ASCCC Diversity and Equity Action Committee.

The Executive Committee will consider for approval the agenda for the meeting.

Note: There are two agenda because they are slightly different due to presenter availability. We are asking the Executive Committee to approve on consent with the final agenda to be approved by the President.

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

² <http://asccc.org/resolutions/diversifying-faculty-enhance-student-success>



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Hiring and Nurturing Faculty to Encourage Diversity and Equity ASCCC Regional Meetings Saturday, February 11 2017 = Southwestern College, Chula Vista, CA

- 8:30-9:00 Registration and Sign-in
9:00-9:05 Welcome, Randy Beach, ASCCC Equity and Diversity Action Committee
9:05-9:30 "Equal Opportunity Employment and Legal Requirements with the Chancellor's Office" [REDACTED]
9:30-10:15 "Leading the Way: Encouraging Challenging Conversations at your Campus"
[REDACTED] Julie Bruno, ASCCC President, Adrienne Foster, CCCCO EEO Committee, and Human Resources staff from CCCO
10:30-10:45 Break
10:45-12:00 "The Importance of Cultural Competency in Faculty Hiring and Professional Development" - Dr. Veronica Neal, DeAnza College Equity Coordinator
[CONFIRMED]
12:00-12:40 Lunch
12:40 -1:40 First Breakout Session (see descriptions for locations)
1:50-2:50 Second Breakout Session (see descriptions for locations)

Meeting Concludes at the end of the second breakout

Thank you for attending

12:40-1:40

Breakout #1: South College Spotlight: Writing an Effective EEO Plan, Grossmont-Cuyamaca CCD

Facilitator: Cleavon Smith

Presenters: [TENTATIVE-NOT YET CONTACTED]

Breakout #2 "Infusing Cultural Competency into the Hiring Process"

Presenters: David Morse, CCCCO EEO Committee and Adrienne Foster, EEO Committee

This breakout provides recommendations for writing job descriptions, nurturing part-time faculty, and creating interview questions that result in a more diverse pool of faculty applicants and the hiring of culturally competent faculty.

[CONFIRMED]

Breakout #3: Facilitating Civil Dialogue in the Face of Change

Presenters: Marty Ramey and Oliver Harvey

Colleges are often challenged to balance the goals of creating inclusive environments with uncertain and changing political and resource landscapes. How can colleges promote cultural competency among faculty, staff, and student when sands begin to shift? What are some strategies to address this goal? In this breakout presenters will discuss the goals and characteristics of these types of activities and offer examples of strategies you can try locally.

[CONFIRMED]

1:50-2:50

Breakout #4: "Working Together: Successes and Challenges for Faculty and HR Staff"

Presenters: Cleavon Smith

Faculty and staff in your Human Resources office must work together to enact hiring practices that are both effective at hiring qualified faculty and legally compliant. In this breakout, faculty and human resources staff will discuss common challenges that arise in these relationships and recommendations for overcoming them.

[CONFIRMED]

Breakout #5: South College Spotlight: Board Policies and Adopted Resolutions, Chaffey College

Facilitator: Marty Ramey

Presenters: **[TENTATIVE-NOT YET CONTACTED]**

Breakout #6: "Cultural Competency Across the Curriculum"

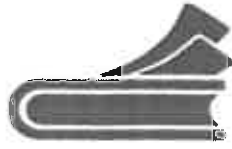
Facilitator: Randy Beach

Presenters: Gina Abbiate, Math Acceleration Specialist, San Diego Mesa College

Wendy Smith, Curriculum Development Specialist, San Diego Mesa College

In this breakout, presenters from San Diego Mesa College's "Proyecto Exito" will discuss strategies and practices for infusing cultural competency throughout the curriculum.

[CONFIRMED]



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Hiring and Nurturing Faculty to Encourage Diversity and Equity ASCCC Regional Meetings Friday, February 10, 2017 = Sacramento City College, Sacramento, CA

- 8:30-9:00 Registration and Sign-in
9:00-9:05 Welcome, Randy Beach, ASCCC Equity and Diversity Action Committee
9:05-9:30 "Equal Opportunity Employment and Legal Requirements with the Chancellor's Office" - Jake Knapp, Acting General Counsel, California Community Colleges Chancellor's Office **CONFIRMED**
9:30-10:15 "Leading the Way: Encouraging Challenging Conversations at your Campus" (Jake Knapp CCCCCO, Julie Bruno, ASCCC President, Adrienne Foster, CCCCCO EEO Committee, and Human Resources staff from CCCO **CONFIRMED**)
10:30-10:45 Break
10:45-12:00 "The Importance of Cultural Competency in Faculty Hiring and Professional Development" - Dr. Veronica Neal, DeAnza College Equity Coordinator **CONFIRMED**
12:00-12:40 Lunch
12:40 -1:40 First Breakout Session (see descriptions for locations)
1:50-2:50 Second Breakout Session (see descriptions for locations)

Meeting Concludes at the end of the second breakouts

Thank you for attending

12:40-1:40

Breakout #1: North College Spotlight: Writing an Effective EEO Plan, West Valley Mission CCD

Facilitator: Robin Fautley

Presenters: **TENTATIVE NOT YET CONTACTED**

Breakout #2 "Infusing Cultural Competency into the Hiring Process"

Presenters: David Morse, CCCCCO EEO Committee and Adrienne Foster, EEO Committee

This breakout provides recommendations for writing job descriptions, nurturing part-time faculty, and creating interview questions that result in a more diverse pool of faculty applicants and the hiring of culturally competent faculty.

CONFIRMED

Breakout #3: Facilitating Civil Dialogue in the Face of Change

Presenters: Mandy Liang

Colleges are often challenged to balance the goals of creating inclusive environments with uncertain and changing political and resource landscapes. How can colleges promote cultural competency among faculty, staff, and student when sands begin to shift? What are some strategies to address this goal? In this breakout presenters will discuss the goals and characteristics of these types of activities and offer examples of strategies you can try locally.

CONFIRMED

1:50-2:50

Breakout #4: "Working Together: Successes and Challenges for Faculty and HR Staff"

Presenters: Cleavon Smith

Faculty and staff in your Human Resources office must work together to enact hiring practices that are both effective at hiring qualified faculty and legally compliant. In this breakout, faculty and human resources staff will discuss common challenges that arise in these relationships and recommendations for overcoming them.

CONFIRMED

Breakout #5: North College Spotlight: Board Policies and Adopted Resolutions, Los Rios CCD

Facilitator: TBD

Presenters: TENTATIVE-NOT YET CONTACTED

Breakout #6: Cultural Competency in the Classroom

Facilitator: Robin Fautley

Presenters: TBD



Executive Committee Agenda Item

SUBJECT: <i>Legislation and Advocacy Pre-Session to Leadership Institute</i>		Month: January	Year: 2017
		Item No: II F	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Legislation and Advocacy Pre-Session dates and proposed agenda.	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	X
		First Reading	X
STAFF REVIEW ¹ :	Julie Adarnis	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the November 30, 2016, meeting of the Executive Committee, direction was provided to generate a Legislation and Advocacy pre-session to the Faculty Leadership Institute. The Leadership Institute is scheduled to take place in Sacramento from June 15-17 and provides an opportunity to orient senate leaders and Legislative Liaisons to the politics that impact our service to students.

DESIRED OUTCOME:

The attached draft is a first reading and is provided to generate discussion and input from the Executive Committee as well as other committees such Relations with Local Senate, Legislative and Advocacy Committees. This item will return to the February meeting for further refinement prior to advertising the event.

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



**ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES**

LEGISLATION AND ADVOCACY PRE-SESSION TO THE ASCCC LEADERSHIP INSTITUTE
June 14-15, 2017
Sacramento, Sheraton Grand Hotel

Wednesday, June 14

10:00AM Check-In

11:00 Brief Welcome

Legislative Cycle and the Need for Advocacy

Legislation and Advocacy Committee

Unknown Individual, Vice Chancellor of Governmental Relations

12:30 Lunch – Table Activity

Identifying issues for advocacy at the state and local level

Exploring your Legislative Liaison Care Package (Handbook, Handouts, etc.)

1:30 Advocacy at the System Level

Lizette Navarro, CCLC

Johnathan Lightman, FACCC

Rich Hansen?, Union Representative

3:00 Break

3:15 Crafting the Message for Legislators

Legislation and Advocacy Committee

4:30 Finalize messages

5:00 Break/Check-in to the hotel

5:45 Pick up handout for advocacy talking points

6:00 ASCCC Dinner with Legislators, Board of Governors, and Chancellor's Office

Thursday, June 15

8:15 Walk to the Capitol

9:00 Tour the Capitol

10:15 Walk to the Chancellor's Office

10:45 Meet Chancellor's Office Staff

11:30 Walk back to the Sheraton Grand

12:00 Begin Leadership Institute



Executive Committee Agenda Item

SUBJECT: ACCJC Conference in April 2017		Month: January	Year: 2017
		Item No: II.G	
DESIRED OUTCOME: The Executive Committee will approve the attendance of the ASCCC President and Accreditation Chair to attend the ACCJC conference and approve the submission of three session proposals for that conference.		Attachment: YES	
		Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Accrediting Commission for Community and Junior Colleges (ACCJC) recently announced their first accreditation conference, called **Partners in Success: Co-Creating an Outstanding Student Experience**. The conference will take place in Irvine on April 4 – 7, 2017. ACCJC is currently accepting proposals in the following areas:

1. Teaching, Learning, and Assessment
2. Integrating the Learning Experience
3. Pulling Together for Institutional Success
4. Institutional Research and Quality Measures
5. Accreditation and Student Success

The suggested proposals for ASCCC to submit are:

1. Designing Student Learning Outcomes (SLOs) to Improve Instruction
2. The Role of Academic Senates in Accreditation
3. Disaggregation of Student Learning Outcomes (SLOs) Assessments

In addition to submitting these session proposals, it is recommended that ASCCC have a presence at the conference, even if none of our proposals are accepted. At a minimum, the President and the Accreditation Chair should attend the institute to represent ASCCC.

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

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Partners in Excellence: Co-Creating an Outstanding Student Experience

Go ahead and brag a little!

Tell your peers what you and your colleagues are doing at your college to make it better.

On behalf of your college, do a little boasting about how you've built bridges between faculty and student affairs, how your planning has become integrated, how your trustees have shown wisdom in supporting key strategies, or how you have figured out the whole "guided pathways" thing.

Describe your efforts to improve student learning and achievement – even if the results are not all that you had hoped they would be.

Go ahead and be proud!

Get together with your colleagues to create a real grabber of a title, design a 200-word pitch that will get everyone's attention, and vote for a lead person who will get all this to the ACCJC team by the deadline.

Of all the good things that deserve some real banner-waving at your college, see which ones fit best into these soft-edged "tracks" for the conference:

1. **Teaching, Learning, and Assessment** (SLOs; curriculum mapping; program review; formative/summative assessment; pedagogy; etc.)
2. **Integrating the Learning Experience** (Learning



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beyond the classroom; student services and faculty collaborations; ILOs; guided pathways; distinctive needs of subpopulations; counseling services; etc.)

- 3. **Pulling Together for Institutional Success**
(Collaboration among trustees, faculty, administrators, and district personnel; Leading From the Middle (LFM) initiatives; cross-unit strategies, etc.)
- 4. **Institutional Research and Quality Assurance**
(Use of data; issues on federal Scorecard metrics; data-rich decisions; institution-set standards; metrics to monitor and challenge performance; quality improvement processes, etc.)
- 5. **Accreditation and Student Success** (How an ISER can improve college performance; success stories from accreditation; issues from the 2014 ACCJC Standards; relevance and sustainability linked to accreditation, etc.)

Click on the button below to get full information on how you can submit a proposal.

SUBMISSION GUIDELINES

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Executive Committee Agenda Item

SUBJECT: <i>Legislation Update</i>		Month: January	Year: 2017
		Item No. IV. A.	
DESIRED OUTCOME: Discussion and Action		Attachment: Yes (1)	
		Urgent: Yes	
CATEGORY: Action		Time Requested: 15 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: John Stanskas	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Both chambers of the California legislature convened in December and a number of bills were introduced.

DESIRED OUTCOME:

The attached report may generate discussion and action by the Executive Committee.

In addition, the Legislative Analysts Office released a report on AB 955 (Williams – 2012) that permitted some districts to offer credit courses for cost during summer and intersessions. The only college that did so one term is Long Beach City College. Despite the lack of participation, the LAO is recommending that the program be expanded to all districts and be continued for ten more years.

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

**ASCCC Legislative Report
December 14, 2016**

***Legislation with implications for academic and professional matters
Assembly Bills***

***AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise**

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104.

This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1

Status: First Reading 12/5/16

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

AB21 (Kalra) Access to Higher Education for Every Student - *Urgent

Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities; and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.

Status: First Reading 12/5/16

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01. That said, colleges may not be in a position to fulfill all of the proposed measures even when mandated costs are claimed.

Senate Bills

***SB12 (Beall) Foster Youth and Financial Assistance**

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for federal Pell Grants. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program.

Status: First reading 12/5/16

ASCCC Position/Resolutions: The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

***SB15 (Leyva) Cal Grant C Awards – Urgent**

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be \$3,000.

Status: First reading 12/5/16

ASCCC Position/Resolutions: The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

***SB25 (Portantino) Integrated K-14 System**

This bill would require the Legislative Analyst to conduct an assessment and make recommendations for the complete integration of the state's elementary schools, secondary schools, and the California Community Colleges. The bill would require the Legislative Analyst, in preparing this assessment, to take specified actions, including recommending the expansion of concurrent enrollment programs and projects conducted pursuant to the California Academic Partnership Program and consulting with the University of California, the California State University, the Office of the Chancellor of the California Community Colleges, the Department of Education, and the Department of Finance to determine the cost of providing free access to the California Community Colleges and to create a plan for the complete integration of the state's elementary schools, secondary schools, and the California Community Colleges. The bill would also require the Legislative Analyst to submit a report of its findings and recommendations to the Legislature.

Status: First reading 12/5/16

ASCCC Position/Resolutions: !!!x*@!!!

Bills of Interest

AB3 (Bonta) Public Immigration Defenders – Urgent

This bill creates a fund to pay for legal council in matters of immigration.

SB6 (Hueso) Legal Services for Immigrants – Urgent

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

SB32 (Moorlach) Public Employee Retirement

The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.

This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

ACR = Assembly Concurrent Resolution

ACA = Assembly Constitutional Amendment

AB = Assembly Bill

SB = Senate Bill



Executive Committee Agenda Item

SUBJECT: Board of Governors Interviews		Month: January	Year: 2017
		Item No: IV 3	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.	Urgent: YES	
		Time Requested: 2 hours and 45 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.

The Board of Governors – Faculty Appointee Nomination Policy and Procedures states that,

- a. **December:** Unless otherwise noted, all candidates must be interviewed by the Executive Committee to be considered for nomination to the Governor.
 - i. The President, in consultation with the Executive Committee, may elect to not interview past candidates who were selected to be forwarded to the Governor if there is a 2/3 majority of sitting Executive Committee members who participated in that previous interview session. The Executive Committee would still consider whether or not to send the candidate’s name forward to the Governor for appointment.
 - ii. The Executive Committee may decide to send forward the name of a sitting Board of Governors member without an interview.
 - iii. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.

After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor.

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

The following five applications have been received:

Sitting Board of Governors Member

Jeff Burdick, Reedley College, sitting Board of Governors member

New Board of Governors Application (no prior interview)

Jolena Grande, Cypress College

Daniel Keller, Los Angeles Harbor College

Man Phan, Sacramento City College

James Woolum, Citrus College



Executive Committee Agenda Item

SUBJECT: <i>Instructional Design and Innovation Draft Program</i>		Month: January	Year: 2017
		Item No: IV-C	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action providing direction	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The second ASCCC Instructional Design and Innovation Institute will take place March 17-18, 2017 in San Jose. Last year's institute was very successful in terms of outreach to populations of faculty not traditionally served by the ASCCC. Attached is a skeletal outline with some proposed general session topics and blank places for breakouts.

DESIRED OUTCOME:

The Executive Committee will discuss the proposed general sessions and themes, review the proposals submitted, and provide direction for the planning of the institute. To focus the discussion and narrow the themes of the institute, the Executive Committee is asked to consider the following overlapping strands:

- 1. New Faculty Development – encourage those responsible for faculty PD at colleges to attend*
- 2. Campus Culture of Innovation and Leadership Development– encourage college committee and department chairs to attend*
- 3. Cultural Competency and Curricular Design (fold in basic skills/CTE and student equity)– encourage discipline faculty and counselors*

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



**ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES**

**INSTRUCTIONAL DESIGN AND INNOVATION INSTITUTE
March 17-18, 2017
San Jose**

Friday, March 17

9:00AM Continental Breakfast and Check-In

10:00 – 11:00 General Session 1
Brief Welcome

*Institutional and Organizational Change – Where do we want to be in ten years
and how do we get there?*

11:15 – 12:30 Breakout Session 1

- 1.
- 2.
- 3.
- (4.) Backup depending on enrollment

12:45 – 2:00 Lunch and General Session 2
Welcome (ASCCC President, Foundation President)

*Quantitative Reasoning and Basic Skills Instruction – Looking Forward with an
Example of Innovation and Intersegmental Collaboration to Serve All Students*

Steven Filling, CSU Academic Senate Immediate Past President
Kate Stevenson, CSU Mathematics Chair
Cheryl Aschenbach ASCCC Basic Skills Chair
Ginni May ASCCC Education Policy Chair

2:15 – 3:30 Breakout Session 2

- 1.
- 2.
- 3.
- (4.) Backup depending on enrollment

3:45 – 5:00 Breakout Session 3

- 1.
- 2.
- 3.
- (4.) Backup depending on enrollment

5:30 ASCCC Foundation hosting *Critical Conversations with Alcohol*
or
Dinner Group Arrangements – look for recruitment for statewide service
(paper forms available at either event please)

Saturday, March 18

9:00 – 10:15 Breakout Session 4

- 1.
- 2.
- 3.
- (4.) Backup depending on enrollment

10:30 – 11:45 General Session 3

*Facilitating Safe Spaces for Discourse for our Colleges and Communities –
Resetting the Norms for the Civil Exchange of Ideas*

Sylvia Dorsey-Robinson, CCCCSSAA President
Courtney Cooper, SSSCC President

11:45 Closing Remarks and Thank Yous

#1



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, October 07, 2016 10:10:29 AM
Last Modified: Friday, October 07, 2016 10:59:20 AM
Time Spent: 00:48:51
IP Address: 162.199.207.63

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Regional Collaboration: Examples of innovative programs that demonstrate collaborations between colleges inter- and intra-segmentally, with industry partners, and with other external stakeholders.

Institutional Effectiveness: Examples include new faculty professional development, faculty chair development, and leadership development across the institution, cultural change in a department, division, or college.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Dr. Rhonda Nishimoto
Digital Media Dept. Chair
Mt. San Jacinto College

Q3: Proposal type:

Individual Presentation (15-30 minutes)

Q4: Recommended proposal category

Regional

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Aligning Curriculum with Industry Demand - Implementing Industry Input

Q6: Program description: provide a description of no more than 50 words for the institute program.

Both career and technical educators and industry partners collaborated to produce whole-program curriculum reflecting industry requirements by aligning course offerings, area content sequences, and awards with industry demands, leading to reduced economic pressure, greater employability, and skill gap reduction. The alignment was completed and offered in less than one year.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

The presentation lays the foundation for working with industry partners in an emerging sector by examining the systemic/external pressures on CTE programs. This examination identified a need for an external vision, improved program, skill, and knowledge relevance, and foci on industry skill gaps. An appreciative inquiry approach provided impetus for whole program change while limited by institutional timelines, curricular processes, and faculty resistance. Through partnership with the IE Digital Media/ICT Consortium and animation, video production, web development and social media marketing partners, new and revised courses and awards matching industry requirements were available to students in less than a year.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

Industry partnership value lies in an investment of the process.
Maintaining and growing industry partnerships is critical to economic health.
Partnerships gain strength when both entities expend time and energy in the relationship.
Career advisory meetings are a stepping stone and not a solution.
Two disparate systems produce relevant employability options for students.
Faculty gain relevant skills and knowledge in CTE disciplines.
Industry partners gain a greater appreciation for faculty and vice versa.
Appreciative inquiry provides impetus for moving two systems toward a common goal.

#2



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, October 11, 2016 9:52:16 AM
Last Modified: Tuesday, October 11, 2016 10:15:20 AM
Time Spent: 00:23:04
IP Address: 147.144.222.116

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Basic Skills Innovation: Examples of innovative college programs that demonstrate improved outcomes for basic skills students in English, ESL, and Math.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Hal Huntsman
City College of San Francisco
Math Faculty
shuntsma@ccsf.edu
415-452-5261

Q3: Proposal type:

Group Panel (75-90 minutes)

Q4: Recommended proposal category

Basic Skills Innovation

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Pre-Statistics: Some Students' Perspectives

Q6: Program description: provide a description of no more than 50 words for the institute program.

Over one third of California Community Colleges are now offering pre-statistics courses. What is it like from a student's perspective to take a pre-statistics course? Did a statistics pathway make a difference in their progress toward transfer? Join us to hear from a panel of former community college students.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

In Basic Skills Innovation, about 1/3 of California community colleges offer pre-statistics courses. Nevertheless, they are still relatively new, and there are many misconceptions about the courses, the level of rigor, and the students who take them. This student panel is a relatively rare opportunity to hear directly from former pre-stats students – especially after they graduate – about the kinds of activities they did in the courses, the level of challenge the courses provide, and the supports they received. Students will also share some about their math fears, how they gained confidence, and some of their resulting accomplishments after pre-statistics.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

Outcomes:

- More understanding of the motivations, goals, and potentials of students who take pre-statistics courses.
 - More understanding of what is taught in pre-statistics courses and how it is taught.
-

#3



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 07, 2016 11:47:14 AM
Last Modified: Monday, November 07, 2016 11:49:32 AM
Time Spent: 00:02:17
IP Address: 165.196.199.145

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Technology: Integration of technology into teaching and learning to enhance student success.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Dianne A. Bennett, Ph.D.
Sacramento City College
Professor of Chemistry
bennetd@scc.losrios.edu

Q3: Proposal type:

Individual Presentation (15-30 minutes)

Q4: Recommended proposal category

Technology

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Integrating Open Educational Resources with a Highly Structured Course Format to Support Student Success in Content Heavy Courses

Q6: Program description: provide a description of no more than 50 words for the institute program.

There are three essential components to help students build their academic maturity for rigorous, content-heavy courses: a single platform for accessing all course materials, a student engaged "lecture" format, and guided practice and feedback for course basic knowledge. Open educational resources can be used to integrate these three components.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

Open access text books are the evolution of the traditional hard copy text and can be an efficient and effective platform for students to access all course materials. Students can take notes while watching pre-recorded, on-line video lectures before class to create space for more student engaged activities during "lecture" sessions. Free, on-line practice quizzes can help students self-assess their mastery of the basic course knowledge needed for understanding and applying the more complex course concepts.

Instructional Design and Innovation- Call for Presentations - March 17-18, 2017 Institute

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

The possible outcomes of this presentation are to encourage faculty to create open educational resources for their courses and modify teaching methods to increase student engagement and success.

#4



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 16, 2016 9:37:08 AM
Last Modified: Wednesday, November 16, 2016 9:38:32 AM
Time Spent: 00:01:23
IP Address: 204.102.75.254

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Institutional Effectiveness: Examples include new faculty professional development, faculty chair development, and leadership development across the institution, cultural change in a department, division, or college.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Michelle DuBreuil- Project Manager, Professional Learning Network mdubreuil@prolearningnetwork.org
Candace Robertson- Project Coordinator, Professional Learning Network croberson@prolearningnetwork.org

Q3: Proposal type:

Group Presentation (75-90 minutes)

Q4: Recommended proposal category

Institutional Effectiveness

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

The Professional Learning Network- Your One Stop Site for Professional Development

Q6: Program description: provide a description of no more than 50 words for the institute program.

