ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

EXECUTIVE COMMITTEE MEETING

Friday, February 3, 2023 to Saturday, February 4, 2023

Sonesta Hotel
5555 Shellmound St
Emeryville, CA 94608
Room:
[Zoom Link](#)

February 3, 2023
8:00 AM - 8:30 AM | Breakfast
8:30 AM - 12:30 PM | Strategic Planning Session
12:30 PM - 1:00 PM | Lunch
1:00 PM - 5:00 PM | Executive Committee Meeting

6:00 PM Dinner TBA

February 4, 2023
8:00 AM - 9:00 AM | Breakfast
9:00 AM - 12:30 PM | Executive Committee Meeting
12:30 PM - 1:00 PM | Lunch

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at agendaitem@asccc.org no less than five business days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment 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 [ASCCC Executive Committee Meeting website page](#).

I.   **ORDER OF BUSINESS**
   A. **Roll Call**
   B. **Approval of the Agenda**
   C. **Land Acknowledgement**
      We begin today by acknowledging that we are holding our gathering on the land of the Ohlone Nations who have lived and continue to live here. We recognize the Ohlone Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Emeryville. As we begin, we thank them for their strength, perseverance and resistance.

      We also wish to acknowledge the other Indigenous Peoples who now call Emeryville their home, for their shared struggle to maintain their cultures,

languages, worldview, and identities in our diverse City.

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

E. Executive Committee Norms, pg.4
F. Calendar, pg.5
G. Local Senate Visits, pg.10
H. Action Tracking and Future Agenda Items, pg.19
I. Dinner Arrangements
J. One Minute Executive Committee Member Updates
K. President/Executive Director Updates

II. CONSENT CALENDAR
A. General Education & Transfer Webinar

III. ACTION ITEMS
A. Legislative Update – 10 mins., Aschenbach, pg.23
The Executive Committee will receive a report on the 2022-23 (two-year) legislative session and may consider requested action.
B. CTE Non-credit Regionals – 20 mins., Roberson/Bean, pg.27
The Executive Committee will review and approve the program for the CTE-Noncredit North and South Regional meetings.
C. Resolution 01.05R Legal Counsel Advice – 60 mins., May/Mica, pg.33
The Executive Committee will review the recommendation from legal counsel and determine appropriate steps to address the referred resolution.
D. Spring Plenary Session Program Draft – 60 mins., May/Mica, pg.37
The Executive Committee will review and consider for approval the draft program for the spring plenary session.
E. 2023 Curriculum Institute – 20 mins., Parker/Reese, pg.39
The Executive Committee will review and discuss the proposed 2023 Curriculum Institute Program.
F. First Draft Strategic Enrollment Paper – 45 mins., Arzola/Curry, pg.41 The Executive Committee will review and discuss the first draft of the Strategic Enrollment paper.

IV. DISCUSSION
A. Chancellor's Office Update – 30 mins., May, pg.43
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
B. Oral Reports
     i. Foundation President's Report – 10 mins., Vélez
     ii. Liaison/Caucus Reports - 5 mins. each, May, pg.45

The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

C. **C-ID Update – 20 mins., Davison/Mica, pg.47**
The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

D. **Attendance Accounting – 30 mins., May, pg.49**
The Executive Committee will discuss and provide feedback on models of attendance accounting.

E. **Board of Governors/Consultation Council – 15 mins., May, pg.51**
The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

F. **Meeting Debrief– 15 mins., May, pg.53**
The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

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

A. **Academic Senate and Grant Reports**
B. **Standing Committee and Chancellor's Office Reports**
    i. November BDP Minutes
    ii. November GEAC Minutes
    iii. December Noncredit Minutes
    iv. December Resolutions Minutes
    v. AB 89 Task Force #1 Meeting Summary
    vi. AB 89 Task Force #2 Meeting Summary
    vii. November TASSC Committee Minutes
    viii. Transfer Alignment Project Workgroup Minutes

C. **ASCCC Liaison (to other organizations) Reports**
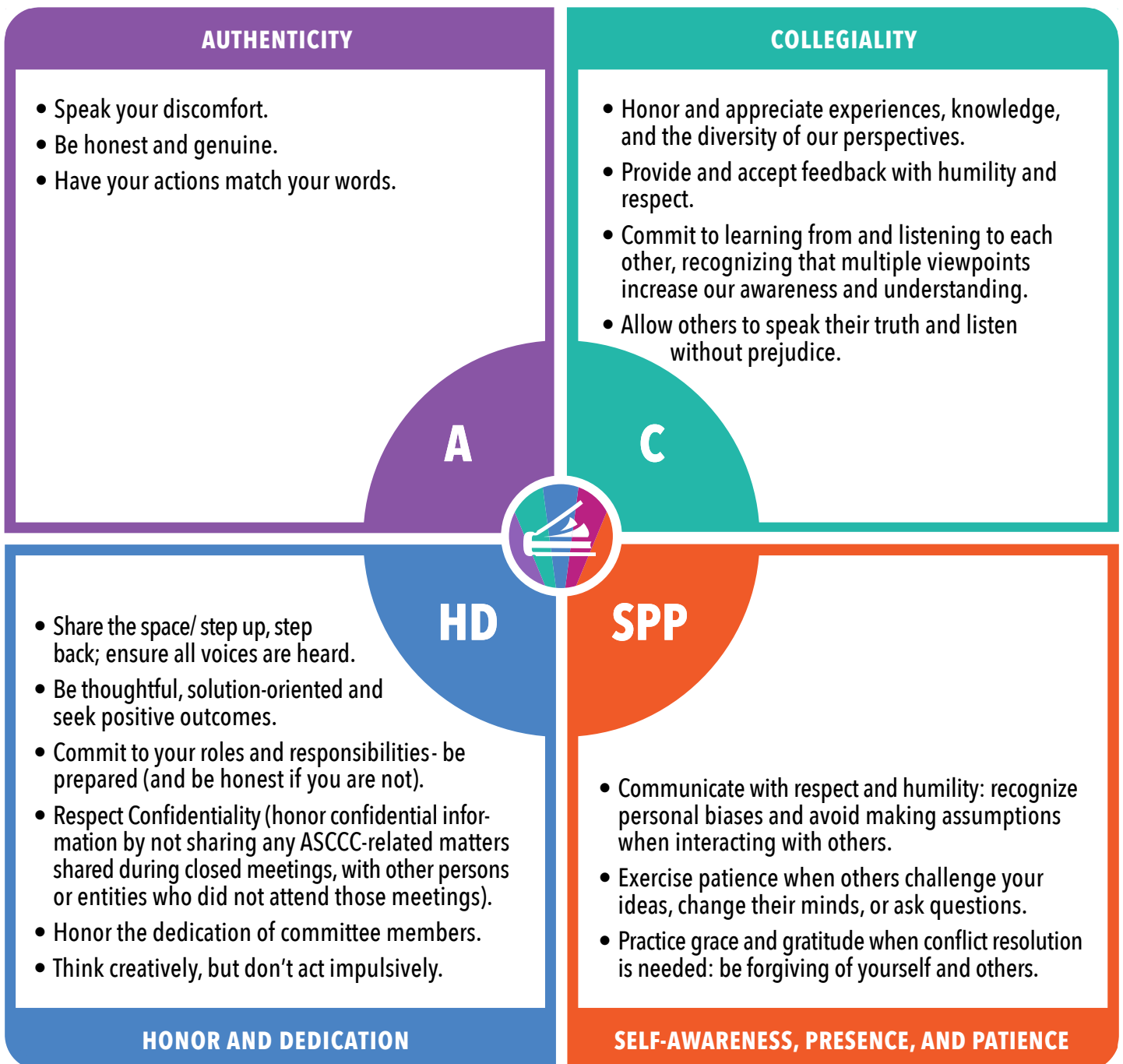D. **Local Academic Senate Visits**

VI. **ADJOURNMENT**

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ASCCC Executive Committee Norms

We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

A

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

C

HD

HONOR AND DEDICATION

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities - be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

SPP

SELF-AWARENESS, PRESENCE, AND PATIENCE

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: Calendar

DESIRED OUTCOME: The Executive Committee will be informed of upcoming events and deadlines.

CATEGORY: OOB

REQUESTED BY: Mica

STAFF REVIEW : Carrillo

Item No: I.F.

Attachment: Yes (1)

Urgent: No

Time Requested: 5 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Upcoming Events and Meetings

Executive Committee Meeting – Costa Mesa Marriott/Hybrid- March 10-11, 2023

Executive Committee Meeting – DoubleTree by Hilton Hotel Anaheim/Hybrid- April 19, 2023

Executive Committee Meeting – Virtual- May 10, 2023

Please see the 2022-2023 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

February 21, 2023

- Agenda items for the March meeting
- Committee reports, if applicable

March 31, 2023

- Agenda items for the April meeting
- Committee reports, if applicable

April 21, 2023

- Agenda items for the May meeting
- Committee reports, if applicable

Rostrum Timeline 2022-23

To ED	To Editor	To President	To Visual Designer	To Field
~~January 22~~	January 27	February 3	February 13	February 28
March 5	March 13	March 20	April 3	April 20

Academic Papers Timeline 2022-23

A. Educational Policies Committee – Enrollment Management (Update) – R17.03 S2022

B. Online Education Committee – Ensuring Effective and Equitable Online Education (Update) – R13.02 S2022

C. Data and Research Committee – Optimizing Student Success by Evaluating Placement (NEW) – R18.01 F2020

D. Part-time Faculty Committee – Part-time Faculty Equity – R19.01 S2021

Ed Pol: Enrollment Management Paper

- First Draft of paper to be submitted to February Executive Committee meeting – Due January 17, 2023
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Online Ed: Ensuring Effective and Equitable Online Education Paper

- First Draft was submitted to June 2022 Executive Committee meeting
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Data and Research: Optimizing Student Success by Evaluating Placement Paper

- First Draft of paper to be submitted to August Executive Committee meeting – Due July 2023
- Second Draft of paper to be submitted to September Executive Committee meeting – Due August 2023

- Final Draft to Area Reps for March Area Meetings – October 2023
- Include in Thursday Fall 2023 Resolutions Packet

Part-time: Part-time Faculty Equity Paper

- Draft Paper outline and survey submitted on May 6, 2022 Executive Committee Meeting
- Timeline TBD

2022-2023 ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	The Sheraton Grand Sacramento
Spring Plenary Session	April 20-22, 2023	DoubleTree by Hilton Anaheim/Orange
INSTITUTES	**DATE**	**LOCATION** *All events will, if possible, provide a remote attendance option*
Part-Time Faculty Event	February 24, 2023	VIRTUAL
Faculty Leadership Institute	June 14-17, 2023	The Westin San Francisco Airport
Curriculum Institute	July 11-15, 2023	Riverside Convention Center

Notes: Do we want to switch the months for Academic Academy and the Part-Time Faculty Event?

