



January 11-12, 2024

Coronado Island Marriott Resort & Spa
2000 2nd St, Coronado, CA 92118
Room: Coronado 2/3
[Zoom Link](#)

January 11, 2024

11:00 AM – 1:00 PM | Executive Committee Meeting
1:00 PM – 1:30 PM | Lunch
1:30 PM – 5:00 PM | Executive Committee Meeting

Dinner: 6:00 pm
TBD

January 12, 2024

8:00 AM – 9:00 AM | Breakfast
9:00 AM – 11:30 AM | Executive Committee Meeting
11:30 AM – 12:00 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 Kumeyaay (koo-mee-EYE) Nations who have lived and continue to live here. We recognize the Kumeyaay (koo-mee-EYE) 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 San Diego. As we begin, we thank them for their strength, perseverance, and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call San Diego 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 not on the agenda. No action will be taken. Speakers are limited to three minutes.

E. [ASCCC Community Agreements, pg.5](#)

F. [Calendar, pg.7](#)

G. [Local Senate Visits, pg.12](#)

H. One Minute Executive Committee Member Updates

I. President/Executive Director Updates

II. CONSENT CALENDAR

A. [Spring 2024 Elections Voting Platform](#)

III. ACTION ITEMS

A. [Legislative Update – 20 mins., Velez/Webster, pg.25](#)

The Executive Committee will receive a report on the 2023-24 (two-year) legislative session and may consider requested action.

B. [Proposed Baccalaureate Degree Program Title 5 Regulations – 45 mins., Reese/Stewart Jr., pg.29](#)

The Executive Committee will review, provide input, and vote to support/endorse the proposed baccalaureate degree program title 5 regulations.

C. [Disciplines List – 15 mins., Wada, pg.39](#)

The Executive Committee will affirm that the disciplines list process has been followed and forward proposals to a second reading.

D. [Proposed ASCCC 2024 Spring Plenary Session Resolutions Timeline and Procedures – 45 mins., Reese/Stewart Jr., pg.43](#)

The Executive Committee will review, discuss, and provide guidance on the resolutions timeline and process for the 2024 Spring Plenary Session.

E. [Executive Committee Meeting Dates 2024-2025 – 10 mins., Mica/Aschenbach, pg.49](#)

The Executive Committee will consider for approval the 2024-25 Meetings and Events Calendar.

F. [SSCCC and ASCCC Collaboration – 15 mins., Aschenbach/Mica, pg.53](#)

The Executive Committee will consider for approval partnering with the SSSCC on the upcoming Faculty Leadership Institute.

G. [Spring Plenary Planning Session – 30 mins., Mica/Aschenbach, pg.55](#)

The Executive Committee will review and consider for approval the draft program outline of the spring plenary session.

H. [Revised Title 5 Section 55070 - Credit Certificates – 15 mins., Stewart Jr., pg.63](#)

The Executive Committee will review and approve the updated Title 5 Section 55070 language.

IV. DISCUSSION

A. Chancellor's Office Update – 30 mins., Aschenbach, pg.67

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., Chow

ii. Liaison/Caucus Reports -- 5 mins. each, Aschenbach, pg.69

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

C. Status Update on Periodic Review Committee Recommendations– 45 mins., Aschenbach/Mica, pg.71

The Executive Committee will receive an update and discuss further strategies to meet the recommendations from the Periodic Review Committee.

D. Elections – 15 mins., Aschenbach, pg.73

The Executive Committee will discuss elections with the intention of minimizing impact on team cohesion prior to elections.

E. Board of Governors/Consultation Council – 15 mins., Aschenbach, pg.75

The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

F. Meeting Debrief – 10 mins., Aschenbach, pg.77

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. September ASCCC Part Time Faculty Meeting Minutes
- ii. October ASCCC Part Time Faculty meeting Minutes
- iii. November DRC Meeting Minutes
- iv. December Resolutions Committee Meeting Minutes
- v. November Accreditation Committee Meeting Minutes
- vi. October Accreditation Committee Meeting Minutes
- vii. October CVC OEI Advisory Committee Minutes
- viii. November CVC OEI Advisory Committee Minutes
- ix. November DEETAC Agenda
- x. December DEETAC Agenda
- xi. November MCW Minutes
- xii. November Advisory Committee Minutes
- xiii. November 2023 Advisory Executive Director Update
- xiv. November ASCCC Part Time Faculty Meeting Minutes
- xv. November S&P Minutes
- xvi. December S&P Minutes
- xvii. November TASSC Minutes
- xviii. December TASSC Minutes

C. Local Academic Senate Visits

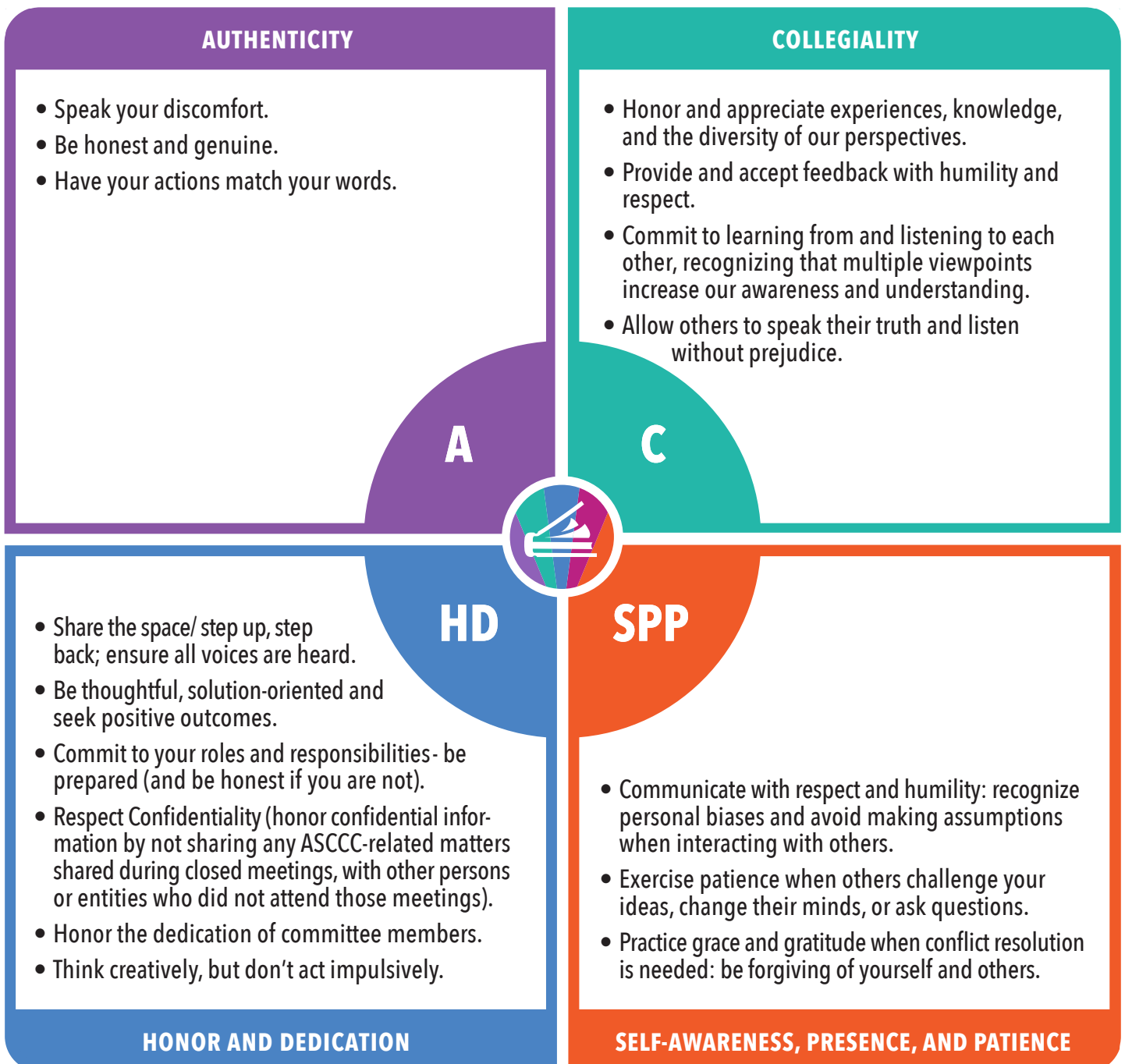
VI. ADJOURNMENT



ASCCC Community Agreements

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:





ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
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 – Santa Clara Marriott (Bay Area)- February 9-10, 2024

Executive Committee Meeting – Los Angeles Mission College/ Hilton Garden Inn Burbank (Los Angeles)- March 8-9, 2024

Executive Committee Meeting – San Jose Marriott (San Jose)- April 17, 2024

Please see the 2023-2024 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

January 24, 2024

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

February 21, 2024

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

April 1, 2024

- Agenda Items for the January meeting

- Committee reports, if applicable

Rostrum Timeline 2023-24

<u>To ED</u>	<u>To Editor</u>	<u>To President</u>	<u>To Visual Designer</u>	<u>To Field</u>
October 1	October 9	October 16	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

Academic Papers Timeline 2023-24

A. Part-time Faculty Committee – Part-time Faculty Equity – [R19.01 S2021](#)



2023-2024 PROPOSED 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	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
2023 Fall Plenary Session	November 16-18, 2023**	Westin South Coast Plaza
2024 Spring Plenary Session	April 18-20, 2024**	San Jose Marriott
INSTITUTES	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Accreditation Institute*	September 29-30, 2023	San Mateo Marriott
Faculty Leadership Institute	June 20-22, 2024	SOUTH (TBD)
Curriculum Institute*	July 10-13, 2024	Pasadena Convention Center

** These dates potentially avoid overlapping with Umoja’s Conference in November, RP’s spring conference, CCCAOE Spring Conference. APAHE 2024 not yet released, CCCCIO not yet released. Juneteenth is on June 19, 2024.



2023-2024 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		DoubleTree by Hilton Irvine Spectrum Irvine, CA Hybrid	August 1, 2023
Executive Meeting	September 15-16, 2023	AREA B	San Jose City College/ San Jose Marriott San Jose, CA Hybrid	August 29, 2023
Executive Meeting	October 13, 2023		Virtual	September 26, 2023
Area Meetings	October 27, 2023		Various Locations + virtual	TBD
Executive Meeting	November 15, 2023		Westin Hotel/South Coast Plaza Orange, CA	October 29, 2023
Executive Meeting (Th/Fri)	December 14-15, 2023		The Sheraton Grand Sacramento, CA Hybrid	November 27, 2023
Executive Meeting (Th/Fri)	January 11-12, 2024		Coronado Island Marriott Resort & Spa Coronado, CA Hybrid	December 25, 2023
Executive Meeting	February 9-10, 2024		Santa Clara Marriott Santa Clara, CA Hybrid	January 24, 2024
Executive Meeting	March 8-9, 2024	AREA C	LA Mission College/ Burbank Hilton Garden Inn	February 21, 2024
Area Meetings	March 22-23, 2024		Various Locations	TBD
Executive Meeting	April 17, 2024		San Jose Marriott San Jose, CA Hybrid	April 1, 2024
Executive Meeting	May 10, 2024		Virtual	April 24, 2024
Executive Committee/ Orientation	June 7-9, 2024		Hyatt Palm Springs, Palm Springs, CA Hybrid	May 21, 2024

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.¹

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 change based on hotel availability.

Academic Senate

2023-2024

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 17-19, 2023	August 1, 2023	August 7, 2023
September 15-16, 2023	August 29, 2023	September 5, 2022
October 13, 2023	September 26, 2023	October 3, 2023
November 15, 2023	October 29, 2023	November 5, 2023
December 14-15, 2023	November 27, 2023	December 4, 2023
January 11-12, 2024	December 20, 2023	January 1, 2024
February 9-10, 2024	January 24, 2024	January 31, 2024
March 8-9, 2024	February 21, 2024	February 28, 2024
April 17, 2024	April 1, 2024	April 7, 2024
May 10, 2024	April 24, 2024	May 1, 2024
June 7-9, 2024	May 21, 2024	May 28, 2024

Local Senate Campus Visits 2020-2023

(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
	Aschenbach	7/12/23	CO Dual Enrollment Convening at Natomas Center
Bakersfield	Velez, May	8/15/2023	Shared Governance
	Stewart Jr., Aschenbach, Velez, Curry	11/4/2023	Central Valley Curriculum Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso			
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach	8/2/2023	Governance
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River			
Feather River			
Folsom Lake			
	Davison	3/22/2022	Collegiality in Action
Fresno	Aschenbach	8/2/2023	Governance
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
	Howerton, Velez	8/3/2023	Instructional Equity Practices & Accreditation
Los Rios CCD			

	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
	Aschenbach	8/2/2023	Governance
Merced			
	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	8/2/2023	Governance
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City			
	Aschenbach/Wada	2/10/2023	AB1705
San Joaquin Delta			
	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			
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft			
	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	Chow/Reese	4/12/2023	Equivalency (Local Senate Visit) virtual
West Hills Lemoore	Arzola/Curry	5/1/2023	10+1
Woodland College	Stewart Jr.,Aschenbach, Velez	10/28/2023	Curriculum Regional
	Chow/Sapienza	10/25/2023	Cultural Humility Toolkit
	Aschenbach, Galizio	11/30/2023	CIA District
	Stewart, Parker	11/14/2022	ASCCC Accreditation Committee Meeting
Yuba	May	10/7/2023	CIA
	Aschenbach, Galizio	11/30/2023	CIA District
Area B			
Alameda, College of			
Berkeley City	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo			
	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			
	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

	May, Aschenbach, Parker, Stewart, Mica	5/31/2023	ICAS Meeting
Diablo Valley			
	Aschenbach, Bean, Stankas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Stewart Jr., May	11/1/2023	AB 928, AB 1111
	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
Foothill			
	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
	May/Galizio	10/11/2022	Local Senate- Participatory Governance
Laney	Bean/Roberson/Howerton	3/6/2023	CTE/Noncredit Regional (North)
Las Positas			
Los Medanos			
Marin, College of			
Mendocino			
Merritt			
Mission			
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula			
	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			
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion

	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour
Peralta CCD	May/Galizio	01/17/23	CIA
San Francisco, City College of			
	Curry, Aschenbach	2/26/2021	Governance
San José City			
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
	Arzola/Curry	9/23/2022	10+1 and Online Education
San Mateo, College of	Chow/Stewart Jr.	5/9/2023	Local Senate Visit- Governance/IDEAA in Faculty leadership
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
	May/Galizio	2/10/2023	CIA
Skyline			
Solano			
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
	Arzola, Bruno	3/16/2023	Academic Freedom & C.O.R
West Valley	May,Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock			

Antelope Valley	May, Galizio	2/20/2023	CIA
Canyons, College of the			
Cerritos			
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus			
Cuesta			
	Davison, Heard	8/20/2021	CTE Minimum Qualification
	Chow, Bean, Velez	3/13/2023	Cultural Humility Tool
East LA	Stewart	8/10/2023	Dual Enrollment
El Camino	Aschenbach, Galizio	8/25/2023	CIA
Compton College	Parker/Velez	4/25/2023	DEI in Curriculum Model
	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
	Roberson, Bean, Howerton, Gillis	3/20/2023	CTE Regionals- South
Glendale			
LA District			
	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
	Aschenbach	3/17/2023	LACCD Discipline Day
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			
LA Southwest			
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley			
Moorpark	Reese, Parker	10/6/2023	CTE Regional
Mt. San Antonio	Wada, Brill-Wynkoop, Kutil	4/27/2023	Technical Visit-Curriculum
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
	Velez, Wada	10/26/2023	Local Senate Visit- 10+1 Participatory Governance
Oxnard	May/Galizio	4/23/2023	CIA
Pasadena City			
Rio Hondo			
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City			
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Parker/Reese	10/6/2023	Local Senate Visit
	Stewart/Reese	1/5/2023	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
	May, Galizio	4/11/2023	CIA
Cuyamaca			
Cypress			
Desert, College of the			
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont			
	Chow, Curry	1/29/2021	Governance
	Velez, Roberson	8/18/2022	10+Governance
	Parker, Bean, Stewart, Chow, Gillis	4/28/2023	5C Meeting
Imperial Valley			
Irvine Valley			
Long Beach City College	May, Galizio	9/23/2023	CIA
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
	Reese, Stewart Jr.	12/1/2023	Brown Act and Roberts Rules
	Velez	6/28/2023	
MiraCosta			
	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			
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
	Howerton/Velez	4/13/2023	Participatory Governance
Norco			

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
	May/Galizio	03/21/23	CIA
Orange Coast	Stewart Jr., Aschenbach, Velez		Curriculum Regionals
	Curry, Howerton	9/21/2023	CTE Regionals
Palo Verde			
Palomar			
	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			
Saddleback	Curry, Kirschner	10/4/2023	Work Experience
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley			
	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			
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon			

Southwestern	Velez	8/9/2023	CO Dual Enrollment Convening
Victor Valley			
Calbright College	Davison	10/15/2020	Collegiality in Action



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: Spring 2024 Elections Voting Platform
DESIRED OUTCOME: The Executive Committee will consider for approval the use of an online voting platform for the spring elections.
CATEGORY: Action
REQUESTED BY: Mica/Aschenbach
STAFF REVIEW: Carrillo

Item No: II.A.
Attachment: Yes
Urgent: Yes
Time Requested:

TYPE OF BOARD CONSIDERATION

Consent/Routine: X
 First Reading:
 Action:
 Information/Discussion:

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

BACKGROUND

Because of the COVID-19 pandemic, the ASCCC over the last four election cycles (2020, 2021, 2022, and 2023) has adjusted the way elections were conducted. In 2020 and 2021, the declared state of emergency for California allowed the ASCCC to hold the elections separately from the spring plenary session, which is specifically called for in the ASCCC rules:

...elections “shall take place on the last day of the Spring Plenary Session.” (Article I.D.1. Schedule).