The Professional Learning Network (PLN) provides free professional development tools, resources and online trainings to all CCC employees in an effort to improve student success. The presentation will provide a history of the Professional Learning Network, how content was developed, a demonstration of the site, plans for the future and a Q&A session.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

The PLN is a project of the Chancellor's Office-led Institutional Effectiveness Partnership Initiative (IEPI). This session will cover how the PLN can facilitate the sharing of valuable education resources, promising and effective practices across the California Community Colleges System. Resources include promising/effective practices, rubrics, methodologies, and presentations. Users can access online professional development trainings through Lynda.com, Skillsoft, and Grovo. Saved resources, certificates of completion and user's professional development plans can be saved on the MyPD page for easy reference. Our presenters will take turns discussing how the PLN came about, its content, a full interactive demonstration of the site and answer any questions from the audience.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

Attendees will leave the session familiar with the features of the PLN, including:

- Resource database of peer-reviewed content on effective practices, programs, and strategies.
- Self-paced video trainings with certificates of completion
- Discussion forum that allows users to ask real-time questions of their peers and share ideas
- MyPD section that contains users' saved resources, completed courses, forum threads and events
- Speakers directory
- CCC system-wide calendar (conferences, workshops)
- How to submit materials and suggest speakers and events for the PLN

Attendees will have all they need to enhance their own knowledge, in turn increasing campus-wide student success.

#5



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 16, 2016 10:27:14 AM
Last Modified: Wednesday, November 16, 2016 11:14:46 AM
Time Spent: 00:47:32
IP Address: 207.233.122.189

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Student Engagement: Examples include student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.

Technology: Integration of technology into teaching and learning to enhance student success.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Donna Greene, College of the Desert
Instructional Designer, Full Time Faculty in Early Childhood Education
dgreene@collegeofthedesert.edu

Sarah Gaete, College of the Desert
Adjunct Faculty, Nutrition
sgaete@collegeofthedesert.edu

Q3: Proposal type:

Group Presentation (75-90 minutes)

Q4: Recommended proposal category

Technology, Student Success

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Flipping the Classroom with iPads Faculty Inquiry Group From Inception to Implementation, Our Campus Story
Donna Greene, Instructional Designer
Sarah Gaete, FIG Member

Q6: Program description: provide a description of no more than 50 words for the institute program.

Learn how one college implemented an innovative instructional strategy across disciplines using Equity Funds and Flex.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

Donna and Sarah will share how College of the Desert faculty were able to create a faculty inquiry group around Flipping the Classroom. The group's goal is to enhance student engagement and success by employing more technology in the classroom. Donna is the campus instructional designer and facilitates the group. She will share how the idea was conceived and implemented. Sarah is an adjunct faculty member who is a participant in the group. She will share her experiences in the group and in the classroom and how she has seen student engagement and success increase since beginning Flipping the Classroom.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

Participants will be learn:

- how to implement a faculty inquiry group at their college.
 - the benefits of using a Flipped model of instruction in the classroom to enhance student success.
 - ways to integrate technology in the classroom to enhance student success.
-

#6



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 18, 2016 11:18:20 AM
Last Modified: Friday, November 18, 2016 2:23:19 PM
Time Spent: 03:04:58
IP Address: 159.115.205.150

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Contextualized Learning in CTE: Effective strategies and practices in employing contextualized teaching and learning in CTE instruction.

Student Engagement: Examples include student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.

Institutional Effectiveness: Examples include new faculty professional development, faculty chair development, and leadership development across the institution, cultural change in a department, division, or college.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Hannah Kang, Faculty Behavioral and Social Sciences, Orange Coast College - hkang@occ.cccd.edu
Rachel Ridnor, Faculty Behavioral and Social Sciences, Orange Coast College - ridnor@occ.cccd.edu
Tara Giblin, Dean, Science and Math, Orange Coast College - tgiblin@occ.cccd.edu
Michael Sutliff, Dean, Kinesiology and Athletics, Orange Coast College - msutliff@occ.cccd.edu

Q3: Proposal type:

Group Presentation (75-90 minutes)

Q4: Recommended proposal category

Student engagement

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

The Orange Coast College Student Project and Research Symposium: Contextualized Learning within an Andragogical and Professional Setting

Hannah Kang, Faculty Behavioral and Social Sciences, Orange Coast College - hkang@occ.cccd.edu
Rachel Ridnor, Faculty Behavioral and Social Sciences, Orange Coast College - ridnor@occ.cccd.edu
Tara Giblin, Dean, Science and Math, Orange Coast College - tgiblin@occ.cccd.edu
Michael Sutliff, Dean, Kinesiology and Athletics, Orange Coast College - msutliff@occ.cccd.edu

Q6: Program description: provide a description of no more than 50 words for the institute program.

Our presentation will provide an overview of the strategies and processes implemented to develop a student project research symposium. This faculty-mentored collaboration allows students across disciplines to present their innovative projects through oral and poster presentations, and exhibition of creative works to a professional audience at Orange Coast College.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

This presentation outlines key elements to student engagement and learning by describing how OCC faculty developed an avenue for students to present original pieces of research or a project in a conference-style setting. The format of this presentation will include the development of a faculty review committee, the process for marketing and obtaining campus support, and discussions on logistics. The presenters will model specific elements of the Symposium by sharing scoring rubrics used to evaluate the student presenters, samples of posters and research papers presented and photos of creative works, and conference effectiveness data from post symposium feedback evaluations.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

1. A model for developing a student-based research symposium on a community college campus.
2. Logistical details and challenges associated with the initiation of this project.
3. Samples of the research and projects students are capable of producing at the California Community College.
4. How faculty engage with students in academic endeavors outside of the classroom.

#7



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 21, 2016 2:49:29 PM
Last Modified: Monday, November 21, 2016 6:02:01 PM
Time Spent: 03:12:32
IP Address: 205.155.225.1

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Collaborative Efforts in Student Equity: Sustained collaborative efforts across the institution, particularly those bringing together instruction and student services, that provide innovation opportunities for experimentation and strategies to improve student success, with an emphasis improved equity outcomes for veterans, foster youth, formerly incarcerated students, students with disabilities, and underrepresented students in STEM.

Student Engagement: Examples include student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.

Institutional Effectiveness: Examples include new faculty professional development, faculty chair development, and leadership development across the institution, cultural change in a department, division, or college.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Howard Blumenfeld, Las Positas College, Professor (Mathematics), (925) 337-6463,
hblumenfeld@laspositascollege.edu
Marsha Vernoga, Las Positas College, Professor (Nutrition), (925) 424-1278, mvernoga@laspositascollege.edu
Marty Nash, Las Positas College, Professor (English), (925) 424-1245, mnash@laspositascollege.edu
Steve Chiolis, Las Positas College, Professor (Humanities/English), (925) 424-1000 x2969,
schiolis@laspositascollege.edu

Q3: Proposal type:

Group Presentation (75-90 minutes)

Q4: Recommended proposal category

Institutional Effectiveness

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Working Together: Community Building on Campus

Q6: Program description: provide a description of no more than 50 words for the institute program.

Come learn information about the "Working Together" model for community building, as developed by a group of four Faculty members aiming to create a safe and effective place for interdisciplinary small group conversations covering both trending and timeless topics including vulnerability, sensitive situations, student athlete issues, work-life balance, and other academically relevant topics.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

Our presentation will begin with a description of the "Working Together" model for community building and institutional effectiveness. This model is not only intended for Faculty, but it is also meant to be inclusive for Classified Professional Staff and Administrators. Following our brief description of the model, we will engage participants in a themed activity involving the sharing of individual anecdotes, multimedia content, and small group conversations centered around developing authentic and meaningful dialogue across colleagues from different disciplines and backgrounds. We will then reflect on our discussion and explain next steps of how to implement the "Working Together" model at the participants' educational institution.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

We intend to demonstrate to the audience that the "Working Together" model is an effective method for both cross-disciplinary collaboration across different disciplines and to help form better working relationships among faculty, staff, and administrators. The audience will understand that regular small group conversations are necessary in order to discuss trending issues on campus and that it is through these conversations that the seeds of meaningful change can take place. The audience members will learn how to create their own "Working Together" organizer group and best practices for facilitating small group and large group conversations. Our organizer team will offer up our contact information to assist others in getting started with the "Working Together" process on their campuses.

#8



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 02, 2016 8:36:08 PM
Last Modified: Friday, December 02, 2016 9:12:06 PM
Time Spent: Over a week
IP Address: 107.185.8.147

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Contextualized Learning in CTE: Effective strategies and practices in employing contextualized teaching and learning in CTE instruction.

Basic Skills Innovation: Examples of innovative college programs that demonstrate improved outcomes for basic skills students in English, ESL, and Math.

Structured Pathways Projects: Examples of strategies and programs that provide more structured choices for students in the curriculum in order to streamline the pathways of students from matriculation to program completion.

Technology: Integration of technology into teaching and learning to enhance student success.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

Rita X Stafford, PhD
Adjunct Associate Professor
English and ESL Department
Los Angeles City College
stafforx@lacitycollege.edu
(310) 382-7502

Q3: Proposal type:

Individual Presentation (15-30 minutes)

Q4: Recommended proposal category

Basic Skills Innovation
Contextualized Learning CTE
Technology

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Filmmaking and Language Learning in Postsecondary Education

Q6: Program description: provide a description of no more than 50 words for the institute program.

This presentation discusses how high-interest content film production can effectively be used in the ESL classroom to enhance language learning. It's based on an ESL filmmaking course the presenter designed and taught at USC, and was the basis of her sociolinguistic master's thesis. Includes data and anecdotal evidence.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

California has the highest number of postsecondary English Language Learners in the country. Expectations are such, that once students have completed ESL, they will mainstream into other academic or CTE fields. However, linguistic competence often lags from level to level, negatively impacting mainstream classes as students continue their education. This presentation discusses how the use of film production as instructional content facilitates and accelerates intermediate level language learning, encourages active cooperative student engagement, and offers broad intercultural experiences. Language-based media courses maintain a high level of student interest, and draw on student creativity, culminating in higher student achievement.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

I would like the audience to come away with a clear grasp of how film production as course content strengthens language learning and promotes positive enculturation. I would like the audience to see how a media centered ESL course offers students an opportunity to explore their own creativity, while improving basic language skills including listening, speaking, reading and writing. I hope that postsecondary institutions with large immigrant and international student populations will want to advance this method of inter-disciplinary instruction as a way to increase enrollment and student retention, and attract a younger ELL population. Finally, cell phone technology has made offering a film-based language learning course an economically sound option, and more technologically viable than ever before.

#9



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, December 05, 2016 2:41:07 PM
Last Modified: Monday, December 05, 2016 2:48:20 PM
Time Spent: 00:07:12
IP Address: 153.18.148.78

PAGE 2: Possible Proposal Categories

Q1: Please check all that apply.

Collaborative Efforts in Student Equity: Sustained collaborative efforts across the institution, particularly those bringing together instruction and student services, that provide innovation opportunities for experimentation and strategies to improve student success, with an emphasis improved equity outcomes for veterans, foster youth, formerly incarcerated students, students with disabilities, and underrepresented students in STEM.

Basic Skills Innovation: Examples of innovative college programs that demonstrate improved outcomes for basic skills students in English, ESL, and Math.

Regional Collaboration: Examples of innovative programs that demonstrate collaborations between colleges inter- and intra-segmentally, with industry partners, and with other external stakeholders.

Student Engagement: Examples include student wraparound services, learning communities, orientation services, or college-wide programs that engage students in and outside of the classroom.

Technology: Integration of technology into teaching and learning to enhance student success.

Institutional Effectiveness: Examples include new faculty professional development, faculty chair development, and leadership development across the institution, cultural change in a department, division, or college.

PAGE 4

Q2: Name of presenter(s), including college and job title, and contact information:

- Anne Argyriou, Reading, Faculty, De Anza College, ArgyriouAnne@fhda.edu
- Clara Lam, ESL, Faculty, De Anza College, LamClara@fhda.edu
- Anthony Santa Ana, Intercultural Studies, Adjunct Faculty, and Program Coordinator, Office of Equity, Social Justice, and Multicultural Education, De Anza College, SantaanaAnthony@fhda.edu
- Monika Thomas, Economics, Professor, De Anza College, ThomasMonika@fhda.edu
- Susan Thomas, Psychology, Adjunct Faculty, De Anza College, ThomasSusan@fhda.edu

Q3: Proposal type:

Group Presentation (75-90 minutes)

Q4: Recommended proposal category

Collaborative Efforts in Student Equity

Q5: Title of Presentation(s) - If you are proposing a group presentation, please include individual presenter titles.

Cultivating International Content in the Curriculum

Q6: Program description: provide a description of no more than 50 words for the institute program.

Five De Anza faculty and staff members from different disciplines have re-designed their curriculum to incorporate international content, while participating in the Stanford Global Studies Program EPIC Fellowship. Each presenter will explain how they have changed their courses: infusing diverse perspectives, structuring student interaction, and creating new assignments.

Q7: Description of the presentation(s): In no more than 100 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the institute. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants

This presentation focuses on how community college faculty and staff, representing five disciplines, re-designed their curricula to cultivate students' awareness of international topics, while participating as fellows in the Stanford Global Studies EPIC Fellowship in 2016-2017. Faculty belong to these disciplines: Intercultural Studies; Economics; English as a Second Language; Psychology; and Reading. The common thread connecting the projects is the desire to engage students by providing an entrée to contribute their own experiences to enrich learning and to better understand how the courses' subject matter applies to their own lives. ESL and Reading used Lacuna, an on-line text annotation tool.

Q8: Outcomes of the presentation(s): List the outcomes you anticipate the audience to leave the presentation understanding.

- Information about Stanford EPIC Fellows program
- Benefits of introducing international aspects to curriculum.
- How to introduce international aspects to curriculum.
- Examples of lesson plans, handouts, and course materials that were successfully used with students, and could be adopted (and modified) for other subject areas as well.
- Information about using Lacuna in classrooms



Executive Committee Agenda Item

SUBJECT: CTE Regional Meeting Agenda		Month: January	Year: 2017
		Item No. IV. D	
DESIRED OUTCOME: The Executive Committee will consider for approval the draft agenda and dates for the CTE Regional events.		Attachment: NO	
		Urgent: YES	
		Time Requested: 10	
CATEGORY:	ACTION	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In December 2016, the Executive Committee considered hosting CTE Regional Events in 2017. The Executive Committee requested this item be returned for discussion, along with a meeting dates and draft agenda for further discussion and approval.

Dates suggested: March 31, 2017 and April 1, 2017

Draft CTE Regional Meeting 10:00 am. – 3:00 p.m.

- 10:00 a.m. Welcome, Introductions, and Logistics
- 10:15 a.m. Strong Workforce Program: Background and Status
- 10:45 a.m. Discussion of SWP local share plans
- Small group discussions
 - What are programs doing now that could expand?
 - What are challenges?
 - Opportunities for future?
- 12:15 p.m. Working Lunch
- 12:45 p.m. Large group discussion - Present ideas from local share plans
- 1:45 p.m. Role of the CTE Liaison
- 2:30 p.m. Concluding Remarks and Next Steps

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



Executive Committee Agenda Item

SUBJECT: 2017 Spring Plenary Session Theme & Keynote Speaker		Month: January	Year: 2017
		Item No: IV E	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2017 Spring Plenary Session and discuss keynote.	Urgent: YES / NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the theme for the upcoming 2017 Spring Plenary Session being held at the San Mateo Marriott, April 20 – 22, 2017. The members will also consider potential keynote speakers.

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



Executive Committee Agenda Item

SUBJECT: Update of Course Outline of Record Paper		Month: January	Year: 2017
		Item No. IV. F	
DESIRED OUTCOME: The Executive Committee will review and provide feedback on the draft of the revised Course Outline of Record paper		Attachment: YES	
		Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Davison	Consent/Routine	
STAFF REVIEW ¹	Julie Adams	First Reading	X
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its fall 2014 plenary session, the ASCCC passed resolution 09.06 which stated: "Resolved, That the Academic Senate for California Community Colleges update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session." The ASCCC Curriculum Committee was tasked with revising the paper; the attachment provided is the first draft of this revision, on which we would appreciate comments and suggestions.

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

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INTRODUCTION

The heart of the California Community Colleges curricular processes is the course outline of record. The course outline of record (COR) has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing that plays a central and critical role in the curriculum of the California community colleges. The course outline has both internal and external influences that impact all aspects of a COR, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation.

Standards for the course outline of record COR appear in Title 5 Regulations (see Appendix xx), in the Chancellor's Office *Program and Course Approval Handbook* (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC respectively) may also place requirements upon the course outline, such as requiring specific content or requisites, or currency of learning materials to satisfy articulation agreements.

Since the COR is also used as the basis for articulation agreements, colleges pay great attention to providing a document with which to determine how a student's community college courses will be counted upon transfer to four-year baccalaureate granting institutions. Course outlines of record are also now used in the process of identifying courses that meet the requirements of the Course Identification Numbering System (C-ID) that are used to create Transfer Model Curricula (TMC) for Associate Degrees for Transfer (ADTs) required by AB 1440 and SB 440.

Additionally, course outlines are regularly reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies, as well as to local planning and resource purposes. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a COR is evidence of meeting these guidelines.

The COR plays a particularly important role in the California community colleges because it clearly lays out the expected content, objectives, and learning outcomes for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is common for community college courses to be taught by several, and sometimes dozens, of multiple full and part-time faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the COR to specify those elements that will be covered by all faculty members who teach the course.

One of the most significant portions of the update is the inclusion of student learning outcomes (SLOs). Student learning outcomes (SLOs) are a key driver of many, if not all, elements of a course outline of record. The abilities and skills that students can be able to demonstrate, and faculty must assess, should be in place prior to the decision of what content, objectives, assignments, and assessment tools would be most useful to help students achieve those outcomes which faculty then assess. In addition to the pedagogical elements associated with the SLOs of a

course, the current accrediting commission that accredits the majority of California's community colleges mandates that institutions maintain "officially approved and current course outlines of record that include student learning outcomes" (ACCJC Standard IIA3). Due to this standard, there is disagreement in the field regarding the appropriate physical location of outcomes on a course outline of record, and some colleges have opted to include course student learning outcomes on an addendum to a COR while others place the SLOs on the COR next to the objectives. Colleges are encouraged to work with their accrediting body to ensure appropriate compliance. A finer distinction between student learning outcomes and course objectives is provided in other sections of this paper.

While the state and local standards for a COR have been updated many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges (ASCCC) to provide guidance in the development of course outlines. This update to the original paper *The Course Outline of Record: A Curriculum Reference Guide* (2008), requested by resolution 9.06 (S14), is part of the effort to provide that guidance so that faculty might have direction and reasonable assurance that the internal and external course outline of record requirements for the college are met. This updated paper has incorporated the relevant portions of the original document as well as several Academic Senate papers, including *Stylistic Considerations in Writing Course Outlines of Record* (1998), *Good Practices for Course Approvals* (1998), and *Noncredit Challenges and Opportunities* (2009).

We also recommend that this paper be used in the context of other documents, including ASCCC papers on *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (1996) and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (2016). In addition, the current edition of the Chancellor's Office *Program and Course Approval Handbook* (2016), along with ancillaries to that document, will be relevant for portions of the paper. Finally, the *Accrediting Commission for Community and Junior College's Accreditation Standards* (2014) should be examined in the context of standards relevant to teaching and learning at the course, program, and institutional level. The purpose of these documents is to support the development of a course outline of record in light of the role of local curriculum committees and governing boards in approving them, and the role of the Chancellor's Office in approving certificates and programs to ensure compliance.

While this paper offers a model for the course outline of record, this paper is NOT intended to force standardization of curriculum. Instead, the paper should serve as a guide to assist faculty in presenting their courses in a format that will accurately reflect the quality of instruction being providing. While the course outline of record is a blueprint of what instructional elements must be included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the rigor established by Education Code and Title 5 regulations, transfer institutions, accrediting bodies, and other external entities.

HOW TO USE THIS PAPER

This paper is intended to serve the needs of both the new and experienced curriculum developer in writing a course outline of record. Credit and noncredit course outlines are treated separately,

not because the differences between the two are significant, but because in all likelihood the writer of a noncredit course outline needs ready access to other sections related to noncredit courses more than related information for to credit course outlines.

5 It is important to note that this paper is not focused on the development of programs leading to degrees and certificates. While the context of program development and evaluation is important in the development of course outlines of record and is reflected in the discussion of the elements of the course outline of record, for specific information about the requirements for submitting programs for approval to the Chancellor’s Office, one should refer to the *Program and Course*
10 *Approval Handbook*, as well as the ASCCC paper on Course and Program Development (forthcoming).

15 For the new writer of a course outline writer, or for those who need a refresher, the first section of the paper, “Planning the Course Outline of Record,” discusses planning considerations for developing a course outline of record, including the need to consider how the course outline integrates with numerous curriculum processes, the course learning outcomes, and the resources that should be collected as one embarks on the writing or revision of a course outline of record.

20 The second section of the paper, “Components of a Course Outline of Record,” details each element required for a course outline of record. The elements are presented in the order typically found in many course outlines of record, which is similar to the order found in Title 5 §55002, Standards and Criteria for Courses.

25 The final section of the paper, “General Curriculum Considerations,” contains further background and detailed information about curriculum requirements outlined within Title 5 that go beyond the course outline of record.

30 The appendices include a glossary of the terms commonly used in curriculum development, a list of references organized by curriculum topic, references to Title 5 regulatory language, and examples of course outlines of record.

PLANNING THE COURSE OUTLINE OF RECORD

Initial Considerations

35 Where does one start? What comes first? The development of curriculum is something that should be undertaken by faculty – while administrators or others might have ideas about courses or programs, the primary responsibility must always reside with the faculty. In most cases, the faculty member or members will initiate this effort based upon the question: “What do we need
40 students to be able to do, and what do they need to know to be able to do it?” The idea for courses also grows may also originate from some identified need or idea, such as a course needed to improve job readiness for a new or revised program being developed or revised or one that is needed for transfer into for a particular major. Regardless of the motivation, the course developer should begin with a holistic vision of the course to be proposed which, at its core, is
45 aware of the skills or abilities that a student should be able to complete demonstrate as a result of

5 successfully completing the course. Upon determining that there is a need and a rationale for a course, the next consideration will be is to determine what the course's role(s) will be. Is the course intended to be degree applicable? Will it transfer? Is it appropriate as a general education course? What articulation should be sought? These are just a few of the many questions to consider prior to beginning the development of the any course outline of record.

10 While each required course element must be written discretely, each element should also be developed in light of the take into account other elements to assure the final course outline is constructed in an integrated way, in other words, integrated. For example, there is an interwoven relationship between the discrete skills and content students should learn (course objectives), how proficiency in those objectives is will going to be evaluated (methods of evaluation), and the measurable skills and abilities that students can are able to demonstrate subsequent to completing the upon course completion (student learning outcomes). Furthermore the objectives and outcomes must have a clear relationship to the subject or content. The course outline of record should reflect a quality in the course sufficient to attain the objectives and the resulting outcomes.

20 Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated course outlines of record. The outline must contain all the elements specified in Title 5 §§55002(a), (b), or (c): unit value, contact hours, prerequisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such skills are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities. A COR also must address any requirements based in accreditation standards such as the inclusion of student learning outcomes.

30 There are also stylistic concerns. Research on curriculum and instructional design suggest that the COR developer be very specific when articulating what the student will be able to accomplish by the end of the course and defining how one will evaluate the student's progress. The use of a taxonomy of learning, such as Bloom's Taxonomy, is recommended for consistency of language and rigor. After this development, the content items, learning materials, class enrollment maximums (if not a contractual issue), the units and contact hours, etc et al. can all be fleshed out with a specific focus on integrating each of these areas so that they validate the need for each component in multiple ways. Style issues also matter in the articulation process. Faculty developing transferable courses should be mindful of the language in course syllabi or outlines at the receiving institutions to ensure articulation agreements are reached smoothly.

40 Irrespective of how the course outline is structured and written, the developer will generally produce a more robust product not by starting at one end and working towards the other, but by being creative where it is most easy or enjoyable to do so. Then he/she can build upon that on these initial areas to develop the other elements, or fill-in unanticipated gaps, as they become apparent. For many developers, the initial drafting might be in the content areas. From there, a developer can expand into the writing of learning objectives, textbook selection, and the number

of course hours needed to cover the material. In short, there is a constant and necessary interplay in the development of the elements of the course outline once the desired learning outcomes, as the primary driver of the COR, have been established.

5 Writing an Integrated Course Outline

A course outline of record needs to be integrated, as each element of the course outline of record should reinforce the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives and outcomes.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives that create a framework for students to develop their knowledge and abilities to be able to demonstrate the overarching student learning outcomes and the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. These methods of assessment may also serve to measure student achievement of the defined student learning outcomes, or additional methods may be useful. Also, note that content is the only subject-based element; the others specifically focus on what the student will be doing and will be able to demonstrate by successfully completing the course.