2022-2023 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11-13, 2022 (Th-Sat)		The Mission Inn Riverside, CA Hybrid	July 25, 2022
Executive Meeting	September 15-17, 2022 (Th-Sat)	American River College	The Sheraton Grand Hotel Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	September 30, 2022 (Fri)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022 (Fri-Sat)		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		The Sheraton Grand Sacramento, CA Hybrid	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th-Fri)		Westgate Hotel San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th-Fri)		The Citizen Hotel Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fri-Sat)		Sonesta Emeryville Emeryville, CA Hybrid	January 17, 2023
Executive Meeting	March 10-11, 2023 (Fri-Sat)	Coastline Community College	Marriott Costa Mesa Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 17-18, 2023		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		DoubleTree by Hilton Anaheim Orange, CA Hybrid	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		TBD San Diego, CA Hybrid	May 16, 2023

*Unless otherwise noted, meetings typically start 11:00 a.m. on the first day and end by 4:00 p.m. on the last day.[1]

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[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Local Senate Campus Visits
2019-2022
(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
	Davison	3/22/2022	Collegiality in Action
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting

	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
	Stewart, Parker	11/14/2022	ASCCC Accredtation Committee Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of			
Berkeley City	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum

	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
	May	6/21/2022	CIA Visit
Laney			
Las Positas			
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting
	May	9/1/2022	CIA Visit
Ohlone	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour

Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
	Curry/ Gillis	9/29/2022	Guided Pathways
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
West Valley	May/Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance

Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
	Davison/Heard	8/20/2021	CTE Minimum Qualification
East LA			
El Camino			
Compton College	Stanskas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
	Davison	5/13/2022	Collegiality in Action
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting

	Stanskas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley	Davison	10/19/2021	Student Centered Listening Tour
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	May	8/1/2019	Senate Governance and Guided Pathways
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
Oxnard			
Pasadena City			
Rio Hondo	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Stewart/Reese	01/05/2023	Local Senate Visit-10+1 Governance/IDEAA
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance
Crafton Hills	May	10/27/2021	Role of ASCCC
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional

Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
	Velez, Roberson	8/18/2022	10+Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning

Orange Coast			
Palo Verde			
Palomar	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern			
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 9/19/2022										
Action Item	**Month Assigned**	**Year Assigned**	**Orig. Agenda Item #**	**Assigned To**	**Due Date**	**Status**	**Description**	**Status Notes**	**Month Complete**	**Year Complete**
CCC Advocate Award for Assemblymember Jose Medina	September	2022	IV.H.	ASCCC Office	?	Assigned	ASCCC Office will need to determine when the award can take place. The Awards Handbook noted that this award will be given at a plenary session.	Ordered- will award at Spring Plenary 2023.	11/22	2022

ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: General Education and Transfer Webinar

DESIRED OUTCOME: The Executive Committee will review and approve enter agenda item here

CATEGORY: Consent Calendar

REQUESTED BY: Curry/Wada

STAFF REVIEW : Carrillo

Item No: II.A.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine: X

First Reading:

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The Transfer, Articulation and Student Services Committee (TASSC) is requesting to do a webinar on Planning for General Education and Transfer Changes. The workshop would focus on supporting, Instructional Faculty, Counselors and Articulation Officers in planning for the largescale changes with the implementation of Cal-GETC and the new Ethnic Studies Graduation Requirement.

Proactive Planning for GE and Articulation Changes (Draft Title)

Proposed Date and Time

April 26, 2023

12:00-1:30pm

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: Legislative Update

DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action.

CATEGORY: Action

REQUESTED BY: Aschenbach

STAFF REVIEW : Carrillo

Item No: III.A.

Attachment: No

Urgent: No

Time Requested: 15

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

BACKGROUND

California State Budget:

- NEW! Governor's January Budget Proposal (2023-2024): Higher Education
- NEW! Legislative Analyst Office (LAO) Overview of The Governor's Budget (2023-2024)
- NEW! Joint Analysis of the Governor's January Budget Proposal (2023-2024)
- Legislative Analyst's Office 23-24 Budget Fiscal Outlook for Schools and Community Colleges (November 16, 2022)
- Joint Analysis of the Enacted 2022-2023 Budget (July 1, 2022)
- Chancellor's Office Budget News webpage
  - 2022-2023 California Community Colleges Compendium of Allocations and Resources (December 14, 2022)
  - Board of Governors 2023-2024 System Budget Request
- Department of Finance Trailer Bill Language

2023 Legislative Calendar

- February 17 – Last day for bills to be introduced
- February 22 **ASCCC Legislative and Advocacy Day** (training on Feb. 21)
- March 30-April 10 – Legislature Spring Recess
- April 28 – Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in their house
- May 5 – Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in their house
- May 12 – Last day for policy committees to meet prior to June 5

- May 19 – Last day for fiscal committees to meet; Last day for fiscal committees to hear and report to the Floor bills introduced in their house
- June 2 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight

Useful Websites:

- [Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges](#) (May 2022)
- [ASCCC Legislative Updates](#): Role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.
- [California Legislative Information](#): Landing page for searches of California codes, past legislation, current bills, and more.
- [Legislative Analyst's Office (LAO)](#): The LAO provides fiscal and policy advice to the legislature and develops nonpartisan analyses of the state budget.
- [California Department of Finance](#): The Department of Finance provides fiscal policy advice to the Governor. Website includes links to trailer bill language and legislative analyses. *Look here for info about Governor's January Budget!
- [Glossary of Legislative Terms](#): Part of the California Legislative Information website.
- Assembly [Daily File](#) and [Daily History](#) & Senate [Daily File](#) and [Daily Summary](#): The Daily Files are the agendas of Assembly and Senate business for each day. The Daily History/Summary is produced each day after each House has met and includes specific actions taken on legislation.
- Legislative Rosters: [Assemblymember](#)s, [Senators](#), [Find Your Representative](#)
- Legislative Committees: [Assembly Higher Education](#), [Senate Education](#), Assembly Budget [Subcommittee 2 Education Finance](#), [Senate Budget Subcommittee 1 on Education](#)

Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

- Chancellor's Office [Tracked Legislation](#)
- Community College League of California (CCLC) [Bill Tracking](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#) and [Current Legislation](#) (not reflective of 23-24 legislative session as of 12/13/22)
- Community College Association (CCA) [Legislative and Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

Committee Memberships (as of 1/17/2023)

Assembly Higher Education Committee
- AssemblymemberMike Fong (Chair)
- Assemblymember Tri Ta (Vice Chair)
- Members TBD

Assembly Budget Sub 2 Education Finance Committee
- Assemblymember Kevin McCarty (Chair)

- Members TBD

Senate Education Committee
- Senator Josh Newman (Chair)
- Senator Rosilicie Ochoa Bogh (Vice Chair)
- Senator Dave Cortese
- Senator Dave Cortese
- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

Senate Budget Subcommittee 1 on Education
- Senator John Laird (Chair)
- Senator Dave Min
- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas

ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023
SUBJECT: CTE-Noncredit Regionals
DESIRED OUTCOME: The Executive Committee will review and approve the program for the CTE-Noncredit North and South Regional meetings.
CATEGORY: Action
REQUESTED BY: Roberson/Bean
STAFF REVIEW : Carrillo

Item No: III.B.
Attachment: No
Urgent: Yes
Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action: X
Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Career and Technical Education (CTE), Noncredit, Pre-Transfer, Continuing Education
North and South Regional Meetings

Event Description:
In our ongoing commitment to provide professional development and learning activities to faculty across the state, the Career and Technical Education Leadership and Noncredit, Pre-transfer, and Continuing Education committees are pleased to announce North and South regional workshops. These workshops are intended to empower faculty by providing participants with the knowledge, skills, and insights needed to be effective advocates and problem-solvers on issues impacting students in CTE and noncredit pathways. The event is free and all are welcome.

Event Theme: Meeting Our Diverse Students Where They Are: Supporting Our Students with Noncredit and CTE (Note: All sessions will infuse IDEAA and create participant outcomes that meet the theme/focus)

Dates/Location: March 6, 2023 at Laney College
                                March 20, 2023 at LA Trade Tech College
Time: 9:00 a.m. - 3:00 p.m.

Program Outline: (Note: Explicitly connecting IDEAA in the welcome, lunch activity, and wrap-up)

Time	Session/Title	Description	Presenters	Notes
8:30 am – 10:00 am	Registration	Check-in, relax, and grab some coffee: We got you!	• Michelle Velasquez Bean, ASCCC Treasurer • Christopher Howerton, ASCCC North Representative • Carrie Roberson, ASCCC At-large Representative • Amber Gillis, ASCCC South Representative	Registration/ snacks/ mingle/ campus or program tour/feature
9:00 am – 10:00 am	Campus Tour (optional activity for participants)	Join us for a tour of the college's premier CTE programs.	• Host College's Leadership	
10:05 am – 10:30 am	Welcome Session (Main Room)	On your mark, get set, let's go! Join us for this opening session, where we will frame the day in our values, as we support our diverse CTE and noncredit students in meeting them where they are at.	• Virginia "Ginni" May, ASCC President • Carrie Roberson, ASCCC At-large Representative • Michelle Velasquez Bean, ASCCC Treasurer • Jolena Grande, CCC Board of Governors • Sandra Sanchez, Vice Chancellor of Workforce and Economic Development, CCCCO	==Need to confirm Ginni.== Welcome, State of the ASCCC (Ginni/Carrie/Michelle), BoG Jolena Grande(confirmed) CCCCO ==(pending Sandra Sanchez)==
10:40 am – 11:40am	General Session (Main Room) Title: **Hot and Emerging Topics in CTE & Noncredit**	Significant changes have impacted CTE and noncredit programs including enrollment, fiscal unpredictability, and distance education. This session will provide an overview of emerging topics that impact CTE and noncredit programs. Presenters will cover various trends and opportunities in enrollment, funding, recent changes in math and English, impacts on CTE degree attainment, noncredit opportunities, minimum qualifications (for both CTE and noncredit faculty), workplace learning, Credit	Leads: • Leticia Barajas, ASCCC Noncredit, Pre-transfer, Continuing Education Committee • Dr. Lynn Shaw, ASCCC CTE Leadership Committee Guest: • Louis Quindlen (retired CTE faculty–==pending confirmation==)	

		for Prior Learning (CPL), and Competency Based Education . . . to name a few!		
11:50 am – 12:30 pm	Lunch (Main Room)	Ready to connect? Relax, chat, or engage with the fun table activity.	(Michelle/Carrie)	Optional culturally responsive activity at tables (e.g.,"get to know you" cards)
12:30pm – 1:30pm	Main Room	VACANT		Clean from Lunch
	Breakout Room 1a Title: **Using the Career Technical Education Faculty Minimum Qualifications Toolkit**	The subjective nature of evaluating a candidate's experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process when screening candidates who may have little to no formal academic education or degree, especially in career technical education disciplines where industry professionals are experts in their fields. Join this session to learn how to utilize the *Career Technical Education Faculty Minimum Qualifications Toolkit* to aid colleges in determining equivalency to the associate's degree.	● Dr. Lynn Shaw, ASCCC CTE Leadership Committee ● Carrie Roberson, ASCCC At-Large Representative	
	Breakout Room 1b Title: **Let's Collaborate: Building Noncredit to**	Learn how to embed noncredit in pathway development. This session will provide key strategies that bridge equity gaps, foster inclusivity, and build the resiliency of your program for long-term	● Maryanne Galindo, ASCCC Noncredit, Pre-transfer, Continuing Education Committee/ACCE Representative	

	Credit Pathways	sustainability. Participants will explore strategies that support program design by integrating and leveraging statewide initiatives; that build relationships and use tools that foster collaboration between noncredit and credit faculty and administrators; and that use promising tactics for developing an embedded curricular model while upholding operational standards.		
1:30pm – 1:40pm	BREAK			
1:40 pm – 2:40 pm	Main Room	VACANT		
	Breakout Session 2a Title: **Leveraging Regional Resource$: Collaborating with Your Regional Consortium**	California Community Colleges are organized into ten economic regions, served by eight consortia. These Regional Consortia of Career Education faculty and administrators from community colleges establish regional strategic priorities, administer state and federal funding, form industry partnerships and public private partnerships, and review curriculum and approve proposals for credit career education programs. This session will focus on considerations for overall program development and provide strategies for regional coordination and employer engagement in support of achieving the aspirational and ambitious	Lead: ● Dr. Lynn Shaw, ASCCC CTE Leadership Committee Guest: ● Blaine Smith, North Regional Consortia Lead ● or Rock Pfotenhauer, Bay Area Regional Contorita Lead (<mark>Pending approval and confirmation</mark>)	

		goals of the system's Vision for Success.		
	Breakout Session 2b Title: **Time to Connect: Noncredit ESL and CTE**	Learn about opportunities for noncredit and CTE collaboration following evidenced-based strategies that incorporate noncredit ESL, career and technical education and/or workplace readiness. Learn how these collaborations prepare students for the workplace and transition to credit CTE pathways. Participants will receive an overview of program models, resources, and learn about potential funding opportunities to encourage noncredit and credit collaboration.	Leads: ● Liliana Martinez-Kaufman, ASCCC Noncredit, Pre-transfer, and Continuing Education Committee ● Carolina Kussoy, ASCCC Noncredit, Pre-transfer, and Continuing Education Committee Guests: ● Faculty from Laney College (for North; ==email sent–awaiting confirmation and approval==) ● L.E. Fosia, Mt. San Antonio College (for South; ==awaiting confirmation and approval==) or Michelle Hilario (LAMC–would need to confirm)	
2:40 pm – 2:50 pm	BREAK			
2:50 pm – 3:00 pm	Wrap Up (Main Room)	Don't Leave Us Yet: Let's wrap it up! Join us for this closing session where we will share resources and opportunities for leadership, empowerment, and voice.	● Michelle Velasquez Bean, ASCCC Treasurer ● Christopher Howerton, ASCCC North Representative ● Carrie Roberson, ASCCC At-large Representative ● Amber Gillis, ASCCC South Representative	(ASCCC resources, opportunities for empowerment, leadership, voice)

ASCCC Executive Committee Agenda Item

Month: February　　　　　**Year:** 2023

SUBJECT: Resolution 01.05R Legal Counsel Advice

DESIRED OUTCOME: The Executive Committee will review the recommendation from legal counsel and determine appropriate steps to address the referred resolution.