In 2022, California’s state of emergency was lifted and the ASCCC Executive Director engaged legal counsel to determine how the ASCCC can move forward with elections for that cycle. During the January 2022 Executive Committee meeting, the Executive Committee elected to schedule the elections voting during the Saturday of the plenary session and elected to continue using an online platform to conduct voting.

The current elections procedures outlined in the ASCCC Rules, still allude to the ballots being distributed as written ballots (Section I.G.). In order to deviate from the existing Rules, the Executive Committee is being asked to approve the use of an online voting software, such as RankedVote, to conduct voting for spring 2024. This action was similarly taken during the January 2023 Executive Committee meeting, in which the Executive Committee approved the use of an online voting platform. Until such time the Rules are updated, this action must be taken annually to remain in compliance with the current ASCCC Rules.

For additional background information, the following notes are provided from the December 7, 2021 meeting of the Executive Director and legal counsel regarding elections:

- Once the Executive Order is lifted, the ASCCC cannot invoke CCC Section 7140(m), as the state will no longer be in a declared state of emergency.

- Because of this, the ASCCC must follow the Rules as written and conduct elections during the spring plenary session.
- Attendees, whether in-person or online must use the same voting tool (whether it's E-ballot, written, etc) to conduct voting.



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: Legislative Update
DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action
CATEGORY: Action
REQUESTED BY: Vélez/Webster
STAFF REVIEW : Carrillo

Item No: III.A.
Attachment: No
Urgent: No
Time Requested: 20

TYPE OF BOARD CONSIDERATION

Consent/Routine:
 First Reading:
 Action: X
 Information:

BACKGROUND

Legislative Calendar 2024

- January 3 Legislature reconvenes
- January 10 Governor budget proposal
- January 12 Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in that house in the odd-numbered year
- January 19 Last day for policy committees to hear and report to the Floor bills introduced in that house in the odd-numbered year
 Last day to submit bill requests to Office of Legislative Counsel
- January 31 Last day for each house to pass bills introduced in that house in the odd-numbered year
- February 16 Last day for bills to be introduced
- April 26 Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in that house
- May 3 Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in that house
- May 10 Last day for policy committees to meet prior to May 28
- May 24 Last day for each house to pass bills introduced in that house
- June 15 Budget bill must be passed
- June 27 Last day for a legislative measure to qualify for the November 5 General Election ballot
- July 3 Last day for policy committees to meet and report bills
- July 4-Aug 4 Summer Recess (Legislature reconvenes on August 5)
- August 16 Last day for fiscal committees to meet and report bills
- August 23 Last day to amend bills on the Floor
- August 31 Last day for each house to pass bills

September 30 Last day for Governor to sign or veto bills passed by the Legislature by Sept. 1 and in the Governor's possession on or after Sept. 1

California State Budget:

- [2023-2024 Enacted Higher Education Budget-Summary](#) (Dept. of Finance)
- [Joint analysis of the Enacted 2023-2024 Budget](#) (July 10, 2023)
- Chancellor's Office [Budget News](#) webpage
- 2023-2024 California Community Colleges [Compendium of Allocations and Resources](#) (Nov. 6, 2023)
- [Department of Finance Trailer Bill Language](#)
- [2024-2025 Budget: California's Fiscal Outlook](#) (Legislative Analyst's Office)

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: [Assemblymembers](#), [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](#)

Legislative Leadership

Assembly: Speaker Robert Rivas. [Full leadership roster](#)

Senate: President Pro Tempore Toni G. Atkins (D), Pro Tempore Designee Mike McGuire (D), Minority Leader Brian W. Jones (R).

Committee Memberships (as of December 20, 2023)

Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dawn Addis
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Jesse Gabriel
- Assemblymember Jacqui Irwin
- Assemblymember Evan Low
- Assemblymember Liz Ortega
- Assemblymember Kate Sanchez
- Assemblymember Miguel Santiago
- Assemblymember Greg Wallis
- Assemblymember Akilah Weber, M.D.

Assembly Budget Sub 3 Education Finance Committee

- Assemblymember David A. Alvarez, Chair

Senate Education Committee

- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- 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: January **Year:** 2024
SUBJECT: Proposed Baccalaureate Degree Program Title 5 Regulations
DESIRED OUTCOME: The Executive Committee will review, provide input, and vote to support/endorse the proposed baccalaureate degree program title 5 regulations
CATEGORY: Action
REQUESTED BY: Reese/Stewart Jr.
STAFF REVIEW: Carrillo

Item No: III.B.

Attachment: Yes
Urgent: No
Time Requested: 45 min

TYPE OF BOARD CONSIDERATION

Consent/Routine:
 First Reading:
 Action: X
 Information/Discussion:

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

BACKGROUND

Strategic Plan Alignment:

Strategic Direction #1: Embracing Organizational Change

Strategic Direction #2: Engaging Proactively in Partnerships and Advocacy to Advance Faculty

Voice and Student Success

[AB 927 \(2021, Medina\)](#) removed the pilot designation, permanently establishing California community college baccalaureate degree programs. The Baccalaureate Degree Program (BDP) workgroup of the California Community Colleges Curriculum Committee (5C) was charged with updating title 5 with regulations for BDPs. The workgroup’s framework/goals included:

- Student-centered approach, erred on generosity towards students
- Provide the minimal set of required information and that will provide guidance and still enable local implementation
- Leverage existing title 5 language to reduce redundancy

The BDP workgroup decided to propose a new article on BDP’s analogous to the article on associate degree programs and include fee information for baccalaureate degrees in the same section as other fees. In addition, the new ACCJC 2024 standards are less prescriptive, providing an opportunity to update the minimum qualifications for faculty teaching upper division courses. All recommendations are included in the attachment. Note that the newly proposed article 9 is not underlined, though other sections of title 5 have the traditional underline for new/added text and strikethrough for deleted text.

These proposed BDP title 5 updates will be vetted by a number of constituent groups, including the Student Senate for California Community Colleges and the California Community Colleges Baccalaureate Degree Program Workgroup. The California Community Colleges Chancellor's Office legal counsel will also provide a thorough read and suggested updates. Revised proposed regulations will eventually be presented to the Board of Governors, complete with 45-day and possible 15-day comment periods.

The ASCCC Executive Committee is asked to provide input on and vote to support/endorse the proposed baccalaureate degree title 5 updates.

A [shared Google doc version](#) is available for reading and comment. Full link:

https://docs.google.com/document/d/1ivglCgpc17X94HG1UV8ITek3PRFsnWjb/edit?usp=drive_link&ouid=111323446466157244672&rtpof=true&sd=true

Proposed Baccalaureate Degree Title 5 Updates

ARTICLE 9 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

Article 9. The Baccalaureate Degree

§ 55090. Philosophy and Criteria for the Baccalaureate Degree and General Education.

- (a) The governing boards of Districts that offer baccalaureate degrees shall adopt and maintain a policy that states their goals for offering baccalaureate degrees. In developing this policy, governing boards shall consider unmet workforce needs in the local community or region of the district (California Education Code Section 78042(d)(1)) and maintain the primary mission of the California Community Colleges specified in California Education Code Section 66010.4, paragraph (3) of subdivision (a).
- (b) As per title 5 section 55060, District governing boards shall adopt and maintain a policy on their specific philosophy on general education.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902, and 78040-78043, Education Code

§ 55091. Baccalaureate Degree Upper Division Course Requirements.

- (a) “Upper division courses” are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in title 5, section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.
- (b) Majors are defined in title 5 section 55061(b)(1).
- (c) Upper division course requirements:
 - (i) A minimum of 40 semester or 60 quarter units or equivalent of total upper division coursework, including the major and general education, is required.
 - (ii) Colleges may determine that a lower division course meets the requirements for an identified upper division course requirement, but the minimum number of upper division units must still be completed.
- (d) Upper division general education requirements:
 - (i) A minimum of nine semester or 13.5 quarter units of upper division general

- education courses.
- (ii) Upper division general education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.
 - (iii) These upper division general education courses may be developed in any discipline, but the courses should relate to the required coursework for baccalaureate students.
 - (iv) Upper division general education courses shall be for students enrolled in a California Community College baccalaureate program.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, and 70902, and 78040-78043, Education Code.

§ 55092. Conditions for Awarding the Baccalaureate Degree.

- (a) District governing boards shall confer the baccalaureate degree upon students who have fulfilled the course requirements of sections 55061 and 55091, and who have met the following conditions:
 - (i) Completion of a minimum of 120 semester or 180 quarter units.
 - (ii) Completion of a minimum of 36 semester or 54 quarter units of general education that includes:
 - (1) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate and baccalaureate degrees;
 - (2) Completion of the upper division general education requirements in Section 55091;
 - (3) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division.
 - (iii) Courses designated as an upper division major requirement must be completed with a minimum grade of "C" (or "P").
 - (iv) Satisfactory completion of at least 12 semester units (18 quarter units) of upper division courses in residence within the college district. Governing boards shall adopt policies that permit students to obtain waivers of this requirement in order to alleviate injustice and undue hardship.
 - (v) Completion of the requirements for the baccalaureate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major and general education requirements.
- (b) Courses that meet or exceed the standards of the California Community Colleges

completed at other institutionally accredited institutions shall be counted toward baccalaureate degree unit requirements.

- (c) Courses may meet multiple requirements, including general education, a major, and additional requirements stated in sections 55061 and 55091 when courses are locally approved to meet multiple requirements. However, one course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.
- (d) Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning as per Section 55050.
- (e) Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the baccalaureate degree.
- (f) The governing board of each community college district shall establish procedures by which a student may petition to have completion of a noncredit course counted toward satisfaction of the requirements for a baccalaureate degree.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, and 70902, and 78040-78043, Education Code.

§ 55093. Admissions

(a) Application for Admission. The application process for admission into a baccalaureate degree program will require two separate applications. The first application will be to the community college under standard community college enrollment rules applicable to that particular college pursuant to Education Code Section 76000 et seq., and a second application will be admission to the baccalaureate degree program offering the specific degree, as developed by the college.

(b) Limitation on Enrollment. Community colleges participating in the baccalaureate degree program may determine that the number of applicants to the program exceeds program capacity and may admit students in accordance with any one of the following procedures:

- (1) A multi-criteria screening process, as detailed in section (A) below;
- (2) A random selection process;
- (3) A blended combination of random selection and a multi-criteria screening process.

(A) Admission/Selection Criteria. Admission to a community college hosting a baccalaureate degree program does not guarantee admission into the program. Students who wish to declare a major in a baccalaureate degree program may need to meet minimum criteria to be admitted into the program. Admission into a program may be selective due to availability of practicum sites, limitations in the number of students who can be accommodated in a program and/or other limitations.

Community colleges hosting a baccalaureate degree program may use a multi-criteria screening process to evaluate applicants for admission. This process may include, but shall not necessarily be limited to, all the following:

(1) Academic degrees or diplomas, or relevant certificates, held by an applicant.

(2) Grade point average in relevant coursework.

(3) Any relevant work or volunteer experience.

(4) Professional licensing and/or state/national certification. For persons who have completed an associate degree or certificate program, upon which an exam and licensing or certification process follows, the baccalaureate degree program may require the applicants to submit documentation that shows they have graduated in good standing, passed the licensing or certification exams, and are currently licensed without limitations or restrictions.

(5) Life experiences or special circumstances of an applicant, including, but not necessarily limited to, the following experiences or circumstances: disability, low family income, first generation of family to attend college, need to work, disadvantaged social or educational environment, extenuating circumstances, refugee, or veteran status.

(6) Proficiency or advanced level coursework in languages other than English.

(B) Priority enrollment. Community colleges hosting a baccalaureate degree program should grant priority enrollment and admission to military veterans, foster youth, students in the Community College Extended Opportunity Programs and Services program, students eligible for Disabled Student Programs and Services, and students who are California Work Opportunity and Responsibility to Kids recipients consistent with Education Code Sections 66025.8, 66025.9, 66025.91 and 66025.92.

(C) Grade Point Average. Students admitted to a baccalaureate degree program may be required to meet a minimum Grade Point Average (GPA) set by the college. This GPA requirement may be set at different levels for overall college GPA and GPA for relevant coursework for the major.

(D) Lower Division General Education. Community colleges hosting a baccalaureate degree program may require applicants to have completed the general education pattern outlined in Section 55061, major preparation, and program prerequisites. Baccalaureate degree programs may also require certification of general education.

(E) Additional Admission Criteria. Additional admission criteria to a baccalaureate degree program may include letters of recommendation, documented work experience, completion of general education and other prerequisites for the program, GPA in sciences if applicable, the number of repetitions of prerequisite classes, and industry recognized approved diagnostic assessment tools. The baccalaureate program may also have mandatory orientations and introduction courses as admission requirements.

SECTION 58501 OF ARTICLE 1 OF SUBCHAPTER 6 OF CHAPTER 9 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 58501. Enrollment Fee.

(a) Semester: The enrollment fee charged of students enrolled in a regular semester shall be a per credit unit rate prescribed by the Legislature.

(b) Quarter: The enrollment fee charged of students enrolled in a regular quarter session shall be two-thirds of the per credit unit rate for a regular semester.

(c) Fractional Units: The enrollment fee charged for courses with fractional unit value shall be computed by multiplying the fraction times the applicable semester or quarter unit rate and rounding off to the nearest dollar.

(d) Baccalaureate Program Fees

(1) The enrollment fee in addition to the above for upper division courses shall be a per credit unit rate prescribed by the Legislature.

(2) Revenue generated from the fee for upper division coursework in a baccalaureate degree program in subdivision (1) shall be local revenues for support of baccalaureate degree programs and shall not be included in the apportionment adjustments described in Education Code Section 76300.

(e) Enrollment fees and tuition shall be transparent to students by being published widely, including in the college catalog and on the college website.

NOTE: Authority cited: Sections 66700, 70901, ~~and 76300, and 78042~~, Education Code.

Reference: Section 70901, 70901.5, 76300, and 78040-78043, Education Code.

SECTION 53410 OF ARTICLE 2 OF SUBCHAPTER 5 OF CHAPTER 4 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 53410. Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians.

(a) The minimum qualifications for service as a community college faculty member teaching any lower division credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

~~(a1)~~ Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

~~(b2)~~ Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

~~(c3)~~ For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:

(~~1~~A) a bachelor's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment; or
(~~2~~B) an associate degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment.

(~~4~~) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:

(~~1~~A) any bachelor's degree or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment; or

(~~2~~B) any associate degree or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment.

(b) The minimum qualifications for service as a community college faculty member teaching any upper division credit course shall be satisfied by meeting any one of the following requirements:

(1) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

(2) Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

(3) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:

(A) a master's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or

(B) a bachelor degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

(4) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:

(A) any master's degree or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or

(B) any bachelor degree or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

SECTION 53430 of ARTICLE 2 OF SUBCHAPTER 5 OF CHAPTER 4 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 53430. Equivalencies.

(a) No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.

(d) For faculty assigned to teach upper division courses, equivalency is not allowed for the bachelor's degree required of the minimum qualifications outlined in Section 53410 (b).

~~(d)~~ Until a joint agreement is reached and approved pursuant to Subdivision (b), the district shall be bound by the minimum qualifications set forth in this Subchapter.

NOTE: Authority cited: Sections 66700, 70901 and 87359, Education Code. Reference: Section 87359, Education Code.

SECTION 55009 of ARTICLE 1 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS REPEALED:

~~§ 55009. Baccalaureate Degree Pilot Program Handbook.~~

~~(a) The Chancellor shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to Education Code Section 78041. The handbook shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid. The Board of Governors hereby adopts and incorporates by reference into this section the Baccalaureate Degree Pilot Program Handbook established by the Chancellor's Office, as it may be revised from time to time, along with any addenda thereto.~~

~~(b) In the event of a conflict between the provisions of the Baccalaureate Degree Pilot Program Handbook identified in subsection (a) and any other provision in title 5 of these regulations, the~~

~~provisions of the handbook shall control as they relate to the administration of the district baccalaureate degree pilot programs established pursuant to Education Code Section 78041.~~

~~NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78041, Education Code.~~

ARTICLE 3 OF SUBCHAPTER 6 OF CHAPTER 9 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS REPEALED:

~~Article 3. Baccalaureate Degree Program Fees~~

SECTION 58520 OF ARTICLE 3 OF SUBCHAPTER 6 OF CHAPTER 9 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS REPEALED:

~~§ 58520. Baccalaureate Degree Pilot Program Fees.~~

~~(a) Baccalaureate degree programs established pursuant to Article 3 (commencing with Section 78040) of Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, shall in addition to the fees charged pursuant to Article 1 (commencing with Section 76300) of Chapter 2 of Part 47 of Division 7 of Title 3 of the Education Code, charge a fee to students for upper division coursework in a baccalaureate degree pilot program of eighty four dollars (\$84) per regular semester credit unit or fifty six dollars (\$56) per regular quarter credit unit. The fee for upper division coursework charged for courses with fractional unit value shall be computed by multiplying the fraction times the applicable semester or quarter unit rate and rounding off to the nearest dollar.~~

~~(b) Revenue generated from the fee for upper division coursework in a baccalaureate degree pilot program in subdivision (a) shall be local revenues and not to be included in the apportionment adjustments described in Education Code Section 76300.~~

~~NOTE: Authority cited: Sections 66700, 70901 and 78042, Education Code. Reference: Sections 70901, 70901.5, 76300 and 78040-78043, Education Code.~~



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

SUBJECT: Disciplines List

DESIRED OUTCOME: The Executive Committee will affirm that the disciplines list process has been followed and forward proposals to a second reading.

CATEGORY: Action

REQUESTED BY: Wada

STAFF REVIEW: Carrillo

Item No: III.C.

Attachment: No

Urgent: No

Time Requested: 15min

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

This year’s annual disciplines list process has three proposals. A new discipline in Artificial Intelligence is proposed. Revisions to the Nursing and Art disciplines are also proposed. Copies of supporting materials are listed on the [ASCCC Discipline’s List website](#). The timeline and process for the disciplines list is in the [Disciplines List Handbook](#).