SAMPLE HERE

Resources for the Developer

While all course outline development must comply with Title 5 §55002 (see Appendix xx), many colleges have developed a template for the course outline that includes the required elements as well as many local elements. A college may use a curriculum management system for tracking its curriculum approval process and as its repository for course outlines, as well as for submitting that information to the Chancellor's Office. An effective template will help the developer pull all the required information together before prior to submission. It is also important to note that the responsibility for completing every outline element may not fall upon the developer. For example, numerical course identifiers or transferability may be addressed much later in the approval process. However, in the "transferability" example, local practice may provide for the developer to indicate their intent for the course to eventually to be transferable.

The following are a few Some useful documents for the course developer to have at hand are: the college catalog; some recently approved course outlines to serve as examples; any supplemental addenda/forms dictated by the instructional modality (e.g. a separate distance education form or content review form); standards established by the discipline or external regulators; and any

special district policies that may apply. Often local curriculum committees have created their own curriculum development handbooks that contain much of this information.

5 Making use of human resources is also important. Consulting with the faculty in the discipline is essential. It is also highly recommended that the developer identify other faculty members who are familiar with the local process to assist. The curriculum committee chair may be available to provide guidance, as well as members of the curriculum committee, curriculum specialists or technicians, and administrators involved in curricular practices such as a dean or chief instructional officer.

10 The final and equally critical tools are those references relevant to the subject matter being taught. From a planning perspective, the developer should acquire these resources first and then examine what are the most effective and reliable methods to promote learning within the intended learning environments available for the delivery of this subject. For example, planning
15 for allied health courses must take into consideration equipment needs and safety concerns to promote effective learning, as well as the pedagogy of the discipline.

20 With resources at hand, we now turn to the heart of the process, an examination of the elements of the course outline of record.

20 Outcomes, Accreditation, and the Course Outline

For California's community colleges, several accreditation standards regarding student learning outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been
25 interpreted in different ways with most colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems. While there has not been an indication from the field that this interpretation is incorrect or leads to recommendations from visiting teams, colleges should continue to work with their accrediting agency to ensure compliance. In addition to outcomes appearing on the COR, Standard I.C. Institutional Integrity
30 lists many areas where colleges must ensuring that accurate information is provided for students in many areas including learning outcomes and educational programs. Colleges would be wise to maintain their CORs as accurately as possible to fulfill the spirit of this standard, even if CORs are not named specifically.

35 As stated earlier in this paper, SLOs should act as a key driver for many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links course student learning outcomes (CSLOs) found on the COR to program student learning
40 outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CLSOs and the PSLOs, it's imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses
45 and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

A similar situation exists for Institutional Student Learning Outcomes and General Education Learning Outcomes. All courses should support either the ISLOs of the college or the GELOs for students enrolled in programs that include a GE component. Standard II.A.12 states, “The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.” Similar mappings between CSLOs and ISLOs and/or GELOs are often the source for data reports used for annual accreditation reporting and for institution-wide discussion on student success. Given the potential widespread reach of ISLO and GELO data, faculty should discuss CSLOs with these implications in mind.

10 COMPONENTS OF A COURSE OUTLINE OF RECORD

ELEMENTS THAT APPLY TO CREDIT AND NONCREDIT COURSES

15 The following elements of a course outline of record are items that reflect requirements from Title 5 §55002, “Standards and Criteria for Courses”, other sections of Title 5, Chancellor’s Office guidelines, and/or accreditation standards. However, some of these elements may not apply to all types of courses.

20 **Need/Justification/Goals**

20 The purpose of this section is to provide guidance for developers to meet the criteria spelled out in the *Program and Course Approval Handbook (PCAH)* regarding documenting what student need the course is intended to meet. According to the handbook PCAH, “The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program” (8).

30 **Mission**

30 The mission of the college should drive all curriculum development and as well as potential revision when the mission of the college is changed or expanded. Local curriculum processes should include questions that prompt faculty to consider the mission when making new course proposals, revising existing courses, or adding new courses to programs. This is also an accreditation issue for many accrediting agencies with standards focused on the role of the college mission in institutional planning.

35 **The Role of a Course**

40 For transfer programs and courses, this need is more easily established by determining both student demand and transfer applicability for existing university majors. For career technical programs and courses, this need can be more challenging to establish and must rely on things as labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few. Additionally, some districts have research capabilities that can assist with this research and know where to access the data.

Once the need has been determined and documented, this statement should establish the role of the course in the major programs or general education areas for in which it is designed to serve. If it is a stand-alone course, which is – a course which is not part of a program—then its role in the college’s curriculum should be explained as part of a proposal. In particular, this rationale should point out the reason that explain how existing courses do not meet this identified need and clearly to distinguishes clearly the role of the proposed course from that of similar courses.

Examples of need statements:

- Medical Terminology I provides a basic introduction to students in all allied health majors. By combining portions of existing courses in those majors, this course will allow those programs to provide more emphasis on content. An added advantage will be more flexibility in section offerings as well as emphasizing medical terminology across all specialties.
- This course has been proposed to meet a new requirement expected for students pursuing employment in the hazardous materials technology industry, which is now required for certification in fire science.
- This course in Jazz and Blues Music grew out of increasing student demand, as demonstrated by wait list data and student surveys, for more on this subject than is currently being covered in our Popular American Music course. This new course will be part of the restricted elective list for those majoring in music.

Differentiating Courses

Course outlines of record should be created with other courses in mind when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. For non-sequential, but similar, courses, similar steps should be taken to ensure non-duplication of coursework that may confuse students and dilute student demand. Areas on a COR which provide opportunity for a clear distinction to be made between courses include the description, the objectives, core, content, examples of assignments, and student learning outcomes

Purpose and Description

When any course is developed, the course purpose of description sets the stage for all subsequent elements on of the COR. Embedded within a course’s description are the reason why the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description and purpose that is clearly distinct from another course should not exist, and all courses should include defined student learning outcomes relevant to and supported by the course objectives.

External Research Requirements

Some fields of study stay similar through the ages over time, while whereas others fields change and evolve rapidly comparatively quickly. For every course, there should be a periodic considerations of outside influences, and. When external research requirements are mandated necessitated, faculty should consider these triggers as requiring a prelude to the development of or revision of a COR. External accreditation bodies, career technical education advisory committees, local college-business partnerships, and agreements between the community college and any baccalaureate-granting institutions with agreements are all examples of such requirements external agencies which may necessitate development or revision.

10

CHANCELLOR'S OFFICE DATA ELEMENTS

Stand Alone Courses

The Chancellor's Office refers to courses that are not part of a program leading to an award as stand-alone courses. Stand-alone courses that can be approved and offered locally without Chancellor's Office review. Stand-alone courses often meet a specific local need. This term also refers to credit courses required for a certificate of less fewer than 18 semester units or 27 quarter units that has not been approved by the Chancellor's Office. Like other courses, a stand-alone course must have a control number prior to being offered and claimed for apportionment, contain all required elements, and meet all standards of approval as determined in required by Title 5. Additional guidance for creating stand-alone courses is available at the Chancellor's Office's website.

15

20

Title

All courses must have titles which should be considered from the perspective of students as well as potential employers and transfer institutions. While overly specific titles can be cumbersome, the title of the course should provide enough information that prospective students will easily identify the general purpose of the course. Course titles take on extra significance when reviewed by articulating institutions, C-ID reviewers, and potential employers who use college transcripts when considering students for employment.

25

30

Currency

Curriculum must be current to be relevant. While Title 5 requires review for credit courses with pre- and corequisites, all accreditation and articulation processes also have currency requirements, as do many grants and other external agencies. Typically, the course outline of record will have some method for tracking revision dates to meet these needs. As part of that currency requirement, the ACCJC requires that all courses must be reviewed every 6 years, but for and all career technical education courses which must be reviewed every 2 years.

35

40

Course Identification Numbers and Chaptering

Courses are submitted electronically to the Chancellor's Office Curriculum Inventory (COCI). Credit course proposals are certified by the Chief Instructional Officer and the curriculum chair

at a college, and are then submitted to the Chancellor's Office for chaptering prior to being offered at the community college. The Chancellor's Office provides a unique control number for every course to ensure data accuracy that are which is critical to measuring student success indicators. The unique identifier should be included on the course outline of record for easy reference and will likely be assigned as a part of the approval process.

Local curriculum approval processes may provide some of these data elements outside of the developer's normal role. But local process development must reflect faculty primacy in all matters pertaining to the course outline of record.

The Chancellor's Office reviews credit and noncredit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. These course data elements will be reported to the Management Information System (MIS). While there is no regulatory requirement that these are listed in the course outline of record, good practice suggests that MIS elements should be included as part of the local curriculum review and submission process either within the COR or as attachments. Criteria for Data Elements include:

DED NO	DATA ELEMENT NAME
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status

TITLE 5—STANDARDS FOR APPROVAL

There are seven standards for approval that apply to degree-applicable credit courses, four of which four apply to nondegree-applicable credit courses. *Grading policy, units, intensity, and prerequisites* and *corequisites* apply to all credit courses. *Basic skills requirements, difficulty* and *level* apply to degree-applicable credit courses only. These standards are the criteria by which the developer's intention to ensure quality will be assessed for college or pre-college level instruction.

Intensity, difficulty, and level are not reflected as discrete elements in the course outline of record but rather are met within the totality of the course outline.

Degree-Applicable Courses

For degree-applicable courses, *difficulty* calls for critical thinking, understanding and application of concepts at the college level and *intensity* sets a requirement that most students will need to study independently, possibly for periods beyond that of the total course time defined by the unit(s). The outline should build the case that students will be required to study independently outside of the class time (*intensity*). Reading, writing and other outside assignments qualify to fulfill both “study” time as defined in the credit hour and the “independent study” required to demonstrate *intensity*. The course developer who creates a course based solely upon laboratory/activity or lecture time with no designated outside study time (e.g. students are in the class all 48 hours per unit) will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The *level* standard requires college level learning skills and vocabulary.

Nondegree-Applicable Courses

For nondegree-applicable credit courses, the *intensity* standard requires instruction in critical thinking and refers to the preparation of students for the independent work they will do in degree-applicable courses, including the development of self-direction and self-motivation. The *level* standard is not required for nondegree-applicable courses, but factors such as the *units* standard should reflect course workload variations appropriate to the developmental level of the students. And nothing prohibits a nondegree-applicable course from having elements that meet these two standards.

Standard of Approval for Noncredit

There is one standard for approval for noncredit courses, which is a broader standard that places the burden upon the curriculum committee for determining that the level, rigor and quality is appropriate for the enrolled students. Where appropriate these “Standards for Approval” are included in each element under the sub-heading “Regulatory Requirements—Title 5.”

Required Elements of a COR per §55002

The Chancellor’s Office review process requires the submission of a course outline of record that meets the standards for courses established in §55002 of Title 5 and contains, at minimum, the following elements.

1. Unit Value
2. The expected required number of contact hours
3. Requisites
4. Catalog description
5. Objectives
6. Content
7. Required reading and writing assignments
8. Other outside-of-class assignments
9. Instructional methodology
10. Methods of evaluation

DISCIPLINE ASSIGNMENT

Assigning Courses to a Discipline

Each course must be assigned by the curriculum committee to the appropriate discipline(s). This assignment helps describe the course by classifying it in a discipline and also indicates what academic and occupational (if it is for a discipline that does not require a master's degree as a minimum qualification) preparation is needed to teach the course.

Minimum Qualifications

These assignable disciplines are those that appear in Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the "Disciplines List." Generally, a course is assigned to a single discipline. However, some courses are cross-listed, i.e. placed in two or more disciplines. For example, a course on the Sociology of Aging may be appropriately assigned to both the disciplines of sociology and psychology, meaning a faculty member meeting the minimum qualifications of either discipline would be able to teach the course. Some courses can also be listed in the interdisciplinary discipline, which is the combination of two or more disciplines—the faculty member must meet the minimum qualifications of one of the disciplines listed for that interdisciplinary discipline and have upper division or graduate courses in at least one of the other disciplines listed for the interdisciplinary discipline.

Minimum Qualifications for Noncredit Courses

Noncredit minimum qualifications are also discussed in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However, the noncredit instructional areas are defined in Title 5 rather than in this list of disciplines, and are sometimes referred to as Noncredit Instructional Areas. The assignment of noncredit courses to these areas should be approved by the curriculum committee just as it is done in credit instruction. Again, this is to ensure that faculty with the appropriate expertise will teach the course.

It is not a Title 5 requirement that the discipline assignment designations be contained within the course outline of record, but these assignments do need to be monitored somewhere and the course outline of record is a convenient location that will provide appropriate direction to those who would assign faculty to teach the course. The ASCCC has taken the position that discipline designation should be an element of the course outline of record: "For clarity and as a convenient reference, discipline designations should appear on course outlines of record." as stated in the *Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas* (ASCCC, 2004).

ELEMENTS THAT APPLY TO CREDIT COURSES

UNIT VALUE AND CONTACT HOURS

Unit Value and Contact Hours

Units, Credit Hours and Learning

A course outline of record that is well integrated will have built a solid case for the number of units granted for the learning achieved by the successful student. The definition of a Credit Hour requires 48 hours of lecture, laboratory/activity, study time, or any combination thereof.

5 Developers of courses designed for transfer and some highly regulated career technical fields need to refer to applicable standards as they may require specific ratios of lecture, lab and study time

Variable Credit Hours

10 The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from semester to semester, and skill courses where a student registers for the number of units he/she anticipates completing. Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each
15 increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

20 Because of the unique nature of these courses, there are different approaches for how variable unit calculations are implemented locally. The developer who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel, especially when calculating variable hours for courses that are repeatable.

Standard Formula for Credit Hour Calculation

25 Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit.

30 Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

35 Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

40 The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following
45 definitions are used in the application of this formula:

Contact Hours

- 5 Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

10
- 15 Outside-of-class Hours: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

20

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory(Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

25 Variations or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR,

30 any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

- 35 Hours-per-unit Divisor: The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the $51 = 1$ unit calculation to determine the

40 hours of lecture and outside of class work in the dividend, they should use 51 as the

divisor. Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

5 Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17-weeks on the semester system and 11½ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor’s Office strongly recommends that colleges use the 18-week
10 semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation.

15 Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required by Title 5, §55002.5, to award a unit of credit. Colleges
20 using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor’s Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

25 Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory
30 courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices higher education. The term
35 “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations—interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for
40 lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class
45 hours for a wide range of typical credit hour calculations.

Fractional Unit Awards and Minimum Thresholds

5 Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

10 For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$

3 units of credit

15 In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, 40 total student learning hours / 54 = .75, which meets the minimum threshold for .5 units of credit, but does not pass the minimum
20 threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a "B" for any percentage between 80 and 89. The student is only awarded an "A" when they reach the minimum threshold of 90 percent.

25 Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows:

30 Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit. Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Clock Hour Courses / Programs

35 The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

40 Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit as outlined in 34 CFR §668.8(l).

Local Policy

45 Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy

or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process.

5

PREREQUISITE SKILLS AND LIMITATIONS ON ENROLLMENT

PRE/CO-REQUISITES/ADVISORIES AND OTHER LIMITATIONS ON ENROLLMENT

10 **Demonstrating and Documenting Need**

Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this record is to retain the content skills scrutiny documents for each requisite course.

20 **Content Review**

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success.

25 A content review process should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as “Upon entering this course the student should be able to:” with a list of those entry skills following, expressed using active learning verbs following Bloom’s taxonomy (Appendix xx). In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses that would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

35 Although it is not required, if a course has more than one requisite course, separate lists for each one may make it easier to track their validation. For example, if an advanced physics class has both a calculus and a pre-calculus physics prerequisite, this section would have two separate lists.

40 **Content Review, Statistical Validation, and Communication/Computation Requisites**

For programs specializing in communication and computation, requisites may be placed on courses using a content review process alone. In contrast, Title 5 §55003(b) and (e) require

5 prerequisites be based upon “data collected using sound research practices” (also referred to as
statistical validation) for the skills of communication and computation when they are being
required outside of those respective programs. However, since 2011 colleges have been allowed
by title 5 to place communication and computation prerequisite courses on non-communication
and non-computation courses through a content review process only, provided that the district
meets specific criteria explained in Title 5 §55003(c). For example, an English course having a
prerequisite of a lower level English course must validate this need through content review, but a
business course requiring that same lower level English course is additionally required to base
this need upon “data collected using sound research practices” unless districts have met the
requirements of §55003(c).
10

Requisites and Articulation

When considering placing a requisite on a course, faculty should consider the impact that action
may have on a proposed or existing articulation agreement. Receiving institutions, when
determining whether to grant articulation, will closely review any requisites on a course, or the
lack of a requisite that it considers essential, as indicators of the scope and rigor of the course.
Faculty should review parallel courses at primary institutions for transfer in their region to be
aware of requisite expectations local CSUs and UCs have on comparable courses. In addition to
reviewing university courses, faculty should consider any requisites identified in course
descriptors created through the Course Identification Number (C-ID) system.
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Other Limitations on Enrollment

There are times when a course has enrollment limitations other than pre/co-requisites or
advisories. Some common limitations on enrollment are: a requirement to pass a tryout prior to
being enrolled in an athletic course or team, or physical requirement where the student’s safety
would be compromised by an inability to meet specific physical capabilities. While the specific
criteria of the limitation does not have to be in the course outline of record, such should be well
defined and be as measurably objective as possible. So, a sight acuity limitation might include
specific vision parameters and list any medical conditions that impose or exacerbate the
limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the
needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would
be reasonable for a water polo tryout, but requiring this be done in less than one minute would be
extreme. Limitations on enrollment should be fair and reasonable and should produce consistent
evaluation results.
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CATALOG/COURSE DESCRIPTION

The purpose of the catalog description is to convey the content of the course in a concise manner.
Because the catalog description is the primary way by which course information is disseminated,
it is important that it contains all essential information about the course and that it is written to
meet the needs of varied audiences. Students need information to create their educational plans,
as do counseling faculty advising them. Outside reviewers, such as accreditors and compliance
monitors, base their assessments on the information printed in the catalog. The heart of the
catalog description is the summary of course content, also referred to as the course description.
The catalog description It should be thorough enough to establish the comparability of the course
to those at other colleges, to distinguish it from other courses at the college, and to convey the
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45

role of the course in the curriculum a program, where applicable, in regards to progression of rigor or other characteristics that distinguish a course in the program To save space, many colleges use phrases rather than complete sentences. It is helpful to students to include a statement about the students for whom the course is intended to assist in educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.” To save space, many colleges use phrases rather than complete sentences.

10 **Units, Hours Credit Status**

In addition, the catalog description contains the units, hours, prerequisites, transferability and credit status of the course. Unit limitations should be specified such as “no credit for students who have completed Math 101A” and “UC transferable units limited.” Hours are typically reported listed on a COR on a weekly basis and are may be broken down by type, : for example, “3 hours lecture, 3 hours lab, 1 hour discussion.” The types of hours may also be listed as activity or studio hours in appropriate courses.

Variable unit courses should show the hours as variable, for example: “1-3 hours lecture, 1-3 units.” However, some colleges’ COR show the total term hours of instruction for the term rather than the weekly hours. This practice is particularly useful for courses offered in a variety of short-term formats as well as for work experience courses. However, for regularly scheduled courses, listing weekly hours is more clear for serve the primary audience students much more directly.

In addition to listing the number of hours per week or total hours per term in a catalog description, courses regularly offered on a short-term basis may be specified in the description as well: “9-week course” or “Saturday course: see page xx for more information.” Some colleges find it useful to include the terms in which the course will be offered, for example, “summer only.” Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. For example, a COR may say “Variable Units - May be repeated, students may not exceed 16 units. “Be sure to follow unit and credit hour requirements of Title 5 §55002.5.

Courses may be offered on a credit (letter grade) basis only, on a Pass/No-Pass (P/PN) basis only (C or better equals Pass), or on a letter grade or Pass/No-Pass basis (at the option of the student in this latter case). Note: Use of the terms “credit/no-credit” expires beginning Fall 2009 to be replaced in Title 5 by the terms “pass/ no-pass.” Generally, course credit is assumed to be awarded on a letter grade basis unless indicated otherwise with catalog statements such as “pass/no pass only” or “pass/no pass option.” Courses are also assumed to be degree applicable unless otherwise noted as “nondegree-applicable credit course” or “noncredit course.” However some districts may separate catalogs into a credit and noncredit catalog due in part to their organizational structure and the relative size of their noncredit programs.

Requisites and Transferability

Prerequisites, corequisites, and advisories can be listed in conjunction with placement assessment alternatives, along with limitations on enrollment as well as any other skills required

or recommended. The following are examples of ways in which prerequisites might be included on a COR.

- 5 • Prerequisite: Completion of French 1A with a 'C' or better
- Corequisite: Geology 10
- Prerequisite: Math 24 (with a 'C' or higher) or appropriate skills demonstrated through the math placement process
- Advisory on Recommended Preparation: eligibility for English 1A
- Advisory: high school biology with a "B" or better is recommended
- 10 • Advisory: Reading level 3 (see p. 17)
- Limitation: Enrollment limited by audition

15 Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. "Variable Units - May be repeated, students may not exceed 16 units."

20 It is common practice for catalog descriptions to include the transferability of the course, usually just and may be indicated by including "UC, CSU" (as appropriate) to at the end of the catalog description. There are several things to note: such Such a notation indicates general transferability, i.e. for elective credit, and does not guarantee articulation to meet a major or general education transfer requirement. The transferability status may take one or more years to establish so local practice may call for the developer to indicate this intent, but catalog descriptions should only be so modified when course transferability has been determined through formal articulation processes.

25 Courses may be offered on a credit (letter grade) basis only, on a Pass/No-Pass (P/PN) basis only (C or better equals Pass), or on a letter grade or Pass/No-Pass basis (at the option of the student in this latter case). Note: Use of the terms "credit/no-credit" expires beginning Fall 2009 to be replaced in Title 5 by the terms "pass/no-pass." Generally, courses are assumed to be on a letter grade basis unless indicated otherwise with catalog statements such as "pass/no pass only" or "pass/no pass option." Courses are also assumed to be degree applicable unless otherwise noted as "nondegree-applicable credit course" or "noncredit course." However some districts may separate catalogs into a credit and noncredit catalog due in part to their organizational structure and the relative size of their noncredit programs.

30
35 Some colleges find it useful to include the terms in which the course will be offered, for example, "summer only."

Field Trips, Required Materials, and Other Expenses

40 Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation Per Title 5 §59400(b), it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book. While this listing can
45 be fairly generic in the course description, it should be more specific in the overall course outline and, in particular, should be detailed in the syllabus.

College Catalog Course Description Checklist

The following is a checklist of items that should appear on all COR.

- Course number and title
- 5 • Status (degree-applicable/non degree-applicable)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), contact hours and units
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- If course fulfills a major, area of emphasis or GE requirement
- 10 • Transferability (intentions)
- Field trips or other potential requirements beyond normal class activities

Course Schedule

15 Note that the The course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation. Also note that a However, a course outline of record is recognized as a contract between the college and the student containing the requirements and components of the course, whereas and a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments. All faculty should be aware of these distinctions and prepare both COR and the

20 syllabus with those obligations in mind.

OBJECTIVES

25 The purpose of this section is to convey the The objectives of a course are the primary components concepts and skills leading which lead to student achievement of the course's intent purpose or student learning outcomes. The objectives should highlight specify these components concepts and skills to ensure that course delivery by any faculty delivering the course causes students to achieve the intended student learning outcomes. They bring to the forefront what must be focused upon by any faculty delivering the course. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and

30 demonstrates the level of rigor appropriate for the class.

35 Related to the number of units and hours of a course is the need to demonstrate in the COR that the course meets the standards for level and intensity in both quantity and effort. The developer needs to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective. While there is no requirement to describe this assessment or detail it in any way, the presentation of the course objectives as a whole should demonstrate obvious evidence of the need for the units, contact hours and other elements being approved.

40 Course Objectives and Student Learning Outcomes

Course objectives state the concepts or skills instructors introduce to students in a course or program to prepare students to perform a student learning outcome. Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can do after successfully completing the course objectives. SLOs must be written in measurable terms and

written as actions that a student will perform, where objectives may be content matter to be covered or actions that are essential for a student to complete in order to learn the skills necessary to perform a course SLO.

- 5 For example, for a Swimming 101 course, the course objectives may consist of all four competitive swimming strokes and several recreational swimming strokes; the course SLOs will measure the student's ability to perform all four strokes. The following is an example of a course objective that supports an SLO for a swimming course:

10 Course objective:

Learn proper breathing techniques and arm position for the backstroke.

SLO:

Swim the backstroke for at least ten yards.

- 15 In this example, a student can perform the SLO only after completing the objective.