CATEGORY: Action

REQUESTED BY: May/Mica

STAFF REVIEW: Carrillo

Item No: III.C.

Attachment: Yes

Urgent: Yes

Time Requested: 60 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

At the 2022 Fall Plenary Session, the delegates voted to refer resolution 01.05 Recognition of Caucus Appointed Delegates to the Executive Committee to "research constitutional changes that would be needed and report back information by the 2023 Spring Plenary Session". ASCCC's legal counsel provided the attached legal advice for consideration by the Executive Committee.

The first step is for the Executive Committee to review the legal counsel advice and determine whether to accept the recommendation or not. Following the decision of the Executive Committee, the next steps would be to research where constitutional changes may be needed, if any and possibly research additional areas in the current bylaws and rules that would need modification for recognition of caucuses and report the findings at the 2023 Spring Plenary Session.

ALCORN

LAW CORPORATION

January 22, 2023

TO: Kristinne Mica, Executive Director
                    Academic Senate for California Community Colleges

FROM: Mark Alcorn
                    Alcorn Law Corporation

SUBJECT: Proposed Resolution 01.05 F22
                    Legal and Operational Input

Pursuant to your request, we have reviewed the Academic Senate's ("ASCCC") proposed Resolution 01.05 F22 (the "Proposal") as well as various provisions of ASCCC's Bylaws. Our input is as follows:

We wish to remind you that our client is the Board of Directors, not any individual person or body other than the Board. Further, we will share our opinions concerning the proposal, but will support any decision(s) the Board or Senate makes without reservation.

As you know, the Proposal would entail Bylaws changes since it impacts voting rights at governance meetings. We believe that the proposed changes would be lawful if properly crafted and approved, but that it may have potentially adverse effects on ASCCC governance, including the following:

1. The purported purpose of the proposal is to ensure that ASCCC caucuses have a voice in ASCCC governance and "to provide stronger participation and input from faculty representing diverse experiences and perspectives". It seems to us that ASCCC caucuses already have a voice in governance, given that the caucuses have direct influence on Member Senates and Delegates. It is our impression that the very purpose of each caucus is to analyze and process proposals and ideas for change for the purpose of enlightening and influencing Member Senates and Delegates, and that the proposed change is not necessary to achieve this purpose.

2. We are concerned that permitting voting by caucuses provides the positions taken by those caucuses a disproportionate voice in decision-making and could possibly result in distortion of the will of ASCCC members and Member Senates as a whole. This is because caucus positions would be supported not only by the votes of Delegates influenced by the caucus, but also by caucus representatives should they be permitted to vote at delegate meetings. The cumulative effect of these factors is to dilute the votes of Member Senates and Delegates, the disproportionate representation of special interest perspectives, and the potential for distortion of will of ASCCC membership as a whole (since the objectives of caucuses will not necessarily align with the objectives of ASCCC and Member Senates). Further, Member Senates pay dues

for, among other things, the privilege of representing and voting on behalf of all faculty represented by the college. In contrast, if this proposal is accepted, voting caucuses would have voting rights without paying dues, which may rankle the members of Member Senates.

3. We are concerned that the proposed change in voting structure could result in the proliferation of caucuses, and caucuses functioning as special interest groups. There is, of course, nothing necessarily wrong with special interest groups, but the affording of direct voting rights to special interest groups could result in an increased level of politics and division. It is also possible that conflicts will arise over which caucuses will be recognized and which will not.

Should ASCCC wish to move forward with the proposed change, we strongly recommend that the proposal be reworked to (a) include the exact language of the proposed Bylaws changes; (b) include specific written policy for limiting the number of caucuses and setting forth criteria for recognition of caucuses in order to prevent the undue proliferation of special interest group caucuses; and (c) include specific written policy regulating the method of selecting and criteria for qualification of caucus representatives.

We are mindful that the voting power at ASCCC Plenary Sessions includes not just the Delegates themselves but also members of the ASCCC Board of Directors. It is our belief that permitting members of the Board of Directors to vote does not trigger the concerns noted above because the members of the Board of Directors are elected by Member Senates and are bound by fiduciary duties to act in the best interests of ASCCC.

We hope you find this input helpful. If you would like to discuss this input or any other matter, please let us know.

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: Spring Plenary Session Program Draft

DESIRED OUTCOME: The Executive Committee will review and consider for approval the draft program for the spring plenary session.

CATEGORY: Action

REQUESTED BY: May/Mica

STAFF REVIEW: Carrillo

Item No: III.D.

Attachment: Yes Forthcoming

Urgent: Yes

Time Requested: 60 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The 2023 Spring Plenary Session is scheduled for April 20 – 22, 2023 at the DoubleTree by Hilton Anaheim hotel. The Executive Committee will review and consider for approval the attached spring plenary session program. In addition, at the January Executive Committee meeting, members voted to use the same plenary session them as the fall plenary session, with the addition of a specific focus, which will be determined and considered for approval at this meeting.

Spring Plenary Session Timeline

☐ Draft papers due for readings **February 14, 2023** for discussion at March Executive Committee Meeting.

☐ Pre-session resolutions due to Resolutions Chair – **February 1 - 17, 2023,** for discussion at March Executive Committee Meeting.

☐ Approval of all presenters due to Ginni/Krystinne **March 10, 2023**.

☐ Final Draft Papers to Area Reps for March Area Meetings – **March 15, 2023**.

☐ Pre-session Resolutions packet out to the field by **March 17, 2023**.

☐ Breakout sessions final titles, descriptions, and approved presenters due to Ginni/Krystinne **March 17, 2022**

☐ Hotel room block expires **March 20, 2023.**

☐ Area Meetings| **Area A & B March 24, 2023, Area C & D March 25, 2023**

☐ Deadline for Area Meetings resolutions to Resolutions Chair: **within 24-hours after the end of the Area Meeting (Resolutions Handbook, pg. 27).**

☐ Elections: Call for Nominations for the ASCCC Executive Committee sent out **March 27, 2023.**

☐ Event Graphics and Sample Badge Data to Kleertech (Badge Vendor) by **March 30, 2023.**

☐ Review and book Staff and Executive Committee flights to SNA (Orange County) **March 30, 2023**.

☐ **Plenary Session Resolutions Packet sent to the field: April 7, 2023.**

☐ Nearly final program to Executive Committee to proofread and confirm sessions are accurate March 30, 2023 to confirm with Krystinne and Ginni **by April 3, 2023.**

☐ AV and any event supply needs to Tonya by **April 3, 2023**.

☐ Final Program to Events Team by **April 3, 2023.**

☐ Events Team to host (2) Presenter Training Sessions, **Monday, April 3, 2023** and **Wednesday, April 5, 2023**. The presenter training session is a mandatory training and presenters must participate in a training session prior to the start of the Institute. Training sessions are intended to guide presenters through the Zoom Events Hub and to address any questions regarding the virtual event.

☐ Final At-a-Glance Program to print **April 7, 2023**.

☐ In-Person (online) registration ends and final badge/attendee data to Kleertech - **April 12, 2023.**

☐ Zoom Events Hub live, Program and Materials posted to ASCCC website **April 13, 2023**.

☐ Delegate Certification Form due **April 17, 2023.**

☐ New resolutions due using https://tinyurl.com/ASCCCResolutions by *2:45* pm on **Thursday, April 20, 2023**

☐ Amendments and urgent resolutions due using https://tinyurl.com/ASCCCResolutions by 1:00 pm on **Friday, April 21, 2023**

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: 2023 Curriculum Institute

DESIRED OUTCOME: The Executive Committee will review and discuss the proposed 2023 Curriculum Institute

CATEGORY: Discussion Item/First Read

REQUESTED BY: Parker/Reese

STAFF REVIEW: Carrillo

Item No: III.E.

Attachment: Yes (1)

Urgent: Yes

Time Requested: 25 Minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading: X

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Background

Curriculum Chair Parker and 2nd Chair Reese will highlight the proposed 2023 Curriculum Institute. The Curriculum Committee members have taken into consideration field feedback and January 2023 Executive Members recommendations and propose the attached agenda for first read.

ASCCC Executive Committee Agenda Item

Month: January   **Year:** 2023

SUBJECT: First Draft Strategic Enrollment Management Paper

DESIRED OUTCOME: The Executive Committee will provide feedback on the first draft of the Enrollment Management paper update.

CATEGORY: Discussion

REQUESTED BY: Arzola/Curry

STAFF REVIEW : Carrillo

Item No: III.F.

Attachment: Yes

Urgent: Yes

Time Requested: 45 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading: X

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Per resolution 17.01 (Guided Pathways, Strategic Enrollment Management, and Program Planning—Fall 2018), the Educational Policies Committee seeks feedback, through a first read, from the Executive Committee on the direction of the strategic enrollment management paper. In particular, the Education Policies Committee would like guidance on the approach it is using to build on the still relevant foundational information included in the 2009 paper (Enrollment Management Revisited); yet, shifting the focus of the current paper to discuss strategic enrollment management in the current California community colleges system environment.

*Draft will be sent by January 30th, 2023.

ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023
SUBJECT: Chancellors Office Liaison Discussion
DESIRED OUTCOME: The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.
CATEGORY: Reports
REQUESTED BY: May
STAFF REVIEW : Patricia Carrillo

Item No: IV.A.

Attachment: No **Urgent:** No
Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION
Consent/Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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.

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023
SUBJECT: Liaison/Caucus Reports
DESIRED OUTCOME: The Executive Committee will receive oral or written reports form liaisons or representatives from partner organizations and ASCCC Caucuses.
CATEGORY: Discussion
REQUESTED BY: May
STAFF REVIEW : Patricia Carrillo

Item No: IV.B.
Attachment: No
Urgent: No
Time Requested: 5 minutes

TYPE OF BOARD CONSIDERATION Consent/
Routine:
First Reading:
Action:
Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Invited partner organizations and ASCCC Caucuses include, but are not limited to: Association of Community and Continuing Education (ACCE), ASCCC Caucuses: Asian Pacific Islander Caucus, Black Caucus, Latinx Caucus, LGBTQIA+ Caucus, Small or Rural College Caucus, Womxn's Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association(CCA), Council of Chief Librarians (CCL),California Community Colleges Chief Instructional Officers(CCCCIO), Chief Student Services Officer Association (CSSOA), Faculty Association for California Community Colleges(FACCC), The RP Group, and the Student Senate for California Community Colleges (SSCCC).

ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: C-ID Update

DESIRED OUTCOME: The Executive Committee
will receive an update on the Course
Identification Numbering (C-ID) System.

CATEGORY: Discussion

REQUESTED BY: Davison/Mica

STAFF REVIEW: Carrillo

Item No: IV.C.

Attachment: No

Urgent: No

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

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*Please note: Staff will complete the grey areas. Staff will review your item and provide additional
resources to inform the Executive Committee discussion.*

BACKGROUND

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate for
California Community Colleges to facilitate transfer and articulation among the higher education
segments in California. C-ID was first established in 2007 to create course descriptors for the top 20
transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla,
2010) and Associate Degrees for Transfer (ADTs).

C-ID has focused on updating core processes on Transfers Model Curriculum (TMC) modification,
discontinuation, and/or consolidation, working with Ethnic Studies faculty to create the Ethnic Studies
TMCs and partnering with the Transfer Alignment project workgroup on the alignment of the University
of California Transfer Pathways (UCTPs) and TMCs.

The Executive Committee will receive an update on the C-ID system, including major goals for 22-23
and highlights from the work done in fall 2022.