All disciplines list proposals were received by the 30 September 2023 deadline. A first hearing occurred at the Fall Plenary Session on 17 November 2023. Written testimonials of support were captured in-person and from attendees. A list of testimonials is included below.

Since the hearing, the initiator of the Artificial Intelligence proposal made a small clarification to one of the minimum qualifications as noted here:

Four (4) years of occupational experience in Artificial Intelligence/Machine Learning and a Bachelor's degree in Artificial Intelligence, Computer Science (CS), Electrical Engineering and Computer Science (EECS), Mathematics, or Data Science.

OR

A Master's degree in Artificial Intelligence/Machine Learning, Computer Science (CS), or Electrical Engineering and Computer Science (EECS).

OR

A Master's degree in any field with 18 graduate semester credits in Artificial Intelligence/Machine Learning.

No further edits, feedback, or questions have been received about the three proposals. Therefore, it is recommended that the ASCCC Executive Committee acts to affirm that the discipline's list process has been followed and forward these proposals to a second hearing and debate at the Spring Plenary Session.

Artificial Intelligence Proposal					
Name	Discipline	College	Representing	Position	Testimony
Todd Windisch	ESL	College of San Mateo	Senate	Support	Written
Leslie Blackie	Biology / Biomanufacturing	Laney College	Senate	Support	Written
Heather Sisneros		Laney College	Curriculum Chair	Support	Zoom Chat

Art Proposal					
Name	Discipline	College	Representing	Position	Testimony
Wendy Brill-Wynkoop	Photography	College of the Canyons	Discipline faculty	Support	Written and Oral Presentation
Todd Windisch	ESL	College of San Mateo	Senate President	Support	Written
Giselle Flores	Child Development	Modesto Junior College	Senate President	Support	Written
Aishah Saleh	Humanities / Art History	Modesto Junior College	Senate Vice President	Support	Written

Nursing Proposal

Name	Discipline	College	Representing	Position	Testimony
Leslie Blackie	Biology / Biomanufacturing	Laney College	Senate President	Support	Written
Giselle Flores	Child Development	Modesto Junior College	Senate President	Support	Written
Aishah Saleh	Humanities / Art History	Modesto Junior College	Senate Vice President	Support	Written
Wanda Schindler	Nursing	Merced College	Senate President / Nursing Faculty	Support	Written
Sheri Miraglia	Biology	City College of San Francisco	Senate President	Support	Written
Tom Boroujeni	Communication	Fresno City College	Senate President	Support	Written
S. Crary		Evergreen Valley College	Dean	Support	Zoom Chat
Linda Vaughn				Support	Zoom Chat
Nanette Solvason		Bay Area region	Regional Director: Healthcare Sector	Support	Zoom Chat
Sandra Wyrick		American River College	Nursing faculty	Support	Zoom Chat
Melinda Nguyen		College of San Mateo		Support	Zoom Chat
Janis Wisherop		College of San Mateo	Nursing faculty	Support	Zoom Chat



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: Proposed ASCCC 2024 Spring Plenary Session Resolutions Timeline and Procedures
DESIRED OUTCOME: The Executive Committee will review, discuss, and provide guidance on the resolutions timeline and process for the 2024 Spring Plenary Session.
CATEGORY: Action
REQUESTED BY: Reese/Stewart Jr.
STAFF REVIEW: Carrillo

Item No: III.D.
Attachment: Yes
Urgent: Yes
Time Requested: 45 min
TYPE OF BOARD CONSIDERATION
 Consent/Routine:
 First Reading:
 Action: X
 Information/Discussion:

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

BACKGROUND

Strategic Plan Alignment: Strategic Direction #1: Embracing Organizational Change

ASCCC Resolutions committee chairs will present a review of the proposed timeline and resolutions process and procedures for the 2024 ASCCC Spring Plenary Session and hopefully receive guidance from the executive committee.

- ASCCC committee resolutions are typically submitted by an executive committee member.
- At pre-plenary area meetings any faculty attendee may propose a resolution/amendment and those supported/endorsed by the area must be submitted to the resolutions committee. Initial proposed resolutions/amendments are sent to the area representative.
- During Plenary Session any registered faculty attendee may propose a resolution/amendment and requires four delegate seconders. Secunder information including name, college, and email address, are to be submitted along with the resolution/amendment.

A weakness is the resolution/amendment submission process. Discussions by the Resolutions Committee led to a few ideas to provide guidance to folks submitting resolutions and amendments. Submission forms (word documents) were developed, one for pre-plenary area meeting submissions, and one for submissions during plenary, and are provided as attachments. These forms are to be sent to resolutions@asccc.org. A [skeletal Google form](#) was also developed that still requires the actual resolution or amendment to be uploaded in a word document. A third option is to have folks submit all information directly to resolutions@asccc.org as in fall 2023. Committee members are supportive of

providing multiple submission options and realize that disseminating information about the process more widely is critical, regardless of the final adopted process.

Another proposed addition is that folks submitting resolutions select the strategic direction from the [ASCCC Strategic Plan Directions 2023-2026](#) to which their resolutions or amendment aligns.

Note that during COVID-19 the virtual resolutions process and timelines were completely different with early deadlines so that the packet was largely (if not entirely) complete before plenary session. Upon returning to in-person events, prior practices returned. What are good practices for submissions of resolutions and amendments? How do we want to proceed long term, creating robust processes with minimal changes year to year?

The draft timeline for spring 2024 resolutions is below, trying to be as generous as possible with submission due dates while still meeting executive committee meeting agenda due dates.

Guidance from the executive committee on the timeline and process would be greatly appreciated.

Spring 2024 Resolutions Timeline

- Feb 19 (M): Proposed pre-session resolutions from the Executive Committee and ASCCC Committees are due
 - Feb 21 (W): Mar agenda items due
 - Feb 28 (W): Agenda sent out 10 days ahead of Mar Exec meeting
- Mar 8 (F): Draft pre-plenary resolutions packet reviewed by Executive Committee at Mar meeting
- Mar 15 (F): Pre-plenary resolutions packet sent to the field (1 week before area meetings)
- Mar 22 (F): Area meeting resolutions due from contacts/area reps within 24 hours of each area meeting (almost 4 weeks before plenary this time)
- Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)
- Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
- Apr 18 (R) 1:00pm-ish: New resolutions and amendments due (Thu of Plenary)
 - Note: due by 1:45pm at Fall 2023
- Apr 19 (F) 1:00pm-ish: Amendments and urgent resolutions due (Fri of Plenary)
 - Note: due by 1:15pm at Fall 2023

Submission forms are attached and can also be accessed:

- [Submission form for pre-plenary area meeting](#)
- [Submission form for plenary](#)

Full link to [skeletal Google form](#) for submission:

<https://docs.google.com/forms/d/e/1FAIpQLSdMsrYloeiUXtXcG6xemcLIs8LJFQXW1Wi-uoSAkW-eKpcrwg/viewform>

Pre-Plenary Area Meeting Resolution/Amendment Submission Form

Submission

Submit completed form to resolutions@asccc.org

Contact Information

Name:

College:

Email:

Cell phone (optional):

Seconders

At Pre-plenary Area Meeting

If supported at a pre-plenary area meeting simply write which area supported the proposed resolution or amendment. Any faculty member in attendance may propose resolutions and amendments at pre-plenary area meetings.

Supported by Area: Choose an area

Alignment with a Strategic Direction

Please choose the strategic direction (SD) from the [ASCCC Strategic Plan Directions 2023-2026](#) to which this resolution or amendment aligns:

Choose a strategic direction (SD)

Resolution or Amendment

Title:

Whereas, A...

Resolved, That the Academic Senate for California Community Colleges...

Contact: Name, College

Submission Reminder

Submit completed form to resolutions@asccc.org

Plenary Resolution/Amendment Submission Form

Submission

Submit completed form to resolutions@asccc.org

Contact Information

Name:

College:

Email:

Cell phone (optional):

Seconders

At Plenary

Resolutions and amendments may be proposed by any registered faculty attendee at plenary and requires the support of four delegate seconders:

Delegate Seconder 1

Name:

College:

Email:

Delegate Seconder 2

Name:

College:

Email:

Delegate Seconder 3

Name:

College:

Email:

Delegate Seconder 4

Name:

College:

Email:

Alignment with a Strategic Direction

Please choose the strategic direction (SD) from the [ASCCC Strategic Plan Directions 2023-2026](#) to which this resolution or amendment aligns:

Choose a strategic direction (SD)

Resolution or Amendment

Title:

Whereas, A...

Resolved, That the Academic Senate for California Community Colleges...

Contact: Name, College

Submission Reminder

Submit completed form to resolutions@asccc.org



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

SUBJECT: Executive Committee Meeting Dates
2024-2025

DESIRED OUTCOME: The Executive Committee will consider for approval the 2024-25 Meetings and Events Calendar.

CATEGORY: Action

REQUESTED BY: Mica/Aschenbach

STAFF REVIEW: Carrillo

Attachment: Yes

Urgent: Yes

Time Requested: 10 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information/Discussion:

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 December 2023 Executive Committee meeting, the committee discussed the proposed dates for academic year 2024-25. The committee reviewed the proposed dates and made suggested changes to the calendar, including updating dates for the August, April, and May Executive Committee meetings, selecting a date for the Fall Plenary Session, and a month for the Academic Academy. In addition, a request was made to consider holding Executive Committee meetings in the Central Valley, so the locations for December 2024 and March 2025 were changed from North/South to Central.

The Executive Committee will consider for approval the Meetings and Events calendar for 2024-2025.



2024-2025 PROPOSED 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	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 7-9, 2024	San Mateo Marriott
Spring Plenary Session	April 24-26, 2025	SOUTH
INSTITUTES	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Curriculum Institute	July 9-12, 2025	SOUTH
Faculty Leadership Institute	June 12-14, 2025	NORTH



2023-2024 PROPOSED EXECUTIVE COMMITTEE MEETING DATES

Unless otherwise noted, Executive Committee meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 8-10, 2024		North + remote option	TBD
Executive Meeting	September 13-14, 2024	AREA D	South + remote option	TBD
Executive Meeting	October 4, 2024		Virtual	
Area Meetings	October 18, 2024		One-day format for Friday	TBD
Executive Meeting	November 6, 2024		San Mateo Marriott	TBD
Executive Meeting (Th/Fri)	December 5-6, 2024		Central + remote option	TBD
Executive Meeting (Th/Fri)	January 9-10, 2025		North + remote option	TBD
Executive Meeting	February 7-8, 2025		South + remote option	TBD
Executive Meeting	March 7-8, 2025	AREA A	Central + remote option	TBD
Area Meetings	March 21, 2025		One-day format for Friday	TBD
Executive Meeting	April 23, 2025		South + remote option	
Executive Meeting	May 16, 2025		North	TBD
Executive Committee/ Orientation	May 30 – Jun 1, 2025		TBD by President	TBD



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: SSSCC and ASCCC Collaboration
DESIRED OUTCOME: The Executive Committee will consider for approval partnering with the SSSCC on the upcoming Faculty Leadership Institute.
CATEGORY: Action
REQUESTED BY: Mica/Aschenbach
STAFF REVIEW: Carrillo

Item No: III.F.
Attachment: Yes
Urgent: Yes
Time Requested: 15 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:
First Reading:
Action: X
Information/Discussion:

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

BACKGROUND

For the last two Faculty Leadership Institutes, the ASCCC has invited the Student Senate for California Community Colleges (SSCCC) to participate in the first day of the institute. There are many topics of interest that overlap between the ASCCC's 10+1 and the SSSCC's 9+1 and faculty and students benefit from the overall networking and discussion opportunities presented during the event.

The Executive Committee is being asked to consider partnering with the SSSCC for this year's Faculty Leadership Institute. Pending approval, the ASCCC will reach out to the SSSCC to discuss logistics of the event.



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: Spring Plenary Session Planning
DESIRED OUTCOME: The Executive Committee will review and consider for approval the draft program outline of the spring plenary session.
CATEGORY: Action
REQUESTED BY: Mica/Aschenbach
STAFF REVIEW: Carrillo

Item No: III.G.
Attachment: Yes
Urgent: Yes
Time Requested: 30 minutes
TYPE OF BOARD CONSIDERATION
 Consent/Routine:
 First Reading:
 Action: X
 Information/Discussion:

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 Executive Committee will discuss the preliminary outline for the upcoming 2024 Spring Plenary Session, to be held hybrid on April 18-20, 2024 at the San Jose Marriott and via Zoom Events platform. Previously, the Executive Committee identified the top 3 priorities for professional development/learning events:

1. Access
2. Engagement
3. Impact

The Executive Committee will discuss potential breakout and general session topics and ideas, and will discuss and consider the theme for the plenary session. The Executive Committee will consider for approval the proposed outline for the spring plenary program as well as the theme for the plenary session.

Spring Plenary Session Timeline

- Discuss plenary theme, potential number of general sessions & breakouts, program outline, and logistics at the January Executive Committee Meeting (Submit Agenda Item by December 20, 2023).
- Draft papers due for readings January 24, 2024 for discussion at February Executive Committee Meeting.
- Possible Breakout Topics due to Cheryl/Krystinne by January 24, 2024 for discussion at February Executive Committee Meeting.
- Draft papers due for readings February 21, 2024 for discussion at March Executive Committee Meeting.

- Pre-session resolutions due to Resolutions Chair – February 21, 2024, for discussion at March Executive Committee Meeting.
- Approval of all presenters due to Cheryl/Krystinne March 10, 2024.
- Final Draft Papers to Area Reps for March Area Meetings – March 13, 2024.
- Pre-session Resolutions packet out to the field by March 15, 2024.
- Breakout sessions final titles, descriptions, and approved presenters due to Cheryl/Krystinne March 17, 2024.
- Hotel room block expires March 28, 2024.
- Area Meetings| All Areas, Friday, March 22, 2024.
- 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 18, 2024.
- Review and book Staff and Executive Committee flights by March 30, 2024.
- Plenary Resolutions Packet sent to the field by April 1, 2024.
- Nearly final program to Executive Committee to proofread and confirm sessions are accurate March 27, 2024 to confirm with Cheryl/Krystinne by April 1, 2024.
- AV and any event supply needs to Tonya by April 1, 2024.
- Final Program to Events Team by April 3, 2024.
- Final At-a-Glance Program to print April 8, 2024.
- Zoom Events Hub live, Program and Materials posted to ASCCC website April 11, 2024.
- Delegate Forms for Saturday resolutions and elections voting due April 15, 2024.

Proposed structure:

7 general sessions (including candidate speeches and voting)

4 breakout sessions, with 4 in-person & 2 online options

2024 Spring Plenary Program PRELIMINARY DRAFT

April 18-20, 2024

San Jose Marriott

THEME TBD

Wednesday, April 17, 2024 Executive Committee Meeting

Thursday, April 18, 2024

8:00 a.m. to 9:00 a.m. **Registration Opens**

8:00 a.m. **Breakfast**

8:00 a.m. to 8:45 a.m. **Coffee Networking: Meet and Greet**

Relations with Local Senates Committee

Join members from the Relations with Local Senates Committee (and other ASCCC committees) for coffee and an opportunity to meet other plenary session attendees and to discuss upcoming plenary breakout sessions.

9:00 a.m. to 10:00 a.m. **First General Session**

Call to Order Cheryl Aschenbach, ASCCC President

Adoption of Procedures Manuel Vélez, ASCCC Vice President

Foundation Report Karen Chow, ASFCCC President

State of the Senate Cheryl Aschenbach ASCCC President

10:15 a.m. to 11:15 a.m. **First Breakout Sessions**

1. Breakout 1 - in person
2. Breakout 2 - in person
3. Breakout 3 - in person
4. Breakout 4 - in person
5. Breakout 5 - online
6. Breakout 6 - online

11:30 a.m. to 12:30 p.m. **Second Breakout Sessions**

1. Breakout 1 - in person
2. Breakout 2 - in person

3. Breakout 3 - in person
4. Breakout 4 - in person
5. Breakout 5 - online
6. Breakout 6 - online

12:30 p.m. to 1:45 p.m. **LUNCH**
1:15 p.m. to 1:30 p.m. **Honorary Resolution Presentation**
1:30 p.m. to 1:45 p.m. **Elections Nominations**

1:45 p.m. **Resolutions and Amendments Due**

1:45 p.m. to 2:45 p.m. **Second General Session**

2:45 p.m. to 3:00 p.m. Coffee Break

3:00 p.m. to 4:00 p.m. **Third Breakout Sessions**

1. Breakout 1 - in person
2. Breakout 2 - in person
3. Breakout 3 - in person
4. Breakout 4 - in person
5. Breakout 5 - online
6. Breakout 6 - online

4:15 p.m. – 5:15 p.m. **Third General Session**

4:15 p.m. **In-Person Rooms Open for Caucuses**

Caucus members may request to use an open breakout room by going to the registration desk and speaking with an ASCCC Office Staff member.

5:30 p.m. to 6:00 p.m. **Resolutions and Amendments - Mandatory for Contacts**

This is a mandatory session for those plenary session attendees who submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

6:00 p.m. to 6:30 p.m. **Candidate Information Session**

This is a mandatory session for those individuals running for positions on the ASCCC Executive Committee.

Friday, April 19, 2024

8:00 a.m. to 9:00 a.m. **Registration Opens/Breakfast**

8:00 a.m. to 8:45 a.m. **Disciplines List 1st Hearing**

9:00 a.m. to 10:00 a.m. **Fourth General Session – Candidate Speeches**

10:15 a.m. to 12:00 p.m. **Area Meetings**

This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. The groups discuss matters of concern to their areas as well as review proposed resolutions to be voted on during session.