Another example:

Course objectives:

Learn proper breathing techniques and arm position for the backstroke

20 Learn proper breathing techniques and arm position for the front crawl

Learn proper breathing techniques and arm position for the breaststroke

Learn proper breathing techniques and arm position for the butterfly

SLO:

25 Swim all four strokes of the medley relay for 25 meters each within 3 minutes.

In this example, all four objectives culminate in an student being able to perform and SLO that synthesizes the content and skills learned by completing all the objectives

- 30 The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives."

Writing Objectives and the COR

35 When writing objectives for a new course, begin with the end in mind. What is the purpose of the course in terms of what students should be able to do after completing the course? This is expressed in the course SLOs. Once you've determined the outcomes expected, determine what concepts or formative skills must be learned before students can perform the outcome.

40 Depending on the scope of the outcomes you've written, There are several considerations to writing the Objectives section. First, there may be hundreds of specific learning objectives; however, not every objective must be listed. do not have to be so thoroughly documented such that each one is listed. These can be distilled down to a manageable number, commonly no more than 20 for a typical one- to three-unit course, and are often fewer than ten that is based on the major areas of content and most important skills student should learn. More details with the objectives can be identified in the Core Content of your COR based on . The key is grouping

45 individual items into sets which shared commonalities. For example, a sociology course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the

collective statement in the Objectives section might be "...compare and contrast traditions and behaviors in a variety of cultures." Or a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid) but the objective might be summarized as "research and diagram the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level." Note that In the last example, each statement is really a collection of objectives rather than a single objective, and a potential SLO for the course that includes this objective may be "Prepare an written report which demonstrates knowledge of the properties of matter at the molecular level and presents information in text and visual representation." And the focus highlights a level of learning that is much more than merely memorizing the Periodic Table and the Properties of Fluids and Solids. Again, the obetvies are the means, not the end.

Critical Thinking in the Course Objectives

Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics a taxonomy of thinking and learning skills such as Bloom's Taxonomy, a summary of which appears below in Appendix ?? . Basically, cCritical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information; however, . Note that not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. (See the following sections on Methods of Instruction and Assignments and Methods of Evaluation.)

For nondegree-applicable credit courses the requirement for critical thinking is different, but it still exists, so the above section still applies. The difference is that in these courses students are initially being taught how to think critically. But in degree-applicable courses the expectation is that students are already able to think critically and are now learning how to become better at it. Because of this difference, In nondegree-applicable courses the objectives in nondegree-applicable courses may need to cover a narrower scope because students are in the process of learning effective ways to effectively study and think critically. independently on their own. But, like critical thinking, the objectives should prepare students for studying independently and must "include reading, writing assignments and homework" (Title 5 §55002(b)2(C) Intensity–below)

Regulatory Requirements Reflected in your Objectives

Each of the standards listed below should be reflected in the group of objectives chosen for the course, but each objective does not need to meet all or any of these standards. For example, every objective need not target the critical thinking requirement. So "list proper safety protocols for handling toxic fluids" may not meet the difficulty standard, but it is still an appropriate objective. However, the group of objectives as a whole should address all the standards. Additionally, the objectives should in some way pair in terms of need with the requisite entry skills if such are listed. A course objective that calls for a student to be able to work with

differential equations should properly pair with the entry-level skills of Calculus I and Calculus II.

5 The following are regulatory standards, with their Title 5 citations, that must appear in the course objectives:

Prerequisites and Corequisites §55002(a)2D

10 When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

15 Intensity §55002(a)2C (Degree-applicable credit)

The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

20 Difficulty §55002(a)2F

The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

25 Level §55002(a)2G

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Intensity §55002(b)2C (Nondegree-applicable credit)

30 The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

35 **CONTENT**

CORs typically use an outline. The format used for the course content (also known as core content at some colleges) section is commonly that of an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that further define the major heading. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

45 Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Major Headings and Sub Headings

Content is subject-based so need not be expressed written in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in §55002, the major headings of content should be obviously relevant to the objectives and comparable in number to the objectives . If, For example, if a content item major heading for an anthropology course were “Osteology” it might be appropriate to expand upon this in your subheadings in the following way: such as

COURSE CONTENT

I. Osteology

- a. Major bones of human skeleton in correct position
- b. Composition and shape classes of bone
- c. Pathologies
- d. Skeletal differences between male and female
- e. Determining age from dental and skeletal cues
- f. Advantages and constraints of bipedalism

Repeatability and Core Content

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

Course Families

Where repeatability is not applicable, local curriculum committees may designate course families for “active participatory courses” where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content—families—are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

Because, with few exceptions, students can only take each of the specified active participatory courses once, colleges may establish courses families. Title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time. Course families should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course family must be significantly different in *level*, *intensity*, and other standards, although the courses are related in content, including level-specific course objectives and outcomes. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor. [Office1]

A variation on leveling is to create courses with a more specific focus within an area of emphasis, which allows students to have similar learning experiences that develop key skills but do so using significantly different content. For example, some colleges may split a "Painting" area of emphasis painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

In regards to using families of courses, local curriculum committees are encouraged to should be conservative in making such decisions. The definition of "courses that are related in content" is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

METHODS OF INSTRUCTION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must "specify types or provide examples." Thus faculty have the freedom to select instructional methods to best suit their teaching style. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. A course developer should also consider the course student learning outcomes when determining methods of instruction since those skills and abilities faculty will assess at the end of the course may be modeled through instructional methods.

In many cases, the environment in which the learning occurs needs to be may be described by listing potential methods of instruction the faculty have agreed are effective for the specific content, objectives and outcomes. While any course should be crafted to accommodate for differences in setting, many courses such as lab courses rely heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as "The student will conduct clinical patient evaluations in a hospital

environment” versus “The student will evaluate live patients in the emergency room of St Mary’s Hospital.”

5 Describing the The methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what describes activities the students will be doing and experiencing that lead to learning, not only with respect to the instructor, but in some cases with respect to each other, and with their environment. What the communication student will do in an instructional component to interact as a presenter and as an active listener are both learning elements that are the methods of
10 instruction, and this description clearly lays the groundwork for developing or refining the evaluation methods and criteria.

15 The requirement to “specify types or provide examples” has, unfortunately, been incorporated into the course outline by some colleges as a list of options to select either by checking a box or choosing from a drop-down list type list. An example is shown below. This approach does not meet all Title 5 requirements because the oversimplification of teaching methods to a menu of options it does nothing to not illustrate the methods for determining “whether the stated objectives have been met by students” and does not effectively support or integrate with little to
20 cross validate (integrate) some of the other course outline elements.

25 When considering the writing style of this section, it is important to keep in mind that the examples of assignments and methods of instruction and evaluation must be appropriate to the stated objectives and meaningful for assessing student learning outcomes. In particular, because the learning experiences must either include critical thinking, or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students’ mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. The following table shows examples of methods of instruction that support specific course objectives.

Examples of Course Objectives	Examples of Methods of Instruction
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Follow-up in-class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
Observe and analyze the various components of a theatrical performance.	In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation
Differentiate between the play as literature and the play as performance.	Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
Evaluate the effectiveness of theatrical techniques in performance.	Project group meetings in class to develop play interpretation project and group presentation.
Examine the organization of theatrical	?

companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.	
Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.	In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances.

5 In these examples, it is clear that choosing a type or example of a method of instruction from a drop-down list misses an opportunity to provide more detailed expectations of instructional rigor for both faculty and students. Instead of a list of prescriptive options, the writing style is quite descriptive of each possible activity. Rather than just checking "lecture," the course developer has described the complete interaction with the student in terms such as "In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis." When written this way for degree-applicable credit courses, it is clear that critical thinking and scholarship is expected of students at a collegiate level, taught to them in class, 10 practiced in outside assignments, and evaluated as the basis for their grade in the class.

There are several key features to describing the methods of instruction in the integrated course outline.

15 METHODS OF EVALUATION AND COURSE GRADING POLICIES

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and 20 methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

Using Multiple Methods of Evaluation

25 Effective and accurate student evaluation is not a simple task, nor one to be treated as an afterthought to the other outline elements. Given the diverse populations community colleges serve, multiple methods of evaluation are usually preferred. While knowledge of required material constitutes a significant portion of the evaluation, as reflected in assignments and methods of evaluation, different types of courses as well as differing facilities lend themselves to various types of evaluation. For example, lab courses are often great environments for oral 30 interviews or practical demonstrations of skills, whereas a large lecture hall with fixed seating is not, and the availability of both is impacted by available facilities and resources at the college.

Methods of Evaluation and Critical Thinking

5 Because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. For this reason, the themes concepts and skills established by the objectives must be integrated into methods of instruction and evaluation, keeping in mind that *Difficulty* standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking

10 The following table shows examples of methods of evaluation that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Evaluation
Define and demonstrate an understanding of general theatre terminology.	Evaluation of written analyses for content, form, and application of dramatic performance review techniques
Observe and analyze the various components of a theatrical performance.	Evaluation of contributions during class discussion.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Evaluation of participation in and contributions to group projects
Differentiate between the play as literature and the play as performance.	Evaluation of written criticisms for content, form, and application of critique methodology.
Evaluate the effectiveness of theatrical techniques in performance.	Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.	Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.

15 Difficulty standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking

Attendance and Evaluation

5 Courses and programs, including Many programs with outside agency certifications, have very strict attendance requirements;; therefore students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and . This requirement in turn obliges faculty to include attendance as a necessary component in evaluation.

10 On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation:. Title 5 §55002 states, “The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency” and attendance is not a factor. And for most objectives it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation.

15 Additionally, there may occasionally be topics, affect or attitudes objectives which the instructor wants to be certain students learn but feels cannot be evaluated by typical assessment practices out-of-class. An example is an aspect of professionalism, such as repeated tardiness, which may need remediation through academic consequences. However, these should be given careful consideration and be well justified. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section in the syllabus.

ASSIGNMENTS

25 Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list nor does it mandate the way in which those assignments are written. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor of record for a section of a course are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives, appropriate rigor for the level and difficulty of the course, and a likelihood that they will lead support to students achieving understanding of the those objectives and the ability to perform the student learning outcomes.

Assignments: It's in the Way That You Write It

35 Given the multiple audiences for a COR (students, instructors, articulation officers, university faculty), college faculty should discuss how assignments will be presented on a COR. Per Title 5 §55002(a)(3), assignments may be “types or examples” which should prompt curriculum committees to discuss whether a more simplistic list of types of assignments provides the various audiences of a COR with useful information, or if a more strident standard for writing examples of assignments is appropriate. For example, examples of assignments could be written similarly to an actual assignment prompt with the intended rigor of the course evident in the sample. When writing is required in a sample assignment, instructors should indicate the mode or type of writing and the length of the assignment. Also, assignments may be written to highlight skills and abilities listed in objectives. For example, a type of assignment could be “written assignments that show development of self-criticism.” In any case, the assignments should be written to show the level of rigor for the course, especially when the course requires college-level work or is a course in a family of courses which are distinguished by a progression of rigor.

When writing an assignment, course developers should include the purpose of each assignment is included. For example, rather than just stating “group project” the course developer goes on to add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”

Other Considerations for Assignments

In order to best suit the needs of the audiences of your COR, there are a variety of considerations to keep in mind. In some situations, optional and alternate assignment examples should be included to provide options that improve access to coursework for all students. (e.g. For example, an alternate assignment may be allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets in order to ensure equitable access to learning experiences among all students. In addition to examples of alternate assignments, CORs could contain examples of out-of-class assignments. If so, those examples must be sufficient to show independent work equal in rigor to the expected hours of independent study determine in the hours to units formula to meet the minimum study time hours of work per week beyond class time for each unit of credit. In addition, examples of assignments might also included any supplemental reading beyond the required texts if the developer of the course believes it is necessary to codify the material on the COR. Finally, while it is not required that the example assignments be so organized in the order they would be used in class within the course outline, giving some thought to this can promote an implementation strategy that leads to a more effective learning experience.

The following table shows examples of assignments that provide appropriate evaluation to support specific course objectives.

Objective	Assignments Written as Types	Assignments Written as Examples
Define and demonstrate an understanding of general theatre terminology.	Participation in class discussions about plays	Working with several classmates in a group, review a list of theater terms and provide a two-to-three sentence definition of each.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual orientation, and historical period).	Textual analysis in discussion and writing and required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	Read August Wilson’s <i>Fences</i> and write a three-page essay on the themes of masculinity in the play.
Observe and analyze the	Written analysis of several	Write a three-page analysis of

various components of a theatrical performance.	live performances of amateur and professional theatres presented during the academic term	a local theater production which focuses on the elements of lighting and blocking.
Observe and analyze the various components of a theatrical performance.	Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance	The class will be divided up into groups of 4-6 people. As a group you will become a theatre and will perform a series of functions that every theatre must including choosing a play to produce, and doing all that needs be done in order to produce it.
Differentiate between the play as literature and the play as performance.	Listening and viewing Study of plays on videotape (DVD) and audiotape Preparation for participation in daily analysis of texts and performances by watching video performances of a play currently being read by the class	Watch Hamlet's "To Be or Not To Be" soliloquy from the 2000 Ethan Hawke version of <i>Hamlet</i> and write a one-page essay describing how the stage direction found in Shakespeare's text is realized in the film.
Evaluate the effectiveness of theatrical techniques in performance	Interpretive analyses of published critical reviews of performances and plays	Read the excerpt provided from the "Writing for the Stage" chapter of Vaclav Haval's <i>Disturbing the Peace</i> and discuss his opinions on his own technical achievements and failures.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

As instructional materials have evolved with technology, including required texts and other materials in the classroom to support the curriculum has changed. It's important to base your process first on the Title 5 requirements for standards of approval and other sections relevant to educational materials. While Title 5 § 55002 does not require that materials be listed on a COR, it does indicate that "resource materials" are a criterion that must be considered by a curriculum committee prior to recommendation for approval. Other Title 5 sections §59400(b-c) specify regulations for electronic materials that should be considered when placing required materials on a COR. Fully electronic materials should comply with all 508 compliance rules for disabled student access.

Materials other than Books

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Required Materials and Articulation

Primarily textbooks and resource materials specified on a COR plays a central role in the articulation of a course. Any required materials should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Required texts can also identify the rigor of a course, especially in courses within a program sequence or a family of courses.

The currency of textbooks is an important consideration for articulation and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five seven years old. Explanations should be provided when texts are more than five years old. In STEM disciplines or any course that uses a required lab manual created by faculty, faculty should include the manual on the COR and they should be encouraged to update it regularly.

Materials for Courses Offered via Distance Education

For courses that are available for distance education instruction, educational materials appropriate for that teaching modality should also be included on the official COR either as required or as options for instructors. In addition, in both face-to-face courses and distance education courses faculty may choose to use digital materials that are available at no or low cost to students, often referred to as Open Education Resources (OER). OER are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. OER materials should be vetted by faculty in the discipline prior to adoption as required materials. Inclusion of OER materials as primary, required texts for a transferable class should consider any impact on articulation agreements prior to approval.

DETERMINING LEVELS BELOW GRADUATION/TRANSFER AND CB 21 RUBRICS,

Basic skills status is an important discussion that must take place on your campus and among discipline faculty and administrators. Curriculum committees should work with discipline faculty members to consider the mission and the courses that make up the degrees. The courses must be compliant with title 5 which indicates anything used for a degree or transfer cannot be coded as basic skills.

Basic Skills and Title 5

While title 5 does not allow basic skills courses to be coded as degree-applicable, degree-applicable courses can be below transfer. Per title Title 5 §55062, states that below-transfer

courses may be degree-applicable if one of the following items apply when they fall into the following categories:

- All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- 5 • Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.
- English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.”
- 10 • All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.
- 15

Although local curriculum committees are involved with the determination of what constitutes basics skills courses, colleges approach this conversation differently all around the state depending on their reasoning, alignment with existing degrees and student populations. While there are no simple answers or formulas, a course cannot be considered basic skills if it is degree applicable, even if pre-transfer.

20

Pre-transfer Courses and Degree Applicability

Some colleges use pre-transfer courses for degrees and certificates that are part of career technical programs or curriculum where transfer level math or English are not considered standard. In this case, even though a course is considered pre-transfer, it could not be coded as basic skills if it is used to complete degree requirements. Title 5 allows one course below transfer in English and Reading to be degree-applicable and two courses below transfer in math to be considered degree-applicable (Intermediate Algebra and Algebra).

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Graduation requirements in English are transfer level. If a course in English is credit and one level below transfer, it can be degree-applicable, but it is not adequate for degree completion. The course units can count towards the degree, but a student must complete transfer-level English to meet graduation requirements.

35

Aligning Basic Skills Curriculum with the CB 21 Rubrics

In determining levels below transfer, whether pre-transfer or basic skills, curriculum committees should work with discipline faculty to align a course with the CB 21 rubrics. The CB 21 Rubrics are credit rubrics adopted by California community colleges to provide a matrix for comparing courses across the system and reporting student progress through basic skills. The rubrics are not comprehensive standards nor grading rubrics, but rather outcomes that should be evident at each level described that have been universally defined by community college experts based upon research and nation-wide scans. The noncredit rubrics are defined so as to align with credit outcomes at each level. Importantly, the data element dictionary from the Chancellor’s Office for CB21 does not refer to “basic skills”. Courses coded with CB 21 are courses PRIOR to

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TRANSFER. Some courses prior to transfer are degree-applicable and others are basic skills. The new CB 21 identifies those courses in a sequence that lead to the transferable Reading, ESL, English and Math courses. Assigning a CB 21 level does not always indicate that the course is always basic skills.

5 If there is on-going difficulty in determining the level of a course below transfer, the curriculum committee should work with discipline faculty to analyze existing prerequisites or advisories to aid in the determination of where a course falls on the CB 21 the rubric levels. In addition, if the rubrics raise questions about existing prerequisites or advisories, discipline faculty may need to
10 examine data concerning student success along the pathway and re-evaluate the current curricular pathways.

Determining College Level Coursework

15 Finally, while Title 5 §55062 speaks directly to the courses below transfer that may be included as degree-applicable (one level below in Reading and English/writing and two levels below in math), colleges are permitted to decide what courses they feel are college level. Title 5 §55002(b)(1) lists other types of course that may be nondegree-applicable credit courses: These include the following:

- 20 • courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- 25 • precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
- essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

30 ELEMENTS THAT APPLY TO NONCREDIT COURSES

General Notes

35 Unlike credit courses which may cover a wide array of disciplines and topics, Education Code §84757 stipulates the areas in which noncredit instruction course outlines may be created. Given these restrictions, a course developer must ask at the onset of creating a course outline of record whether the credit or noncredit option best supports student access and success. One local question that needs to be ascertained is if the course outline of record is the same for credit and
40 noncredit courses. Some of the elements listed in the previous section “Elements That Apply to Credit Courses” on Credit Courses, in part, are repeated in the following pages, although they are not identical. However, for the developer, it may be useful to review both sections for additional ideas and to develop a broader context of curriculum development.

There is only one standard for approval mandated by Title 5 for noncredit courses, (§55002(c)1). This standard places the burden of rigor upon the curriculum committee to determine that course
45 elements detailed herein are appropriate to for the intended students

CONTACT HOURS

5 For noncredit curriculum, This requires the expected total contact hours (as used in student attendance reporting) to must be contained within the course outline of record. While noncredit courses may provide for coursework outside of class time, this it is not required as it is in credit courses that a calculation be used to demonstrate in class hours and out of class study times. So it is entirely possible that the contact hours listed on the COR will encompass all of the course activities and learning time.

10 CATALOG DESCRIPTION

15 The purpose of the catalog description is to convey the content of the course in a brief and concise manner. Because the catalog description is the major primary way in which course information is disseminated, it is important that it contains all essential information about the course. Noncredit courses are designed to meet the needs of specific groups and/or to achieve a specified objective. While all community colleges courses are open to all students, it is appropriate that a course designed for a particular population be advertised thusly. “Childcare Skills for Parents”, for example, would be open to all, but would be clearly described in the catalog as a course designed to meet the needs of this specific population.

20 Due to recent regulatory changes, Because noncredit instruction courses can play a more prominent role in programs; can now be offered in programs due to recent regulatory changes, therefore, students are more likely to need information for planning their programs, as do counseling faculty for advising them. Faculty, staff and students at other colleges use catalog descriptions to evaluate the content of the courses incoming students have taken at the
25 originating institution. Outside reviewers, who base their assessments on the information printed in the catalog, can include: college accreditation visitation teams, matriculation site visits, individual program accreditation reviewers, or credit faulty considering the allowance of a credit-by-exam.

30 Important Course Content and Educational Planning

The heart of the catalog description is the summary of course content. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read avoid confusing students with unnecessary
35 detail. To save space in a catalog, many colleges use phrases rather than complete sentences. For noncredit courses that may lead act as development for or prerequisites to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote clarify a logical pathway for students intending who pursue this route.

40 In the catalog description of a noncredit course, it is useful for student educational planning to include a statement about the students for which the course is intended. For examples, the description might include the language “first course in the auto collision repair program,” or “intended for students in health and safety education programs,” or “prepares students to successfully qualify for employment in the XYZ industry.” In addition, it is a useful practice to

include the course's ability to articulate or lead to credit coursework if such opportunity exists. In addition, one should list entry advisories and courses that this course prepares for.

Schedule Flexibility in the Description

5 Noncredit courses are often offered in a short-term or flexible formats such as open entry/open exit. The catalog description should describe term lengths, and any attendance requirements that result from this scheduling. There may be pedagogical, logistical, or scheduling reasons why students would need to repeat a course or take two sections simultaneously. Since this can greatly benefit student success, the developer should consider illustrating include those options
10 in the catalog description. It is a useful practice to include the course's ability to articulate or lead to credit coursework if such opportunity exists. In addition, one should list entry advisories and courses that this course prepares for. Finally, many colleges find it useful to include the scheduling parameters or terms in which the course is intended to be offered, for example, "Summer only," or "Weekend Program."

Course Expenses and Required Materials

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation, it is not permissible to charge a general materials
20 fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book.

Several examples follow which illustrate some of the above elements:

25 Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation, it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book.

Examples of Noncredit Course Descriptions

Several examples follow which illustrate some of the above elements.

35 Example #1: In this first example, there are two courses in a sequence, which is are described, as are the intended students and what their expected entry-level skills already should be. It also includes a general note that the students will be using a computer as a part of the course.

Beginning Citizenship Advisory ESL: Intermediate 2

40 This first class focuses on the development of spoken English skills and general knowledge of American History and United States Government. It prepares students for passing the written test to become a citizen of the United States. In this class, you will learn:

- U.S. History and government as they apply to the Citizenship examination process.
- Basic skills and techniques used in oral interview.
- The reading and writing skills required for testing to become a citizen.

- How to complete and submit the application for Citizenship.
- What additional documentation you will need.

Example #2

5 This second example of a catalog description makes it clear that this is a beginning course, and describes a required book purchase as well as the basic objectives of the course. When developing a course, refer to the required reading element in the credit section above if a noncredit course includes any required materials or equipment. This catalog description also makes it clear that this is a beginning course.

10

Citizenship Interview
Advisory ESL: Intermediate 2

15 This class follows the Beginning Citizenship class. It is designed to develop student interview skills for those who are waiting for their oral interview. Students should have at least an intermediate level of English reading, writing and speaking skills. In this class, you will attempt the following:

- Practice interview questions related to the required documentation and forms.
- Practice interview questions related to the history and government of the U.S.
- Develop English dialog skills specific to the testing process.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in both classes. All computers and testing materials will be provided.)

25 Example #3

This third example is very clear about the expectations on incoming students and what they should expect when taking this class. It specifically describes unusual logistical parameters while specifically encouraging those who might be impacted by this to enroll.

30 Basic Math Skills

This beginning course is intended to cover basic arithmetic concepts beginning with the basic operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percents. This course may be used for 5 credits in the High School Diploma program under subject (E) Mathematics. Required textbook may be purchased at the campus bookstore.

35

This third example is very clear about the expectations on incoming students and what they should expect when taking this class. It specifically describes unusual logistical parameters while specifically encouraging those who might be impacted by this to enroll.

40

Example #4

In addition to this latter the following example, the following catalog directions are very clear about going to the preferred campus for placement and registration. This is particularly important in this case, because the intended student probably will not be the primary reader of this information.

45

English as a Second Language (ESL) Literacy

Advisory: Literate in native spoken language, semi-literate in native written language

5 Students will be oriented to the classroom environment and the ESL learning processes. Class emphasis will be on oral English and development of introductory reading and writing skills. Class will take guided walks around campus to develop vocabulary and beginning conversational skills. Mobility challenged students welcome.

10 Note: For all ESL students; Please contact the campus counseling office at the following numbers or locations for each site. Plan to schedule an appointment to speak with a counseling representative for placement assessment and class registration. All students may speak directly to a counseling representative by "walking-in" to the Counseling Office of any campus during the hours of 9:00 a.m.-4:00 p.m. Monday through Friday.