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: Attendance Accounting

DESIRED OUTCOME: The Executive Committee will discuss and provide feedback on models of attendance accounting.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW: Carrillo

Item No: IV.E.

Attachment: No

Urgent: No

Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

During the 2022 Fall Plenary Session, the ASCCC delegates passed Resolution F22 07.13 Overhaul of Attendance Accounting.

> Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current attendance accounting rules in order to create equitable access for course-taking options for the diverse needs of the students in the California community colleges.

The California Community Colleges Chief Instructional Officers (CCCCIO) Board has designed some models to begin the conversation for changing the current attendance accounting rules. Following a presentation of these models by a representative from the CCCCIO Board, the ASCCC Executive Committee will discuss and provide feedback.

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2022

SUBJECT: Board of Governors/ Consultation Council

DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.

CATEGORY: Discussion

REQUESTED BY: May/Aschenbach

STAFF REVIEW : Patricia Carrillo

Item No: IV.F.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

President May and Vice President Aschenbach will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agendas

Consultation Council:

https://www.cccco.edu/About-Us/Consultation-Council/agendas-and-minutes

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ASCCC Executive Committee Agenda Item

Month: February   **Year:** 2023

SUBJECT: Meeting Debrief

DESIRED OUTCOME: The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW: Patricia Carrillo

Item No: IV.G.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Members may use this opportunity to share thoughts on the meeting, to confirm assignments, events, or other efforts scheduled during the next month, and to identify potential future agenda items or projects based on items discussed during the meeting.

Steering Committee Notes
November 16, 2022
10:00 a.m.–11:00 a.m.

Roll Call

CCCEO CCCCO, CCBA, Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Shasta, Skyline, West Los Angeles

Absent: ASCCC, CCCCIO, Modesto, Solano

1. Review of minutes: October

   Mike Slavich, Rio Hondo College, moved to approve the minutes.
   Elizabeth Ramirez, Rio Hondo College, seconded the motion.

2. ASCCC Update (Cheryl Aschenbach)

   Shelly Hess reported the following on behalf of Cheryl Aschenbach. ASCCC held its fall plenary session November 3-5. The event included delegate voting on resolutions. Those of most relevance to baccalaureate degree programs include the following:

   - Resolution 7.02 to support the proposed BDP lower division GE pattern;
   - Resolution 9.02 recommends including lifelong learning & self development in our CCC baccalaureate GE pattern;
   - Resolution 15.05 recommends working with the Chancellor's Office, system stakeholders, and CSU and UC faculty leadership to define duplication for baccalaureate degrees.

   Link to Approved Resolutions document: https://asccc.org/resolutions-fall-2022 (doc link at top of page).

   If you have any questions, please reach out to Cheryl Aschenbach at caschenbach@lassencollege.edu

3. CCCCO Update (Sean Madden)

   Sean Madden reported the following:

   - The BDP Cycle 2 application is available;

- a few minor edits were made to the application that are not reflected in the PDF;
- The duplication analysis form is available in Word format, it may be filled out ahead of time,
- The Board of Governors meeting was held on Monday, November 14;
  - Board was informed of the protocols developed for evaluating, negotiating, and resolving program duplication concerns, including where non-agreement remains.
  - The Board of Governors also heard about each of the remaining cycle 1 programs including their intended purpose, how they meet local and regional workforce needs, the benefit to community colleges students and the duplication concerns raised by CSU. The programs covered will included:
    - Feather River College Bachelor of Science degree in Ecosystem Restoration and Applied Fire Management
    - Moorpark Community College Bachelor of Science in Biomanufacturing
    - San Diego City College Bachelor of Science in Cyber Defense and Analysis
  - The outcome was very positive.

Sean explained the CCCCO Legal team is drafting intersegmental agreements demonstrating the CCCCO and CSU agree to disagree.

Sean also reported the CCCCO held a BDP webinar which featured Dr. Constance M. Carroll, President and CEO of California Community College Baccalaureate Association (CCCBA), Dr. Judy Minor, Chancellor of Foothill-De Anza CCD, as well as two colleges with successful BDP pilot programs. The webinar included the BDP application process, what makes for a good community college baccalaureate degree, lessons on planning, implementation and scaling, among other significant topics. It was well attended with 120+ attendees.

The BDP application and a link to the webinar recording may be found here

4. CCCCIO Update

   No report

5. CCCCEO Update (Tim McGrath)

   Tim commented on the BOG meeting. He shared there was overwhelming support from the BDP. The presidents did an amazing job outlining their programs and outlining the law that is clear we consult with the CSU and UC, not seek their approval. He also complimented Chancellor's Office for their support.

   Tim shared he made a public comment along with Larry Galizio. He shared that the BDPs have momentum going for us, respect and appreciation for the work we have collectively done. Tim recommended the BDP has an opportunity to provide a leadership role for the new colleges, to help mentor them and ensure the success of their programs.

   Russell Reid, Feather River College, thanked Tim for supporting the BDP.

6. CCBA Update (Slavich)

Slavich reported he attended his first meeting, he was voted in as a committee member. The current focus is to get the cap eliminated on the next round of applications. The long term goal is to add the option for nursing.

Slavich also reported he has funds to support the workshop in March and requested the new members be invited to our group. He will add the workshop to our website.

7. Articulation Update (Estella Narrie)

Elizabeth Ramirez reported the AOs are waiting for the next steps from Plenary. The tentative implementation date for the CCC Lower Division BDP GE pattern is Fall 2025

The AO group will meet in February

8. BDP Research Update (Hai Hoang)

Hai shared he will send out the reminder for the entry survey today. Currently he has received 130 responses; Foothill has the highest response rate with 48, followed by MiraCosta- 21, West Los Angeles-18, Bakersfield-13. Hai will continue to collect data and provide an update.

9. Baccalaureate Degree Handbook Update (Cheryl Aschenbach)

No report, the CCCCO Baccalaureate Degree Workgroup is working on the revision.

10. Spring BDP Workshop

Tina Recalde shared the subcommittee is meeting to plan the March 2-3 workshop. The draft agenda includes the following: ACCJC, Student Services, Curriculum, CCCCO.

- Tim will reach out to ACCJC and provide a list of hotels
- Erin and Leslie will reach out to CCCCO
- Shelly will reach out to Cheryl for curriculum (ASCCC)

  (Subcommittee Members: Cynthia Quintanilla, Carmen Dones, Larisa Sergeyeva, Connie Renda, Shelly Hess, Anthony Cordova, Tina Recalde, Hai Hoang, Greg Bormann, Leslie LeBlanc, and Erin Lawson

  Tim will ask Meredith Randall to work with the CCCCIO to be our representative

11. California Community College Baccalaureate Association (CCCBA)
    Carmen is presenting with Debra Bragg

12. BOG Meeting Update

13. Other

   - Strategies used by colleges to obtain high response rates for their surveys: MiraCosta has a student success position that reaches out to students; Foothill has a cohort model–all students in once place at one time, program faculty director sets expectations for members, provide feedback.
   - Discussion regarding the requirement for faculty teaching upper division curriculum to have a masters degree–Leslie LeBlanc shared it is an ACCJC requirement. Members recommended asking ACCJC about options
   - December meeting will be canceled. The Workshop Planning Subcommittee will meet

Future meetings: Third Wednesday at 10:00 am

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/153672480 Or iPhone one-tap (US Toll): +16699006833,153672480# or +16468769923,153672480#   Or Telephone: Dial: +1 669 900 6833 (US Toll); +1 646 876 9923 (US Toll)   Meeting ID: 153 672 480

Chancellor's General Education Advisory Committee
Tuesday, November 1, 2022
11:00 am – 4:00 pm
Zoom Meeting

Minutes Approved 1/17/23

Attendees: Eniko Csomay (Chair), Nancy Counts Gerber (Vice Chair), Mark Green, Gregory Wood, Gary Laver, Rick Ford, Elaine Newman, LaTonya Parker, Kate McCarthy, Jose Lozano, Michelle Plug, Dixie Samaniego, Brent Foster

Standing guests: Beth Steffel (ASCSU Chair), Mark Van Selst (ASCSU), Caron Inouye (CSUCO), Quajuana Chapman (CCCCO), Marci Sanchez (CSUCO), Bob Quinn (CCCCO), Raul Arambula (CCCCO),

Invited guests: none

Action items are in bold

The meeting began at 11:03 am

1. Call to order and roll call

2. Chair's welcome and introductory comments

    a. Agenda updates

3. Overview and approval of Agenda **- Approved**

4. Future meetings (all will be zoom accessible)

    a. November 1 (modality = zoom)

    b. January 17 (modality = TBD)

    c. March 14 (modality = TBD)

    d. May 16 (modality = TBD)

5. Approval of September Minutes (Dropbox November/Minutes folder) **- Approved**

6. Segment reports of items relevant to GE

    a. CCC System Office (Quin) – Full report attached. The resolutions document with each of the proposals can be found at the top of the [ASCCC Fall Resolutions webpage](#).

        i. AB 928 Associate Degree for Transfer Intersegmental Implementation Committee - The committee convened its first meeting October 13. Meetings are open to the public with both an in-person and hybrid option. Additional information is available at https://www.ab928committee.org/

ii.   AB 1111 Common Course Numbering (CCN) - The CCN project is divided into several phases, the first being a Landscape Scan, consisting of six months of interviews and listening sessions with more than 100 stakeholders across California and the nation; a survey of stakeholders from the California Community Colleges (115 colleges were surveyed); and reviews and analysis of existing research. This phase concluded with a Landscape Scan Report.

The CCN Task Force convened its first meeting September 29 and will hold seven additional meetings through December 2023. The objective of the CCN Task Force is to provide an implementation plan recommendation to the Chancellor's Office. Additional information is available at https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project. The CCN project differs from past common course numbering attempts in that the solution must be "student-facing". The required scope within the legislation includes all General Education and Transfer Pathway courses.

iii.   CCC Baccalaureate Program –

1. Cycle 1 – Full approval granted to three CCC and conditional approval to three more. Three provision approved programs are undergoing intersegmental review for duplication. One was not approved.

2. Cycle 2 - The application for Cycle 2 was released on October 21, 2022. Per Education Code, a district may submit only one application per cycle. The deadline for submission is January 13, 2023. To access the application, and for more information about the application and scoring process, please visit the BDP webpage.

iv.   General Education Pattern - The proposed lower-division GE pattern for CCC baccalaureate degrees is intended to align with and layer onto the proposed GE pattern for associate's degrees (save Associate Degrees for Transfer (ADTs), which will require Cal-GETC once it is approved and undergoing implementation). The proposed lower-division GE pattern is also intended to meet ACCJC's minimum requirements of 27 lower-division GE units. In essence, the proposed lower-division GE pattern's minimum requirements mirror those of the proposed associate's degree but require an additional six units to be taken across the areas (with specific requirements for the additional six units to be determined locally).