Area A: Stephanie Curry

Area B: Karen Chow

Area C: Erik Reese

Area D: Maria-José Zeledón-Pérez

12:00 p.m. to 1:30 p.m. **Lunch**

12:45 p.m. to 1:00 p.m. **Stanback Stroud Award Presentation**

1:00 p.m. **Amendments and Urgent Resolutions DUE**

1:00 p.m. to 1:30 p.m. Amendments and Urgent Resolutions - Mandatory

Session for Contacts

This is a mandatory session for those plenary session attendees who submitted an amendment or urgent resolution at the plenary session. The contact for the submitted amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for voting day.

1:30 p.m. to 2:30 p.m. **Fifth General Session**

2:45 p.m. to 3:45 p.m. **Fourth Breakout Sessions**

1. Breakout 1 - in person
2. Breakout 2 - in person
3. Breakout 3 - in person
4. Breakout 4 - in person
5. Breakout 5 - online
6. Breakout 6 - online

3:45 p.m. to 4:00 p.m. **Break**

4:15 p.m. to 5:15 p.m. **Sixth General Session**

5:30 p.m. – 6:00 p.m. **Officer Candidate Forum**

6:15 p.m. to 6:45 p.m. **Executive Committee Meeting**
This is a closed session meeting of the ASCCC Executive Committee to discuss urgent resolutions.

7:00 p.m. to 10:00 p.m. **President’s Reception and Dance**

Saturday, April 20, 2024

7:00 a.m. to 8:00 a.m. Breakfast
Technical Help for PollEv

8:00 a.m. to 8:30 a.m. Test Voting
Come early and make sure to test out your equipment before resolutions voting takes place at 8:30 a.m.

8:30 a.m. **Seventh General Session**
Elections and Resolutions Voting Begins

Upon the conclusion of the Elections, there will be a 15-minute break. Following the break, Resolutions voting will commence no earlier than 9:15 a.m.

LUNCH 12:00 p.m. to 12:45 p.m

12:45 p.m. to 2:30 p.m. **Seventh General Session continues**



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024
SUBJECT: Revised Title 5 Section 55070 -
 Credit Certificates
DESIRED OUTCOME: The Executive Committee
 will review and approve the updated Title 5
 Section 55070 language.
CATEGORY: Action
REQUESTED BY: Stewart Jr
STAFF REVIEW: Carrillo

Item No: III.H.
Attachment: Yes
Urgent: Yes
Time Requested: 15 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

One of the 5C workgroups led by Erik Shearer has updated Title 5 language for **Section 55070 – Credit Certificates**. 5C will consider this proposed update at its January 26, 2024 meeting in Sacramento, CA, and if approved by 5C, sent to the Board of Governors. The workgroup is requesting that the ASCCC Executive Committee review and approve the updated language at their January 11-12, 2024 Executive Committee meeting ahead of the January 5C meeting. Attached, please find the document with edits including strikeouts and new language.

Please see separate attachment.

Robert L Stewart Jr – 5C Co-Chair

Title 5 55070

Suggested Revisions

Sept 2023

(a) Any sequence of courses consisting of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor's Office pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop ~~certain specific~~ capabilities that may be oriented to career-, intersegmental or general education, or local needs; provided, however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills. ~~and/or ESL courses.~~ For ~~purposes of~~ this subdivision, ~~the term~~ "intersegmental general education" includes coursework taken to satisfy transfer patterns established by the University of California and, the California State University, or accredited public postsecondary institutions in adjacent states ~~which that~~ award the baccalaureate degree.

(b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor's Office after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred ~~de~~ to as a certificate of achievement, a certificate of completion, or a certificate of ~~competency, competency~~ unless approved by the Chancellor's Office pursuant to subdivision (c). Such a certificate may not be listed on a student's transcript; unless approved by the Chancellor's Office pursuant to subdivision (c).

(c) A district may submit ~~any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework to the Chancellor to the~~ Chancellor's Office any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework and request that it be approved as a program leading to a certificate of achievement. The Chancellor's Office may approve such a program if ~~he or she determines~~ they determine that it satisfies the requirements of subdivision (a)

~~(a)~~ despite requiring fewer than 16 semester or 24 quarter units of degree-applicable credit coursework.

~~(d)~~ Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college college's mission, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity ~~which may be developed by the Chancellor, the Academic Senate for California~~

Community Colleges or other appropriate statewide bodies, which the Chancellor, the Academic Senate for California Community Colleges, or other appropriate statewide bodies may develop.

(~~ee~~) A description of each approved program shall be included in the college ~~catalog~~catalog.

(f) The Chancellor's Office shall develop forms and procedures for ~~submission of~~submitting applications for approval of a program leading to a certificate of achievement.

(g) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

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: Discussion

REQUESTED BY: Aschenbach

STAFF REVIEW : 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.



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

SUBJECT: Liaison/Caucus Reports

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

CATEGORY: Discussion

REQUESTED BY: Aschenbach

STAFF REVIEW : 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: January **Year:** 2024

SUBJECT: Status Update on Periodic Review
Committee Recommendations

DESIRED OUTCOME: The Executive Committee
will receive an update and discuss further
strategies to meet the recommendations from
the Periodic Review Committee.

CATEGORY: Discussion

REQUESTED BY: Aschenbach/Mica

STAFF REVIEW: Carrillo

Item No: IV.C.

Attachment: No

Urgent: No

Time Requested: 45 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

The Periodic Review Committee, directed through [resolution S13 01.02](#), is tasked with developing a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability of the ASCCC. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures.

The Periodic Review Committee completed its most [recent review](#) in April 2021, and provided recommendations to the ASCCC Executive Committee to address areas in which the ASCCC has opportunities for improvement.

The Executive Committee will review the [recommendations](#) and discuss strategies to address the recommendations and determine if any work can be conducted this year. As the next Periodic Review is set to occur in 2026-27, the ASCCC has time to address the recommendations.



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

SUBJECT: Elections

DESIRED OUTCOME: The Executive Committee will discuss elections with the intention of minimizing impact on team cohesion prior to elections.

CATEGORY: Discussion

REQUESTED BY: Aschenbach

STAFF REVIEW: Carrillo

Item No: IV.D.

Attachment: No

Urgent: No

Time Requested: 15 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

Annually, the ASCCC conducts elections for positions on the Executive Committee. The elections process can be a point of tension between Executive Committee members despite year-long efforts to build a cohesive and collaborative Exec team.

Executive Committee members will discuss ways to manage the potential tensions of elections with minimal impact to team cohesion and on-going efforts. Exec members may also share their intentions regarding running for positions in April 2024.



ASCCC Executive Committee Agenda Item

Month: January

Year: 2024

SUBJECT: Board of Governors/Consultation Council

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

CATEGORY: Discussion

REQUESTED BY: Aschenbach/Vélez

STAFF REVIEW: Carrillo

Item No: IV.E.

Attachment: None

Urgent: No

Time Requested: 15

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

BACKGROUND

President Aschenbach and Vice President Vélez will highlight the recent Board of Governors and Consultation Council meetings. Members are encouraged to review the agendas (website links below) and come prepared to ask questions.

Full agendas, minutes, and recordings are available online. Minutes are available in the following agenda for Board of Governors meetings.

[Board of Governors](#)

[Consultation Council](#)



ASCCC Executive Committee Agenda Item

Month: January **Year:** 2024

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: Aschenbach

STAFF REVIEW: 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

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.



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ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

9/11/23

TIME: 11am– 12pm

Join SDCCD Zoom Meeting

<https://sdccd-edu.zoom.us/j/6218156149>

Meeting ID: 621 815 6149

One tap mobile

+16699006833,,6218156149# US (San Jose)

+16694449171,,6218156149# US

Minutes

Members

Dr. Maria-José Zeledón-Pérez -Chair*	Carlos Scalisi*	Peter Zavala Rodriguez
Dr. LaTonya Parker– 2 nd Chair*	Elbina Rafizadeh*	Sonja Downing
Annette Owens*	Francis Ellison Howard*	Frank Aguirre*

1. Call to Order and Roll Call (*in attendance)
2. Welcome and Introductions/Ice breakers
 - a. We shared our names, colleges we work at and favorite candy tied to our personalities
 - b. Annette shared her concern about the lack of support for part-time faculty at a local and state level.
 - c. It was asked if ASCCC could advocate more for part-time rights by working with the Unions and the Board of Trustees
 - d. There was conversation about creating professional development for local senates

- e. Maria-Jose and LaTonya explained that ASCCC can weigh in on Title 5 areas that pertains to 10+1. We clarified that we are a recommending body and can make recommendations around part-time faculty
 - f. Elbina shared the importance of sharing the stories of part-timers as they are a diverse group of educators with different needs. She also advocated to have more part-time faculty involved in this work
 - g. There was talk about the need to make sure part-time faculty are invited and included in all spaces, specially for shared governance and that they should receive a stipend. It was clarified that this is a Union issue
 - h. It was shared that many of them did not receive the survey created to write the Part-time paper. There was discussion about improving communication at the state and local levels
 - i. We discussed the focus of exploring what happens at the local academic senates in regards to processes and policies that impact part-time faculty
3. [ASCCC Mission and Vision](#)
- a. Reviewed our organization mission and vision
4. [Community Agreements](#)
- a. Discussed the possibility to adopt the ASCCC community agreements. Committee members will review both the material and provide feedback to adopt and/or edit the agreements for our committee.
5. Procedural
- a. Discussed the Adoption of Agenda
 - b. Maria-Jose asked for a volunteer to take the minutes for these meetings. We brainstormed to maybe have each member take the minutes at different meetings to share the work. We will determine what is the best practice for us to take minutes at the next meeting. There was a question about getting administrative support from ASCCC. Dr. Parker explained that ASCCC does not have the resources to provide that support and that we are all volunteers in the committee. LaTonya shared that she is the secretary of the ASCCC and takes the minutes for the Executive team but the process for committee work is different. LaTonya and Maria-Jose took minutes at the meeting.
 - c. Process of Minutes and committee review expectations
 - i. The expectation is to send the draft minutes the week of the meeting to be reviewed and approved by all members. Within this week members can provide feedback and amend the minutes to be approved through email.
 - d. [Part-time Faculty Committee Page](#)
 - i. We reviewed the Part-time Faculty Committee page together.

- ii. Members were asked to explore and review the past resolutions that impact Part-time faculty.
 - iii. Members were shown how to find resolutions on the committee website.
 - e. [Shared Committee Google Folder](#)
 - i. The committee has a google drive folder to share information and to archive agendas, minutes so we can keep track of the work
- 6. Organizing the work
 - a. The edited [Part-Time Faculty: Equity, Rights, and Roles in Governance Paper](#) was shared with the committee. Two of our members were involved with the committee last year. Annette would like to share the paper to gather feedback.
 - b. There was a misunderstanding whether we could take feedback at this stage of the process. LaTonya clarified that we were able to take the feedback.
 - c. Maria Jose shared the [2022-2023 Part-time Faculty Committee End of Year Report](#) and asked members to review what was done last year and what their recommendations to continue the work are.
 - i. Members will review the recommendations for the next meeting so we can prioritize the work.
 - ii. They will also bring their own recommendations of goals for the next academic year.
- 7. Establish Schedule of Standing Monthly Meetings
 - a. We discussed potential dates to have a standing meeting. Two members were not able to attend the MOnday meeting. Mondays work well for everyone else. Maria-Jose offered to reach out to other members to confirm if they can meet the first, third or fourth Monday of every month. If they cannot, then Maria-Jose offered to meet with them separately. Collectively, we decided to start with a once a month meeting for one hour and a half.



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ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

10/16/23

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting

<https://sdccd-edu.zoom.us/j/6218156149>

Meeting ID: 621 815 6149

One tap mobile

+16699006833,,6218156149# US (San Jose)

+16694449171,,6218156149# US

Agenda

Members

*Dr. Maria-José Zeledón-Pérez -Chair	*Carlos Scalisi	Peter Zavala Rodriguez
Dr. LaTonya Parker– 2 nd Chair	*Elbina Rafizadeh	Sonja Downing
*Annette Owens	*Francis Ellison Howard	* Frank Aguirre

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. **Community Agreements**
 - a. We shared and read them. We will continue to discuss if we want to adopt these agreements to start our future meetings
4. Procedural
 - a. **Part-time Faculty Committee Page**
 - i. We reviewed the resolution titled **Add a Designated At-Large Part-Time Representative to the Executive Committee**
 1. There were a lot of questions asked on how we can make this happen.

2. Annette asks if the ASCCC has money to pay for PT faculty to attend ASCCC conferences and activities . She shared that at her campus the Union was more interested in paying more to their full time faculty for overload or reassign time than to help part-timers who want to do Senate work Her senate just started paying part-timers for limited committee participation. But the Union would not want to fight for reassign time for part-timers unless the union also got more. She also shared that the lack of representation of part time faculty at the Exec committee level is a real problem that shows marginalization and discrimination towards part-time faculty in the CCC system. She clarified that part-time faculty should be able to decide whether they want to get involved without having barriers. She asked: How are full time faculty making decisions that impact part-time faculty without their input our involvement? At her college, they set-aside only TWO part-timer spots, and one-year to be in the Senate. They just approved (after these meeting minutes!) a TWO year term. Keep in mind that FT faculty senate terms are THREE years..
3. Elbina also pointed to the injustice of not allowing part-time faculty in leadership roles.
4. Maria-Jose will clarify with the ASCCC exec team if we as a committee have anything to do to make this resolution a reality.
5. Francis questioned the reasons why there is only one seat for part-time faculty at the ASCCC exec level when they are the majority of the faculty at CCC. There was unanimous agreement with this sentiment.
6. Elbina suggested that for negotiation purposes we start advocating to have one part-time faculty in the ASCCC exec team and then we ask for more seats. Also, she suggested that the requirements to be in the exec team should not be the same as the ones for full time faculty.
7. Maria-Jose will review the eligibility for full timers and for part-timers. This is pertinent information to continue this advocacy. Why should these be different?
8. Sonja asked for specifics about this position and what the compensation is. What is the thinking behind it.

- ii. We discussed the resolution to **Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons**
 - 1. Maria-Jose shared that she is the co-chair of the Relations with Local Senates committee and that they are working on strengthening this partnership for part-time faculty liaisons at CCC
 - iii. We discussed in length the resolution **Create a Paper on Part-Time Faculty Equity.**
 - 1. Annette believes all part-time faculty from the prior committee and current committee should be included in the editing of the paper. Those that want to be added, should be added.
 - 2. The committee asked to review the data from the part-time faculty survey. Apparently the prior committee requested this data results last semester but never received it. Also, no PT faculty on the committee ever received the survey!
 - 3. Elbina, who was in the committee last year, suggested that the survey should be sent out again as it appears that not many part-time faculty knew about it.
 - 4. First step to be able to continue with this paper is to review the data results from the survey. Also, to look at the methodology.
 - 5. Francis asked, why are we writing this paper, and what is the focus, it should benefit students by supporting part-time faculty.
 - 6. Annette expressed that some Unions are the problem because they mainly focus on Full-time faculty. She also noted that she had read the paper and it was too negative.
 - 7. Francis shared that he is the Union representative on his campus and that they have pay parity for part-timers. Peralta Community College District.
 - 8. We talked about adding some of these efforts in the paper to highlight best practices. Usually they are tied to Union negotiations.
 - b. [Shared Committee Google Folder](#)
 - i. We reviewed this folder to make sure everything we share is added in one place.
5. Organizing the work

- a. This paper was delayed to be presented for a vote at the Spring Plenary. [Part-Time Faculty: Equity, Rights, and Roles in Governance Paper](#). We talked about this committee providing feedback on the paper. They will help in editing but they need the data results. They want to make sure the paper highlights not only inequities towards part-time faculty today but also good practices that many districts/colleges have through the Union to support part-time faculty work. What is happening in some colleges that support part-time faculty intentionally. Either with better working conditions and/or welcoming and inclusive spaces and in shared governance/senate.
 - b. [2022-2023 Part-time Faculty Committee End of Year Report](#)
 - i. What are our priorities to work on this semester?
 - 1. We talked about partnering with FACCC. It was mentioned that there was a webinar during fall 2022 that was planned by Stefanie and Robert (Chair and co-chair from last two years)
 - 2. Maria Jose will contact FACCC president to invite her to attend one of our meetings to brainstorm a collaboration
6. ASCCC Events
- a. [ASCCC Fall 23 Plenary](#)
 - b. Maria-Jose encouraged everyone to attend if that is an option. Some members applied for the scholarship.
 - c. Annette commented that there is only one scholarship per area and that this puts part-time faculty at a disadvantage. Some colleges do not even have money to send their delegates. For many marginalized part time faculty, if you are not intentionally invited, you are not invited
7. Next meeting Monday November 13 from 11 to 12:30pm



DATA AND RESEARCH COMMITTEE

2023-11-29

TIME 1:00pm-2:30pm

ZOOM INFORMATION

The charge of the Data and Research Committee (DRC) is to assist local academic senates in using data effectively to evaluate educational programs and services to improve teaching, learning, and student success. The DRC will work with ASCCC Standing Committees, task forces, and other workgroups to establish and improve data-driven processes to advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in areas of academic and professional matters. The DRC may also conduct data analyses to assess the effectiveness of statewide issues and initiatives in areas of academic and professional matters.

MINUTES

I. Call to Order and Roll Call

Called to order at 1:02pm

Name	Present (X)
Erik Reese—Chair	X
Carlos Guerrero—2 nd Chair	X
Juan Camacho	
Sharyn Eveland	X
Jeffrey Hernandez	X
Katie Krolikowski	X
Ginni May	X
Erica Menchaca	X
June Yang	
Gina Lam	

II. Adoption of the Agenda

III. Minutes Volunteer

IV. [Minutes from 2023-10-25](#)

V. Data and Research Committee Resources

- a. [Google shared Data and Research Committee folder](#)
- b. [ASCCC Data and Research Committee webpage](#)

- VI. Discussion Items
 - a. Spring 2024 schedule
 - i. Jan 24, 2024 1:00pm-2:30pm (tentative)
 - ii. Schedule spring now or in Jan?