15 In addition to this latter example, the following catalog directions are very clear about going to the preferred campus for placement and registration. This is particularly important in this case, because the intended student probably will not be the primary reader of this information. These examples above illustrate the ability to provide, in the briefest form, the necessary information for students to plan for and meet their educational needs. It is critically important
20 that the catalog be up front about both fiscal and logistical impositions the course may have.

Requisites

It is also important to note the use of requisites and advisories. These should follow the same rules as those for credit courses, but Title 5 §55002 places no requirements around the
25 establishment of them in noncredit instruction. However, the section on requisites and advisories, §55003, does not differentiate between credit and noncredit courses. The process and need for developing and implementing requisites applies to all courses. In general, the purpose should be to provide either a requisite, or some elementary guidance with a strong recommendation to seek counseling advisory services. The noncredit course developer should consult with the curriculum
30 chair or other local resource to determine local policy. If local policy allows for this the developer should review the prerequisite, corequisites and advisories element in the credit segment above.

College Catalog Course Description checklist for Noncredit

- 35
- Course number and title
 - Status (noncredit versus credit or others)
 - A content/objective description, as per above
 - Course type (lecture, lab, activity, special topics, etc.), and contact hours
 - 40 • Prerequisites, corequisites, advisories, and other enrollment limitation(s)
 - Repeatability
 - Fulfills a certificate of completion, competency or high school graduation requirements
 - Ability to articulate or prepare for credit coursework
 - Field trips or other potential requirements beyond normal class activities
- 45

Note that the course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation.

OBJECTIVES

- 5 The purpose of this the Objectives section on a noncredit course outline of record is to convey the primary components leading to student achievement of the course's intent and demonstration of the course's student learning outcomes. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning results. They and bring to the forefront specify what must be focused upon by any faculty delivering the course.
- 10 Please review the credit section of this paper for a definition of objectives and the distinction between objectives and student learning outcomes.

The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." There are several considerations to writing the Objectives section. First, the hundreds of specific learning objectives do not have to be so thoroughly documented such that each one is listed. These can be distilled down to a manageable number, commonly no more than twenty and are often less than ten. The key is grouping individual items into sets which share commonalities. For example, a citizenship course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...become familiar with traditions and behaviors in a variety of cultures." Or an automotive class might take two or three weeks to discuss the processes for servicing fluids on a vehicle, but the combined learning objective might be summarized as "...look up, print out and complete a 3,000 mile service checklist upon a late model automobile." Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is appropriate to the skills being developed.

15

20

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Unlike in credit courses, students enrolled in noncredit courses are not required to demonstrate or be assessed on critical thinking or to prepare students for directly using skills in the cognitive levels normally associated with critical thinking. However, in some cases courses, the the objectives and outcomes may require that students demonstrate higher cognitive levels will need to be achieved if the students are to be considered successful. Courses with this expectation may While it would not be expected that a noncredit student would achieve a significant mastery of this skill in one course, lay the groundwork for future noncredit and credit courses should be laid such that if they continue to practice, experiment, and learn, they will eventually become such a master. When reviewing the specific learning items and writing collective objective statements, keep in mind the cognitive levels expected of students in each area. See Appendix for examples of taxonomies of learning that explain levels of cognitive thinking.

30

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CONTENT

The format used for the course content section is commonly that of an outline. The topics are typically arranged with major and minor headings. The outline is detailed enough to fully convey

the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

5 Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

10 Content is subject-based so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval in Title 5 § 55002, the content should be obviously relevant to the objectives. If, for example, a content item for an auto body and painting course were “Art forms and colors” it might be appropriate to expand upon this such as “Stylistic art forms and color considerations—relative to historical and current automobile designs” to help clarify the actual need for this.

15 Career Development and the College Preparation (CDCP)

20 The enactment of the Community College Funding Legislation established the Career Development and the College Preparation (CDCP) program. Certificates are offered in several areas of study. Colleges may offer noncredit programs of two or more courses to prepare students for employment or to be successful in college-level credit coursework.

25 Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs.

METHODS OF INSTRUCTION

30 Similar to credit courses, The Title 5 §55002(c)(2) sub-section requires defining the course outline to specify instructional methods, but does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the freedom to select instructional methods to best suit their teaching style and support student success. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples of instructional activity included on a COR. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and performing the student learning outcomes. Additionally, since noncredit courses focus more on skill-building than the accumulation of units toward an award, they enjoy more flexibility in scheduling (variable unit hours of class, open-entry/open-exit scheduling, etc), and instructional methods on a COR should be equally flexible. Methods of instruction should also reflect an awareness of the various levels of preparedness students bring to the class since many noncredit classes do not have prerequisites and are not part of a sequence of courses.

5 In many cases, the environment in which the learning occurs needs to be described. While any course should be crafted to be as flexible as possible to accommodate differences in setting, many courses such as lab courses rely very heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will learn by demonstration and repetition to select the proper tools needed to complete the assigned task” versus “The student will learn by demonstration and repetition to properly choose a #2 Phillips screwdriver, a 4 oz ball peen hammer, and a pair of right-cutting tin snips to complete the assigned task.”

10 Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, describing what the ESL student will do in an instructional component about verbal dialog, to interact as a presenter and as a listener, are both learning elements that are the methods of instruction, and this description clearly lays the groundwork for developing or refining the evaluation criteria.

20 The requirement to “specify types or provide examples” has, unfortunately, been incorporated into the course outline by some colleges as a check-box type list. An example is shown below.

Is this example of a checklist needed?

The following are examples of instructional methods that might be included on a COR that are more indicative of rigor and aware of the various levels of preparedness and the flexible scheduling of a course than a simple checklist of instructional methods would provide:

Objective	Method of Instruction
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Instructor will demonstrate the proper techniques of stretching and shrinking sheet metals, for annealing and cold-working sheet metals. Students will practice and develop these skills using common shop-hand tools.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students will review various in-class videos specific to this objective and will participate in in-class discussions prior to reviewing and completing the course workbook on the segment pertaining to U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class lecture and videos defining in-home safety hazards for children after which students will complete in-class participation activities designed to promote a discussion about student experiences growing up around in-home hazards.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Lecture and reading assignments to develop a general understanding of basic human nutritional requirements, followed by a practical exercise in researching food costs

	among various food groups and across generic versus named-brand sources.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and announce the learned vocabulary.	Introductory lecture followed by unlimited self-paced use of audio and video recordings coupled with numerous in-class language development practice/participation sessions.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Introductory lecture coupled with workbook practice sessions to develop calculation skills, followed by review of scenario videos demonstrating proper customer communication and resolution practices.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	In-class review of several international documentaries of pandemic exposure of children to various unchecked health disasters, followed by in-class discussions and further lecture/reading about symptomology of common childhood ailments.

METHODS OF EVALUATION AND ATTENDANCE

5 Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives and successfully performing the course student learning outcomes.

10 It is important to note that while noncredit courses do not produce grades that would be “credited” into a student record, this in no way obviates

15 Moreover, it is permissible to provide a grade or element of having satisfactorily completed the learning experience in noncredit courses. Title 5 allows for the awarding of grades in noncredit courses, including courses which are a part of a high school diploma or may be accepted for high school credit by high schools. Per the PCAH, “The grading policy for noncredit courses is defined in title 5, §55021(c).” However, in summer of 2016, the Board of Governors approved a change in title 5, §55023 to allow for another grading option for noncredit courses. This change provides the “Satisfactory Progress” (SP) grade as an option for colleges with noncredit courses, but its use would not be mandatory. The options for grading then include Pass (P), No Pass (NP), and Satisfactory Progress (SP). However, with the change, there is not an A-F grading system for noncredit courses, so evaluation of students in a noncredit course design should include some form of student evaluation and feedback.

25 Like credit courses, the requirement for integrated objectives, methods of instruction, and methods of evaluation is no less challenging due to the constraints often perceived by many

noncredit students about “not passing.” The fact of having failed is often used not as an excuse to dig in and try harder but rather as a justification for not proceeding any further. So, it could be argued that a primary goal of evaluation in noncredit is to help the student learn how to be successful in spite of a single, or sequence of performances, that may be less than satisfactory.

5

The following table provides examples of courses objective in a noncredit course and appropriate methods of evaluation:

Objectives	Method of Evaluation
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Evaluation of various practice pieces culminating in a color painting of the final project piece for subsequent evaluation and determination of flaws and their cause.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students review, restudy and reattempt workbook questions until responding successfully to at least 90 percent of the questions.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class evaluations by instructor and student participation in feedback sessions to provide a diverse spectrum of safety examples, concerns, and solutions
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Students implement the developed weekly menu for one week and self-evaluate using provided forms to report results in a class-reporting session.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and annunciate the learned vocabulary.	Evaluation of in-class participation as discourse becomes more sophisticated throughout the term of the course coupled to scenario practice with audio recordings for feedback and guided self-evaluation.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Students successfully complete three differing types of estimate and invoice preparations and transact them with the instructor or aide acting as the customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted	Reviewing videos or scenarios of children in normal settings. Students will correctly identify at least four abnormal conditions that would be

10 **Attendance**

Since noncredit courses, by definition, do not carry unit amounts, attendance is a crucial issue when determining methods of evaluation and student attendance requirements should be on the COR. Title 5 §55002(e)(1)

The number of actual student contact hours must be indicated on a noncredit COR and recorded by the instructor. Per the “Noncredit at a Glance” document, “It is not sufficient for instructors to estimate numbers of hours of student attendance. Thus, if a course is scheduled to meet for four hours and several students leave after two hours, the student attendance reports should reflect that those students did not attend the full number of hours” and the student would not get credit for the course. In regards to attendance for Open Entry/Open Exit Courses, the maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course” and included on the COR. (Cal. Code Regs., tit. 5, § 58164(e)).

While many programs with outside agency certifications have very strict attendance requirements, students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and this in turn obliges faculty to include attendance as a necessary component in evaluation. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section.

For most objectives it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation. Additionally, there may occasionally be topics, affect or attitudes which the instructor wants to be certain students learn but feels cannot be evaluated by typical assessment practices. An example is an aspect of professionalism such as repeated tardiness which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

ASSIGNMENTS AND/OR OTHER ACTIVITIES

Title 5 Title 5 §55002 which defining establishes the requirement for assignments in the course outline does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments actually used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and the course student learning outcomes.

For many areas of study the organization or sequence of learning is very important. While it is not required that the example assignments be so sequentially organized in the course outline, giving some thought to this doing so can promote an implementation that leads to a more effective learning experience.

There are several key features regarding assignments in an integrated course outline. The purpose of each assignment is connected to one or more objectives. In some cases, particularly at the lower cognitive levels, the objective and assignment appear identical or very similar. For example, The integrated outline is one where the objective of being able to child-safety proofing a house is in part learned by doing just that, i.e.: making a house safe for children. It is clear that

there are sStudent performance expectations, are clear and that these are taught emphasized in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

5 The following table provides examples of courses objectives and appropriate assignments:

Objectives	Assignments
Define and demonstrate an understanding of general theatre terminology.	Review the playbills of several classical plays and participate in class discussions about the various elements commonly found with the theatre environs.
Observe and analyze the various components of a theatrical performance.	Attend and present an in-class summary describing various assigned plays covering both the general storyline of the play and other specific factors as assigned, such as audience reaction and participation. An alternate to this will be to review previously recorded plays as assigned by the instructor
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Using common shop-hand tools the student will repair at least three different types and/or grades of damaged sheet metal back to paint grade quality.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	The student will read and properly respond to questions in a course workbook in the subject area of U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	Using a simulation scenario, the student will properly secure a household from potential dangers to children under the age of ten.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	The student will develop a balanced and nutritious weekly menu within a specific budget that will include predefined nutrition parameters as assigned.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and announce the learned vocabulary.	Using the XXX vocabulary workbook, the student will participate in in-class narrations of words, sentences and paragraphs contained within the lesson workbook.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Utilizing in-class scenarios, the students will prepare an invoice and estimate, properly tabulated, and will transact payment and correctly provide change to a customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of	Utilizing online research materials, the student will produce written descriptions of the symptoms of five common childhood ailments

action, if such is warranted.

to include the flu, mumps and the measles.

RELEVANT ADDITIONAL COURSE OUTLINE ELEMENTS AND CONSIDERATIONS

MODALITY OF INSTRUCTION DISTANCE EDUCATION

5 Per title 5 § 55206, in order to offer a section of a course fully online or in a hybrid format, Distance education requirements call for a separate review process is required to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular and effective instructor-student contact as established in title 5 § 55204. Although this requirement exists, there is no requirement that documentation of the separate approval appear
10 on the course outline of record. Typically, this separate review is achieved through the use of a “distance education addendum” which establishes local criteria for authorizing a course to be taught using a distance education modality. However, an option for a college that wishes to note approval of an addendum on the official course outline of record may be to include distance education as an option among the methods of instruction on the COR. Including this note on a
15 COR may be important, as the course outline of record is the basis for articulation, and it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.”

20 COURSE CALENDAR AND MAXIMUM CLASS SIZE ENROLLMENTS

Title 5 is somewhat silent about both session or term lengths (calendar) and maximum class enrollments class sizes, but. Both are considered to be academic and professional matters; however, both and are commonly issues that are negotiated elements between faculty collective
25 bargaining units and college administration.

Areas for Discussion Between Senate and the Bargaining Unit

If bargaining language or district policy language on either the calendar and length of terms and maximum class enrollments is not satisfactory or is leading to scheduling or enrollment
30 situations which do not seem pedagogically sound, it is critically important for the curriculum committee chair to initiate discussions between the local senate president and bargaining agent. In cases where district policy and contract language calls for a committee review and various signatures, there needs to be clear policy for how to proceed when a disagreement occurs.

35 Determining Appropriateness of Short Term Offerings

Discipline expertise is the single most qualified source to appropriately determine if offering a course in a shorter term or session is feasible limitations on calendar/ scheduling and class sizes. While in most bargaining agreements, the administration has the right of assignment and creates the schedule, faculty should take the time to make a determination if a course can be offered
40 responsibly during a short session or term and make that determination known to the bargaining unit as academic calendars and terms/sessions are negotiated. Inherent to this discussion though,

is the potential conflict of interest for faculty who may benefit from being able to teach a profitable number of courses in a fairly shortened term. This in no manner implies that there are not faculty who possess the skills and capabilities to remain highly effective under these conditions. It does, however, mean that faculty are obligated to monitor these practices, and to be diligent in maintaining our excellent reputation through by maintaining high standards of rigor and quality.

To describe within this document a specific set of parameters which define either good or bad calendar/scheduling specifications is really not feasible given the large variety of courses and methods used to deliver them. But there already exist some metrics that are relatively common across the state. These are faculty full-time load equivalency, and maximum course-load limitations for students. These two are pointed out because many of the more egregious cases of abuse seem to be reflected in these areas.

If a course is to be offered in a five or fewer week format such as in a summer session, or an even shorter time frame in a winter intersession, faculty should determine if the course can be offered in a way to uphold standards and rigor, it can be mathematically worked out into terms of traditional semester loads for both faculty and students. Faculty can consider the impact on a typical semester's workload or a student's course load to determine if teaching the course in a shortened time frame is feasible. For example, a five-unit course taught in a four-week format is equal to 133% of a faculty's full time load in most districts where a full load equals 15 class time hours per week in a traditional semester, and would represent anywhere from a 133% to 150% load for the student. Under those terms, faculty can ascertain if instructional quality occurring is maintained for each and every student within that class, regardless of any delivery constraints?. When making the determination, faculty should ask if Would this affect the quality opportunity for of student success irrespective of is unaffected by who teaches the course or what types of services may or may not be available within any given four-week window? the drastically shorter term. This is particularly relevant to the discussion of . What happens to regular and effective contact and student success in courses taught via distance education or if that faculty member is teaching three-, five-unit, distance education courses during this short term, thereby sustaining a 400% load multiple courses during the short session?.

It is also important to note that in many districts the calendar itself is a negotiated item. Given the impact of course quality and the parameters set in a COR to ensure that quality, Do the senate representatives and bargaining unit representatives agent discussions leading into such negotiations should engage in discussions related to the length of terms that include sound pedagogical parameters? Is and is based on legitimate research done to that demonstrates the fiscal or other pedagogical benefits of such adjustments?.

40 **Determining Appropriateness of Class Maximums**

The presence of a maximum class enrollment number or class max on the course outline of record, though not required by title 5, is also an area of shared purview between the senate and the collective bargaining unit. The extent to which the class's maximum enrollment is included on the course outline of record and the role of the curriculum committee in determining that class maximum varies with every bargaining agreement and curriculum chairs and senate

5 leaders should have wide-ranging and honest discussions with representatives of the bargaining unit to develop a process for setting class maximums that places the interests of students at the forefront. The ASCCC paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*, adopted in spring 2012, provides more detailed information on criteria for setting class maximums and examples of effective practice from the field. Title 5 does make the recommendation in §55208 to consider curriculum committee review of class size for distance education courses. In some districts the determination of class size by the curriculum committee has been negotiated by collective bargaining units in conjunction with local academic senates. However the discussion is held and decision is made for setting class maximums, proper documentation of that agreement for each course is crucial to maintaining the integrity of the standard during the life of the course outline.

OTHER LOCAL ELEMENTS

15 During the process used to develop or revise a course outline of record, There may need to be review by other disciplines, departments or colleges in a district may need to be aware of pending changes to mitigate unintended consequences. Many colleges have the practice of requesting discussion between disciplines or departments if a course might be seen as encroaching on more than one discipline (e.g. both the Theater Arts and Mass Communications departments might be consulted before a Film Studies course is approved) Colleges in a multi-college district might have a process for discussion of courses that are common or similar between colleges in the district to provide broader academic opportunities for students.

25 In addition, it has been considered “good practice” by the Chancellor’s Office for there to be discussion with the college library faculty and staff to check if appropriate and adequate library materials and services are available to support the course.

30 There may be some other locally required data elements that are needed for the local curriculum management/tracking system that aren’t normally included in the outline itself, such as . Ccourse active or inactive status, or multi-college district curriculum approval elements are examples of this.

GENERAL CURRICULUM CONSIDERATIONS

Local Processes and Autonomy

35 Education Code §70902 and Title 5 §55002 authorize the primary recommendatory power of academic senates as the primary recommending faculty body in the area of curriculum. However, district Boards of Trustees are the primary approving body, and the California Community College Chancellor’s Office is tasked with ensuring compliance and chaptering locally approved curriculum.

40

Course and Program Approval

For individual course approvals, the Chancellor’s Office can waive the requirement for statewide approval through a certification process which attests to the fact that college curriculum

committees, and their parent senates and Boards, are in compliance with standards set forth in the Program and Course Approval Handbook, (CCCCO, current revision).

5 The Chancellor's Office maintains the authority to approve new programs for degrees and certificates, and course outlines of record must be submitted with program approval requests.

10 For more information about the development of certificates and degrees, as well as the requirements for Chancellor's Office program approval, refer to the Program and Course Approval Handbook.

10 Program Review and Revising the Course Outline

15 The course outline plays a critical role in the on-going process of program review, which is how a college keeps its curriculum relevant and allocates its resources appropriately. For the most part, when a college has an effective comprehensive planning process in place, the results of program reviews drive most other college decision making. The course outline of record is a critical element of any program review process because it lays the foundation for all learning needs such as facilities, equipment, supplies, and staff. Additional guidance on the broader subject of program review can be found in the ASCCC publications *Program Review: Developing a Faculty Driven Process* (ASCCC, 1996) and *Program Review: Setting a Standard* (2009). It is important to remember that the requirement for cyclical program and course assessment and review does not come solely from Title 5 or the Education Code. It is also a central requirement for remaining an accredited institution by the Accrediting Commission for Community and Junior Colleges.

25 CHANGES WHICH TRIGGER COURSE OUTLINE REVIEW

30 To streamline the course approval process, it should be recognized that nNot all changes in the course outline of record are of equal impact require full committee review. Full curriculum committee review should apply only to those changes which require re-evaluation of criteria to assure that standards in Title 5 and the *Program and Course Approval Handbook* continue to be met. To that end, the Academic Senate suggests the following guidelines for curriculum committee action on proposed course changes.

35 Full Review by the Curriculum Committee: Substantive Substantial Changes

35 Full review means a complete analysis of the entire course outline of record by the complete curriculum committee and a motion for approval by the full committee. The following substantive substantial changes should trigger a full review:

- 40 • A major change in Catalog Description, Objectives, or Content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the *Program and Course Approval Handbook*
- A change in units and hours
- A change in number of repetitions
- A change in credit/noncredit status
- 45 • A change in prerequisites, corequisites and advisories

- A change in modality, e.g. distance education (requires a separate review process)
- Course delivery in a highly compressed time frame
- Offering a course in experimental status
- Determination of imminent need to initiate expedited approval

5

All proposals should be submitted with the written rationale for the change.

Approved on the Consent Agenda: Minor Changes

10 Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is recommended that a A prior review of these items should take place to ensure that the course changes are such that standards are not affected. At most colleges, this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read 15 the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

20 It is recommended that the following minor changes to the course outline of record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee, or whatever vetting process is agreed upon by the committee:

- A minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)
- A change in course number (within college policy)
- A change in course title
- Add/drop from an associate degree or certificate program (must continue to be of two year or less duration)
- Add/drop from the associate degree general education list.

30

Again, a written rationale should accompany all proposed changes.

Information Item Only/No Action: Technical Changes

35 Some changes are technical in nature and require no review other than that of curriculum specialist and technicians who assist faculty to make the changes in the official course outline of record. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

40 It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departamental faculty or technical review committee. Revised course outlines should be transmitted so that the course file an be kept up to date.

- Non-substantial changes in term length (as long as the Carnegie relationship is maintained)
- Changes in the Text and/or Instructional Materials

45

- Changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully cover the stated content, and they would not trigger the need for a separate review re-evaluation such as is required for ensuring regular effective contact in distance education)
- Addition of a focus area to a special topics course.

CALIFORNIA'S EDUCATION SEGMENTS, ROLES AND STUDENTS

- 10 The major public components of California's educational segments provide a "ladder" of educational opportunities for California's citizens, which is not a simple task. Not only do the segments provide many differing types of connection points between each other, but they also have a very wide variety of missions, some of which align and some of which do not.
- 15 Articulation between the segments is an important consideration in the development of curriculum and especially the course outline of record, since this is the document most heavily relied on to establish articulation agreements. The process of articulation means to transition, or step from one rung of the learning ladder to another in what is hoped to be an organized manner. This can be from high school directly to a university or it can be a many-staged process such as
- 20 high school – work – noncredit – community college – four-year university – post-graduate university.

The five segments of education in California include:

- K-12: Elementary, Junior/Middle School, High School, and Adult Education
- Community Colleges
- California State University
- University of California
- Private schools and universities

30 Examples of articulation efforts include Tech Prep, Career Pathways, and the CSU Lower Division Transfer Pattern.

35 Course Identification Numbering (C-ID) System and Associate Degrees for Transfer

With the new mandate established by AB 1440 in 2010 for associate degrees for transfer (AA-T and AS-T degrees), the Course Identification Numbering system (C-ID) has provided course descriptors and numbers for all of the courses that currently are used in the Transfer Model Curricula (TMC). C-ID identifies comparable courses and provides an independent number, different from the control number assigned by the CCCC, to those community college courses that are commonly transferred to universities. That number is based on a course description called a "descriptor" developed by faculty from the discipline in the CSU and community college system. Colleges are required to submit their course outlines of record for approval if a course is

40

to be included in an associate's degree for transfer. Faculty should consider this system when developing courses or revising them.

CSU/GE Breadth and IGETC

5 The California State University General Education-Breadth and the Intersegmental General Education Transfer Curriculum are general education standards by which community college students can fulfill the lower division general education requirements of these segments prior to transfer. Individual courses are submitted for consideration by community colleges and reviewed by committees consisting primarily of CSU and UC faculty. Course developers must be aware of which features of this outline can assist in conveying the essential depth, breadth, quality, and
10 appropriateness of a course as they relate to these general education standards.

Courses can fail to receive approval for certification in a general education area in both systems for a variety of reasons. These include a failure to meet subject matter requirements, a narrowness of focus, or simply a failure to demonstrate sufficient quality, currency, and
15 completeness.

Detailed explanations for qualifying courses for CSU-GE or IGETC along with the IGETC Standards can be found on the ASSIST website (www.assist.org).