Here is a graphic showing the three proposed patterns and how they all align. Please note that any summation of quarter units in the associate's degree and BDP lower-division GE patterns is incorrect. Here is a new FAQ for AB 928 and other GE patterns.

v.   CCC Ethnic Studies - The Ethnic Studies Taskforce met for the first time this fiscal year on October 26, 2022, and created two working sub-groups: Group 1

will focus on Professional Development and Technical Assistance. Last spring, a survey was sent to our community college and with over 1,000 responses. The Taskforce will now analyze the results to develop Ethnic Studies training workshops, webinars and other materials to ensure our colleges are ready to rollout this new requirement in Fall 2024. Group 2 will focus on collaborating with the ASCCC on new resolutions, developing feedback on a new rubric from CSU and Area F, creating a rubric for K-12, and developing dual enrollment recommendations.

b. CCC Academic Senate (Parker)

i. [Assembly Bill No. 928](#) GE pathway, GE for associate degree, Lower Division GE for CCC Baccalaureate Degree

1. Preliminary feedback → CSU vetting → UC vetting → [AB 928 Webinar Series /Video Links](#)

ii. AB 1111: Common Course Numbering Task Force meeting held September 29, 2022

1. Website: [https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project](#)

iii. Task Force to implement [Assembly Bill No. 89](#), Modern Policing degree is being formed.

iv. The [Academic Senate 2022 Fall Plenary Session](#) November 3-5, 2022, held at the Sheraton Grand Sacramento an in-person and virtually in Zoom events. The theme this year is "Centering Authentic Voices and Lived Experiences in 10+1"

1. The resolutions for discussion on Thursday, November 3, 2022, are now available via the [linked Resolutions Fall 2022 Page](#)

v. [ASCCC Calendar Events](#)

1. [Upcoming Event: Curriculum Institute Curriculum Institute -](#) Event Dates Wed, Jul 12 2023, 9am - Sat, Jul 15 2023, 12pm. Deadline to Register/Application Deadline Friday, June 30, 2023 - 5:00pm. Curriculum Institute 2023 is currently planned as an in-person and virtual (hybrid) event. Pre-session workshops on July 12 will provide training and resources for those new and newer to curriculum. Please consider joining us.

vi. The ASCCC President's Updates are found here [Link.](#)

c. CCC AO report (Plug)

i. ASCCC held several webinars during the month of October regarding Cal-GETC; one was specific to the role of articulation officers.

ii.   CIAC held their North and South articulation Councils on October 18th and October 21st. Updates were given from the California Community College Chancellors Office, the CSU, the UC, C-ID and ASSIST.

iii.   CIAC is looking to create a GE submission survey so we can ask the field for feedback especially in light of the implementation of Cal-GETC.

iv.   Cal-GETC – Articulation Officers continue to hear concern from faculty in foreign languages and Kinesiology and Counseling as we move forward with the implementation of Cal-GETC.

v.   The CIAC Conference will take place virtually on April 27th and 28th.

d. CSU AO report (Lozano)

    i.   AB928: Concerns over anticipated removal of GE E due to AB 928 (Cal-GETC) and CSUs having to develop an upper-division (UD) graduation requirement at the receiving CSU.

        1.   If CSU GE Breadth Area E is removed due to AB 928, CSU campuses **may** **elect** to create a CSU campus-specific "lifelong learning and self-development" for the undergraduate degree.

        2.   How will the CCC student be able to satisfy a particular CSU's "lifelong learning and self-development" requirement with existing courses that were once lower-division and contain similar content to the receiving CSU campus-specific UD requirement?

        3.   Possible financial burden to transfer students if required to take UD course after transfer.

e. CSU Office of the Chancellor (Foster)

    i.   General announcements

        1.   Welcome our new Assistant Director, Undergraduate Transfer Programs—Marci Sanchez

        2.   Transfer and Articulation website https://transferprograms.calstate.edu/

        3.   Guiding notes published—to include summary of changes.

        4.   We presented at Northern and Southern CIAC-CA Intersegmental Articulation Council. Next week (November 8) we will present at the CCC AO Regional Meeting.

        5.   Later this month (November 17) meeting with Chair Steffel to strategize about our efforts to secure faculty to serve on FDRG and CORE groups for C-ID review.

        6.   We continue the roadshow on Credit for Prior Learning as campuses gear up their own policies to align with the system CPL policy:

https://calstate.policystat.com/policy/9817841/latest There has been a lot of talk about what the loss of Area E will mean in CPL—particularly considering that military basic training meets current Area E.

    ii.   Area F update

        1.   Extended resubmission all the way through September 30th

        2.   Area F Summary

- Proposals received this year: 693. Approvals: 323. Overall Approval Percentage 47%. Resubmission Approval Percentage: 86%.

- Every CCC now has an approved Area F course.

- Dr. Rob Collins is our new Ethnic Studies Faculty Coordinator. Developed and shared our new Area F Ethnic Studies Rubric. In collaboration with Dr. Collins and Chair Steffel, we sent out a request for Area F reviewers

    iii.   GE Review Update

        1.   Planning for the next GE review cycle: Course proposals for 2023-2024 and future academic year (if applicable). Submission deadline is Friday, December 16, 2022.

        2.   CSUCO and UCOP Annual GE communication sent to CCC Articulation Officers on October 20, 2022.

f.   CSU Students (CSSA) (Samaniego)

    i.   Reported on the four policy agenda items for the coming year.

        1.   Addressing total cost of attendance

            Goal: Ensure the CSU remains accessible and affordable for all students
            Goal: Ensure access to high quality student support services that address student's access to food, housing availability and affordability, and technology.

        2.   High quality health and mental health support

            Goal: Support campus and systemwide efforts that address increasing access to counseling and psychological services
            Goal: Ensure students have access to quality and affordable wellness services

        3.   Academic success and holistic educational experience

            Goal: Support systemwide efforts to address diversity, equity, inclusion, and belonging within the CSU community.

Goal: Ensure students have the ability to thrive academically in a safe and supportive environments

4. Foster inclusive engagement

Goal: Ensure students are regarded as equal stakeholders within the CSU community

ii. Upcoming CSSA Plenary at Fresno State

g. CSU Academic Senate (ASCSU) (Steffel)

i. AB 928/Cal-GETC has been all-consuming for the past few months. There is no change in CSU GE, and approval of Cal-GETC won't automatically trigger a change in CSU GE.

ii. Cal-GETC is what a community college student would complete at a community college to make sure they had completed all their lower-division general education requirements prior to transferring to any CSU or any UC campus

iii. The currently approved IGETC for the CSU (which is what Cal-GETC builds on) doesn't include either "Languages Other Than English" or "Lifelong Learning and Self Development".

iv. Feedback from CSU campus senates on Cal-GETC were distributed last week, and ASCSU is expected to take action this week at the plenary on whether to accept Cal-GETC.

v. November 30, 2022, ICAS Meeting: likely responses from CSU and CCCs
February 1, 2023, ICAS Meeting: Likely a decision from ICAS

7. LUNCH (12:00)

8. CO charge discussion (Dropbox GEAC Main folder)

a. <u>American Institutions</u> (supporting documents in Dropbox November/Documents/American Institutions folder) *Provide recommendations on Title 5 § 40404. Requirements in United States History, Constitution and American Ideals*

Although the current Title 5 § 40404. Requirements in United States History, Constitution and American Ideals policy is not general education, it has, for most students, been double-counted with their lower-division GE requirements. As the new unified GE policy will meet both CSU and UC requirements, and the UC does not require students who graduated from California high schools to meet the US History and Institutions requirement (except for UC Santa Barbara) how shall we incorporate US History and Institutions into CSU degrees in a manner that is equitable for both first time students and transfers?

i. Inouye reported on current CSU requirements. All but one campus requires two courses to fulfill AIR (Cal Poly SLO requires one). Bakersfield and Dominguez

Hills do not allow double counting of AIR and GE. Nine campuses allow double counting of one course in GE while 11 allow both courses to be double counted. LD-D is by far and away the most frequently double counted area, with LD-C and UD-D being the next. Two campuses allow double counting with Area F and one campus allows double counting with UD-C.

ii. The possibility of eliminating double counting of AIR with GE given the recent reduction in Area D units and the proposed reduction in Area C was raised. The negative impact of an addition of units to high unit majors was discussed as was the fact that the CSU cannot require completion of AIR at CCC as it will not be part of Cal-GETC. Completion of AIR is not currently part of GE certification and will not be part of ADTs.

iii. Currently there are 8 ADT majors that have more than 26 major prep units, representing over 400 degrees. Without double counting in GE, none of those ADT degrees would be able to meet 60 given the 34-unit single GE pattern.

iv. Another proposal was to put the AIR requirement in UD-GE. The opposing point of view on this was that it severely reduces campus flexibility and makes it difficult for them to put their stamp on transfer students through UD-GE.

v. A point was made that the CCC can certify a course for multiple areas of GE but the course can only be used for one in transfer to a CSU. Given that non-CA high school graduates must fulfill AIR, CCC will need to offer those courses regardless of what the CSU does. It was pointed out that the majority of courses at CCC in history and political science fulfill AIR and any move to require them in UD-GE at CSU campuses would have a severe impact on their faculty.

vi. A proposal to allow the campuses flexibility in how they accommodate the AIR for transfer students was discussed. A concern about how confusing that could be for students was raised, but it was pointed out that we are already doing this. One package for everyone causes a lot of unanticipated consequences.

Action: GEAC agreed to wait until the January meeting to continue the discussion of AIR. At that time, it is anticipated that we will know more about CalGETC and will be able to have a more informed discussion.

9. AP credit (supporting documents in Dropbox November/Documents/AP folder)

a. Overview - Typically GEAC would make a recommendation to APEP for changes in GE credit for exam completion. In our Credit for Prior Learning (CPL) policy we must accept AP, IB and CLEP credit. We need to differentiate AP credit for GE versus for major requirements. The former is set systemwide and the latter is set at each campus by the major department.

i. Policy on systemwide credit for external examinations: https://calstate.policystat.com/policy/10711339/latest/

ii.   Example APEP resolution: https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2021-2022/3503.pdf

b. African American Studies – Given the very specific core competencies for the Area F requirement, consultation with subject matter experts is needed. The exam might also be able to meet Area C or D requirements. **Action: GEAC requests input from the CSU Council on Ethnic Studies and the faculty Area F reviewers on whether systemwide GE credit should be given for the AP African American Studies exam.** Foster will pass the AP African American Studies course to Rob Collins who will mediate consultation.

c. Pre-calculus – The CSU Math Council is already planning to discuss the pre-calculus AP exam at their next meeting but is likely to support its approval. **Action: GEAC requests input from the CSU Math Council on whether systemwide GE credit should be given for the AP Pre-Calculus exam.**

10. Cambridge International (CI) (supporting documents in Dropbox November/Documents/Cambridge International folder).

a. Cambridge International's request

i.   Accept Cambridge International student applicants who have successfully completed approved secondary courses.

ii.   Allow Cambridge International to provide curriculum and exam materials for review by the CSU General Education Academic committee (GEAC) for consideration of qualifying Cambridge exam grades of e/E for AS and A Levels for earning General Education (GE Breadth) core credit.

iii.   Add Cambridge International credit by exam recommendations to the CSU Executive order 1036 to expand access opportunities to improve first year academic momentum, retention, and degree completion rates.

iv.   Include reference to Cambridge International on the CSU system and campus policy websites as approved credit for transfer.

v.   Encourage campuses to sign up for the free online Grade Transcript Service.

b. CI exams are less expensive than AP, and if accepted by CSU might represent a cheaper option. It was brought up that most high schools offer significant discounts for students for AP exams to the point that some students pay only $5 per exam, and to pay for course materials. It was pointed out that credit by exam is an extremely cheap way to complete degree requirements.

c. A request to look at the American Council on Education (ACE) standards, which undertakes a very extensive review process of exams, including CI. https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc

d. The CCC have spoken with CI but will follow the CSU lead.

e. The general consensus was that GEAC needs more information, including documentation on the number of students taking the exams and their outcomes in college.

Action: GEAC voted unanimously to decline to recommend acceptance of Cambridge International's exam credit at this point. It was noted that individual campuses may decide to accept the exams.

11. New Business – none at present.

Adjourned at 4:03 pm

ECS/NCG 11/1/2022

Noncredit, Pre-transfer, and Continuing Education Committee

Monday, December 19, 2022
9:00 a.m.—10:30 a.m.

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to

Zoom
Meeting Summary

.

I. Meeting Started at 9:03am
Call to Order and Roll Call (*notes present)

Michelle Bean—Chair*	Maryanne Galindo*	Carolina Kussoy
Christopher Howerton—2nd Chair*	Janue Johnson	Liliana Martinez
Leticia Barajas *	Nadia Khan *	Luciano Morales

I. Shout-outs, Affirmations, and Connection - committee members shared some favorite songs that are feeling meaningful for them at this time. The committee will consider standing meetings for the spring in an effort to find a good date and time for all members.

II. Community Agreements - the committee affirms our created agreements that are listed below.
   A. Honor each other's stories without judgment and create a shared space.
   B. Uplift the stories and spirit of noncredit and shifting the narrative that noncredit and continuing education is "less than."
   C. Advocacy for regulatory change and awareness of noncredit and continuing education on a local and statewide level.
   D. Provide reminders, tools, agendas, minutes, and help navigating the system to the group.