Discussed dates for the spring semester:

Also discussed a possible in person meeting with March seeming like a good time to prepare for Plenary

- b. STEM Calculus I Validation—Conversation with MMAP members

Mallory Newall and Terrence Willet from MMAP joined us to discuss the STEM Calculus I Validation, providing an overview of the MMAP work via slides shared ahead of this meeting

Discussion on the different types of calculus, including biological sciences calculus

And different versions of classes at high school, such as AP, calc 1 being 1 year at HS; most HS calculus is the soft calculus

Dual enrollment classes not incorporated: classes at the college part of the dataset but college courses offered at HS are not included

Mallory/Terrence—Starting point is initial math class, if have a STEM major

Conditional throughput will be included in final analysis in addition to the current throughput.

Question about time bounds (used 1 year and 2 year for completions). Not explicitly in AB 1705.

Opportunity gaps persist—data presented in a more aggregate form for calc and non-calc

Why not look at success rates before AB 1705 and after, in terms of placement

It was noted that there are different populations of students in the different colored bands

When folks look at these figures it looks like pass rates are highest when place directly in calculus though pass rates have not improved at all

25% of colleges have a calc co-requisite

Many questions and much discussion, and nothing else on the agenda was discussed

- c. The RP Conference 2024—proposals due by Mon Dec 4!
 - i. What are local examples of collaborations involving faculty and researchers/research offices?
- VII. Current Projects
 - a. ASCCC event surveys—update on 2023 Fall Plenary pilot survey
 - i. [Preliminary responses](#) from the new, streamlined survey—free responses appended to the end of the document
 - ii. [Draft goals for other events](#): Faculty Leadership Institute, Curriculum Institute, ...
 - iii. What would be helpful to know to improve ASCCC events?
 - iv. How to systematically analyze survey results?
 - b. ASCCC committee surveys
 - i. Executive and standing/other committee self-evaluations

- ii. Resource: [Periodic Review Report April 26, 2021](#)
- c. Assigned resolutions (additional details below in VIII)
 - i. Resolution priorities

VIII. Assigned resolutions

- a. [S23 3.01 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses](#)
 - i. Assigned 1st resolved with Relations with Local Senates
 - ii. Assigned 2nd resolved with LGBTQIA+ summit rep
 - iii. Collaborate with RP Group on survey
- b. [S23 7.05 Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code](#)
 - i. Assigned 2nd resolved with President
- c. [S23 7.08 AB 1705 Data Validation and Transfer-Level Prerequisites](#)
 - i. Assigned 3rd resolved
 - ii. Explore at CSU and UC placements standards (long term success of students)
- d. [F22 7.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population](#)
 - i. Assigned to Curriculum Committee and DRC
 - ii. Disaggregate [PPIC Report Dec 21](#) appendix data
- e. [S22 3.04 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705](#)
 - i. Assigned to DRC as lead
- f. [S22 3.05 Disaggregate Asian and Pacific Islander Student Data](#)
 - i. Assigned to President as lead and DRC as support
 - ii. What are categories used by CO? What is possible and appropriate?
- g. [S22 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings](#)
 - i. Assigned with President as lead and DRC as support

IX. Future Projects

- a. Proposed resolutions
- b. Rostrum ideas

X. Other Topics / Future Agenda Items

- a. Your brilliant ideas here!

XI. Announcements

- a. Future Data and Research Committee Meetings
 - i. Jan 24, 2024 1:00pm-2:30pm (tentative)
- b. Events
 - i. Executive Committee Meeting – Dec 14-15, 2023 (Sacramento)
- c. Resources
 - i. [Email listserv sign-up](#)
 - ii. [Volunteer application to serve on a committee](#)

XII. Adjournment

Adjourned at 2:33pm

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
 - a.

- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
 - a. Proposed a new streamlined framework for event surveys with the 2023 Fall Plenary as the pilot adopted by the Executive Committee. Focused on defining the goals of the event and if the goals are met.
 - b. RP Group Strengthening Student Success Conference—presentation entitled Opportunities and Challenges of AB 928 Implementation
 - c. 2023 Fall Plenary Presentation similar to the above
 - d. New streamlined pilot survey for 2023 Fall Plenary developed in collaboration with the ASCCC Office Team and implemented



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RESOLUTIONS COMMITTEE

2023-12-07

TIME 9:00am-10:00am

ZOOM INFORMATION

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

MINUTES

I. Call to Order and Roll Call

Called to order 9:03am

Name	Present (X)
Erik Reese—Chair	X
Robert L. Stewart Jr.—2 nd Chair	X
Davena Burns-Peters	X
Mark Edward Osea	X
Krystinne Mica	

II. Check-In

III. Adoption of the Agenda

Adopted by unanimous consent

IV. Minutes Volunteer—Erik

V. [Meeting minutes from 2023-11-07](#)

VI. Resolutions Committee Resources

- a. [Google shared Resolutions Committee folder](#)
- b. [Resolutions Committee website](#)
- c. [Resolutions Fall 2023 website](#)

VII. Assigned resolutions

- a. None—only referred resolutions unresolved

VIII. Current Projects

a. 2023 Fall Plenary Session Debrief

- i. [Resolutions packet checklist & daily process](#)
- ii. [Debate and voting checklist](#)
- iii. What worked well? What are growth opportunities?

Chair discussed that the checklists and process were expanded to include details of our process at the 2023 fall plenary to serve as a record.

The shared document recording items pulled and other notes was appreciated.

Consensus that a weakness is the submission process, with folks confused on requirements, such as four delegate seconders with name, college, and email, only registered attendees may submit, etc. Receiving submissions from items supported at pre-plenary area meetings was also challenging. Suggestion for the resolution committee member to contact submitters at area meetings and loop in the area rep, or vice versa, so that both are informed.

Communicating the submission process to the field is an area with growth potential. Members discussed a possible simple visual aid/process map with Thu, Fri, and Sat and minimal details for each.

b. Proposed spring 2024 resolutions timeline and process

- i. [Proposed timeline](#)
- ii. [Draft submission form](#)

Reviewed the proposed resolutions timeline for spring 2024.

Discussed ways to improve the submission process, including a possible submission form and/or a Google form submission option. Suggestion is to have two different forms, one for area submission, and one for plenary submission so contacts understand the different requirements.

Also discussed including the alignment with resolution and amendment submissions with the ASCCC strategic plan by selecting to which strategic direction (or goal) the submission best aligns.

c. Resolutions handbook update—[editable draft](#) for comment

- i. Streamline—What are the essentials?
- ii. Rough outline—include the basics only with additional information in appendices
 1. Resolutions: what and why
 2. Writing guide: how
 3. Debate and voting: how
- iii. Timeline—Dec through Feb & May-June?

Only discussed the timeline for a resolutions handbook update.

d. T-shirts

- i. Designs—[Ex1](#), [Ex2](#) in [T-shirt designs folder](#)
- ii. Timeframe—Order by end of Mar at the latest

Discussed the required timeline to receive shirts before spring plenary and looked at two simple, sample designs.

e. Area A resolutions committee member

Brief discussion on finding another committee member from area A.

- f. Schedule tentative resolutions meetings

Decided to wait until the area A member is decided before scheduling beyond Jan.

- IX. Future Projects
 - a. Proposed resolutions
 - b. Rostrum ideas
- X. Other Topics / Future Agenda Items
 - a. Your brilliant ideas here!
- XI. Announcements
 - a. Future Resolutions Meetings
 - i. Tue Jan 16, 2023 10:00am-11:30am
 - b. Events
 - i. Executive Committee Meeting – Dec 14-15, 2023 (Sacramento)
 - c. Resources
 - i. [Email listserv sign-up](#)
 - ii. [Volunteer application to serve on a committee](#)
- XII. Adjournment

Adjourned at 10:02am

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
 - a. Recovery from 2023 Fall Plenary Session
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
 - a. Established timeline and due dates for Fall 2023 resolutions process
 - b. Facilitated discussion with executive committee on proposed resolutions
 - c. Developed resolutions packet for review at pre-plenary area meetings
 - d. Resolutions overview presented at the joint area meetings morning session
 - e. Committee members provided support at their respective pre-plenary area meetings
 - f. Rostrum article on Resolutions Considerations
 - g. Produced pre-plenary session videos on resolutions
 - h. 2023 Fall Plenary Session
 - i. Produced daily resolutions packets
 - ii. Supported president with the resolutions process

**2023-2024 Accreditation Committee
November/December Meeting
December 5th, 2023
Minutes**

Present: Manuel Velez (chair), Ric Epps, Mary Pape, Suji Venkataraman, Elizabeth Ramirez, Davena Burns-Peters, Julie Colombo
Absent: Juan Arzola (co-chair), Michelle Vogel-Trautt

Accreditation Institute 2025 Timing and Theme

Manuel gave a brief summary of the Executive Committee meeting where the 2023 Accreditation Institute as well as the 2024 Institute were discussed. During this meeting, Manuel and Juan relayed the committees concerns and suggestions for the following year.. Although no official decisions were made, the Executive Committee agreed to consider these points for future Accreditation Institutes. Manuel expressed their gratitude to the team for their hard work on the Accreditation Institute and shared updates on the SLO symposium, stating that a proposal for a breakout session had been submitted. They also mentioned the upcoming spring plenary in April and encouraged the team to consider potential resolutions.

Proposal for SLO Symposium

Manuel shared a proposal that they and the team had submitted, with Suji, Davena, Mary, and possibly others having participated in its creation. The proposal was about being agents of social change, reimagining student learning and assessment through the new ACCJC social Justice focus.. Manuel then shared the proposal link in the chat as per Mary's request. Julie pointed out a paragraph that looked identical to another one, which Manuel admitted was an error on their part. The team then awaited feedback on the proposal's acceptance, with Manuel promising to inform everyone via email once a response was received.

Team Proposal and Article Discussion

Manuel proposed a discussion about their team's proposal and the possibility of its presentation in a future meeting. They also suggested that the ASCCC could cover the registration and transportation costs if the team decides to proceed with the SLO Symposium presentation. Manuel also reported that he met with Michelle who had introduced a Rostrum article about implementing structural design shifts to equitize participatory governed structures. Manuel suggested a focus on the faculty perspective. Manuel asked Michelle to provide an outline for the article during December. Suji raised concerns about the process and ownership of the article, leading to a discussion about the level of participation expected from the team. Manuel reported that he had discussed this with Michelle. He felt that, because the idea for the article originated with Michelle, she would decide the level of participation. Her desire is to develop an outline with bullet points then receive input from the rest of the committee.

Spring Semester Focus and Accreditation Webinars

Manuel initiated a discussion about the focus for the upcoming spring semester, specifically in relation to the 2024 standards. They suggested the possibility of hosting webinars as part of the accreditation committee's activities. Suji raised concerns about planning ahead due to the uncertainty of the new standards and proposed revisiting ideas from the Accreditation Institute. Manuel agreed with Suji's suggestion. Mary added that goal setting was a new aspect in the new standards and suggested that it could be a suitable topic for a webinar. They also mentioned their experience with the core questions and the potential for follow-up visits from committee members.

Webinar Planning and Senate-Accreditation Connection

Manuel led a discussion about hosting webinars in the spring semester and sought ideas for potential topics. Mary and Davena suggested hosting two to three webinars, considering the time needed for preparation. Davena also raised a question about the

connection between the Senate and the accreditation process, expressing a need for resources to understand this connection.

Accreditation and Senate: Knowledge and Collaboration

Davena suggested the need for a basic understanding of the academic Senate and its connection to accreditation, highlighting the importance of not assuming prior knowledge. Ric and Manuel agreed, with Ric suggesting consultation with accreditation coordinators for input on potential topics. Manuel proposed discussing this idea with Ken, the Accreditation Joint Committee liaison, and using email to finalize decisions. They agreed to continue developing ideas and discuss with Ken before finalizing the agenda item.

Senate, Accreditation, and Webinars: A Discussion

Manuel, Davena, Ric, and Suji discussed the role of the Senate in the accreditation process and the idea of hosting webinars on this topic. Manuel plans to reach out to Kevin Botenbal for their input. They agreed on two webinars, one focusing on the Senate's role in accreditation and another on goal setting, possibly co-hosted with the ACCJC.. Manuel will propose these ideas to Kevin. Davena suggested that webinars could inspire future Rostrum articles. Manuel will work on an agenda item for the Accreditation Executive Committee meeting in January, proposing two webinars in March and April.

Next steps

Manuel will submit a proposal for webinars related to the 2024 standards in the spring semester.

Manuel will discuss the webinar topics with Kevin and then reach out to the team via email to finalize the decisions.

Manuel will submit an agenda item for the Accc Executive Committee at the January meeting to vote on hosting two webinars in March and April.

Manuel will share the link to the article outline with the team once he receives it from Michelle.

Accreditation Committee
October 24, 2023
Meeting Minutes

Present: Manuel Velez (chair), Juan Arzola (co-chair), Ric Epps, Elizabeth Ramirez, Davena Burns-Peters, Mary Pape, Suji Venkataraman, Jeffrey Lamb

Absent: Julie Colombo, Michelle Vogel Troutt

Meeting called to order at 2:17PM

Accreditation Institute Feedback

The attendees discussed the recent Accreditation Institute, praising its quality and the expertise of the presenters. They agreed that the decision to hold a one-day event with general sessions was successful. However, they also suggested considering different formats for future years, such as webinars or a regional approach, to better meet the needs of their audience. The group also discussed the possibility of extending the Institute throughout the year or preparing for the next year's accreditation committee. The idea of conducting a webinar on being part of a visiting team was also raised, as colleges prepare for their visiting teams. Finally, the attendees suggested that diving deeper into a single topic in a webinar format could be more useful than presenting a lot of information at once.

Accreditation Institute Success

Manuel, Suji, Juan, Ric, and Jeffrey discussed the success of the Accreditation Institute. They praised the quality and focus of the sessions, and the participants' flexibility. Juan expressed his surprise at the institute's success, given the short preparation time. Ric and Jeffrey were unable to attend due to other commitments, but they received positive feedback from their representatives. They also discussed the possibility of making future institutes more faculty-focused and considering alternatives to two-day institutes.

Format Change for Accreditation Institute Discussed

Manuel, Elizabeth, Jeffrey, Davena, Mary, and Juan discussed the future format of the Accreditation Institute. They considered whether to continue with a two-day in-person event, switch to webinars, or adopt a new format. Manuel suggested that the committee decide on the format for next year's institute. The group also discussed the difficulties they faced in organizing the event, especially given the transition in committee members. Elizabeth questioned whether the low attendance was due to the timing or the change in committee structure. Manuel suggested that the committee members should plan for the following year's event right after their term ends, and this could help alleviate some of the issues. Davena raised a concern about the low attendance rates for the Accreditation Institute, suggesting that this may be a pattern rather than an anomaly. The group agreed to monitor the situation and consider possible changes to the format of the Institute.

Accreditation Institute Format Debate

Manuel, Davena, Jeffrey, Elizabeth, and Suji, discussed the format of a future accreditation institute. Manuel suggested a two-day face-to-face or hybrid institute for 2024, but Jeffrey expressed concerns about the added cost of a hybrid format and suggested it might not be necessary. Suji, asked for

clarification on the purpose of the institute and suggested it could be shorter if the content is not rich enough. The question was left open for further discussion.

Faculty-Focused Approach: Accreditation Institute Options

Jeffrey emphasizes the value of the institute's faculty-focused approach and the importance of having a hands-on approach. Manuel and Suji, discuss options for a one-day Accreditation Institute, including repeating the current year's curriculum committee's plan to hold a regional accreditation institute at a college in the Central Valley and San Francisco. They consider using webinars, virtual sessions, or in-person regionals, and consider the possibility of having more participation from regional participants. Suji, raises a question about the number of participants at regional events, and Manuel agrees to look into it further.

Logistical Impact and Future Tasks of Traveling for Accreditation Regionals

Jeffrey expressed concerns about the logistical impact and costs of traveling for team meetings, suggesting that the group should consider strategically placing themselves near colleges due for accreditation in the next 18 to 24 months. Manuel reminded the group that they are discussing next year's tasks and they would be asking the next accreditation committee to take on these responsibilities. Davena emphasized the need for caution when committing others to future tasks and asked how the curriculum regionals were decided in previous iterations of the committee. The group agreed to be cautious about their commitments and to ensure that any tasks are thoroughly completed before passing them on to future groups.

Regional Events and Accreditation Plan

Manuel, Jeffrey, and Suji, discussed the plan for the new committee members to participate in regional events and learn about accreditation. Manuel suggested organizing a one-day event in late September where new and seasoned committee members could work together. Suji, expressed concerns about the sustainability of this approach, suggesting that a resolution could be passed to conduct the Institute in a more consistent manner to avoid confusion for participants. Jeffrey emphasized the importance of making sure the new committee members can learn and contribute as needed.

Institute Timing Discussion

Jeffrey proposed that the Institute be held later, in February or March, to allow for a review and refinement period before the next group starts, as June, July, and August are typically a quiet time for the committee. Manuel agreed with this, but they were struggling to reach a decision. Elizabeth suggested that the next year's committee should make their own decisions about the Institute. Davena echoed this, suggesting that the current committee could make recommendations for the next committee to follow. Manuel proposed that the Institute should not be held in September, but rather in a time that allows the new committee to plan it. Ric added that there should be a two-step process, with a training in September followed by the Institute in February. The group agreed to consider these suggestions for the next year's committee.

Committee Discusses February Event Date

Suji, expressed the need for the Exec to maintain their commitment to having the event in February, rather than changing it to September. Manuel proposed to put the issue to a vote as an action item,

suggesting that the Exec Committee would likely follow their suggestion. Jeffrey suggested an 'if' statement, recommending a one-day event in September if the date is not moved to February. Davena emphasized the importance of giving the new committee sufficient time to plan the event. Manuel agreed to submit an agenda form to put the matter as an action item, while also expressing concern about limiting the next committee's autonomy if they vote on a spring semester date. The group agreed to recommend an event in the spring semester, with the possibility of the event being organized by the incoming accreditation committee.