20 Contract Education and Community Service Offerings

Contract education and community service offerings do not collect state apportionment. Contract education courses are funded by an employer or other contractor, while community service offerings are sometimes fully paid for by the students taking the course. Title 5 makes provision for these types of courses to be offered; they often do not come through local curriculum
25 processes and do not require Chancellor's Office approval. The one exception is Contract Education courses where students receive college credit. If the students receive credit for the course on their transcripts, regardless of the fact that the course is offered through contract education, the course must be treated like any other credit course in terms of content, rigor and approval of the course outline of record by the local curriculum committee. The term "noncredit"
30 is specifically reserved for those courses and programs defined in Title 5 §55002(c), and §55150-§55155. Therefore, the term "not-for-credit" is used to describe contract education and community service offerings.



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: January	Year: 2017
		Item No: V. A.	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
STAFF REVIEW ¹	Julie Adams	First Reading	
		Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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



Executive Committee Agenda Item

SUBJECT: Strong Workforce Recommendations: progress and next steps		Month: January	Year: 2017
		Item No. V. B	
		Attachment:	
DESIRED OUTCOME:	The Executive Committee will discuss the progress made and next steps in addressing the Strong Workforce Recommendations.	Urgent:	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Ginni May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

During the 2015-16 academic year, the Executive Committee agreed on assignments and set goals for addressing the Strong Workforce Recommendations. Progress has been made. The goal of this discussion item is to give the Executive Committee an opportunity to address the following in regard to the Strong Workforce Recommendations:

- Discuss and share progress made
- Discuss questions and concerns where progress is slow
- Make adjustments to assignments as needed in order to continue progress
- Consider next steps

Executive Committee members shall prepare for this agenda item by bringing the following:

- Committee priorities on Strong Workforce Recommendations and notes on progress
- Questions, comments, and/or concerns regarding current assignments
- Recommendations on changes needed to current assignments to improve progress

***The Strong Workforce Priorities are included on the committee priorities spreadsheet which can be found on the [ASCCC website](#).

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



Executive Committee Agenda Item

SUBJECT: Executive Committee Members Discussion		Month: January	Year: 2017
		Item No: V C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss current workload challenges and determine priorities.	Urgent: NO	
CATEGORY:	Discussion	Time Requested: 45 minutes	
REQUESTED BY:	J. Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In recent years, the work of the ASCCC has expanded in scope and complexity. With this expansion, the Executive Committee members are considerably busier with continued demand on time and resources. Resolutions adopted by delegates direct the work of the ASCCC and remain a priority for the Executive Committee. Additional issues often arise that are not captured in resolutions and often demand immediate attention and effort. It can be difficult to determine the importance of such issues within the normal scope of work. Therefore, it would be helpful to establish criteria to assist members in determining priorities as well as identifying areas that may be handled by faculty experts in the field.

During this agenda item, members will discuss how to prioritize work, determine levels of engagement for Executive committee members as well as to share the work with others outside of the board, and create or maintain a sense of work life balance.

*** The most current Committee Priorities spreadsheet can be found on the [ASCCC website](#).

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



Executive Committee Agenda Item

SUBJECT: Update on Common Assessment Initiative		Month: January	Year: 2017
		Item No: V. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the status of the Common Assessment Initiative to ensure consistent messaging to the field.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: Since the delay in release of the Common Assessment that was announced in August, the Academic Senate, California Community Colleges Technology Center, and the Chancellor’s Office have been discussing what needs to happen to ensure that the project is on track for completion. During the last few months, additional project management and psychometric staff has been brought on to help with the project. Currently, there is ongoing work to determine what components the project must develop, what the current stage of development for each of those components are, what information the test will produce beyond a placement recommendation, and a timeline based upon these items. The most recent meeting with the Academic Senate, CAI project staff, and the Chancellor’s Office was on December 15, 2016.

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



Executive Committee Agenda Item

SUBJECT: AB 1985: Advanced Placement Examination Course Credit Policy for the California Community Colleges		Month: January	Year: 2017
		Item No: V. E.	
DESIRED OUTCOME: The Executive Committee will consider the creation, adoption, and implementation of a policy on Advanced Placement Examination course credit for the California Community Colleges.		Attachment: Yes - Forthcoming	
		Urgent:	
CATEGORY: Discussion		Time Requested: 15 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Ginni May	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

On September 23, Governor Brown signed AB 1985 Advanced Placement Credit into law (Ed Code §79500). Beginning January 1, 2017, the office of the Chancellor of the California Community Colleges in collaboration with the Academic Senate for California Community Colleges is required to begin development of, and require each community college district to begin adoption and implementation of, a uniform policy to award a student who passes a College Board Advanced Placement (AP) examination course credit for certain requirements in a course with subject matter similar to that of the AP examination. Each community college is required to post the most recent AP credit policy on its Internet Web site. If such a policy is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges must adopt and implement, commencing with the 2017–18 academic year, the AP policy adopted by the California State University, the California State University General Education Advance Placement List (CSU GE AP List). (Link to AB 1985 http://www.legtrack.com/bills/leginfo.public.ca.gov/pub/15-16/bill/asm/ab_1951-2000/ab_1985_bill_20160923_chaptered.htm)

A survey was sent to Academic Senate Presidents, Articulation Officers, and CIOs seeking feedback on current practice in the California community colleges in regard to AP Credit. The survey concluded in December 2016. The Academic Senate for California Community Colleges and the California Community Colleges Chancellor’s Office will develop language for a uniform policy for awarding course credit for AP Examination. The information in this survey will help to inform the policy language.

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



Executive Committee Agenda Item

SUBJECT: ASCCC Budget Performance		Month: January	Year: 2017
		Item No. V. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the budget performance for the second quarter	Urgent: NO	
CATEGORY:		Time Requested:	
REQUESTED BY:	Julie Adams/John Freitas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the second quarter budget performance and other financial activities. The fiduciary duties of the Executive Committee and the respective roles and responsibilities of the Executive Committee, Budget Committee, and Executive Director regarding budgetary oversight and the fiscal health of the ASCCC will be revisited and discussed. Executive Committee members should review the Accounting Policies and Accounting Procedures:

<http://asccc.org/sites/default/files/AccountingPoliciesApprovedAugust2011.doc>

<http://asccc.org/sites/default/files/Accounting%20ProceduresOct%202012.doc>

Please note that the Accounting Procedures are still being updated and will be on the February Agenda for consideration for approval.

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

Budget Performance January 2017

Statement of Activities - Actual vs Budget

12/31/2016 04:31

	07/01/2016 Through 11/30/2016 Actual	Year Ending 06/30/2017 Budget	Month Ending 12/31/2016 Budget Diff	Year Ending 06/30/2017 Budget	Month Ending 12/31/2016 Budget Diff
Change in Net Assets					
Operating Revenue					
Grant Revenue					
Program Revenue					
Member Fees					
Revenue - Other					
Total Operating Revenue	1,657,003.85	1,657,003.85	9,952.10	5,000.00	0.00
Expenditures					
Salary and Wages					
PR Benefits					
PR Taxes					
Occupancy					
Professors Fees					
General and Administrative Expenses					
Total Expenditures	1,063,770.35	1,063,770.35	575,109.27	1,157,858.00	19,426.89
Change in Net Assets					
+ Net Assets - Beginning	873,922.80	873,922.80	230,981.03	0.00	(24,077.35)
+ Net Assets - Ending	804,214.53	804,214.53	804,214.53	(109,893.00)	804,214.53
Net Assets - Ending					
				780,137.19	780,137.19

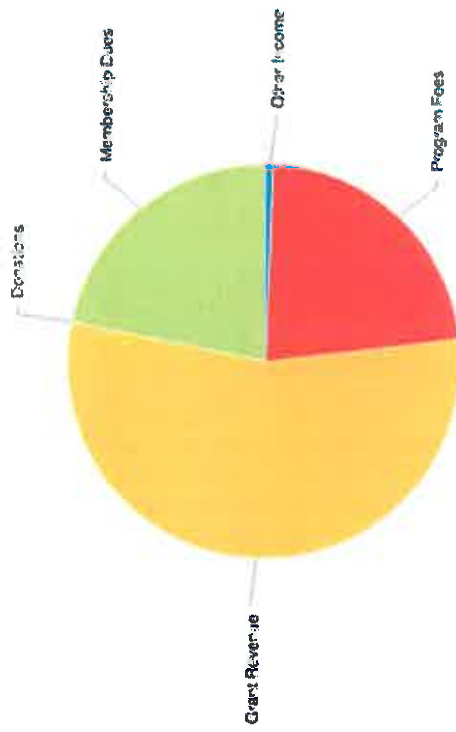
Statement of Financial Position

12/31/2016 04:31

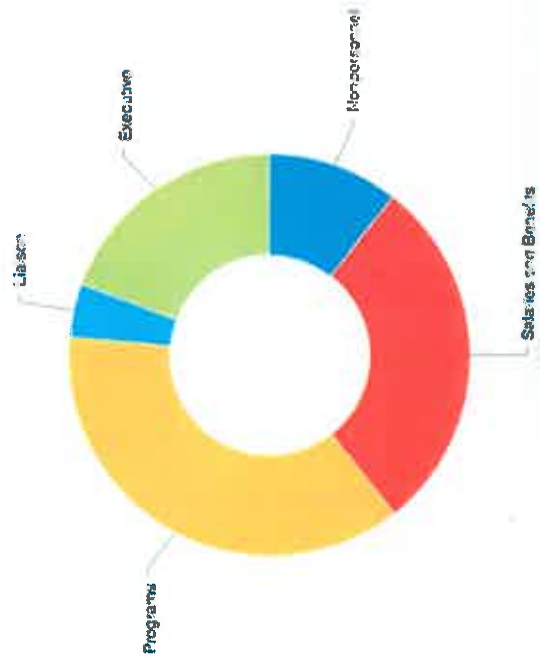
	Year Ending 06/30/2017 Current Year Balance	Year Ending 06/30/2016 Prior Year	Year Ending 06/30/2017 Difference
Assets			
Current Assets			
Cash and Cash Equivalents	540,370.71	116,719.49	423,651.22
Accounts Receivable, Net	346,830.31	584,045.92	(237,215.61)
Total Accounts Receivable, Net	346,830.31	584,045.92	(237,215.61)
Other Current Assets	29,835.90	67,735.72	(37,900.82)
Total Other Current Assets	36,833.90	67,735.72	(30,901.82)
Total Current Assets	925,040.92	768,501.13	156,539.79
Property & Equipment	299.43	299.43	0.00
Total Long-Term Assets	299.43	299.43	0.00
Total Assets	925,142.35	768,800.56	156,341.79
Liabilities and net assets			
Liabilities			
Short-term Liabilities			
Accounts Payable	47,856.71	200,113.20	(152,256.49)
Accrued Liabilities	66,730.85	92,953.69	(26,222.84)
Deferred Revenue	28,417.61	214,752.61	(186,335.00)
Total Short-Term Liabilities	142,995.17	507,819.50	(364,824.33)
Total Liabilities	142,995.17	507,819.50	(364,824.33)
Net Assets	782,147.18	260,981.03	521,166.15
Total Liabilities and net assets	925,142.35	768,800.56	156,341.79

Budget Performance January 2017

Current Fiscal Year Revenue 12/15/2016 to 01/31



Operating Expense by Category 12/15/2016 to 01/31



Fiduciary Responsibilities of Board Members

One of the main responsibilities of board members is to maintain financial accountability of their organization. Board members act as trustees of the organization's assets and must exercise due diligence to oversee that the organization is well-managed and that its financial situation remains sound. Here is an outline on how board members can fulfill their role as fiduciaries.

What does fiduciary mean?

Fiduciary duty requires board members to stay objective, unselfish, responsible, honest, trustworthy, and efficient. Board members, as stewards of public trust, must always act for the good of the organization, rather than for the benefit of themselves. They need to exercise reasonable care in all decision making, without placing the organization under unnecessary risk.

Understanding of financial basics

Not every board member can be a financial wizard. Every board member, however, needs to be a financial inquisitor. It is essential to understand basic terminology, be able to read financial statements and judge their soundness, and have the capacity to recognize warning signs that might indicate a change in the overall health of the organization. If a board member does not understand something, he or she must be willing to find out the answer.

Specific questions board members should ask:

- Is our financial plan consistent with our strategic plan?
- Is our cash flow projected to be adequate?
- Do we have sufficient reserves?
- Are any specific expense areas rising faster than their sources of income?
- Are we regularly comparing our financial activity with what we have budgeted?
- Are our expenses appropriate?
- Do we have the appropriate checks and balances to prevent errors, fraud, and abuse?
- Are we meeting guidelines and requirements set by our funders?

(Questions adapted from *The Financial Responsibilities of Nonprofit Boards* by Andrew Lang.)

Setting up and monitoring key financial indicators

Having the proper tools to monitor and evaluate financial performance strengthens the board's capacity to judge the health of the organization. Board members need to agree on general guidelines and standards to measure the effectiveness of organizational accomplishments. Appropriate policies must be in place to guide management and board decision making.

Ensuring adequate control mechanisms

Control mechanisms are not intended to detect fraud but rather to prevent it. Ensuring clarity in job descriptions and responsibilities; defining financial and accounting procedures (signing checks, handling of cash, approving expenses, outlining parameters for credit card usage); managing potential conflicts of interest with a clear policy; and requesting regular external audits are all manifestations of fiduciary responsibility.

Approving the budget

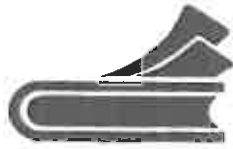
The budget creates the framework for program management and overall administrative decisions. The annual budget approval process helps curb any tendency for the board to micromanage. Securing necessary funding is part of a viable budget. Examining financial statements regularly, comparing actual figures to the projected ones, allows the board to verify that the general guidelines stay on track. The board should question any major variances.

Overseeing the organization's legal obligations

The board verifies that all filing requirements and tax obligations are completed. The organization must fill out Form 990 completely and file it on time. It must regularly withhold and pay employment taxes. To avoid intermediate sanctions, the board must document and justify its executive compensation and any financial transactions.

References

- Lang, Andrew S. *Financial Responsibilities of Nonprofit Boards*. BoardSource, 2003. Available at www.boardsource.org or by calling 800-883-6262.
- Ober/Kaler, attorneys at law. *The Nonprofit Legal Landscape*. BoardSource, 2005. Available at www.boardsource.org or by calling 800-883-6262.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Accreditation and Assessment Committee Monday October 24th, 2016

Members Present: S. Foster, L. Marchand, V. Martin, Z. O'Connor, C. Rutan, D. Wanner

Meeting called to order at 4:34 PM

1. **Approval of Minutes from 9/24/2016:** Minutes from the September 24th meeting were approved by consensus. C. Rutan will post approved minutes to the ASCCC Website and send them in for inclusion in the late November Executive Committee meeting packet.
2. **Revised AAC Charge:** The committee discussed the proposed changes to the committee charge, including changing the name of the committee to the Accreditation Committee. The revised charge was approved with minor edits provided by D. Wanner. C. Rutan will submit the revised charge to the Executive Committee for consideration.
3. **Update on ASCCC Executive Committee to NACIQI about ACCJC:** The committee reviewed the letter to NACIQI about ACCJC that was approved by the Executive Committee at their October meeting. C. Rutan also reported that there is a resolution up for adoption at the Fall Plenary Session that would authorize ASCCC to send a representative (likely the ASCCC President) to the NACIQI hearing about ACCJC in February.
4. **Update CEO Accreditation Workgroups:** The committee was provided an update on the continuing conversations between Workgroup I and ACCJC. The two continue to meet about once a month to address the recommendations submitted to ACCJC in the spring. The discussions have been described as positive, but the workgroup members are hoping to see more action from the commission. The most recent meeting included a discussion of new 18 month follow up report action that has been given to so many colleges in the last year. There will be a panel on Workgroups I and II during the Fall Plenary Session.
5. **Warren Bill on Accreditation and ACCJC Analysis:** The committee reviewed the current language in the Warren Bill and the analysis provided by CRAC that was distributed by ACCJC. Committee members were asked to watch for updates on the legislation, but told that action was not expected until the new year. ACCJC has expressed concern that the bill, in its current form, would fundamentally change the regional accreditation process and shift to a more centralized federal model. A breakout on this topic may need to be added to the Accreditation Institute.
6. **Review of Draft Accreditation Institution Program:** The committee was presented with the first draft of the Accreditation Institute program that was developed at the September 24th meeting. C. Rutan let the committee know that the Executive Committee would provide input on the draft program and may want to change the breakouts, general sessions, and/or the institute theme. If there are significant changes, the committee will have to adjust the program during the November meeting. The program with presenters and descriptions must be sent in by mid-December to be approved at the January Executive Committee meeting.

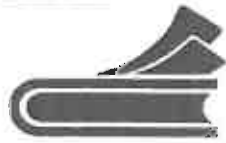
- 7. ACCJC Participation at Accreditation Institute:** The committee discussed whether inviting ACCJC to participate in the Accreditation Institute would be a good idea. The consensus was that the attendees would benefit from being able to ask questions of representatives from the commission and that they should be invited to participate. C. Rutan will share the committee's thoughts with the Executive Committee while presenting the Accreditation Institute program.

Meeting was adjourned at 5:02 PM

Respectfully Submitted,

Craig Rutan

Approved December 14, 2016



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CURRICULUM COMMITTEE

Date: 15 November 2016

8:30 AM – 10:00 AM

MINUTES

Members Present: Dolores Davison (chair), Randy Beach, Michael Bowen, Karen Daar, Michelle Sampat, Michael Wyly

Members Absent: Dorothy Hendrix (excused), Bernard McFadden

Meeting called to order at 8:33am

- I. Discussion items, with action as needed
 - a. Curriculum Regionals Debrief:
 - i. Suggestions for spring regionals:
 - a. There may be a day-long noncredit summit. Spring regionals may also be held this year. March 31st and April 1st are tentative dates for the noncredit summit and/or spring regionals.
 - b. The new PCAH was suggested as a focus for the spring regionals. The submission guidelines were sent to curriculum specialists for editing. The PCAH and submission guidelines should be released this December.
 - ii. Possible plenary topics: CTE and Curriculum, Dual Enrollment, C-ID, Local Certification and Local Curriculum Approval Processes, and Zero Textbook Cost Degrees, were some suggestions. Let Dolores know if there are any other ideas.
 - b. Curriculum Paper on Course Outlines of Record
 - i. Timelines for submission for January Exec Agenda: Dolores will get a draft out by November 28th. A draft version will be sent to Exec by December 14th. Appendices will include model CORs for credit and noncredit courses.
 - ii. Issue with charts and tables: These were updated.
 - c. Curriculum Statewide Regional Workgroups on Effective Practices
 - i. Participation: Curriculum Chairs, CIOs, Sector Navigators, and Deputy Sector Navigators
 - ii. Plans going forward:
 - a. Merritt College will be hosting a workshop in the north. LACCD will be meeting together as a district in the south. Other regional or multi-district workshops will be offered as well.
 - b. Dolores and Virginia Guleff will do a train the trainer session. Trainers will then go out to colleges and provide support in regards to effective curriculum practices.
 - c. These visits will take place over the course of the spring semester with a report out at the Curriculum Institute.

- d. Curriculum Institute – 12-15 July 2017 in Riverside
 - i. All members expected to attend and present: Registration and hotel if you are farther than 30 miles from the conference are covered. Members will facilitate and present at breakouts.
 - ii. Anticipating 700 people in attendance this year
 - iii. Will need to begin planning with first draft of agenda due in February
 - 1. Breakout topics: Dolores will be creating a matrix including recurring topics. We will likely need 9-10 breakouts per session
 - 2. General sessions: Chancellor's Office Updates,
 - 3. Strands: Strands for administrators, curriculum chairs, and curriculum specialists
 - 4. Themes: Let Dolores know if you have any good ideas.
- e. Meeting Schedule
 - i. 6 December, 8:30 – 10am: Review COR paper. Discuss Spring Regionals.
 - ii. 17 January, 8:30 – 10am: Plenary
 - iii. 25 February, 10-3, Mt. SAC
 - iv. 21 March, 8:30 – 10am
 - v. 18 April, 8:30 – 10am
 - vi. 6 May, 10-3, Los Angeles Valley

II. Announcements

- a. Upcoming Events:
 - i. Formerly Incarcerated Students regionals –18 and 19 November
 - ii. Executive Committee Meeting – 30 November, Hilton Waterfront, Huntington Beach
 - iii. Contextualized Learning Regionals – 2 and 3 December, Skyline and Palomar
- b. Other announcements?

III. Meeting adjourned 9:22am



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

Educational Policies Committee

November 9, 2016

3:00 pm – 4:00 pm

CCC Confer

Dial your telephone conference line: 1-913-312-3202*

Presenter Passcode: 9792445

Participant Passcode: 835850

*Toll free number available: 1-888-886-3951

MINUTES

Members Present: Ginni May, Randy Beach, Donna Greene, Catherine McKay, Michael Flores, Andrea Devitt, Saleem Moinuddin, ~~Lillian Batista-Edwards~~

1. Select note taker – G. May
2. Approval of Agenda – approved by consensus
3. Approval of minutes – done by email
4. Paper Outline – Effective Practices for Educational Program Development
 - a. Finalized Outline based on recommendations from ASCCC Executive Committee
 - b. Assigned sections for initial writing of draft
 - c. Confirmed timeline to complete paper:
 - Final Draft to Exec February 24
 - First Draft to Exec January 27
 - First rough draft for discussion January 11
 - Section drafts due to G. May December 16

Section drafts will be written in a word document using Times New Roman, 12 font, 1-inch margins, single space and no other formatting—If writers fall behind schedule, let G. May know immediately so that these sections can be completed on time.

5. AB 1985 Overview – G. May went over the requirements of AB 1985 and shared the draft survey to go out to the senate body regarding creating a state wide policy on awarding General Education credit for those that receive passing scores on College Board Advanced Placement Exams. The California Community Colleges Chancellor's Office is to work with the Academic Senate for California Community Colleges to create a uniform policy for the California Community Colleges in awarding AP credit for GE courses to be in place by fall 2017. If such a policy is not created, then the California Community Colleges are to use the same policy that is used by the California State University.

6. Future Meetings:

- Wednesday, December 14, 3:00-4:00 – CCC Confer
- Wednesday, January 11, ~10:30-3:30 – Sacramento
- Wednesday, February 22, 3:00 pm-4:00 pm – CCC Confer
- Wednesday, March 22, 3:00 pm-4:00 pm – CCC Confer
- *In person March 11--If needed*
- Wednesday, April 12, 3:00 pm-4:00 pm – CCC Confer

7. Future ASCCC Events (not all events are listed):

- ASCCC Area A, B Meetings, March 24
- ASCCC Area C, D Meetings, March 25
- ASCCC 2017 Spring Plenary Session, April 20-22, San Mateo
- ASCCC 2017 CTE Leadership Institute, May 5-6, San Jose
- ASCCC Faculty Leadership Institute, June 15-17, Sacramento
- ASCCC Curriculum Institute, July 12-15, Riverside
- ASCCC Events



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

Date: November 21, 2016

Time: 3:15pm to 4:15pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Eve Adler, Sam Foster, Julie Adams, Eric Narveson, Christina Johannsen

Recorder: Eve Adler

TOPIC	DISCUSSION	DISPOSITION
I. Call to Order and Adoption of the Agenda		Agenda adopted.
II. Approval of November 7 minutes		Approved with Correction to resolution 10.01 Fall 13 John will follow up with the Chancellor's office.
III. Exemplary Program Award application norming session	<p>Indicators of overall program success, evidence showing need and innovation, demonstrated collaboration, evidence of program supporting your college's mission statement, how this program could be a model for other CCs were normed for College A.</p> <p>There will be 2 other sets of awards that will need to be reviewed.</p>	ACTION: Download scores and send to Tonya in the ASCCC Office by December 1 st .
IV. Winter/Spring MQ and equivalency workshops (partner with IEPI) <ul style="list-style-type: none"> a. Possible tentative dates – March 9 and 10 (first choice), February 23 and 24 (alternative choice) b. Report on initial 	Workshops will occur on March 9 th and 10 th . Will build upon what was done in the Fall. A broader audience of groups from each college will participate. Will be discussed on November 28 th with the workgroup	ACTION: John will work on a formal request for partnership with IEPI. Will be discussed further at the December 5 th S&P meeting.