III. Adoption of Agenda
   A. Google Shared Folder (November Meeting Summary)
   B. Minutes Volunteer - Christopher will draft meeting summary for this meeting

IV. Goals and Priorities (our WORK PLAN—check for your assignments)
   A. Toolkit DRAFT Report Out (Nadia)- Current status on the tool kit structure was shared with the committee and submitted as an agenda item for the January ASCCC Executive Meeting. - Committee members were asked to begin collecting and suggesting some personal narrative from students who take noncredit courses, and from instructors who teach noncredit. Maryanne shared an example of a national Campaign on Adult Ed. There was a discussion about

the type of narratives, and as a committee we are going to strive to have a submission ready by May to hopefully disseminate during the ASCCC Curriculum Institute in July 2023. [Toolkit planning doc](#) shared with committee. Infographic information from Maryanne by Jan. 16th.

    B. Survey (Christopher)-The updated survey was shared with the committee and has also been submitted as a January ASCCC Executive meeting agenda item.

    C. Spanish CORs (Luciano) - Not discussed at this meeting.

V. Spring Plenary in Anaheim: April 21-22 - The chair shared information about the spring 2022 plenary. Committee members are asked to send in any suggestions for themes, presentation breakouts, or possible resolutions. A google link was provided to the committee to collect ideas.

    A. Spring [plenary theme ideas](#) and breakout session suggestions - Breakout suggestions made during the meeting: LB-teaching in languages other than English; MG - follow up on breakout from fall plenary on noncredit; LB- legislative integrated with noncredit advocacy along with credit.

    B. Resolutions ideas - none offered at this time, but committee members have access to a shared document if committee members have suggestions.

VI. Upcoming Conferences and Regionals

    1. Spring ACCE Conference Partnership Ideas (Maryanne) - Upcoming deadlines, Maryanne shared that the spring conference will be virtual, more information will be shared with Michelle including the "save the date" and other information.

    2. Collaboration CTELC on [Regionals](#): March 6 and March 20

        a. Volunteers for North and South regions - locations TBD (in-person meetings only for regional)

            1) Members attending -

            2) College hosts

            3) Presentations/breakout sessions ideas (e.g., liaison training, toolkit preview, narrative/storytelling, noncredit post AB 1705)

        b. Planning Day: January 17

            1) In-person—Maryanne hosting: LACCD - Information will be sent through Michelle to the committee for planning and travel. All day probably 10am-3pm. breakout sessions and presentations will be developed during this meeting.

            2) Members attending- Michelle, CJ, Maryanne, Leticia, Nadia (maybe virtual if possible).

VII. *Rostrum* Articles - The chair shared the upcoming dates for Rostrum article submission.

    A. Due January 22 and March 5

        1. Shifting the Noncredit Narrative—with San Diego Continuing Ed (Janue)

        2. Other ideas

VIII. Next Monthly Meeting: Change Time and Day for Spring - we will keep next meeting set for Jan. 23, 2023 1:30pm-3pm

IX. Announcements - these are shared on the agenda for committee awareness- not formally discussed during this meeting

    A. ACCE Annual Conference (virtual):
March 2, 2023 at 12:00 p.m.--4:45 p.m.--March 3, 2023 at 9:00 a.m.—3:00 p.m.
$125 for members/ $175 for non-members

    B. Check for upcoming ASCCC events at [here](#)

    C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate

          D.   Application for Statewide Service—share with colleagues

X.   Closing Comments
          A. In Progress Review
          B. Any other final comments or suggestions?

XI.   Adjournment - meeting adjourned at 10:30am

In Progress:
- *Rostrum* article on changing the narrative around noncredit education
- Noncredit Toolkit

Completed Tasks:
- Plenary Breakout Session Leveraging Noncredit Education for Equitable Student Opportunities
- Resolution 01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- ACCE Report at ASCCC Executive Meetings

Resolutions Committee

Friday, December 9, 2022
12:30 p.m.—2:00 p.m.
Zoom

Meeting Summary

I.   Call to Order at 12: 40 p.m. and Roll Call (*=present)

*Michelle Bean—Chair	Kim Dozier	*Mark Edward Osea
Juan Arzola—2nd Chair	Peter Fulks	*Michael Stewart

II.   Shout-outs, Affirmations, and Connection:
   ● Great plenary, Team Amazing!
   ● *Rostrum* articles—Mark and Michael

III.   Adoption of Agenda
   A. Google Shared Folder
   B. Minutes Volunteer–Bean
   C. Committee Agreements:
      ● Be authentic and real.
      ● Everyone chip in and contribute to the process and discussions, adhering to deadlines and holding each other accountable.
      ● Be each other's ride or die–a strong team. Call in and out when going off in a tangential way.
      ● Don't take everything personally. Give ourselves space and grace to make mistakes.
      ● Give clear instructions and expectations.

IV.   Plenary Recap
   A. Area meeting folder for new resolutions before using the online form? The Area-Forwarded chart useful–yes–do again. Be sure to make clear which items were pulled from consent (esp Saturday Areas). Res member needs to ask if Area or Area Reps what to pull–do this at the end of Res presentation (add a slide a slide to the deck).
   B. Area Meeting Training Slides –no changes other than the above new slide.
   C. Training Video on Resolutions page–keep using.
   D. LinkTree Review–still use.
   E. Style Guide Review–add to Res Handbook revision.
   F. Resolutions Handbook Update—volunteers for a sub-workgroup [Mark (lead), Michael, and Amber (confer for her notes) in December/January]: Objectives: Streamline timelines, avoid redundancy, update language, clarify procedures, reorganize sections, make accessible). Bring to Exec with strikeouts and a clean copy (both).
   G. Other questions or ideas–team liked the fall process.

  H. Spring Plenary
    1. Revise our process or timeline–discussed and liked the two deadlines, but if cannot get that, team likes the window of Feb 1-17.
    2. Check-in meeting with Area Reps—placeholder for March 15 or March 16 at noon (half hour).
    3. Spring plenary theme ideas and breakout session suggestions–place your ideas in the shared document or email Michelle.

V. Monthly Meetings and Packet Writing Workshops:
  A. January 20 at 12:30—2:00 p.m. (Monthly Meeting and Handbook Discussion)
  B. February 10 at 12:30—2:00 p.m. (Monthly Meeting and Handbook Discussion)
  C. February 23 (12:30–2:30 p.m.)—Writing Workshop (pre-session packet)
  D. March 13 at 12:30–2:30–Writing Workshop (presession packet to areas)
  E. March 15/16 at noon–Check in with Area Reps (cancel March 17 monthly meeting)
  F. March 27 at 12:30–2:30–Writing Workshop (plenary packet)

VI. *Rostrum* Articles
  A. Due January 22 and March 5
  B. Ideas and suggestions–Importance of Res process (Mark to outline)

VII. Announcements
  A. Check for upcoming events at here
  B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
  C. Application for Statewide Service

VIII. Closing Comments
  A. In Progress Review
  B. Any other final comments or suggestions–none.

IX. Adjournment at 2:00 p.m.

In Progress:
- Review of Resolutions Handbook for updates.

Completed Tasks:
- Committee member training for Area meetings.
- Style Guide for 2022-2023.
- Pre-session Resolutions packet.
- *Rostrum* article on women and people of color in technology.
- Online submission form guiding video.
- Fall resolutions timeline and new online submission process.

California Assembly Bill 89 Task Force Meeting One Summary
November 18, 2022
8:30 a.m. to 12:30 p.m. PST

Target Points

The primary focus of Assembly Bill 89 Task Force Meeting One was to provide an introduction of the Assembly Bill 89 (AB 89) legislation, welcome and introduce all Task Force members, discuss group goals and outcomes, and review all documents necessary to guide future meetings.

Discussion: The California Community Colleges Chancellor's Office Participatory Governance Guiding Principles

- As part of the California Community Colleges Chancellor's Office participatory governance guiding principles and open government policy, state agencies are to engage with the public and be transparent in their work moving forward.
- These guidelines create a vehicle for open communication, maximizing public engagement to move this Task Force forward and gather as much information as possible. There is also an emphasis on openness and diversity.
- The guiding principles were established about 5 years ago, with a student-centered vision to successfully move them forward within the community college system. The primary focus of redesigning and realigning the values and principles is to do so with the student at the center.
- The guiding principles are key to all Task Force meetings. They should emphasize the wellbeing of the Task Force members, students, and community stakeholders. The principles include representation, inclusivity, constructive discourse, and transparency. Honesty, fairness, and respect are all valued to support these principles.
- In general, there are several types of working groups, including committees, task forces, and implementation groups.
  - Committees work through various curriculum management and evolution.
  - Task forces set the vision and make recommendations for meeting legislation and student outcomes. A task force should create information for the implementation group to have at the ready for informed decision-making.
  - The implementation work group will move forward with the operational details.
  - The working groups are structured this way to recognize more complex implementation because there are many more involved individuals that can understand the planning that are required for these in-depth conversations.

Introduction to Assembly Bill 89 and Task Force

- AB 89 requires the Office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the Commission on Peace Officers Standards and Training (POST) commission and other stakeholders to serve as advisors, as specified. The chancellor's office

must also submit a report to the state legislature outlining a plan to implement the program on or before June 1, 2023. The bill also requires the report to include recommendations to adopt financial assistance for students from historically underserved and disadvantaged communities with barriers to higher education access.

- Legislation AB 88 and 89 focused on and addressed the education and age requirements for peace officers in the state. Discussions focused on moving the minimum age to 25, but the legislature settled on the age of 21.

Questions and Answers about Assembly Bill 89

- AB 89 mentions "general police service duties"—what does this mean?
  - The duties involve a "little bit of everything," not just responding to crimes. There are general duties for peace officers, such as going into the community, handling calls for service, and working with criminals and victims. However, there is a high volume of calls that are not related to law violations, which take up much of the officers' time. There are broader activities to examine, such as what police do after a call, investigations, work within the county jails, and work within the general community.
  - "General law enforcement duties" are duties that include the investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, and performing any enforcement action on the full range of law violations.

- What are we defining as a degree program versus a certificate of training? Are we impacting the criminal justice system/administration of justice training or the kinds of training that happens at a basic training academy?
  - These are questions to which Task Force members should be responding. More specifically: How does education within criminal justice programs impact basic training programs? How does that relationship change hiring requirements? Should there be a prerequisite course before training, similar to other types of first responders (e.g., there is a prerequisite course that people must take before they can proceed in a basic fire training certification process)?
  - We need to consider what is possible and which operational change recommendations will be impacted. This Task Force is encouraged to think about recommendations for change.

- What problem(s) is AB 89 trying to address? Can we unpack the legislation's rationale?
  - Better education for officers. More education helps officers perform as better peace officers. A large part of this bill is aimed at understanding the level of education that would qualify as "better." Once that level is ascertained, the education requirements would need to be standardized and applied prior to a person being appointed as a peace officer. This includes areas such as psychology, ethics, and emotional intelligence.

- Is there going to be more of an emphasis on social sciences rather than on hard sciences?
  - The bill's intent is to increase knowledge in the social sciences specifically but also to increase education requirements in general areas.

- Will the modern policing degree be an associate's or bachelor's degree?
  - Both—the Task Force will be looking at community college requirements and then possibly extending the education path into a 4-year program with California State University (CSU).

- Is there a broader goal of making educational or cultural changes?

- Changing the education factors are the primary focus; then, the Task Force can get to the cultural pieces. The Task Force can also determine within the group what type of culture the program should foster. It is also important to act where the group can influence partnerships with collective police departments.
- There will be implementation pieces for local-level partners to work on with employer partners. Therefore, another element would be to review how to influence conversations that need to happen at local levels and what is feasible within those communities.

Review: Task Force Purpose and Responsibilities

- Provide recommendations on the relationship between a modern policing degree and the current police academy offerings on the modern policing degree and the current ADT/Transfer Model Curriculum.
- Recommend values to guide the development of a modern policing degree program and identify courses that contribute to critical thinking skills and lower use-of-force incident rates. There should be emphasis on maximizing credits for prior law enforcement learning opportunities, appropriate work experience, postsecondary education, or military experience to satisfy a portion of the employment eligibility requirements.
- Make recommendations for ways to increase financial aid to support increased diversity of students enrolled in the modern policing degree program.
- Create a student graduate profile for a modern policing curriculum. This should cover what the pathway will like look for a student pursuing a policing degree. The Task Force will need to consider minimum faculty qualifications and their adherence to meet the new Diversity, Equity, Inclusion and Accessibility (DEIA) Evaluation requirements, including making recommendations for current faculty professional development.