SLO Symposium and Accreditation Standards Discussion

Manuel announced the Eleventh Annual SLO Symposium, to be held on January 20-21, with the Accreditation Committee providing support for presenters. The team discussed the impact of new accreditation standards on student learning outcomes, with Davena emphasizing the need to understand the changes. Mary expressed concerns about the rigidity of the new standards. The team also had a brief discussion about the relevance of artificial intelligence to a presentation on student equity but struggled to see a connection. They decided to explore the connection between SLO pedagogy and accreditation, with Mary leading the effort. Manuel also encouraged team members to submit ideas for a potential rostrum article and resolutions for the fall plenary. The team scheduled their meetings for the rest of the year, deciding to meet in early December to cover both November and December meetings.

Next Steps

- Manuel will submit a proposal to the Executive Committee to vote on a Spring semester date for the Accreditation Institute and propose that the next Accreditation Committee organize the event.
- Manuel will send an email to those interested in submitting a proposal for the SLO Symposium.
- Manuel will send out an invitation for a meeting in the first week of December to cover both November and December.



CVC-OEI Advisory Committee Minutes

Wednesday, October 4, 2023

3:00 PM - 5:00 PM

Attendees:

Ex-Officio Members

Marina Aminy	Jodie Steeley	Wendy Bass
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Voting Members:

Christopher Howerton	Kandance Knudson	Kate Mueller	Geoffrey Dyer	Ted Blake
Carlos Lopez	Carlos Guerrero	Jessica Proctor	Becky McCall	Debbie Angeles
Lisa Beach	Benny Ng			

Others:

Logan Murray	Michael Frazier	John Feist	Sharon Oxford	Alison DuBose
Jon Knolle	Mara Bentley	Lisa Mandy	Mike Vogt	Kandance Knudson
TianaCarter-Jester				

Approval of Minutes: Geoffrey Dyer called for a motion to approve the May and March 2023 minutes. Second motion to approve Kate Mueller. There were no objections or corrections; the minutes were approved.

Welcome New Members | Review of Charter (Dyer)

Jodie Steeley- Previously Co-chair for 3 years and serves as the Director of Distance Education and Instructional Technology at Fresno CC. She is the new co-chair of consortium meetings.

Carlos Gutierrez- LA CC, Chair of the Social Science Department, Professor of Chicano Studies and Triple C South Representative and the Online Education Committee chair

Benny NG - LACPS, Teaching Chemistry

Debbie Angeles Porterville College, Assistant Director of Academic Technology and Professional Development and CCC Deco Vice President

Lisa Mandy- Director FA DeAnza, representing Brian

Christopher Howerton- Teaching Communication studies and serving as at large rep for Triple C

Michael Fraizer- Project Management and Operations Supervisor-CVC

Jeff Dyer- Taft College, Professor of English and Faculty Co-chair for the Advisory Committee (2 additional years)

23-24 Meeting Dates:

11/29/2023 3pm-5 pm

2/7/2024 3pm-5 pm

4/24/2024 3pm-5 pm

Administrative Co-Chair Special Election (Dyer)

Mid-Cycle Election:

Co-Chair Carlos Sanchez stepped down due to responsibilities beyond the CVC-OEI Advisory Committee. There is a 1-year Co-Chair vacancy.

Kate Mueller accepted the Co-Chair nomination and was appointed to the position of Co-Chair.

CVC and @ONE Grant Updates (Aminy)

- 1) The Board of Governors approved 3 years (2023-2026) of funding increase.
- 2) Increase participation (more colleges)

CVC Exchange Update (Aminy)

Work plan objectives:

- 1) Manage technical implementation and expand college adoption of CVC Exchange.
- 2) Manage, update, and support CVC Exchange and growing colleges; integrate financial aid and cross-enrollment through equity lenses. Website refresh.

Revised Consotum Focus:

- 1) CCC DECO and AC will continue to focus on @ ONE
- 2) Professional Development will focus on Exchange (namely Local POCR); and will provide more information separately
- 3) Support E-transcripts functionality

@ One Contract: The Chancellor's Office has funded a 3-year contract (2023-2026) with a lower budget. There are seven areas of focus: four are ongoing, and three are one-year (see below):

1. POCR

- Report (check-ins of deliverables)
- POCR System-wide interview
- Literature Review on frameworks
 - Provide reports to the Chancellor's office
- Conduct and write an analysis of online course review within our system/nationally
- Provide an assessment of POCR in the system's equity agenda

2. Mental Health Programming/ Online counseling

- Recruit, screen, and hire diverse faculty from the field
- Collaborate with ASCCC and CSSOs
- Offer at least two sections of each course (Fall/Spring); Online College Counseling and Online Mental Health for Non-Clinicians

3. Accessibility Programming

- Recruit, screen, and hire diverse faculty.
- Collaborate with CCCAC and ASCCCC
- Offer webinars to the system with survey data
- Making documents accessible in Canvas
 - Canvas tools for accessibility (captioning strategies/options)

MULTI-YEAR

- Develop and offer system-wise webinars
 - Self-assessments, informal feedback, and course surveys to help tailor course content and activities for students.
 - Online Math OER and ZTC adoptions.
 - Assessing learning in online courses
- Maintain Peer Online Course Review
 - Offer at least three sections of Peer Reviewer training in Fall/Spring
 - Maintain 19 in-progress colleges and support to completion of certification
 - Add ten new POCR colleges
 - Hold four norming sessions statewide
- Offer Online education Training & Certification
 - Offer one-three sections of each manually: Intro to Online Course Design, 10-10-10: Communication That Matters, Assessment in Digital Learning, Creating Accessible Course Content
- Support Equity in Online Education
 - Webinars (equitable. Anti-racists syllabi and COR)
 - STEM courses alternatives to proctored exams

- Exploring and adopting OER for online courses

Next for @ One

- Project management & planning and budget
- Make personnel decision
- Call for facilitator
- Design survey/interview instruments *CVC/@ ONE Webinar form
- Communicate

Local Peer Online Course Review (POCR) Certification Refresh Process: Implementation (Aminy)

The committee created an Ad Hoc Workgroup to consider a follow-up process for colleges fully certified for Local POCR.

Final Recommendations by AC: Approved in May

<https://docs.google.com/document/d/1HcRGlrF409GgeQFAdBatT9zeNjiteqXNUtqpfGvgr-IM/edit#heading=h.jyy33apvds1>

Implementation of the POCR Certification Refresh is not in the current scope of the work plan. CVC/@One will revisit in Spring.

Financial Aid Integration (Vogt and Murray)

- Approval workflow incorporates a course applicability review process for cross-enrolled students seeking FA assistance in line with CPOS standards
 - Conversations about certified programs
- FA pilot colleges: Mt. SAC (Banner), Chaffey (Colleague), Long Beach CC (PeopleSoft)
- The “Marker Course” is not too efficient; need to approve workflow redesigning on pilot college feedback.
- Redesign needed
- Ongoing assessment of FA integration functionality towards addressing FA needs, requirements, processes, and use cases
- The pilot cycle is expected to be complete by Spring 2024
- FA integration will be available to CVC Teaching Colleges

Wrap-Up & Closing (Dyer)

Geoffrey summarized the meeting and presentation topics

- Direction of the next three years of the grant
- Putting POCR refresh on pause

The next meeting is scheduled for Wednesday, November 29, 2023.



CVC-OEI Advisory Committee Minutes

Wednesday, November 29, 2023

3:00 PM - 5:00 PM

Attendees:

Ex-Officio Members

Marina Aminy	Wendy Bass
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Voting Members:

Christopher Howerton	Lisa Beach	Kate Mueller	Geoffrey Dyer	Ted Blake
Carlos Lopez	Carlos Guerrero	Jessica Proctor	Debbie Angeles	Benny Ng

Others:

Brandon Gainer	Andrea Hanstein	John Feist	Sharon Oxford	Michelle Smith
Marsha Gable	Valerie Senior	Mike Vogt	Itzel Sanchez	

1. Call to Order (Dyer & Mueller)

3:04pm Call to Order by Geoffrey Dyer

2. Approval of Minutes: October 2023 (Dyer & Mueller) Please review the minutes prior to the meeting (located in Basecamp)

- Faculty members represent ASCCC.
- No objections. Approved the minutes of correction by unanimous consent.

3. CVC Exchange Update (Aminy & Vogt)

a. Current Data

- Cypress and Fullerton Colleges were celebrated in person for being the 49th and 50th Teaching Colleges.
- College of the Redwoods (55th) went live Wednesday, November 29th, 2023
- Cross-enrollments- 21/22: 1,523 and 22/23: 6,586

- Rancho Santiago CCD: Went live last Summer and has the highest enrollment> Foothill-De Anza is in second place (1,006)> The single college with the highest enrollment is Chaffey College went live in Fal 2021 (889)
- Since 2020, we had more than 100,000 enrollments
- More than 24,250 students search for online sections (physics, statistics, and calculus), but not much inventory
- The most searched general education requirement is ethnic studies, with more than 1,300 students searching since the Summer 2022
- From July 1-Oct1, 2023, 113,132 students found an online course via CVC Exchange's course finder and then applied directly to the college
- In less than a year, Teaching Colleges went from 16 to 48, representing a 200% increase in implementation

b. Feature Enhancements & Upgrades

- Michelle Smith is working with the Chancellor's Office and will help the CVC with student services issues related to CVC Exchange implementation. She worked with the CVC while the admissions director at Bakersfield College.
- Email to subscribe support@cvc.edu
- <https://cvc.edu/category/cvc-exchange-release-notes/>
- November Updates
 - API and script information so seat count logic will include an active waitlist
 - Improvements to the eTranscript sending process (now including Home College FICE code sent with student record)
 - Information on upgrading TouchNet to email student payment receipts from Teaching College's email domain
- eTranscripts
 - Transcripts are not being sent from Teaching Colleges to Home Colleges
 - Home Colleges do not evaluate transcripts until students contact admissions
 - Prerequisite requests are not being reviewed for weeks until students reaches out to CVC
 - ADDRESSING ISSUE: reaching out individually to colleges and clearing outstanding requests
 - The process is working but is very labor-intensive and unsustainable as more Teaching Colleges go live
 - We are aiming for 15k> more colleges will go live

c. Prerequisite Clearance & Transcript Processes d. Financial Aid Integration

- Hosted a robust discussion with the Consortium in September; DE coordinators want to help but requested several resources such as:
 - Sample copies of Exchange transcripts
 - Script with talking points to use when working with student services
 - Video resources showing processes
- Colleges made changes to improve processes (time to evaluate) > colleges creating a better process. For example, Chaffey College created an effective process for transcripts
- BREAKING NEWS!
 - CVC is working with Parchment to automate the transcription process for Teaching Colleges.
 - Beginning in spring 2025, the Exchange will automatically initiate transcript requests for all cross-enrolled students
 - This will automate sending transcripts through eTranscript CA, significantly improving the existing process that requires a manual “unsolicited” transcript process = no more delays!
 - Why haven't we done it? Processing bills (implementation fees)
 - Work with Parchment for a flat fee → The more students/enrollments there are, the cheaper it gets
- Questions:
 - Lisa Beach: Admin. Panel- Consider asking what reports are needed for own knowledge to make sure the information people look for is provided (what data is needed for improvements).
 - Geoffrey Dyer: Is the flat fee coming from the grant? Yes.
 - Wendy Bass: More support for students to find the courses they need.

4. ASCCC Resolution: Revival of the CVC-OEI Proctoring Network for Online Classes (Dyer & Aminy)

[SSCCC Resolutions : Documents : Student Senate for California Community Colleges](#)

- 13.03 F23 Revival of the CA Virtual Campus-Online Education Initiative
 - Online Proctoring Network:
 - Removed from the scope in Spring 2023; however, colleges encouraged to use each other as a resource.
 - Online Courses on the Exchange
 - Only courses with no in-person requirements should be coded as “online” in the CVC- Exchange

- POCR (1.5), ECRT (15), and TTT (13) have the most trained
- Plans in development to improve the pool
 - Cross-training facilitators to lead multiple preps
 - More widely sharing the facilitator application
 - Reviewing recruitment and interview process
- Exploring creating an annual class schedule for @ONE for 24-25
- Working with the Chancellor's Office and ASCC to include pedagogical strategies for the inclusion/support of LBTQG+ students
- Updating student services courses in collaboration with Meanth Health and Wellness Association (MHWA) and CCCCCO
- Working with consultant

6. Wrap-Up & Closing (Dyer & Mueller)

- Quick summary from today's meeting
 - Great discussion- a successful meeting!

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About DEETAC

Established in Board of Governor's Standing Order 409, the DEETAC advises the Chancellor's Office on the vision, policy, and planning in support of distance education and education technology. The group's goals are to improve student success in and access to distance education programs, and effective use of education technology in all methods of instruction provided by the California Community Colleges.

MEETING AGENDA

Monday, December 04, 2023

3:00 PM - 5:00 PM

Latonya Parker (Co-Chair – ASCCC), Jeremy Cox (Co-Chair – SSSCC), Geoffrey Dyer (ASCCC), Robert Stewart (ASCCC), Laurie Vasquez (CAPED), Jennifer Kalfsbeek-Goetz (CCCCIO), Lisa Beach (CCCDECO), Joanna Miller (CCCDECO), Barbara Dunsheath (CCCT), Suzanne Levy (CCCT), Heather Schmidt (CCCTechConnect), Eric Hanson (CCL), Vince Rodriguez (CEOCCC), Chelsey Pahlm (CISOA), Marina Aminy (CVC-OEI), Stacey Shears (CSSOA), Karen Engel (RP Group), Rebecca Ruan-O'Shaughnessy (CCCO), Jennifer Tabb (CCCCO), Justine Pereira (CCCCO), Chad Funk (CCCCO)

- A. **Welcome** – LaTonya & Jeremy
- B. **Overview of Meeting Notes from 11.6.2023** – LaTonya & Jeremy [Inform]
- C. **System Updates** [Inform]
 - I. Distance Education Research Project – Erik Cooper
 - II. CVC & @One – Marina Aminy
- D. **Standard vs. Alternative Attendance Accounting & Working Learner Taskforce updates** – Lizette Navarette [Inform]
 - I. Discussion regarding accounting model proposed changes related to distance education - Chad [Consult]
- E. **Regulatory changes needed to address current issues/directions for the field?**
View [55200](#) & [55005](#) – Chad [Consult]
 - I. Review of hyflex definition from 2021: *“HyFlex is a course that is taught in-person, synchronously online, and asynchronously online, in which the student can participate in whichever way serves them best.”*
 - a. Is the definition still accurate after the pandemic?

- b. What are the challenges of establishing regulatory definitions?
- c. Request for feedback from constituency groups

F. **Distance Education Professional Development RFI comments overview** - Chad [inform]

G. **Future of Distance Education** – LaTonya & Jeremy [Consult]

I. Based upon the data presented during the Nov 6th meeting:

- a. What did you see from the data presented?
- b. What are the opportunities that the data provides?
- c. Are the [BOG Standing Order 409](#) report directives sufficient to evaluate the effectiveness of distance education and educational technology system-wide?

II. What transformative shifts do you believe will define the landscape of distance education in the post-pandemic world?

III. How can we be prepared to embrace and adapt to these changes and meet Vision 2030 goals? (people, policy, system and resources)

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About DEETAC

Established in Board of Governor's Standing Order 409, the DEETAC advises the Chancellor's Office on the vision, policy, and planning in support of distance education and education technology. The group's goals are to improve student success in and access to distance education programs, and effective use of education technology in all methods of instruction provided by the California Community Colleges.

MEETING AGENDA

Monday, November 06, 2023
3:00 PM - 5:00 PM

Attendees: LaTonya Parker, Jeremy Cox, Geoffrey Dyer, Robert Stewart, Laurie Vasquez, Lisa Beach, Joanna Miller, Barbara Dunsheath, Suzanne Levy, Candace Robertson (for Heather Schmidt), Eric Hanson, Vince Rodriguez, Marina Aminy, Karen Engel
Chancellor's Office Attendees: Justine Pereira, Jennifer Tabb, Rebecca Ruan-O'Shaughnessy, Chad Funk

A. **Welcome** – LaTonya & Jeremy

Members gave introductions of themselves and included what they most appreciated about Distance Education.

B. **Overview of DEETAC Purpose** – LaTonya & Jeremy [Inform]

[Participatory Governance Handbook](#) reference

LaTonya provided the overview of the purpose of DEETAC and the work of the committee to be informed, to be consulted for obtaining feedback, to be involved in direct work with stakeholders, and to collaborate to develop alternatives and/or identify preferred solutions to issues.

C. **System Updates** [Inform]

I. Vision 2030 – Rebecca

The Vision 2030 plan was reviewed with DEETAC. The road map is meant to guide the field of practice, remove systemic barriers, improve systems of access for students who couldn't otherwise go to college, and open doors for policy reform. The Vision 2030 Roadmap is a living document to guide toward areas for improvement, sharing success data, giving greater access to students in dual enrollment, being more specific about how we will reduce barriers and leveraging resources to

students for access. Key touchstones are Equity in Success, Equity in Access & Equity in Support. The intent of Vision 2030 is to put changes into effect quickly and then quickly pivot when responsive change is needed. Educational outcomes will be reviewed with disaggregated data to ensure that under-represented students are succeeding. Employers and government entities need to partner and ensure students leave our colleges with the education for a living wage. AI is becoming a part of students' lives, learning, and studying. The future of online learning must incorporate integrated technology tools. Quality online educational experiences must be available with resources and quality development for online programs of study. Modernized technology infrastructure is needed to allow successful integration of system tools and investments to support distance education. We are looking at focusing on People, Systems, Resources & Policy. The DEETAC is necessary to help provide guidance and insights regarding the goals of Vision 2030 for distance education.