	<p>coordination efforts with IEPI</p> <p>c. Topics to cover and next steps</p>	<p>before planning will occur in the S&P committee.</p>	
V.	<p>Disciplines List – Communication Studies update</p>	<p>There was discussion and opposition to the Communication Studies proposal at the Fall Plenary. Concerns were raised about the proposal needing to be as inclusive as possible.</p> <p>The allowable degree title will change. A suggested edit is that “Strategic Communication” should replace “Speech Communication.”</p>	<p>ACTION: A new proposal will need to be submitted to John and Julie. Rationale including why specific degree titles are being used. A hearing will take place at Spring 2017 Plenary.</p>
VI.	<p>Chancellor’s Office MQ task force update</p>	<p>Workgroup tasked with addressing the Strong Workforce recommendations about qualified CTE instructors: MQs, equivalency processes, mentorship, etc.</p>	<p>The workgroup will meet again in November and December.</p>
VII.	<p>Assigned Resolutions and Strong Workforce Recommendations</p> <p>i. Resolutions – 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16</p> <p>ii. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f)</p>	<p>10.01 F13 (adding recency to all MQs) was discussed with legal representatives. Title V would need to be changed to add recency to the Disciplines List. Regulating and governing bodies already require recency. Districts have the option of crafting higher levels of qualification than are adopted by the state.</p> <p>10.02 S10 (Disciplines not requiring a Master’s Degree) addressed a concern about faculty who had a Master’s degree not in the discipline with 2 years of experience.</p>	<p>ACTION: For resolution 10.01 F13, John will draft a paragraph basically stating the resolution is not feasible because it requires regulatory changes that can be handled locally through the recruitment and selection processes. He will share this with the draft with the S&P committee.</p> <p>ACTION: 10.02 S10 was addressed. Already states any bachelor’s degree or higher with 2 years of professional experience. John will write something</p>

	10.12 S11 Strong Workforce Recommendations	<p>stating this has already addressed.</p> <p>ACTION: John will call his contact about 10.12 S11</p> <p>All the resolutions from 2010 – 11 are on hold until further notice.</p> <p>ACTION: Send John any input you may have about faculty mentorship</p>
VIII. Awards Deadlines <ul style="list-style-type: none"> a. Hayward – applications due December 23, 2016; selections due January 20, 2017 b. Diversity – applications due February 3, 2017; selection due March 6, 2017 		
IX. Items for Future Agendas <ul style="list-style-type: none"> a. Norms/expectations for Chancellor’s Office liaisons to ASCCC b. Disciplines List Revision Process update c. Possible new award for administrators d. Election protocols 	<ul style="list-style-type: none"> b. How do we make sure we have buy in from Discipline faculty? c. Possibly named after Bryce Harris. 	<p>ACTION: Need to add publication guidelines to future agendas.</p>
X. Announcements <ul style="list-style-type: none"> a. Next meeting – December 5, 3:00 b. Contextualized Teaching and Learning Regional 		<p>ACTION: On Monday, January 9th, there will be an in person meeting from 10am to 3pm at the ASCCC office. Begin making travel reservations.</p>

<p>Meetings – December 2, 3</p> <p>c. SLO Symposium – February 3, North Orange County CCD</p> <p>d. Faculty Hiring Regional Meetings – February 10, 11</p> <p>e. Accreditation Institute – February 17-18, Napa</p>		
<p>XI. Adjournment</p>		<p>4:01pm</p>

CalPASS-Plus Advisory Board Meeting Report

December 7, 2016

John Freitas

The meeting agenda is attached.

1. Student Athletics Dashboard

- A representative of the CCC Athletics Association (CCCAA) opened with an introduction to the problem – student athletes are not earning the credits needed to complete a certificate, degree, or to transfer.
- A new Student Athletics Dashboard that shows persistence and completion metrics at all colleges was demonstrated. It is password protected, and anyone with access can see data from every college.
- There are “rankings” of the top ten colleges that exceed the state average on completion metrics, at the request of the Athletic Directors. The stated purposes is to highlight which colleges are “bright spots.” The assumption is that athletic directors at colleges where athletes are struggling will contact the ADs at the “bright spot” colleges to find out what is working well for them.

2. Workforce Programs and Use of LaunchBoard (If you don't have LaunchBoard access yet, go to

<https://www.calpassplus.org/user/login.aspx?ReturnUrl=%2fLaunchBoard%2fSWP.aspx>

to request it.)

- Vice Chancellor Van Ton-Quinlivan opened by stating the importance of the LaunchBoard Strong Workforce Program metrics as a tool for monitoring the progress towards meeting the goals of the Strong Workforce Program, and as a tool for colleges to use for their planning purposes.
- The Strong Workforce LaunchBoard was demonstrated. The nine metrics are: number of enrollments, number of students who got a degree or certificate, number of students who transferred, employed 2 quarters after exit, employed 4 quarters after exit, job closely related to field of study, median earnings 2 quarters after exit, median change in earnings, attained a living wage.
- The metrics are presented in graphical form in order that longitudinal trends can be seen more clearly.
- Data filters include sectors, TOP code, all programs, regions, colleges, program, and academic year.

3. Leveraging Cal-PASS Plus to Enhance Student Experience

- A discussion was had about how the Cal-PASS Plus resources could be made into a student-facing set of resources to help students plan for their futures. Concerns expressed included how well students would understand how to use the information without counseling, and at a higher level, how it would be determined what would be useful to students.

- There were also ideas expressed about using the Technology Initiative resources, such as online counseling from OEI, and the resources developed through the Educational Planning Initiative.
- The consensus was that research will need to be done to determine what direction to take this idea.

4. Governor's Innovation Awards and College Promise Grants

- A presentation was made on the role that Cal-PASS Plus is playing in partnering with colleges and/or districts in applying for Governor's Innovation Awards and College Promise Grants (AB 1741 grants).
- Currently, they are working with the following institutions/projects at various levels to help them obtain these awards:
 - Bakersfield College – 12th grade to 13th grade transitions
 - Riverside CCD – Foster Youth Success
 - San Francisco – Bridge to Success
 - Los Angeles College Promise
 - Oakland College Promise

5. Foster Youth Dashboard and Research

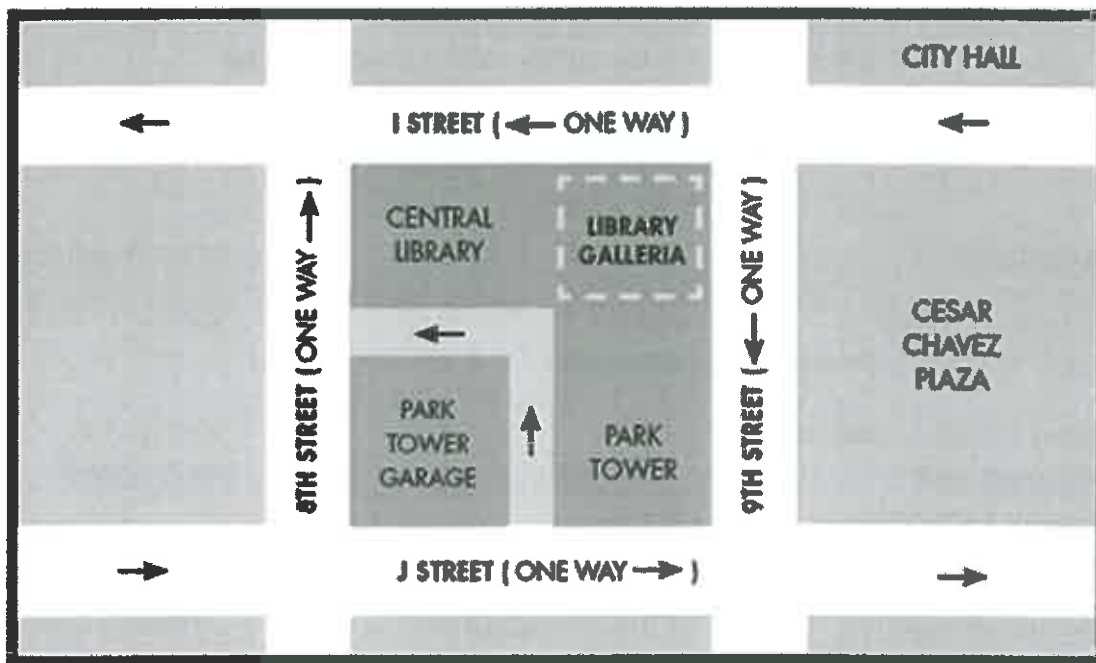
- The new Foster Youth Dashboard was presented.
- Identifies key milestones for Foster Youth success, such as GPA and financial aid awarded, among others.
- Provides benchmarking of foster youth against general student population and allows for identification of "bright spots," similar to the Student Athletics Dashboard.

AGENDA
Cal-PASS Plus Advisory Board Meeting

Wednesday, December 7 2016
11:00 a.m. to 2:00 p.m.
Sacramento Public Library - West Meeting Room
828 I St, Sacramento, CA 95814
Cedi McCorkle 916-498-8980
Parking Information Attached

- | | | |
|-------|---|-------------------------|
| I. | Introductions | Matt Wetstein |
| II. | Segment Updates <ul style="list-style-type: none">• UC, CSU, CC, Private/Independents | All |
| III. | Student Athletics Dashboard <ul style="list-style-type: none">• Accreditation• Equity Planning• Program Improvement | Kathy Hart
Ken Sorey |
| IV. | Workforce Programs and Use of the LaunchBoard <ul style="list-style-type: none">• \$200M Strong Workforce Funding• Employment Outcomes• Supply and Demand• Benchmarking and Program Improvement | Anthony Dalton |
| V. | Leveraging Cal-PASS Plus to Enhance Student Experience <ul style="list-style-type: none">• Pathway Mapping• Wage and Employment Outcomes• Choosing Programs• Early Warning/Alert Systems• Student Facing Apps | Jim Lanich
Ken Sorey |
| VI. | Governor's Innovation Awards and College Promise Grants <ul style="list-style-type: none">• Where we are plugged in to date• Other opportunities to support efforts | Ken Sorey |
| VII. | Foster Youth Dashboard and Research <ul style="list-style-type: none">• Bright Spots and Benchmarking• Predictive Analytics for FY Success• Next steps --- Qualitative Research and Framework | Ken Sorey |
| VIII. | Update on Attendance/Truancy Data Pilot | Anthony Dalton |

There are several options for parking around the Central Library:



- **Street parking.** There is metered street parking on most streets near the library, with either a 1-hour or 2-hour limit for most spaces. Parking in these spaces is free after 6 p.m. Monday through Saturday, and all day on Sunday.
- **Parking garage behind library.** To reach this garage, turn left off of J Street into the alley between 8th and 9th streets.
- **City Hall Garage.** Located on the eastern side of Cesar Chavez Park across from the library, the City Hall Garage can be entered from I Street between 10th and 11th streets.
- **Other parking options.** The City of Sacramento offers a [Parking Lot and Garage Rates](#) page with various downtown parking options, including an area map that may be downloaded.

Report of FACCC Board Meeting, November 18, 2016

John Freitas

I attended the November 18 meeting of the FACCC Board at Chaffey College. Below is my summary of the important discussions.

Executive Director's Report

Jonathan Lightman provided his Executive Director's report and highlighted the following:

- He noted the DSPS and EOPS concerns about the ASCCC resolutions around moving MQs out of Title 5. He then thanked me and Julie Bruno in absentia for attending the morning session of the EOPS conference on November 10 in Monterey.
- CCCAOE/CTE – He noted that there isn't a "grand political coalition" around CTE. He suggested that a COFO-like organization for CTE could be useful. He envisioned it including organizations with an interest in CTE, such as the ASCCC, CCCCIO, CCCAOE (for example).

AAUP Liaison Report – the AAUP liaison expressed that AAUP has concerns about pathways programs that are springing up. In particular, there are concerns that these programs are "dumbing down" curriculum with fewer writing assignments, standardized grading rubrics, and so forth.

FACCC Blog – FACCC has started a blog. Jonathan encouraged the board members to contribute to the FACCC blog. He also encourages the ASCCC and SCCC to be contributors.

Upcoming Events (<http://www.faccc.org/events/>)

- FACCC Policy Forum on January 20 at Chabot College – The ASCCC is invited to have a representative participate on the panel.
- FACCC Advocacy and Policy Conference, March 5-6 in Sacramento – there were discussions about how the presidential election results will impact the agenda for the conference.
- Veteran's Summit, March 9-10 in Sacramento – concerns were expressed that the Chancellor's Office is losing interest in veteran's issues.

FACCC Legislator of the Year – Assemblymember Kevin McCarty

FACCC Legislative Staffer of the Year – Monica...?

FACCC Legislative Priorities for 2017

The FACCC Board established the following legislative priorities for 2017:

- Pursue a legislative resolution on faculty to establish as a statement of legislative priority. This could act as a vehicle to move forward with efforts that have been stymied, such as part-time faculty office hours and pay equity.

- Reintroducing AB 2017 (student mental health), which was vetoed by the governor because there was no funding.
- Legislation to mitigate the effects of the establishment of academic progress standards for students receiving BOG waivers.

Some members of the board also discussed pursuing eliminating the 67% limit on part-time faculty load, presumably to allow part-time faculty to teach the same loads as full-time faculty. This was not adopted as a legislative priority, and it's not clear if this ever will be.

Issue Discussions

The board then engaged in an open discussion about a variety of issues. Among the issues discussed were:

- Student needs – there was a discussion about legislators looking at student homelessness and food insecurity, and other social justice matters, as student equity matters.
- Accreditation – The AB 404 accreditation survey responses were discussed. I noted the incongruity between the likert scale responses and the written comments from local senate leaders, which suggested that respondents misunderstood what was being asked.
- Election analysis – The board discussed sending a letter from FACCC to all faculty regarding the presidential election as a means to provide encouragement to the faculty. The election results of FACCC-endorsed initiatives and FACCC-endorsed statewide candidates were discussed.

Jonathan noted that FACCC should consider developing an inventory of matters (issues, policies, etc.) that could be affected by the federal election results.

NSSSPAC Meeting Notes

November 11, 2016



Committee Membership - Attendance:

Name	College	Constituency	Absent (A), By Phone (P), In Person (IP)
Vaniethia Hubbard	North Orange CCCD	NSSSPAC Co-Chair	IP
Nilo Lipiz	Rancho Santiago CCD	SSSPAC Representative	IP
Liza Becker	Mt. San Antonio College	ACCE Representative	IP
Jan Young	Glendale College	Academic Senate	IP
Cassandra Caesar	SDCCD	Academic Senate	IP
TBD		Academic Senate – Career Technical Education	A
Khanh Ninh	North Orange CCCD	Academic Senate - Counseling	IP
Christy Figueroa	SDCCD	Classified Senate	A
Brian Ellison	Merced College	Chief Instructional Officers (CIO)	A
Russi Egan	Palo Verde College	Chief Business Officers (CBO)	A
Debra Ludford	NOCCD	Chief Information Systems Officers Association (CISOA)	A
Beverly Heasley	Mt. San Antonio College	CISOA (Alternate)	A
Mia Ruiz	Cuesta College	CCC Student Success and Matriculation Professionals Association (CCCMPA)	A
George Bradshaw	Mt. San Antonio College	College Registrars and Admissions Officers (CACCRAO)	P
Bri Hays	San Diego Mesa College	Research and Planning Group (RP Group)	A
Frances Southerland-Amsden	Crafton Hills College	California Community College Assessment Association (CCCAA)	A
Rhonda Mohr	Chancellor's Office	Dean, Student Services	IP
Ajani Byrd	Chancellor's Office	Graduate Fellow	IP
Chris Gaillat	Chancellor's Office	Specialist (Co-Chair)	IP
Michael R. Quiaoit	Chancellor's Office	Specialist	IP
David Lawrence	Chancellor's Office	Specialist	A
Patty Falero	Chancellor's Office	Support	IP

Welcome, Introductions, Travel Forms, CCCCC Update (Michael R. Quiaoit)

CCCCO Update

- Patty Falero briefly discussed the Travel Reimbursement process and handed out forms to members who needed them.
- Staffing - New Chancellor of Eloy Ortiz Oakley will start on December 19th, 2016.
- Student Services is still without a Vice Chancellor. The Chancellor's Office will wait for the new Chancellor to come on board to hire a new Vice Chancellor. SSSP has been reporting to Pam Walker in the interim.
- Michael provided an update to last meeting's Action Items:
 - Chancellor's Office sent out memo to colleges regarding 2016-17 SSSP Plan and Budget expectations
 - Chris Graillat shared with CAI Noncredit issues
 - Chris Graillat informed both VC and Deans of Noncredit issues
 - Michael sent Patricia Donohue of CCCApply the Noncredit Survey PPT
 - Residency guidance to CCCApply for Elias Regalado is that it should be asked by both credit and noncredit. Chancellor's Office is meeting with Legal and Elias to formally opine on the issue
- The Distance Education and Education Technology Advisory Committee (DEETAC) would like a representative from NSSSPAC to serve on their committee. Please contact Vaniethia Hubbard or Michael R. Quiaoit if you are interested in being the NSSSPAC representative.
- Rhonda Mohr joined the meeting in the afternoon and provided the following update on Integrated Planning efforts:
 - Chancellor's Office team looking at either combining the plans or starting from scratch; the team is leaning toward starting from scratch
 - Focusing on only what Education Code and regulations require
 - Possibly broader guidelines on allowable expenditures
 - A draft will be developed by 12/1
 - The goal is to release the new template in February 2017
 - Possibly a May deadline for submittal of plan
 - The group shared that the existing plans forces collaboration at the campus
 - Vaniethia wanted assurances from Rhonda that noncredit issues would be discussed in the development of the new template

Noncredit Progress Indicator Discussion (Vaniethia Hubbard)

- Vaniethia handed out the BOG Proposed Revisions to Title 5 adding the "SP" indicator to the Academic Record Symbols and Grade Point Average section
- "SP" stands for Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)
- The symbol can be used 30 days after 09.25.16

- It took approximately 10 years to get this symbol approved
- North Orange CCD is using this at the local level, but not submitting in MIS file to the state (Banner SIS); Mt. San Antonio is using locally and submitting in MIS file to state; San Diego is not grading
- It should be an ACCE discussion on whether the use of the “SP” symbol is optional v. mandatory
- A discussion is needed to determine optional v. mandatory as submission to the state can show others than noncredit student progress, but not complete.
- CCC is an open education system and noncredit cannot be evaluated the same way as credit
- IEPI should be involved for a statewide training for using “SP” as the indicator
- Use of “SP” will be valuable for data collection for noncredit population – Gary Adams at CCCCCO would be interested
- How will use of “SP” indicator impact the FA scorecard?

Noncredit Performance Measures Workgroup Update (Vaniethia Hubbard)

- Guidelines for noncredit grew
- Additional success measures were added for noncredit

Launchpad Adult Education Tab Update (Vaniethia Hubbard)

- Team is working with Kathy Booth from WestEd
- The SSSP data needs to be cleaned
- “SP” Indicator will show success rate of students
- Database will be made available to view CTE program effectiveness
- Scorecard does not include CDCP – not just credit CTE certificates
- Be sure noncredit MIS submissions are accurate
- Have an MIS liaison

Chancellor’s Office Action Items:

- Can Chancellor’s Office have a governmental liaison attend the Spring ACCE Conference?

Stakeholder Updates

- No stakeholder updates at this time

Survey Results from SE/SSSP All Directors Training (Ajani Byrd)

- Goal: Wanted to know how we did, but also where improvements could be made moving forward.
- Logical model survey administered though Survey Monkey utilizing Likert scale and short response questions.
- 48 Total Questions

- 151/373 = 40% Response Rate
- Overall, general sessions were received well
- Attendees valued the new format with New/Seasoned Directors; though there is room for improvement for session topics
- Regional sessions were a good addition to the conference.
- Sending out a survey to the field asking for topic suggestions in advance
- Thinking about other ways we can group colleges other than region. (e.g., FTE, similar challenge areas or populations)
- If possible, separating trainings into separate conferences (i.e., New and Seasoned) so more in-depth attention can happen with both types of audiences.

Noncredit Program Evaluation for SE and SSSP (Group)

- Noncredit students will need to access CCID # from CCCApply to use CAI
- Performed an informal survey to ACCE members
- Chris and Vanietha also sent out a formal survey to all institutions
- Does a paper application process comply with all residency or Title 9 regulations?
- Vanietha share a PPT with the group with the results of the survey (PPT will be an attachment to the email)

Chancellor's Office Action Items:

- Michael will send the survey PPT to Pat Donohue (Product Manager – CAI)
- Chris or Michael will check with Elias Regalado regarding the intent behind his residency guidance to CCCApply

Making Noncredit More Visible Discussion (Group)

- Plan a noncredit summit in Spring of 2017
- Need a noncredit advocate at the Chancellor's Office (Chris Graillat and Chantee Guiney)
- Possibly align with Strong Workforce regions
- Need noncredit representation at all statewide groups
- Direct communication from the Chancellor's Office when an issue impacts noncredit community
- Possibly a separate SSSP Handbook
- Update "Noncredit At-a-Glance" by ACCE and Academic Senate
- Need more support from the Chancellor's Office
- Need better connection to AEBG
- Utilize the PLN as a communication vehicle for online training
- Talk with Kirstin Corbin about BSI impact on noncredit

Chancellor's Office Action Items:

- Chancellor's Office needs to be visible in embracing noncredit as a part of the CCC mission
- Chancellor's Office needs to understand the noncredit is an integral part of the CCC mission
- Consistently utilize noncredit resources before communicating out to field

Wrap Up, Action Items, Next Meeting

- Next meeting is scheduled for **February 8th, 2017**.

SSSPAC Meeting Notes

August 19 ~~November 8~~, 2016



Committee Membership - Attendance:

Name	College	Constituency	Absent (A), By Phone (P), In Person (IP)
Dr. Tim Johnston	Shasta College	Region 1	P
Kimberly McDaniel	Cosumnes River College	Region 2	A
Julie Olsen Oscar Mendoza	Cosumnes River College	Region 2 (for Kimberly McDaniel)	IP
Li Collier	Santa Rosa Junior College	Region 3	A
Marty Lee	Santa Rosa Junior College	Region 3	
Carla Rosas	Los Medanos College	Region 3 (Alternate)	IPA
Laureen Balducci	Foothill College	Region 4	IPA
Delecia Robertson	San Joaquin Delta College	Region 5	AIP
Damien Pena	Ventura College	Region 6	IPA
Regina Smith	LA City College	Region 7	A
Lucinda Over	Citrus College	Region 8	IP A
Nohel Corral	Long Beach City College	Region 8 (Alternate)	A IP
Amy Nevarez	Chaffey College	Region 9	P
Arthur Lopez	Victor Valley College	Region 9 (Alternate)	A
Susan Topham	San Diego Mesa College	Region 10	A
Vaniethia Hubbard	North Orange CCD	NSSSPAC Representative	IP
Nilo Lipiz	Rancho Santiago CCD	Noncredit Representative	IP
Christie Jamshidnejad	Diablo Valley College	Academic Senate Representative	IP
Sabrina Sencil	Cosumnes River College	RP Group Representative	P
Denise Whisenhunt	San Diego City College	CSSO Representative	A
Victoria Hindes	West Valley College	CSSO Representative	A
Kelly Fowler	Clovis Community College	CIO Representative	PP
Greg Nelson	College of Marin	CBO Representative	A
Maggie Baez	Canada College	Classified Senate Representative	IPA
Chelley Maple (Co-Chair)	College of the Canyons	CCC Student Success & Matriculation Professionals Association	IP
Susan Bricker	Pasadena City College	CA Assoc. of Community College Registrars & Admissions Officers (CACCRAO)	A
Mark Samuels	Southwestern College	California Community College Assessment Association	A
Mandy Liang	City College of San Francisco	California Community College Assessment Association	P
Eric Nelson	Chancellor's Office	Basic Skills Advisory Committee Liaison	A
Alejandro Lomeli	Long Beach CCD	Student Senate	IP
Rhonda Mohr	Chancellor's Office	Dean, Student Services	IP
Kirsten Corbin	Chancellor's Office	Dean, Basic Skills and Special Programs	IP
Michael R. Quiaoit	Chancellor's Office	Specialist (Co-Chair)	IP
Debra Sheldon	Chancellor's Office	Specialist	A
David Lawrence	Chancellor's Office	Specialist	IP
Ajani Byrd	Chancellor's Office	Graduate Fellow	IP

Patty Falero	Chancellor's Office	Support	IP
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Welcome, Introductions, Travel Forms, CCCCC Update (Rhonda Mohr, [Michael Quiaoit](#), ~~Kirsten Corbin~~, ~~Janet Fulton~~)

CCCCO Update

- [Patty Falero briefly discussed travel procedures and forms](#)
- [Staffing - New Chancellor of Eloy Ortiz Oakley will start on December 19th, 2016.](#)
- [The Distance Education and Education Technology Advisory Committee \(DEETAC\) would like a representative from SSSPAC to serve on their committee. Please contact Chelley Maple or Michael R. Quiaoit if you are interested in being the SSSPAC representative.](#)

- He has had several meetings with Vice Chancellors already. Staff has shared challenges and program-related issues in writing to the incoming Chancellor.
- David Lawrence is a new SSSP and Student Equity (SE) staff person focusing on allocations and funding
- Student Services is still without a Vice Chancellor. Dr. Denise Nolden left last January and the Chancellor's Office will wait for the new Chancellor to come on board to hire a new Vice Chancellor. SSSP has been reporting to Pam Walker in the interim.
- The third dean position in Student Services is now filled by Margaret Ortega and she started in June of 2016. She is overseeing Transfer & Articulation, DSPS and Health Services, Student Senate, Meeting /Conference Planning, and Mental Health. Student Services has been restructured and SSSP and SE will no longer report to Sarah Tyson (EOPS/CARE, CAYFES, CalWORKS, Veterans, and FKCE), but Rhonda Mohr.
- Rhonda has over 30 years of experience in higher education, predominantly in financial aid. Her areas of responsibility will now be: SSSP, SE, and Financial Aid. Student Services has been without the third dean for 18 months and now all three are in place.