Related Assembly Bill 89 Tasks and Deliverables

- Learning arc: created to set the goals for each Task Force meeting, this will evolve as the meetings progress and recommendations are made.
- Additional meetings: may be needed to allow for additional discussion.
  - It would be helpful to review student academic backgrounds.
  - For the sociology side of this degree: is the intent to change the way individuals respond or to change the protocol, which in turn changes the culture of the organization?

Next Steps

- Please note the addition of a May 2023 meeting.
- The next meeting is December 9, 2022, and will focus on the ADT/Transfer Model.
- Will an opportunity be provided for working groups to meet outside of the main meetings regarding the various tasks/topics?
  - This is something that will need to be discussed.

California Assembly Bill 89
Task Force Meeting Two Summary
8:30 a.m. to 12:30 p.m. PST

Meeting Attendees					
Task Force Chairs					
☒	Manny Alvarez	☒	Cheryl Aschenbach		
Task Force Members					
☒	Nick Odenath	☒	Bill Pooley	☒	Sharon Sampson
☐	Carrie Hollar	☒	Sarah Aubert	☒	Simon Rodan
☐	Joselynn Landon	☐	Eric Nuñez	☒	Cheng Yu Hou
☒	Linda Vaughn	☒	Marci Sanchez	☒	Randy Shrewsberry
☒	Jeffrey Lamb	☒	Roxanna Haynes	☐	
CCCCO					
☒	LaCandice Ochoa	☒	Cheryl McKinney	☒	Marty Alvarado
☒	Sandra Sanchez	☐	Raul Arambula	☐	
RTI					
☒	Elise Kratzer	☒	Crystal Daye	☒	Belinda Weimer
☒	Kelsea Albertson	☒	LaChawn Smith	☒	Zollie Saxon
☒	Edna Wallace	☒	Meret Hofer	☒	Shane Hamstra
☒	Thekla Ketcher	☒	Cameron Johnson		

Target Points

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Two was to provide an overview of the current transfer model for associate degrees, brainstorm initial thoughts on a student graduate profile model, and establish the basics of what it takes to become a Peace Officer in the State of California.

Task Force Meeting Two Objectives

- Provide overview and create understanding about the graduate profile.
- Provide overview and create understanding of current Associate Degrees for Transfer (ADT)/Transfer Model.
- Provide overview and create understanding of current police academy offerings.
- Identify needs/gaps in the current police academy offerings and ADT/Transfer Model.
- Identify and provide recommendations for the impacts, implications, opportunities, and limitations of changes for the current model in relation to the modern policing degree.
- Encourage engagement in the next few sessions as we develop recommendations for a student graduate profile and the modern policing degree.

Review of Student Graduate Profile

- A student graduate profile does not refer to the types of courses students take, their grade point average (GPA), or what they physically look like. Instead, we are looking at character traits, soft skills, social-emotional competencies, personalities, and how those factors align with current Peace Officer Standards and Training (POST) regulations.
- Elements of the future student graduate profile may include the ability to critically analyze situations under stressful circumstances, apply sound logic and reasoning skills, and properly assess mental health situations in the field using positive communication skills and cultural competence. These situations would also require self-awareness, flexibility, adaptability, and maturity. This list is not exhaustive; the conversation about the student graduate profile will continue in future task force meetings.
- Students should be equity minded.

Minimum Peace Officer Requirements

- Individuals must complete the POST basic academy training prior to appointment as a Peace Officer. There are also government codes (GC) that each candidate must pass, including:
  - GC 1029—identifies disqualifiers, such as an individual being charged with a crime or dishonorably discharged from the Army
  - GC 1030—fingerprint requirement
  - GC 1031—lists minimum standards required of future Peace Officers
- Minimum Standards for GC 1031:
  - Be legally authorized to work in the United States under federal law
  - Be 21 years of age or older
  - Be of good moral character, as determined by a thorough background investigation
  - Be a high school graduate or have passed the General Education Development (GED) test
  - Have been found to be free from any physical, emotional, or mental condition that might adversely affect the exercise of the powers of a Peace Officer
  - Pass a physical evaluation by a licensed physician
  - Complete an emotional and mental condition evaluation by a POST-certified psychologist

Transfer Model Curriculum for Administration of Justice Degree

- The Transfer Model Curriculum (TMC) template forms the basis for associate degrees for transfer (ADT). The ADTs at each college are built on TMC templates. California State University (CSU) accepts this transfer if students complete all of the requirements.
- The minimum ADT unit requirements include a minimum of 18 units of major prep, a minimum 34–39 units of general education, and elective units (CSU-transferable) as needed to reach 60

total units. Students must demonstrate their competency in written composition, reading, and mathematics and quantitative reasoning, and must complete a course in Ethnic Studies.

- Every ADT must require the same core classes: Introduction to Criminal Justice and Concepts of Criminal Law. Students must then choose two courses from List A and List B:
  - List A requires students to select two of the following courses: Criminal Court Processes, Legal Aspects of Evidence, Criminal Investigation, Introduction to Forensics, Introduction to Corrections, Juvenile Procedures. This list of options may not be available at every college, depending on staffing and curriculum capabilities.
  - List B requires students to select two of the following courses: any List A course not already used, Introduction to Sociology, Introduction to Statistics in Sociology OR Introduction to Statistics OR comparable course, Introductory Psychology, any CSU-transferable AJ course, any course outside of CSU AJ discipline articulated as lower division prep in the Criminal Justice or Criminology major at a CSU.
- Students seeking an ADT must complete the Intersegmental General Education Transfer Curriculum (IGETC) or CSU GE Breadth program. In the IGETC model, they must take classes in six areas, including English, math, and physical sciences. In the CSU GE Breadth program, students are required to cover five areas with similar learning paths, including learning and self-development courses.
- As of fall 2025, AB 928 requires that a singular GE pathway be used for transfer to University of California (UC) and CSU. This new pathway, currently being developed under the name CalGETC, will replace CSU GE Breadth and IGETC. CalGETC will utilize a similar format as IGETC with some additional modifications.

Questions and Answers: Transfer Model Curriculum

- Is there an ability to include local infusions?
  - Normal ADTs are local and dependent on the college and the surrounding community's workforce needs. There is no clear statewide structure for the inclusion of local influences.
  - ADTs were developed to increase the number of degree completions and ease student transfer to CSU.
- Are there any statistics on individuals who have gone through these programs and now work at a police department?
  - Most cadets have degrees when they graduate the academy, but there are more degrees awarded than there are jobs. There is a need for a modern policing degree to be the specific degree for candidates to use to join, succeed, and graduate from police academies. Students are also transferring between colleges and universities at large numbers, and some are returning to community colleges for more training certificates.
  - POST does not track the educational background of newly certified Peace Officers. It does track the certificates officers apply for, which are based on their previous education background and overall training/experience. Currently, two-thirds of officers who applied for certificates had at least a bachelor's degree. Education incentives are a large influence in officers going back to colleges to get those certificates.

- o As an aside, many students also have military experience, which opens the door for credits for prior learning. It would be useful to make an "equivalence guide" to help with awarding of credit for prior learning for students with military service.

Opportunities or Strengths of the Current TMC/ADT Model

- **Opportunities**: Could think about adding some general education classes to build up soft skills. If the legislature is requiring classes or skill sets, these general education classes should be placed in the required core courses or List A. Another possibility could be to expand into a bachelor's degree that would be specialized for future law enforcement personnel.
- **Strengths**: Any formal changes to the current model would necessitate a review by engaged and highly qualified faculty across the state at California community colleges (CCCs) and CSUs. TMCs/ADTs are broadly developed by faculty from CCCs and CSUs and then broadly vetted with adjustments as needed before final approval. The TMCs then undergo 5-year reviews, which often result in revisions. This group will likely develop some recommendations for TMC/ADT faculty to consider for revision.

Limitations or Challenges of the Current TMC/ADT Model

- **Challenges**: The ADT model is limited by the number of units that a student must complete. ADTs cannot exceed 60 units, so expanding the opportunities in this degree means removing other items to keep the number of units at the cap. Local associate degrees do not have this limitation. POST academies utilizing associate degrees developed with local colleges have some more flexibility as they are not constrained to 60 credits. Some academies have a prerequisite course that might allow for additional expansion into building up social justice/empathy/communication styles.
- **Limitations**: Concerns with not being prepared for a modern policing degree if the colleges are not fully deep-diving into historical racism. There needs to be a focus on curriculum that does not align with the outcomes/current world; not all institutions are ready for this. There are also concerns for the self-sponsored students, as the sponsored are paid to go to the academy. It can be very expensive to have to do both (get an education and go through the academy).

Current Police Academy Offerings: California Police Academy Basic Training Requirements

- Recruits must complete the "basic course" police academy. County probation officers, Department of Corrections individuals (they have their own course), and anyone serving in a position that has limited Peace Officer powers do <u>not</u> need to complete this basic course.
- A POST academy must present the entire Regular Basic Course, either in intensive, extended, or modular format. There are three modules, all of which must be offered for the program to be considered a POST academy. Across the state of California, there are 23 law enforcement departments and 19 community colleges with POST certification. POST has established minimum training and testing hours, along with 43 required courses, aka learning domains (LD), four comprehensive tests, and 10 scenario tests. Upon completion of training and after an appointment is confirmed, the individual, now serving as a probationary Peace Officer, begins

field training. POST requires a minimum of 10 weeks of standardized field training with a POST-certified field training officer. These standards are set by the POST commission, which can increase or decrease the standard number of LDs and/or hours. Academies are allowed to add hours to their academy program but cannot take away hours. This is especially common with police department-based academies.

Questions and Answers: Current Police Academy Offerings

- If, on average, the academies are exceeding POST's baseline number of hours (664) for an academy, what are they teaching differently or expanding their curriculum to include?
  - Examples include various technologies/specialized skill sets: POST does not provide mandated training on tasers or radar. POST has kept the 664 hours consistent by adding and removing courses at the same time, although the total number of required hours could be increased.
- Are there any existing courses that overlap with field training?
  - Yes, there are areas that overlap. The Field Training program is a minimum of 10 weeks and is based on the structure learning content outlined in Commission Procedure D-13. Field Training Program Minimum Content Requirements (D-13-3):
    - *Agency Orientation (including Standards and Conduct)*
    - *Ethics*
    - *Leadership*
    - *Patrol Vehicle Operations*
    - *Officer Safety*
    - *Report Writing*
    - *California Codes and Law*
    - *Department Policies (General Orders, Local Policies, and Philosophies)*
    - *Patrol Procedures (including Domestic Violence and Pedestrian and Vehicle Stops)*
    - *Control of Persons and Prisoners (Adults and Juveniles)*
    - *Control of Mentally Ill (Adults and Juveniles).*
    - *Traffic (including DUI)*
    - *Use of Force*
    - *Search and Seizure*
    - *Radio Communications*
    - *Self-initiated Activity*
    - *Investigations/Evidence*
    - *Community Relations/Professional Demeanor (including Cultural Diversity, Community Policing, and Problem Solving)*
    - *Tactical Communications/Conflict Resolution*
    - *Additional Agency-Specific Topics (may include Community Specific Problems, Special Needs Groups, etc.)"*
- Does POST allow for distance learning? Is there any flexibility in that space?