II. @ONE – Marina Aminy

One-year goals: produce report and analysis on Peer Online Course Review (POCR), provide courses for online counseling with mental health, offer system-wide webinars on accessibility in online courses, promote understanding and adoption of Online Student Support Hub. Long-term plans: local POCR (local badging colleges are now in effect with 13 participants). 13 colleges in-progress. Invitation for faculty to join professional development to become instructors for other teachers.

III. UDL Task Force – Janet Williams

Purpose is to make curriculum, learning and service delivery more accessible with a sense of belonging for all. Task force working to have differentiated supports to serve all students, have minimum faculty and staff expectations, have PD priorities for availability of accessible materials, align UDL task force work with CC policies and reduce barriers by giving timely provision of accessible materials and technologies. Meetings are ongoing, but the plan is to have implementation goals established by beginning the next calendar year.

D. **Distance Education Professional Development RFI - Chad [Consult]**

DE PD RFI was presented and request for feedback was made (please only critical content updates - avoid wordsmith edits). The PD priorities were reviewed: 1. Strengthen Quality to meet diverse needs of students, 2. equity-

minded teaching, 3. Accessibility. CCCCO is looking for evidence-based best practices that can be taught and duplicated at scale. An RFI does not guarantee that a subsequent RFA/RFP will follow. DEETAC asked to review document and provide comments and/or recommendations as needed. (Comment access was provided to all DEETAC members following the meeting). CO intends to post the RFI on Jan 24 on CCCCO Web site. DEETAC membership: please encourage PD providers in respective networks to submit information for review once RFI is published.

E. System Data on Distance Education - John & Chad [Inform]

I. John Hett's DE presentation to BOG with data

Data is looking at the “why” that things are happening instead of only the “what” is happening regarding distance education. It is clear that we are becoming more skilled in how we offer classes. Performance in courses is reflective of the changes gained through more inclusive pedagogy. Distinguishing between synchronous and asynchronous education has nearly closed the gap during the pandemic and is now spreading a bit; however, the success rates have improved. The data results do not show that there are significant differences between in-person and distance education modalities; however, in-person course still have slightly higher success. Question: what can be done to help the authenticity of contact between the professor and the student? The data shows that educational success isn't necessarily the modality or delivery, but it is rather the quality of interaction between the professor and the student. When we discuss how to make distance education more effective for students, we need to focus on the experience that students receive. In terms of ethnic groups, there are differences that are greater between groups rather than by modality of educational delivery. There are some differences that are observable, but they are minor. The equity gaps are larger between ethnic groups than for educational modality differences for how courses are offered.

II. Chad's initial data for the BOG DE bi-annual report

Data for the BOG report focuses on effectiveness of distance education and educational technology system-wide with an analysis of demographically disaggregated data for age, disability, ethnicity and gender for access and completion rate. These were reviewed with data demonstrating a significant leap in distance education courses as a result of the pandemic. Success rates in courses continue to be highest for in-person courses by a margin of 4% in 2022/23. Students less than 18 years continue to have highest completion rate (80%) with students in all other groups varying between 66% - 71%. The lowest performing age group is 25 – 29 year-old students. Completion rates among students with disabilities have slightly improved overall in distance education from 2017/18 to 2022/23; students

with visual impairment are slightly lower in 2022/23 at 73%. Completion rates have improved for all historically disadvantaged ethnic groups while white and unknown (non-reported) completion rates remained static showing some closing of the gap in distance education. Both female and male students are completing at slightly lower rates; however non-binary students are completing distance education at slightly higher rates. There will be an online education research study that is funded by the legislature at \$500K. This will explore student outcomes by course delivery method, analyze course modality offering and effects on student preference, explore causality for student outcomes in different educational modalities and explore efficacy of distance education with consideration of barriers in policies and/or practices that might exist.

III. Discussion - Chad [Consult]

a. Any clarifying questions?

Q: Does “class size” have an impact on the success of students? A1: Online education can have larger class sizes, and the data we have today is not corrected for this issue. A2: Online students might be impacted by various issues that in-person students are impacted including work, family obligations, etc.

Q: Has hyflex been captured, so how do we analyze this data, and is it system-wide. A: we do not have hyflex information, but hopefully the research project (\$500K) will review will explore the Annual MIS Update Process. All of the data is on the RP Group Web site for the survey, and the MIS Datamart shows this information.

Q: Have the surveys about student online education gone away, and will they be returned to the CCCCCO? A: The distance education surveys would need to have the strategic case made that it is necessary to have this information, and it would be a competing interest for other surveys that are in the field. Colleges are challenged with giving multiple surveys, and the case would need to be made that this topic is of highest value. It is a challenge to have busy students complete these surveys.

Q: Could we get an update on the Chancellor’s Office thinking about instructional modality definitions? The system needs definitions for HyFlex or Multi-modal instruction. A: This would be an Instructional Office topic for discussion.

b. What do you see from the data presented?

Positive analysis that there is a closing of the success gap between in-person and online educational modalities. Data that is presented needs to not exaggerate differences but instead show success rates/completions rates are coming closer to parity. (Recommendations for graphs to be improved have been incorporated)

c. What are the opportunities?

We need a definition of hyflex and multi-modal instruction so these emerging methods of instruction can be explored. Distance education is too broad while colleges are offering distance education in differing methods. We will need standardization prior to initiation gathering of data. The field is asking that we come together on an agreement regarding hyflex and multi-modal instruction.

d. What more would you like to know?

For Vision 2030, there is a lack of clarity to understand what the CCCO wants to see changed. If change is needed, how can DEETAC help changes happen? If data and research are needed, how can DEETAC help? Not sure if Rebecca is asking for what the field would like, and if DEETAC will share out the changes we would like to make? Also, the PCAH, MIS and real-life are not all aligned for how we are offering courses and paying for courses. If the Chancellor's Office would like us to inform about changes, then there is a need to define hyflex and bring forward standardization so it can be reviewed appropriately.

F. Future of Distance Education – LaTonya & Jeremy [Consult]

I. What transformative shifts do you believe will define the landscape of distance education in the post-pandemic world? (for next meeting)

II. How can we be prepared to embrace and adapt to these changes and meet Vision 2030 goals? (for next meeting)

III. Are regulatory changes needed to address current issues or directions for the field? (55200 - 55210 link provided below) (for next meeting)

In May of 2021, recommendations for hyflex were made. We will want to look at 55200 - 55210, and outside legislation would we will need to look at 55005 (publication of course) and 58003.1 attendance accounting. We would need a data element that touches MIS.

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=1639021B04C6911EC93A8000D3A7C4BC3&originationContext=documentoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=1639021B04C6911EC93A8000D3A7C4BC3&originationContext=documentoc&transitionType=Default&contextData=(sc.Default))

<https://asccc.org/resolutions/hyflex-modality-accounting-and-apportionment>



Model Curriculum Workgroup (MCW)
November 20, 2023

Via Zoom

In Attendance:

NAME:	PRESENT:
Adrienne Brown*, Articulation Officer, Los Angeles Harbor College	
Karen Chow*, ASCCC Area B Representative	X
Julie Clark*, Articulation Officer, Merced College	
Dolores Davison, C-ID Curriculum Director	
Roger Gerard*, Hospitality Faculty, Shasta College	X
Carlos Guerrero*, ASCCC South Representative	X
Sarah Harris*, Curriculum Coordinator, College of the Sequoias	X
Ginni May, Intersegmental Curriculum Council, Chair	X
Krystinne Mica, ASCCC Executive Director	X
LaTonya Parker*, ASCCC Secretary	X
Carrie Roberson, MCW Committee Chair	X

Staff:

Miguel Rother, C-ID Program Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. Introductions and Announcements

Chair Roberson welcomed committee members and introductions were made.

II. Approval of the Agenda

The November 20, 2023 agenda was approved by consensus.

III. Approval of the October 30, 2023 MCW Meeting Minutes

The October 30th MCW Meeting minutes were approved by consensus.

Action: Approved (May, Guerrero, MSC).

IV. Review Updated [MCW Purpose/Responsibilities](#)

As a subcommittee of the Intersegmental Curriculum Council (ICC), MCW facilitates the development of policies and procedures as a repository of sample

curriculum in conjunction with the Course Identification Numbering (C-ID) system.

- Develop policies and procedures related to the housing and dissemination of sample curriculum; including but not limited to CTE, upper division baccalaureate degree program, noncredit curriculum descriptors, competency based-education, credit for prior learning
- Identify ways to encourage participation by the field in areas related to sample curriculum, and CCC course descriptors
- Provide a curated venue for innovative curriculum

Roberson guided the discussion regarding MCW Purpose and Responsibilities. The group discussed where to house this information and considered the possibility of creating a webpage or repository outside of the C-ID website for this purpose. Harris noted the Ethnic Studies Competencies were more difficult to locate on the C-ID site and the group began a discussion around making navigation to desired information clear and easy to find. The group also considered changing the phrase “Model Curriculum” to “Sample Curriculum”. The group ultimately decided to keep the wording of “Model Curriculum” for the connotation of the curriculum having gone through a vetting process. The group also began a discussion around hosting and sharing baccalaureate degree programs for consideration.

V. [2023-2024 Priorities](#)

Roberson led the discussion to update and revise the [MCW 2023-24 priorities](#) and setting the timeline to accomplish the priorities and taskforce work. The group considered delegating someone from the MCW to write an article about the work of the MCW Committee for the ASCCC Rostrum by March 3rd, 2024. The group also discussed sending MCW Committee representation to the Spring Regionals in 2024. The group also discussed the Vision 2030 7-year plan, and discussions currently regarding Title V requirements for articulation. The requirements would instruct colleges not to require students to repeat courses already taken in high school when transferring to college.

The group agreed there should be an update the Model Curriculum definitions of ISMC, TMC, CCCMC (state) and regional and local MCs. May stated that the definition of ISMCs has been updated by the Intersegmental Curriculum Council (ICC) to align with Cal-GETC compliance, but had not been posted on the website yet. The group also discussed where these definitions would be housed once they are finalized and approved. The idea of housing this information on a separate site from the C-ID site was suggested, as well as developing new branding specifically for the MCW Committee. The committee agreed to revisit and discuss these suggestions at the December 11th meeting.

VI. Future Meeting Dates

December 11th 10:30am – 12pm

VII. Future Agenda Items

No agenda items were suggested.

VIII. Adjournment

CVC Update

November 2023
Advisory Committee Meeting



California
Community
Colleges

California
Virtual Campus

CVC Exchange Update

Visiting North Orange County CCD!



The 49th and 50th Teaching Colleges!!!

(Cypress and Fullerton)

Congratulations College of the Redwoods!



**Teaching College
number 55 in the
CVC Exchange!**

CVC Exchange Data

	2021-2022	2022-2023	2023-2024 (To Date)	2023-2024 (Projection/Goal)
Home Colleges	73	98	107	115
Teaching Colleges	16	39	55	76
Course Finder API	54	86	98	115
Cross-Enrollments	1,523	6,586	3,655	15,000
FA Consortium Agreements	75	111	113	115

CVC Exchange Statistics

- Rancho Santiago CCD has the most enrollments of any district, despite only launching in fall 2022. As of summer 2023, RSCCD has **1,177** cross enrollments. Foothill - De Anza CCD, which went live a year prior, comes in second with **1,006** cross-enrollments.
- The single college with the most cross-enrollments to date is Chaffey College with **889**. Chaffey went live in fall 2021.
- Since fall 2020, we have had more than **100,000** online class sections available for enrollment in the CVC Exchange during the start of each term. More than 75% of these online classes are badged for course quality, online tutoring, and/or Zero Textbook Cost.

CVC Exchange Statistics

- During the 2022-23 academic year, the most searched course by keyword was *calculus*, followed by *physics* and *statistics*. More than 24,250 students searched for online sections of *calculus*, while 16,565 searched for *physics* and 11,426 for *statistics*.
 - The only non-GE subject to make the top 20 was *real estate* with 5,729 searches.
- The most searched general education requirement is *ethnic studies*, with more than 1,300 students searching for it since summer 2022.
- The single term with the most cross-enrollments is summer 2023 with 2,506. This is compared to only *five* cross-enrollments when the Exchange debuted in fall 2020.

CVC Exchange Statistics

- From July 1, 2020 through October 1, 2023, **113,132** students found an online course via the CVC Exchange's course finder and then applied directly to the college (so they were redirected because cross-enrollment was not an option).
- In less than one year, the number of Teaching Colleges went from 16 (September 2022) to 48 (September 2023), which represents a 200% increase in implementations.

CVC Exchange Feature Enhancements

- Release notes highlight updates, changes or additions in functionality to the platform as well as alert colleges when a new API update is required to enhance their integration with the Exchange.
- Published the second Tuesday of every month and posted to cvc.edu/category/cvc-exchange-release-notes
- Emailed to CTO and CVC project lead; if you would like to subscribe, email support@cvc.edu.

CVC Exchange Feature Enhancements

- November release updates included:
 - API and script information so seat count logic will include active waitlists.
 - Improvements to eTranscript sending process (now including Home College FICE code sent with student record).
 - Information on upgrading TouchNet to email student payment receipts from Teaching College's email domain.

eTranscripts + Prerequisite Clearance

- We are seeing several patterns:
 - Transcripts not being sent from Teaching Colleges to Home Colleges.
 - Home Colleges not evaluating transcripts until student contact admissions.
 - Prerequisite requests not being reviewed for weeks until student reaches out to CVC.

eTranscripts + Prerequisite Clearance

- In the interim, reaching out individually to colleges and clearing outstanding requests.
 - Process is working, but is very labor intensive and not sustainable as more Teaching Colleges go live.

eTranscripts + Prerequisite Clearance

- Hosted a robust discussion with the Consortium in September. DE coordinators want to help, but requested several resources:
 - Sample copies of Exchange transcripts
 - Script with talking points to use when working with student services.
 - Video resources showing processes.

Breaking News! eTranscripts

- CVC is working with Parchment to automate the transcript process for Teaching Colleges.
- Beginning spring 2025, the Exchange will automatically initiate transcript requests for all cross-enrolled students.
- This will automate the sending of transcripts through eTranscript CA which will significantly improve the existing process that requires a manual “unsolicited” transcript process.

ASCCC Resolution

ASCCC Resolution

A math faculty member from Santa Ana College submitted a resolution for consideration at the Fall 2023 Academic Senate for California Community Colleges (ASCCC) Plenary.

[*+13.02 F23 Revival of the California Virtual Campus-Online Education Initiative \(CVC-OEI\) Proctoring Network for Online Classes](#)

ASCCC Resolution

Online Proctoring Network

- Removed from scope in spring 2023, however, colleges encouraged to use each other (and the [OPN charter](#)) as a resource.

Online Courses on the Exchange

- Only courses with no in-person requirements should be coded as “online” in the CVC Exchange.
- Courses with in-person proctoring requirements removed in spring 2023.

@ONE Grant Update

Local Peer Online Course Review (POCR)

Work Plan Objective/Deliverable	YTD Status
Offer at least three sections of Peer Reviewer training in fall/spring	Four sections offered in fall (50 registrations); three spring sections scheduled and information sent.
Maintain 19 in-progress colleges and support to completion for certification	Seven carryover colleges remain in-progress; all but two are actively moving forward.
Add 10 new POCR colleges	Five new colleges are in-progress and another five have expressed formal interest in starting.
Hold four POCR norming sessions statewide	First session took place in late September; second session scheduled for December 13.
Deploy surveys for effectiveness of POCR training	Survey emailed to all POCR leads in early October; low response rate, but positive feedback. Most find the college spotlight sections the most beneficial.

@ONE Spring Programming

- Spring course schedule open for registration on November 28.
 - Classes still free; 26 sections offered
 - Hosting OER course registration on our site in partnership with statewide ZTC grant
- Wide variety of self-paced courses also available.

@ONE Spring Programming

- Currently working on interviews for facilitators who can lead spring slate of webinars, which will take place between February - May 2024.
- Topics are guided by workplan and include:
 - Authentic assessments
 - Equity, culturally responsive pedagogy, anti-racism
 - Accessibility
 - Regular substantive interaction
 - Pedagogical strategies for responding to emergence of AI
 - OER and ZTC, especially for STEM

@ONE Facilitator Course Facilitators

- Pool of 60 facilitators; large, but inconsistent
- Diverse range of disciplines but heavily weighted towards humanities
- POCR (15), ECRT (15), TTT (13) have the most trained
- ADV (4) ADL (5) and EGS (6) have the fewest trained
- Plans in development to improve the pool:
 - More widely sharing the facilitator application
 - Reviewing recruitment and interview process
 - Cross-training facilitators to lead multiple preps

Other Professional Development Updates

- Exploring creation of an *annual* class schedule for @ONE for 2024-2025.
- Working with Chancellor's Office and ASCCC to include pedagogical strategies for inclusion/support of LGBTQ+ students.
- Updating student services courses in collaboration with Mental Health and Wellness Association (MHWA) and CCCCO.
- Working with a consultant and have started the POCR landscape study.
- Looking at new vendors for @ONE storefront (currently using Catalog).

Thank you!

Marina Aminy

Executive Director, maminy@cvc.edu

Support & Questions

support@cvc.edu

Hello Advisory Committee,

I hope you and your families enjoyed a long holiday weekend and you're ready for the last few weeks of the winter term. It's an exciting time for our students; my own sons are both studying for their college final exams, and my youngest is getting in his applications for transfer.

1. **50th Teaching College on the Exchange:** In October I personally visited North Orange County Community College District's leadership team with Sprinkles cupcakes and balloons to welcome them as our 49th and 50th Teaching Colleges! Since then we have also added Peralta Community College District, making 54 Teaching Colleges with Laney, Merritt, Berkeley City and College of Alameda!
2. **Professional Development:** We're excited to continue offering the high-quality programming and support for Local POER that you have come to expect from @ONE now that the Foothill-De Anza Board of Trustees has formally approved a three-year contract. For 2023-2024 we will continue to offer our courses at no cost to CCC employees. The spring 2024 schedule goes live today!