SSSP Budget

- Funding for 2016-17 is the same amount as 2015-16. We currently have no indication it will change for 2017-18.
- CCCCO hasn't heard anything of a reduction in any categorical programs from the Capital.
- No discussion of increases as well. Safe to say in the next few years we will be steady.
- Advance (80% has been sent). When allocations are run, the Chancellor's Office will take data from 2015-16 and some institutions may receive more for additional services reported (depending on what everyone else did in the system).
- Late September/early October allocations will be run and funds identified after the Chancellor's Office collects the data and applies the funding formula to each college.
- Other opportunities — in February of 2017 in the Mid-year Expenditure Report a college can request additional funds. Currently there are no underspending penalties under SSSP and SE. We don't want to penalize institutions for not spending funds. In a couple years they may implement penalties of loss of funds.
- Question on the phone — Difficulty with districts wanting to hire tenure track with SSSP funds. Memo to CBO's might be helpful and if we can get something in writing would be great. Will wait for Pam Walker to get back to discuss.
- Match — Will be 1-1 next year.

Integrated Planning

- 2016-17 Credit SSSP Allocations: 80% Advance (of 2015-16 P1 Allocation) and 80% guarantee (using old matriculation formula – headcount, with 2015-16 data)
- Chancellor's Office team looking at either combining the plans or starting from scratch; the team is leaning toward starting from scratch
- Focusing on only what Education Code and regulations require
- Possibly broader guidelines on allowable expenditures
- A draft will be developed by 12/1
- The goal is to release the new template in February 2017
- Possibly a May deadline for submittal of plan

Basic Skills Update

- ~~Monthly webinar recorded and posted on BSI website (including changes to BSI).~~
- ~~64 Colleges were awarded a transformation grant. Changing assessment/placement, integrated student services and instruction~~
- ~~Partnership Pilot program – 5 grants awarded. Chancellor's Office working with CSU's to provide instruction in basic skills for currently enrolled CSU students and entering CSU students.~~
- ~~BSI – Old BSI of 2007 no longer exists. Student Service Basic Skills (SSBS). Gives schools more money. BSI has limped along last 9 years with 20 million for all colleges (19MM), with the new SSBS program, an additional 30 million of ongoing funds allocated (total of 50 million for SSBS). 5% will go to 3CSN and the rest goes to Colleges.~~
- ~~Allocation formula will change. It was formerly FTES in BSI~~
- ~~New formula is based on 50% performance, 25% low income (BOG fee waiver), 25% FTES in courses that are using high impact practices (outlined in transformation grant).~~
- ~~Challenges with the formula, due to tracking (FTES of courses that have high impact practices – not all sections may be using those practices). More requirements in this new program and what colleges have to do, but more allowable on how colleges can spend the money.~~
- ~~This year, 2016-17 legislature directed Chancellor's Office to provide 30 million to those that applied for the Transformation Grant. In 2017-18 colleges will see this funding for SSBS. Funding will remain the same for the current year. More to come as formula gets ironed out.~~

SSSPAC Representative to CAFYES (Cooperating Agencies Foster Youth Educational Support) Advisory Committee

Janet Fulton requested time to address the SSSPAC membership to obtain a representative from SSSPAC on the CAFYES Advisory Steering Committee. Below are a few facts she shared:

- ~~CAFYES was authorized by Ch. 771, Stats. 2014 (Senate Bill 1023, Liu), and is a case management based, categorical, component program of Extended Opportunity Programs and Services.~~
- ~~The State Budget Act in 2015 and 2016 allocated up to \$15 million to CAFYES~~
- ~~As soon as funding was allocated to CAFYES in July 2015, the California Community Colleges Chancellor's Office (CCCCO) began developing a competitive, peer review process to evaluate applications for funding to begin CAFYES programs. Twenty four (out of 72) community~~

college districts submitted applications. Review panels judged 17 applications, of the 24 submitted, to be eligible for funding.

- CAFYES programs serve current and former foster youth by establishing an educational program that provides services promoting academic success.
- That includes providing counseling, tutoring, help with transportation costs, books and supplies, child care, career guidance, housing assistance, work study grants and health services.
- Eligible students are those whose dependency was established by the court on or after their 16th birthdays and who are under 26 years old at the beginning of any academic year in which they participate in the program.
- Students must also be enrolled in at least nine college credits upon acceptance into the program.
- The programs will be implemented at 26 community colleges within the 10 districts. Once in effect in the 2017-18 academic year, the programs are expected to serve approximately 2,560 students.
- A 27 member advisory committee to provide the Chancellor's Office with advice and support on CAFYES policy and program implementation is under development.
- The program was implemented in January 2016. Legislature will consider after year 1 to refund.

Chancellor's Office Action Items:

- Chancellor's Office will discuss whether a memo to CBOs would be helpful regarding the hiring of full-time tenured counseling positions.
- SSSPAC will need to provide the CAFYES Advisory Steering Committee with a representative.
- Anyone interested in serving on the CAFYES Advisory Committee can contact Michael R. Quiaoit or Chelley Maple

Suspension of SSSP Plans and Budgets for 2016-17 and Future Integration of Student Equity and Basic Skills Initiative Plans (Rhonda Mohr, Chris Graillat, Michael R. Quiaoit)

Why? Overview of how the Chancellor's Office arrived at suspension of plans and budgets

- Partner Research Teams (PRT) through Institutional Effectiveness. Teams can be sent to colleges that request it for help. For example, enrollment management help, the CEO can request a visit to the college a total of 3 times and makes suggestions on how to improve.
- Different plans requiring same people to frontload thousands of hours. Chancellor Harris sent a request for Chancellor's Office to have a PRT. A group was formed and led by Bryan King from Los Rios District, and staffed by 10 instructional, student services, admins, and came to Chancellor's Office with 3 goals: 1) Improvement and alignment and integration of SE, SSSP, BSI; 2) Better alignment in budget reporting; and 3) Better alignment of technology projects and initiatives. PRT on June 10th had a list of recommendations. In the PRT's 2nd visit they met

with the Chancellor and Vice Chancellors, and Staff of the Chancellor's Office. All participants were collaborative and open to change.

- Suspension of plans until Chancellor's Office can wrap head around how they can do it better.
- A memo was sent to colleges so that the Chancellor's Office can do a better job in helping colleges and relieve administration of workload during this process.
- A consultant/expert may be hired to help the Chancellor's Office integrate the plans and initiatives.
- The Chancellor's Office would like to form an integrated advisory group
- What should be the roll of chancellor's office? Compliance and punitive hand smacking? Should we be technical assistance? What do colleges need from the Chancellor's Office to help with integrative plan? What is feedback from this group?
 - Integrative Planning trainings would be helpful
 - Allow time for ample feedback, impact on colleges and allow for discussions on campus to occur
 - We should plan to get an integrated plan template sometime in April for '17-'18. Time in Spring
 - Be inclusive of small colleges in this.
 - Maybe use IERI indicators to align with all the metrics we have to report on. Student Equity plan has to go to board for approval...is this necessary for integrated plan?
 - What will be the impact of the integrated plan for non-credit? Funding and allocations will still be different.
 - Outcomes are needed, what is needed for legislatures so we can better provide the Chancellor's Office with what they need.
 - * Legislature Needs — more BSI completion, course completion, retention, degrees/certs awarded, trying to stay away from performance based funding.
- Student Services may not have a good relationship with their MIS folks on campus — how can the Chancellor's Office assist?
- Could we have the SSSPAC meeting after the SE/SSSP All Directors training next year?
- LAO — coming out with a report on SSSP. Last report was completed in 2014. Findings at All directors meeting.
- How would we like the Chancellor's Office to handle changes to plan and use of funds? What will work for colleges?
- SSSP in audit manual and colleges should follow allowable expenditures
- What should go to the Chancellor's Office and what should not?
 - Available for consultation for budget changes, but not required. We will be audited, so we know what is allowable. Colleges follow allowable guidelines and CO approval not needed for changes to expenditures. Memo should be sent out to colleges outlining expectations during suspension of plans and budgets.

Chancellor's Office Action Items:

- The Chancellor's Office needs to send out a memo to the colleges explaining what is expected from them during the 2016-17 year with regards to changes to their SSSP plan and budget.

Stakeholder Updates

Dr. Tim Johnston (Region 1) – No Update

- 2 issues: 1) General concern that integrated planning would lead to integrated funding; and 2) How to unify outcomes. How will everything be operationalized? Conferences, technical support on campuses, etc.

~~Julie Olson~~Oscar Mendoza for Kimberly McDaniel (Region 2) – No Update

~~Carla Rosas for~~ Li Collier (Region 3) –

- She has concerns regarding an integrated plan
- Integrated plan needs to incorporate CTE w/plan integration on campus
- How do we maintain the integrity of each plan, knowing we are going to get a new template
- The Chancellor's Office will need to provide guidelines and tips on the new templateWhy does the Chancellor's Office think the campuses have siloes?
- Region would like clarity on future funding structure
- Region does not want to blur the funding of each program
- Members would like clarity on planning and reporting – 3 year reporting cycle?
- Would like the Chancellor's Office to provide principle guidelines on creating a crosswalk between programs
- More specific guidelines on professional development for Out-of-State travel
- Discussion of how other colleges define an SEP
- Need clarification on using SSSP for outreach
- Need a crosswalk for matching funds as well
- Noncredit would like to be a part of integrated planning discussion
- There is a disconnect between AEBG and noncredit

Lauren Balducci (Region 4) – No Update

- New as regional representative
- Will be setting up regional meetings in September

Delecia Robertson (Region 5) – No Update

- Can the Chancellor's Office create a list serve on integration planning?
- What will the data collection look like in an integrated planning environment
- How do you integrate "in practice?"
- Deans evaluate adjunct faculty at SJDC

Damien Pena (Region 6) – No Update

- New as regional representative
- No update at this time

Regina Smith (Region 7) – No Update

~~Nohel Corral~~Lucinda Over (Region 8) –

- Identified all meeting for Region 8
- Surveying region re: hiring tenure-track v. non-tenure-track
- How do we coordinate credit with noncredit plans
- Joint meeting with graduate schools @ Irvine Valley College—possible ideas for their curriculum
- General concerns regarding the Chancellor's Office communication to field regarding integrated plans Region has already begun discussing integrated planning
- Lucinda shared an integrated planning crosswalk and an integrated planning template that was provided by the Golden West College representative. The documents were reviewed and discussed at the regional meeting.
- Lucinda wanted to share that her region wanted to make sure noncredit was a part of the integrated planning template discussion because their concerns are distinct from credit.

Amy Nevarez (Region 9) – No Update

- Chaffey hired 8 tenure-track faculty in the last 3 years
- Region 9 is strengthening their collaboration
- Region would like to make sure that a template will be available for integrated plans
- CTE needs to be a part of the conversation

Susan Topham (Region 10) – No Update

Maggie Baez (Classified Staff) - No Update

- Short-term classified staff is being hired, so there is an increase in classified staff. Would like to see the following occur:
 - Collaboration between departments
 - More classified staff providing core services
 - MIS #s do not match classified staff's data
 - Need better communication to administrators

Vanietha Hubbard (NSSSPAC Representative) –

- There are implications when noncredit students cannot use CCCApply (e.g. cannot use CAI tool, etc.)
- In Student Equity funds were meant for both credit and noncredit, but current guidelines cause confusion
- Can we talk with Debra Sheldon about redefining the Student Equity indicators? Noncredit is left out of the discussion of Student Equity on campus because it is not included on the SE indicators
- BSI's new formula leaves out noncredit by focusing on BOG recipients

Sebrina Sencil (RP Group) -

- There will be increased workload on Institutional Research (IR) with integrated plans (evaluating activities)
- Please make as simple as possible (Integrated Plan); aligning activities with goals
- Evaluating and Reporting will increase for IR
- IR offices are already short-handed Please make the template simple

- It will be easier for SSSP, than SE because it is more prescriptive

Christie Jamshidnijad –

- Full-time faculty are being evaluated by Part-time faculty at DVC

Kelly Fowler (CIO) – No Update

- Biggest concern with integrated plans – timeline
- Be aware of academic year (when staff is available)

Nilo Lipiz (Noncredit) – No Update

- Hired 3 tenure-track counselors
- Please keep SSSP funding separate: credit and noncredit

Alejandro Lomeli (Student Senate) – No Update

- There are inadequate counseling services at colleges
- Not enough checkpoints for students when they are doing well or poorly (early alert)
- Think about having student signature on integrated plan

Chancellor's Office Action Items:

- Discuss with Debra Sheldon the possibility of changing Student Equity indicators to be more favorable to using funds for both credit and noncredit
- Need to integrate CTE and Workforce into the integrated planning sessions
- Need to take into consideration impact on Institutional Research when building an integrated plan because it will increase workload if activities and goals are not aligned between initiatives
- Chancellor's Office needs to have a clear and transparent communication plan to the field regarding the new integrated plan

Handbook Revision Subgroup – Update Survey Results from SE/SSSP All Directors Training (Ajani Byrd)

- Goal: Wanted to know how we did, but also where improvements could be made moving forward.
- Logical model survey administered through Survey Monkey utilizing Likert scale and short response questions.
- 48 Total Questions
- 151/373 = 40% Response Rate
- Overall, general sessions were received well
- Attendees valued the new format with New/Seasoned Directors; though there is room for improvement for session topics
- Regional sessions were a good addition to the conference.

- Sending out a survey to the field asking for topic suggestions in advance
Thinking about other ways we can group colleges other than region. (e.g., FTE, similar challenge areas or populations)
- If possible, separating trainings into separate conferences (i.e., New and Seasoned) so more in-depth attention can happen with both types of audiences.
- ~~Headings should include codes and regulations for easier citations~~
 - ~~Funding section most important – will continue to work with subgroup members on refining~~
 - ~~Will try to hyperlink table of contents to take you to that specific section~~
 - ~~Condensed narrative to be more functional~~
 - ~~Program Handbook will be available by the SE/SSSP All Directors Training in September~~
 - ~~Chancellor's Office will try to make the document accessible, so it can be put on the website immediately~~

SE/SSSP All Directors Training Subgroup Providing SSSP Services to Students – Update Santa Monica College and Imperial Valley College

- ~~Reviewed Agenda for Training – 9/28 – Wed morning will be joint. Full day on the 28th for SSSP. Two tracks, one for New Directors (Core Services, Funding, Reporting, Regulations) and one for Seasoned Directors (integrated planning roundtables). Experiences with audits and expectations in our first round of audits.~~
- ~~For best practices in the Regions, send names to Michael Quiaoit and Chris Graillat (credit and non-credit) to feature at the Directors Meeting~~
- ~~Need to promote strong regional collaborations: some strong regions will need to identify a good topic to discuss for their region.~~
- ~~MIS Data Elements Presentation – Challenges and Solutions~~
 - ~~Nohel Corral from LBCC as one panelist (and possibly LBCCD functional lead)~~
 - ~~Julie Olson (and possibly more from the Los Rios CCD)~~
 - ~~Debra Ludford (possible)~~
 - ~~Stewart Kimura (possible)~~

Santa Monica College

- Esau Tovar and Delores Raveling shared their processes for capturing SSSP services at SMC
- Have the right people at the table when discussing capturing data
- Create crosswalks between MIS data elements
- Some key factors in their reporting success:
 - Homegrown SIS – can work with IT to create data entry screens and custom reports
 - Dedicated resources in Counseling to link information to MIS data elements
 - Automated reporting
 - Continually communicating with IT to identify MIS data elements to be captured
 - Know your students and the services they will receive – know what to expect from the reports
 - Know your population to accurately report MIS data

- Key factors: open communication between departments; no territorial arguments
- Know where the data comes from in the system (e.g. the correct screens or an import from another data system)
- VPSS, Dean of Counseling, Dean of Institutional Research, and Program Analyst have multiple meetings regarding data

Imperial Valley College

- Utilized standardized forms and reports to ensure consistency in data integrity
- Perform a crosswalk with MIS data elements to ensure the correct data is captured from the right system
- Have an idea of the raw numbers in SSSP before cleaning them up for MIS reporting
- Utilize contact management systems to inform students of all of the SSSP steps throughout the process
- Develop a campus culture of consistently communicating the SSSP steps to students at every opportunity

Wrap Up, Action Items, Next Meeting

- ~~Memo out with expectations of submittal/approval of budget items~~
- ~~Memo on 1:1 match to go out~~
- ~~Memo to reinforce the funding allows for tenure track hires~~
- ~~Work to be on track with June 30th allocation spending (academic year), but be flexible if needed to spend funds to Dec 2017~~
- ~~2016-2017 we go down to a 50% guarantee.~~
- ~~We'll get an answer for the Sept training if we will have a carryover allowed~~
- How do we fold in CTE? Next Meeting: February 7th, 2017

JAN 6-7, 17 VI. C. i.

General Education Advisory Committee
Minutes
September 13, 2016
11-4 Anacapa Room, CSU Office of the Chancellor

Present: Mary Ann Creadon (chair), Mark Van Selst (vice), Bill Eadie, Steven Filling, Denise Fleming, Michelle Hawley, Ceci Herman [videoconference], Chris Mallon, Virginia May, Ken O'Donnell [videoconference], Barry Pasternack, Paula Selvester, Tiffany Tran, Jodie Ullman

Absent: Jackie Escajeda, Susan Gubernat, Pam Walker

Guests: Kate Stevenson, Catherine Nelson, Chris Miller, Emily Magruder, Pamela Kerouac

1. Approval of Agenda
 - a. Approved as amended
2. Review of Prior Minutes
 - a. Incorporated review into next item
3. Committee Charge and Review of Annual Report
 - a. No discussion
4. CSU Institute for Teaching and Learning
 - a. ITL summer institute (July 12-14, 2016)
 - b. Faculty Forum (Oct)
 - c. 19th annual teaching and learning symposia (Oct 21-22, 2016 at SJSU)
5. Advanced Placement Tests (Pam Kerouac)
 - a. AP Capstone
 - i. Memo (2015) has credit awarded, no GE area
 - b. AP Research
 - i. Memo (2015) currently has no recommendation, we need more information to see what the course entails.
 - c. AP computer science principles
6. CSU CO actions and updates
 - a. Coded memo on GE (August 2016)
 - i. The intention was to develop an overview of GE as implemented on each campus and to provide a system-level overview of GE.
 1. Campus compliance to system policies
 - a. Historically there is not a system-policy monitor, the intent is to have campuses self-evaluate
 2. Differences across campuses (unique campus requirements) and other features might be represented on an (ideally singular) table of requirements (i.e., an internal summary document)
 - ii. The coded memorandum itself is a summary of GE policies
 - b. Transfer concerns have emerged as a concern for the legislature
 - i. e.g., ACR 158 (March 29, 2016) on transfer and GE

7. The problem of CSU Golden Four credit requiring a C (vs C-) Grading.
 - a. Reporting out on Sept 13, 2016 meeting (*Ullman, Van Selst, Creadon, Mallon*)
 - b. Identified primary issues
 - i. Difference in perspective between C vs C- (and on what a C vs C- means on campuses where those grades “count” for GE credit vs. those where they do not).
 - ii. CSU CO memo (no ASCSU consultation) moved the minima from a C to a C- despite campus policies to the contrary.
 - c. Possible proposal being considered.
 - i. Disallow C- grading in Golden four
 1. Technology difficulties, does not address transfer expectations
 2. Does ensure a “system” standard (C vs C- whatever those terms/grades mean)
 - ii. **Modified course-to-course articulation (explicit adoption rather than area by area which is the current EO1100 content).**
 1. Would only ‘count’ for GE if counted at the institution where the course was taken (a campus *could* chose to accept a lessor value if they accept C- on their own campus).
 2. No grade of less that a C- could count for GE credit
 3. A grade of “Credit” could count for Golden Four
 - iii. **Defining what a “C” versus a “C-“ really means. Defining what these terms mean (grading is contextual).**
 - iv. **GEAC (re)-endorse C minima for Golden Four.**
 - v. Summary: the priority items are to produce separate ASCSU resolutions on (ii) and (iv) as suggested first reading items for the September plenary.
8. Quantitative Reasoning Task Force Report (*Stevenson, Filling, Fleming, Van Selst*)
 - a. Equity is achieved through balancing opportunity and access
 - b. The consensus statement that is the task force report recommends several interconnected support experiences around mathematics and quantitative reasoning across a students’ educational pathway – this takes us away from having a single course provide the possible entirety of a students quantitative reasoning experience. The issue of “streaming” (‘ruts’ in mathematical learning pathways) versus flexible options.
 - c. One of the critical questions was what is required for foundational reasoning at entry to the CSU (2c, p14) “Demonstrated proficiency and fluency in the combined skills found in the California State Standards for K–8, Algebra 1, and Integrated Math 1;
 - i. Practiced the skills in the K-12 California State Standards for Mathematics in a variety of contexts that broaden, deepen or extend K-8, Algebra 1 and Integrated Math 1 skills;
 - ii. Developed the eight Common Core mathematical practices, which

- are the abilities
 - iii. **Make sense of problems and persevere in solving them Reason abstractly and quantitatively**
 - iv. **Construct viable arguments and critique the reasoning of others**
 - v. **Model with mathematics**
 - vi. **Use appropriate tools strategically**
 - vii. **Attend to precision**
 - viii. **Look for and make use of structure**
 - ix. **Look for and express regularity in repeated reasoning.**
 - d. **The four core recommendations are:**
 - i. ***Recommendation I:* Formulate an updated quantitative reasoning definition based on CSU best practices and reflecting national standards.**
 - ii. ***Recommendation II:* Revise CSU quantitative reasoning requirements and adopt equitable, feasible requirements that articulate with the other segments.**
 - iii. ***Recommendation III:* Ensure equitable access and opportunity to all CSU students.**
 - iv. ***Recommendation IV:* Create a CSU “Center for Advancement of Instruction in Quantitative Reasoning”**
 - e. **GE actions to follow are:**
 - i. **Revise GE expectations statement on QR on Executive Order and GE Guiding notes in line with QRTF report (presuming implementation).**
 - ii. **Capstone expectations re: QR (UD GE?)**
 - iii. **What is the interface with SB1440 and within the CSU for those majors that require intermediate algebra (or other QR competencies)? [extends beyond GE but will have an impact on default preparation for major programs that GE will want to ensure are disaggregated from the GE preparation]**
 - iv. **“That GEAC appreciates and acknowledge the work of the Quantitative Reasoning Task Force – in particular its recommendations concerning modernizing and updating Quantitative Reasoning expectations for the CSU, especially as they are likely to impact General Education” (approved unanimously)**
9. **Other**
- a. **C-ID statistics**
 - i. **Changing prerequisite from intermediate algebra to “that prep required by GE”**
 - b. **Discuss the impact of QRTF Task-Force on Statway / CAPP outcome expectations. Possible future dissemination of QRTF report to pilot project sponsors and participants.**
 - c. **Upper Division GE**
 - i. **Capstone elements? (Oral Communication, Quantitative, writing, etc.) – in major? Thematic capstones?**

ii. Definitions

1. It was noted that CCC degree development would find this useful.

10. ACTIONS:

- a. October symposia report
- b. AP information
- c. GE survey (aug memo)
- d. C/C- resolution feedback
- e. Quantitative Reasoning Task Force -related actions
 - i. EO 1100 / CSU GE Guiding notes / etc. revision
- f. Upper Division General Education discussion
- g. Oral communication
 - i. Expectations for online oral communication (what to expect)
 - ii. What to look for in reviewing fully online oral communication
- h. C-ID statistics and SB1440 effects update