- o Currently, law enforcement in-service training is in person; prohibited from online/not-in-person training. It would be interesting to see programs that are remote versus the in-person paramilitary styles.
- Are there challenges with students moving to different programs?
  - o It is prohibited to a certain extent; cadets cannot transfer academies. They can complete the modular format of courses in separate colleges but that is it. It takes longer to complete in the modular format, but if they do leave for family or other needs, they can return and continue where they left off.
- Are there any "agency" academies that are not associated with a community college through an instructional services agreement?
  - o POST does not maintain or track affiliations between law enforcement operated academies and community colleges. Most law enforcement-operated academies do in fact have formal affiliations. However, this needs to be confirmed which entities are in this type of agreement. POST is currently cataloging this information. The primary reason for those affiliations is for "Full-Time Equivalent Student (FTES)" credits and funding. For instance, the Orange County Sheriff's Department runs their own academy and has an affiliation with Santa Ana College for FTES credits, which in turn provides funding from the State to Santa Ana College. Some of that FTES funding is shared between the college and the law enforcement agency operated academy. The FTES funding does not come from POST and has no material effect or relevance to POST, so we do not track it and it is outside of our scope. Regardless, we are asking each law enforcement academy if they have such an affiliation, and we will provide that information soon.
- What are the different failure/success rates of those who are employed (job outside of attending the academy) versus sponsored cadets?
  - o AB No. 332 included this—will share this later with the group. More intense programs have higher success and hiring rates. The instruction is <u>not</u> different, there are just different types of students attending.
- Based on the LD list sent out by POST, is there anything that is not being seen in the police academy that should be there (i.e., courses or trainings).
  - o The curriculum is designed to teach individuals entering the academies how to conduct investigations and how to work in a controlled capacity. Speaking with those in the field or who work on this now, the hope is that a modern policing degree will help with some foundational issues; critical thinking, communication skills, and other items that are not currently addressed in academy because of time constraints. There is a hope that they can add additional hours for use-of-force training and emphasizing a de-escalation approach.
- We need to improve our investigations and low clearance rates, especially for violent crimes. Where are we looking to improve the primer of those investigations?
  - o Until cadets complete field training, they are not to conduct investigations. Some items get pushed in the academy, but they would not be using those skills for another 3 to 5 years—it is easier and cheaper to address these items at the degree level. It is important

to keep in mind that there are smaller agencies that do not have depth within their investigations unit and use patrol as detective backups.

- How are instructors recruited and hired?
  - o A lot of this work is based on getting people interested in the profession; most academies use instructors who work within the police departments. They must also meet POST and college standards to teach. The pay often does not compare with overtime or extra-duty compensation, which results in not having enough instructors. Statewide community college minimum qualifications for the discipline of administration of justice are an associates degree and 6+ years of experience or a bachelor's degree and 2+ years of experience. Colleges can add additional qualifiers to these requirements.
  - o Academies provide their own personnel but sometimes they have guest/adjunct members instruct. POST does reimburse Peace Officers who decide to take the instructor course so they can teach. Reimbursement is no longer available for the refresher courses.

- What needs and/or gaps are you seeing in your academy?
  - o Good students are hard to come by. They lack life experience. After graduation, they are failing to think about the big picture: how to think critically and step up and lead. Communication and command presence is nil. On another note, police academies are stressful places and there are no self-care/wellbeing courses available. Individuals have to seek this out and learn it on their own.
    - ■ NOTE: POST is starting a pilot study on the instruction of wellbeing for officers.

- How long will it take for graduates, who are not as well prepared, to build up the confidence and maturity necessary for field experience? How long will it take them to get to the point of satisfaction of field experience and maturity?
  - o Field training is 13 to 14 weeks per recruit, and if they are not progressing in those areas, they'll be released from their probationary period. Some academies work with the students to place them in non-patrol roles so they can gain confidence and communication skills necessary for patrol.

- Do we track why individuals drop out during the probation period?
  - o This is a challenge, as the final roster (of any given academy) does not list dropouts. We did collect data under AB 332, looking at the academies and why individuals were failing and how many attempts they had. These stats are available on the POST website. Outside of that study, POST does not know if they failed out for reasons relating to personal problems or soft skills.

- How extensive is the background check?
  - o The law requires recruits to have a background check prior to employment (within a year of appointment). Recruits who are sponsored by a law enforcement agency have had background checks and emotional, physical, and psychological reviews. Most non-sponsored recruits have not completed this yet and you can see this reflected in lower hiring rates. The state is dealing with staffing shortages, and if someone is not picked

halfway through an academy, then they are never going to be hired. There has to be a significant flag in someone's background if they are not hired at the point of graduation.

- o Some community colleges have a pre-academy course that students are required to pass, but people with red flags in their background check cannot be from prohibited from joining the academy. There is a strong emphasis on not wanting individuals to go through the academy and take on the associated costs if they have something that will not allow them to be hired in this field.

- What discipline or instruction would you want to include in the academy curriculum?
  - o There needs to be more community interaction. The academy teaches the basics, but we are lacking in lessons on how to interact with the public. Can they recognize issues in the community, can they bring up solutions to the sheriff? Potential areas of focus include interpersonal communication skills, crisis communication skills, listening and comprehension, problem-solving, working in teams. Recruits need the ability to understand various mental health disorders and their symptoms, bias, and learning disabilities. Currently, many graduates do not have these skills.

- Is there a focus on gender or LGBTQ+ issues?
  - o It is in LD42, it is also in legislation from 2 years ago.

- When we talk about instructors, what are the experiences of those who are not white males? Do the students see themselves in their instructors, coworkers, fellow students? Do we need to do more in this area?
  - o This will vary agency to agency. Cultural competence and representation are important to think through as we are considering recommendations.

Recommendations for the Modern Policing Degree

- The degree should include growth and change of students, faculty, and curriculum; aligning with equitable practices.
- Would like to recommend some form of financial assistance for self-sponsored students to attend the intensive academy format. One element of AB89 expects that the Task Force develop recommendations to provide financial assistance for students from historically underserved and disadvantaged communities with barriers to higher education access; the goal of this is to specifically address self-sponsored academy students.
- Professional development of instructors is not a specific ask of AB89 but Task Force members would like to keep this as part of the conversation for the modern policing degree recommendations. There are existing resources, would just like to see them more explicitly stated; it's hard to know what is or is not available to instructors.
- If we do not engage with employers sooner, then we are going to miss out on experiences. It is also important to work with K–12 students to make it clear that certain choices may prevent them from choosing a certain career. There needs to be a more global discussion of pathways and employment entry points.

- Mental health awareness for law enforcement officer training is up-and-coming—we need to keep up on this. Officers are three times more likely to kill themselves than to kill someone. We hope to see an equal emphasis on the dangers of policing through self-harm or substance use.
- The local degrees have the ability to include a field studies internship. Could the academies do something similar?
  - There can be administration of justice internships, also called cooperative work experience, but it privileges those who have connections. Internships are often unpaid, which does not favor those who have children. They might also put certain students at a disadvantage who cannot juggle an internship at the same time as training. Another option could be to provide more workplace learning by inviting community members to the college.

Task Force Meeting Three Preview

- Framing for Evidence-Based Policing and Contemporary Challenges in U.S. Policing:
  - Provide an overview of evidence-based policing.
  - Identify current practices and training to address contemporary challenges in U.S. policing, as well as any gaps therein.
  - Create a common understanding of how current practices affect individuals from historically underserved and disadvantaged communities.
- The next meeting is January 17, 2023, 8:30 a.m. to 12:30 p.m. PST.

Appendix

Resources

- Government codes
  - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1029&lawCode=GOV
  - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1030.&lawCode=GOV
  - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1031.&nodeTreePath=2.6.1.2&lawCode=GOV
- Local academy degree example
  - https://gavilan.curriqunet.com/catalog/iq/1826/1828/1843
- POST Learning Domains
  - https://post.ca.gov/regular-basic-course-training-specifications

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ASCCC Transfer, Articulation and Student Services Committee (TACCC)
November 14,2022

Attendees: Eric Wada, Stephanie Curry, Elizabeth Ramirez, Ty Simpson, Michelle Plug,

Minutes

I.   Call to Order and Adoption of the Agenda

The meeting was called to order to at 1:00 pm and the agenda was adopted by consensus

II.   Review of October 2022 Meeting Minutes
The committee approved the October Meeting minutes as amended to update the title acronym.

III.   Plenary Update
IV.

Committee members discussed the Plenary and the passing of multiple resolutions on General Education. Including supporting Cal-GETC, a new Local GE Pattern proposal and a CCC Baccalaureate Degree GE pattern.

Both resolutions submitted buy the committee were passed on the consent calendar.
o   4.01 General Education in the California Community College System Resources
o   4.02 F22 Proactive Planning and Support for Articulation and Counseling

Discussed how the committee can support discussions of General Education. Committee suggested workshops in the Spring on 1) What next 2) Supporting students in the transition of GE Patterns.

V.   RP Group Report on African American Transfer Tipping Point Report

The committee discussed the new RP Group Report on Transfer Tipping points and the negative impact of Probation on transfer velocity. Committee discussed the need to revise Title 5 language not just on the title of Academic Probation but also the negative impact on students. Perhaps a resolution in the spring and workshop.

VI.   Rostrums (Due January 20, 2023)
a.   Counseling and Systemic Changes (Elizabeth and Ty)
b.   Supporting Early College (Eric, Stephanie and Stephanie)
c.   CBE, Credit by Examination and Credit for Prior Learning and Transfer (Michelle)

VII.   Future Meetings
Stephane will send out a Doodle Poll for a December Meeting.

VIII.   Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   - Rostrum Article- The Articulation Officer's Key Role in Curriculum, General Education and Transfer (November 2022)
   -

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   - **GE Webinar Series Fall 2022**

Date	Subject	# of Attendees
Monday, Sept 12, 2022 (9-10:30am)	General Education Requirements of the Associate Degree, Baccalaureate Degree, and Associate Degree for Transfer	179
Tuesday, Sept 13 (3-4:30pm)	General Education Requirements of the Associate Degree, Baccalaureate Degree, and Associate Degree for Transfer	150
Tuesday, Sept 27 (12-1:30pm)	Role of local Academic Senates and Curriculum Committees in regard to general education	128
Wednesday, Sept 28 (2-3:30pm)	Role of Articulation in Transfer in regard to general education	120
Monday Oct 3, 2022 (9-10:30am)	Addressing the impact of CalGETC, as proposed on local colleges, programs and course and students	200
Thursday Oct 6, 2022 (2-3:30)	Addressing the impact of CalGETC, as proposed on local colleges, programs, courses and students	128 **902 Total Duplicated Attendees**

   - Rostrum Article- The Articulation Officer's Key Role in Curriculum, General Education and Transfer (November 2022)
   - Approved Resolutions (Fall 2022)
     - 4.01 General Education in the California Community College System Resources
     - 4.02 F22 Proactive Planning and Support for Articulation and Counseling

Transfer Alignment Project
Work Group Meeting
October 25, 2022
10:00am – 11:00 am via Zoom

MINUTES

Members: Cheryl Aschenbach (chair), LaTonya Parker, Elizabeth Atondo, Eric Wada, Krystinne Mica, Stephanie Curry, Dolores Davison, Beth Steffel, Jim Chalfant

Guests: Miguel Rother

1. Welcome and introductions
   Aschenbach welcomed members and guests. Everyone introduced themselves.

2. Agenda approval
   Agenda approved with the provision that items could be added as needed.

3. Review of Resources and Past Efforts:
   a. [Minutes from May 5, 2022](#)
   b. [Transfer Alignment Webpage](#)
   c. [August 8, 2022 Transfer Alignment Project Update](#)
   d. ICW Policy: [Number of Transfer Model Curricula Per Discipline Approved by ICW](#) (Updated April 26, 2022)

   Members reviewed past Transfer Alignment Project efforts and received updates on disciplines where determinations of feasible are still being made. Four disciplines were still in progress at the end of Spring 2022: English FDRG looked at the UCTP but decided it didn't align because of restricted electives. Anthropology and history FDRGs still need CSU faculty before final determinations of feasibility and recommendations for alignment can be made. Political science FDRG finalized alignment. The new TMC is on the C-ID and Chancellor's Office websites.

4. Action Plan for [2022-2023](#), which will be Phase IV of the project
   Members discussed elements to include in the action plan. Some items included better defining what it means for TMCs and UCTPs to align, defining a plan for communication about alignment and for communication when alignment is possible but not a given unless a specific set of courses are taken within an ADT.

5. Next Steps and Additional Thoughts…
   a. *It was recommended that a UC rep be included on each FDRG, especially for disciplines where a UCTP exists.*

b. *Chalfant shared that UC is likely to add Research Methods to the Sociology UCTP, which may require additional conversation about alignment in the Sociology FDRG.*

c. *There are questions about how AB928 implementation will impact TMCs and this group's work given that fewer units will be required for GE when using CalGETC (34 units) rather than CSU GE Breadth (39 units).*

d. *Steffel agreed to talk with Marci Sanchez, Assistant Director of Undergraduate Transfer, about efforts to find CSU faculty to serve on FDRGs.*

6. Adjourn