I am grateful for all that you do to advocate for the CVC and our mission to support students; I hope the end of the academic term goes smoothly for you and your students.

Respectfully,
Marina Aminy, Ph.D.
Executive Director

November 2023 Executive Director's Report

Exchange Implementations

We've been busy with our colleges working on implementing the CVC Exchange at scale! Currently, there are 54 active Teaching Colleges, which ensure that a robust set of cross-enrollable courses are available for students seeking to reduce time for completion. I was pleased to celebrate our 49th and 50th Teaching Colleges in person with North Orange County Community College District's Chancellor Byron Breland and several members of his staff. We all raised a cupcake to Cypress and Fullerton's accomplishments!

Ninety-eight colleges have completed the *Phase 1* integration, meaning their live schedule and seat availability are updated in near real-time via an API. Most of the remaining twenty colleges are in the midst of implementation and we are personally reaching out to those who have not started. There are a total of 107 Home Colleges, which means that students from these colleges can cross-enroll into courses offered at Teaching Colleges.

In September, the CVC Consortium had a robust conversation around ways to improve the Exchange prerequisite and eTranscript processes. Several good ideas emerged from the discussion, including scripts for DE coordinators to use when working with student services colleagues. We look forward to sharing updates with the Consortium at our December meeting.

Financial Aid Integration

The CVC team spent the majority of the fall term working through enrollment scenarios in the pilot college environments and addressing approval workflow issues for late term enrollments. As the fall draws to a close, CVC will coordinate finalizing preparations for a production launch for the pilot colleges to begin using the workflow to approve and award financial aid for cross-enrolled classes in the spring term.

@ONE Update

Now a signed, three-year grant agreement is in place, the CVC and @ONE are working on a full slate of spring classes and webinars. Webinar facilitator emails are taking place this week and the team continues to work on a revised process for recruiting and hiring a diverse pool of course facilitators. In November, the CVC hosted meetings with various stakeholders throughout the system about potential curriculum updates and new focus areas.

Local Peer Online Course Review (POCR)

Twelve colleges are in the process of becoming Local POCR certified, while 69 colleges are certified. Three Local POCR training courses are scheduled for this spring and another statewide POCR norming session is taking place in mid-December. As part of the new @ONE scope, the CVC will conduct and write an analysis of the online course review frameworks within the CCC system and nationally. The analysis will provide an overview of POCR and an assessment of POCR in light of the system's equity agenda.

Systemwide Outreach

This fall, the CVC attended several systemwide conferences, including Chief Instructional Officers, the Community College League of California, and Academic Senate for California Community Colleges Plenary. Awareness of the CVC Exchange has definitely increased and both administrators and faculty are now interested in growing enrollments via the CVC Exchange. As we plan for spring conference attendance, we hope to focus presentations and promotional materials on enrollment management and course offerings.



ACADEMIC SENATE
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ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

11/13/23

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting

<https://sdccd-edu.zoom.us/j/6218156149>

Meeting ID: 621 815 6149

One tap mobile

+16699006833,,6218156149# US (San Jose)

+16694449171,,6218156149# US

Minutes

Members

*Dr. Maria-José Zeledón-Pérez -Chair	Carlos Scalisi	Peter Zavala Rodriguez
*Dr. LaTonya Parker– 2 nd Chair	Elbina Rafizadeh	Sonja Downing
*Annette Owens	*Francis Ellison Howard	Frank Aguirre

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. [Community Agreements](#)
4. Procedural
 - a. [Part-time Faculty Committee Page](#)
 - i. Any thoughts on past resolutions?
 - b. [Shared Committee Google Folder](#)
5. Action items
 - a. Review and feedback for Part-time resolution
 - i. [DRAFT Resolution Supporting Equal Rights for Part Time Faculty](#)

- b. Fall Plenary 2023
 - i. Thursday 11/16/23 Break out Session 1 - 1:45pm to 2:45pm
 - ii. Addressing Part-Time Faculty Inequities in Academic and Professional Matters
 - 1. Institutional and systemic marginalization of part-time faculty in the California Community College is deep and ingrained in our process and policies. Even though part-time faculty play an essential role in supporting the educational goals of over 1.8 million students and fulfilling the promise and mission of California Community Colleges, they experience inequitable treatment in the workplace across the full range of academic and professional matters. In this session, we will address part-time faculty inequities in Academic and Professional Matters.
 - c. This paper was delayed to be presented for a vote at the Spring Plenary. [Part-Time Faculty: Equity, Rights, and Roles in Governance Paper](#). We will be working on it to improve.
 - i. Dr. Parker was able to find the survey results. I am attaching them to the email for review and they will be added to our google drive
 - ii. Needs to be tied and concise
 - iii. It goes on our website and we print them out
 - iv. You can request copies for your local leadership
 - v. Who is responsible to make sure this gets finalized?
 - vi. This committee will be given credit
 - d. [2022-2023 Part-time Faculty Committee End of Year Report](#)
 - i. What are our priorities to work on this semester?
6. ASCCC Events
- a. [ASCCC Fall 23 Plenary](#)
 - b. Who is going?
7. Next meeting Monday December 11 from 11 to 12:30pm



ACADEMIC SENATE
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ASCCC Standards and Practices Committee
December 6, 2023

<https://lrccd.zoom.us/j/88632140678?pwd=VHViajgxZldCRHVTSFkzTytjUUJqUT09>

AGENDA

- I. Call to Order and Adoption of the Agenda
- II. Welcome and check-ins
- III. Exemplary Program Award: Reviews were due. Feedback on the rubric and future needs for training on the rubric (e.g. how are the scores used to determine an award?). Did the writers see the rubric? Rubric is helpful to scorers.
- IV. Awards: Hayward Applications due December 10. Seeking one faculty reader from each area. Stanback Stroud Diversity Award due February 11.
- V. Disciplines list proposals: Art (revision), Nursing (revision), and AI (new) – Anything new to share?
- VI. Carryover items from last year: Bylaws and Rules revisions updates on eligibility to run for Exec and a goal for a deliverable/timeline. Consider adding a succession plan.
- VII. Goals for this year:
 - a. 10.02R (S'23): [Clarify Local Control Regarding the Application of the Disciplines List](#) (CCCCO Legal Opinion L 07-08): Item on November Exec Agenda. Equivalence to Minimum Qualifications [paper](#) (Fall 2020). Ideas for sharing practices regarding approved lists of equivalent degrees were shared with the resolution author. What happens to referred resolutions – and next steps were discussed.
 - b. 07.06 (S'23) [Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements](#) 5C workgroup looking at all prior ASCCC positions on qualifications to teach upper division courses. They are compiling recommendations to adjust T5. What do upper division GE courses look like in our system, and have duplication questions been addressed with upper division GE – especially if they don't articulate with other systems' upper division GE? Do we need upper division GE?
 - c. Discuss event modality.
 - d. Consider ways to educate the field about ASCCC operations (*Rostrum* articles and/or presentations).
- VIII. Future agenda items:
- IX. Assigned Resolutions:

13.04R (includes several amendments) (S'23) [Define Academic Freedom in Title 5](#)
09.01 (S'23) [Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines](#)
07.06 (S'23) [Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements](#)
01.01 (S'23) [Add a Designated At-Large Part-Time Representative to the Executive Committee](#)

X. Events:

a. Spring plenary session: Apr 18-20, San Jose Marriott

XI. Adjournment



ACADEMIC SENATE for California Community Colleges

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ASCCC Standards and Practices Committee

November 6, 2023

<https://lrccd.zoom.us/j/88632140678?pwd=VHViajgxZldCRHVTSFkzTytjUUJqUT09>

AGENDA

- I. Call to Order and Adoption of the Agenda
- II. Welcome and check-ins
- III. Exemplary Program Award: Sufficient applications have been received. We have a rubric for review. The timeline: reviews will be in November. Completed rubrics due in December. Awards will be presented at the January BOG meeting. S&P committee members read applications, we also will have one reader each from the CEOs, CIOs, CSSOs, Students.
- IV. Hayward Award Readers: Seeking one faculty reader from each area. A call went out to Area Reps to help recruit. Please encourage Senates to nominate a faculty member or two.
- V. Disciplines list proposals: Art (revision), Nursing (revision), and AI (new) – discuss process and how the committee can help at Area meetings and Plenary Sessions. Expecting good attendance in-person and online for this hearing. Ways to ensure people are heard – if we run out of time. A slide with how the hearing will work can appear at the beginning of the meeting. If we run out of time, we can collect written testimony and comments in the zoom chat.
- VI. Carryover items from last year: Bylaws and Rules revisions updates on eligibility to run for Exec and a goal for a deliverable/timeline. Aim to have a draft to Exec by April or May so the body can review, debate, and vote in the fall. We will continue our drafting work. We will consider recommendations from the task force on elevating faculty voice (with an emphasis on diversifying ASCCC) that is being convened.
- VII. Goals for this year:
 - a. 10.02R (S'23): [Clarify Local Control Regarding the Application of the Disciplines List](#) (CCCCO Legal Opinion L 07-08): Item on November Exec Agenda. Equivalence to Minimum Qualifications [paper](#) (Fall 2020). Ideas for sharing practices regarding approved lists of equivalent degrees. Equivalence to min quals in student services areas like counseling could also be highlighted. Perhaps a toolkit would work. We could also look into whether an appendix or addendum to an adopted paper is possible. Questions arose regarding the differences between a toolkit and a handbook – how are those approved, and what is the difference in focus?
 - b. Discuss event modality.
 - c. Consider ways to educate the field about ASCCC operations (*Rostrum* articles ~~and~~/or

presentations).

VIII. Future agenda items: November 29th meeting – recap plenary session, talk about awards, possibly start working on addressing the referred resolution.

IX. Assigned Resolutions:

13.04R (includes several amendments) (S'23) [Define Academic Freedom in Title 5](#)

10.02R (S'23) [Clarify Local Control Regarding the Application of the Disciplines List](#)

09.01 (S'23) [Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines](#)

07.06 (S'23) [Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements](#)

01.01 (S'23) [Add a Designated At-Large Part-Time Representative to the Executive Committee](#)

X. Events:

a. Fall plenary session: Nov 16-18, Westin South Coast Plaza, Costa Mesa

XI. Adjournment



ACADEMIC SENATE
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Transfer, Articulation and Student Services Committee
Meeting Minutes

November 7, 2023

10-11:30am

[Zoom](#) (correct link!)

- A. Welcome
- Chair Sapienza offered members an opportunity for a quick check-in.
- B. Adoption of the Agenda *approval*
- Members present approved of the presented agenda.
- C. Membership Update *informational*
- Member received a full-time position and had to step away from the Committee.
- D. A look at [07.08 AB 1705 Data Validation and Transfer-Level Prerequisites](#) from last meeting *discussion*
- Chair Sapienza led the Committee in a discussion on the status of the data validation tool effort. Chair Sapienza reported that the work related to the 3rd resolved statement is still being discussed.
- E. Academic Progress Panel *discussion and action*
- Webinar series
 - Panel with CC faculty/ Senates already doing this work
 - [TASSC: Advancing Academic Progress Webinar](#)
 - Chair Sapienza presented a draft of a webinar/panel discussion on Advancing Academic Progress.
 - Members asked if there are current webinars, particularly from RP Group, in which the topic the TASSC webinar might cover is included in other system partner webinars. There appears to be a desire push forward with the webinar and focus on local senates and their role in advancing academic progress. Might there be an opportunity to present data that connects academic probation and transfer issues that students experience? Additionally, highlighting the transactional approach that student services seems to have centered their services.
 - Chair Sapienza directed the Committee members to think about operational aspects of the webinar. Jessica suggested Jessica (Jessie)

Paisley from Santa Rosa Junior College serve as the facilitator for the event. The hope is to have the webinar more interactive allowing for questions from the attendees. The Committee agreed with the structure and operational aspects of the event.

- Chair Sapienza formed a planning committee (Jessica, Gabriel, Juan, and Mitra). Planning committee will be brought together in separate meetings to conduct this business.

F. Committee priorities *discussion*

- Chair Sapienza began this agenda item with a review of the plenary presentation that the Committee was assigned.
- Additionally, the Committee discussed the other efforts that members are engaged in as well as an introduction, as new members have joined the Committee.

G. References from previous meetings

- [End of Year report](#)
- [TASSC Assigned Resolutions](#)
- Narrow topics & brainstorm ideas for Rostrum articles, webinars, plenary sessions (for Spring), new resolutions (for Spring plenary) [Padlet](#)
-

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
October 1	October 9	October 11	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

- Chair Sapienza advised the Committee that a fall rostrum article was submitted and we will know if the rostrum was selected for publication. The Chair opened the “floor” for ideas to be considered related to spring resolutions and rostrum article topics. Juan informed the Committee of a resolution that will be brought forth at the fall plenary related to waiving transcript fees for Rising Scholars. The resolution draft was shared with the Committee. Juan offered the opportunity to the Committee to lend their support since this matter aligns with the purview of TASSC. Gabriel offered to place his name as a TASSC sponsor of the resolution. The idea is to have the resolution presented as a joint resolution from TASSC and the Rising Scholars Faculty Advisory Committee. Juan will press the ASCCC President if it is possible to present the resolution in that way.
- Eugene presented an issue specific to the Engineering discipline and the challenges that major faces when it comes to articulation and transfer. The

Committee believes that the issue warrants a possible resolution, professional development/learning opportunities (webinar, spring plenary session), and/or a rostrum article.

H. Meeting Schedule

- a. Final Fall meeting December 5 -- 10-11:30am, [link](#)
 - b. Set Spring meeting dates
 - i. [When2Meet January](#)
 - ii. [When2Meet February](#)
 - iii. [When2Meet March](#)
 - iv. [When2Meet April](#)
 - v. [When2Meet May](#)
- Chair Sapienza asked the Committee members to fill out the meeting surveys before the next meeting to ensure that we have spring meetings on our Calendars.

I. Announcements

- a. Spotlight on... Moorpark College: Academic Probation Reimagined, Tue Nov 7 12:00pm - 1:00pm,
<https://tockify.com/therpgroup/detail/73/1699387200000>
 - b. [Toward a Culturally and Racially Sensitive Renaming of Academic Probation](#), THURSDAY, NOVEMBER 09, 2023 - 1:00 PM CDT (GMT-5)
- Chair Sapienza announced these events.

J. Future Items

- Asked members to consider submitting ideas for future agenda items.



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**Transfer, Articulation and Student Services Committee
Meeting Minutes**

December 5, 2023

10-11:30am

[Zoom link](#)

- A. Welcome
- Chair Sapienza offered members the opportunity for a quick check-in. Members shared what their winter break plans for the holidays.
- B. Adoption of the Agenda *approval*
- Members approved of the December agenda
- C. [Minutes from November 7 meeting](#) *approval*
- Chair Sapienza will offer members the opportunity to provide approval on the November meeting minutes.
- D. November Plenary
- [Supporting Student Transfer Journeys ppt](#); Big thanks to Michelle Plug and Mark Edward Osea for supporting TASSC
 - Chair Sapienza shared a brief summary of the breakout session that TASSC members participated in. Acknowledged the attendance of members at Plenary.
 - Gabriel asked of the committee members regarding international courses will be considered for CalGETC. Aaron shared that current practice is for local institutions to go through international transcripts for proper accreditation. But nothing has been mentioned whether these local practices will be allowed under CalGETC. Michelle Plug clarified.
 - [Gift-Giving Discourse: Decriminalizing Academic Progress Language](#)
 - Chair Sapienza shared with the Committee the publication of an article in the fall 2023 Rostrum. She encouraged Committee members to review the article and give any constructive feedback on the content.
- E. Academic Progress Panel *discussion and action*
- Webinar series
 - [TASSC: Advancing Academic Progress Webinar](#)

- Chair Sapienza shared with the Committee the Webinar that will be held on Friday, December 8th. Committee members were extended the opportunity to attend the webinar.

ii. Spring Panel – Pro Student, not Probation

- Chair Sapienza presented a rough draft and title for a spring Webinar building upon on fall webinar discussion.

F. STEM transfer students – eugene mahmoud

- Members discussed possible efforts (resolution, plenary breakout session, rostrum article) related to the challenges that STEM students encounter.

G. References from previous meetings

- a. [End of Year report](#)
- b. [TASSC Assigned Resolutions](#)
- c. Narrow topics & brainstorm ideas for Rostrum articles, webinars, plenary sessions (for Spring), new resolutions (for Spring plenary) [Padlet](#)
- d.

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
October 1	October 9	October 11	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

H. Meeting Schedule

- a. Final Fall meeting December 5 -- 10-11:30am,
 - b. Set Spring meeting dates
 - i. [When2Meet January](#)
 - ii. [When2Meet February](#)
 - iii. [When2Meet March](#)
 - iv. [When2Meet April](#)
 - v. [When2Meet May](#)
- The Committee members present agreed to hold their first spring term meeting on Jan. 30th at 11 am – 12 pm.

I. Announcements

- a. Demystifying Competency Based Education (CBE) webinar, December 7, 12-1:30pm, <https://www.asccc.org/events/demystifying-cbe>
 - b. Destigmatizing Academic Probation, December 8, 10-11:30, <https://www.asccc.org/events/destigmatizing-academic-probation>
- Chair Sapienza reviewed the upcoming events with the Committee members.

J. Future Items

- Chair Sapienza offered Committee members the opportunity to share issues related to the Committee's charge that the Committee might consider having a discussion on in the spring.
 - o Michelle brought up possible resources for helping local institutions implement CalGETC.
 - o Gabriel mentioned that Early Alert systems might be something that the Committee could investigate further.
 - o Eugene mentioned program mapping and how data sharing might impact students.
 - o Juan shared an issue that is impacting Rising Scholars and their ability to continue with their educational programming.