

**MINUTES**  
**Mendocino College Academic Senate**  
**Thursday, October 26, 2017**  
**12:30pm- 2:00p.m., MacMillan 1220**

*Call to order*            Edington called the meeting to order at 12:30 pm

*Present*                 Doug Browe, Taylor Cannon, Rachel Donham (left at 1:30), Jason Edington, Rodney Grisanti, Rhea Hollis, Catherine Indermill, Martha Klimst-Zingo, Conan McKay

*Absent*                 Maria Cetto

*Guests*                Ulises Velasco, Tascha Whetzel

*Recorder*             Janice Timm

*Agenda Approval*

**M/S/C (McKay/ Klimst-Zingo/Unanimous) to approve the agenda as amended.**

- Move #4 discussion to immediately after Committee Reports. (Tascha Whetzel has both reports – this will allow her to leave and not have to wait between reports.)

*Minutes Approval*

**M/S/C (Indermill/McKay/) to approve the minutes from September 28, 2017, as corrected.**

- Ayes: Browe, Cannon, Donham, Grisanti, Hollis, Klimst-Zingo, McKay
- Abstentions: Indermill

*Public Comment*

**Vice- President Student Services Ulises Vasco:**

- **FIRE RELIEF:**
  - *Thank you* to the Faculty and greater college community for donations of items and money towards the fire relief efforts.
  - *There was a recent large donation from AT & T*
  - *There is money still available to help students (impacted by the fires) who need books and supplies*
  - *Nov 4 Benefit at the Fairgrounds – RAT club and student volunteers are doing the sound*
  - *Ceramics Club and MICA are putting together tableware packages for victims*

## Reports

### **President's Report**

#### **Edington provided a written report (Attachment 1)**

*Comment:*

- Edington signed the documents that were due on October 16 based on the reports from the previous meeting of September 28 and what would be best for our students.

### **Senator's Report**

#### **Canon provided a written report (Attachment 2)**

*Comment:*

- Part-Time Faculty Meeting: follow up will be sent with a meeting request of November 17 or 20
- Re: Increasing enrollment through incarcerated students – Hollis currently works at the jail. Some inmates are currently being released to take specific classes in the Ag department.

### **Committee Report: Curriculum Committee**

#### **Tascha Whetzel**

- *eLumen training* on November 3 for Curriculum Committee. With hopes of additional trainings for Curriculum Committee prior to Winter Break. Tentatively planning on eLumen training for faculty prior to Spring in-service day. Priority for all faculty completing their 6-year review/Part 2 Program Review (Theatre, English, ESL, Spanish/ASL, COM/SPE/JRN, EDU, ANT/SOC, POL, PHL). Next group would include all other faculty.
- *eLumen and Curricunet*- all courses are loaded and eLumen is adding programs now.
- *Curricunet goes dark Nov 1*. Please download course outlines and programs, including program level student learning outcomes. Course outlines in eLumen will display quite differently, so you may find it helpful to have the Curricunet version as a reference. Inactive courses and programs did not migrate over to the new system and only exist as paper files in Amy Nelson's office. Recommend that you download copies of any inactive courses you may want to reference in the future.
- *Webpage*- [Whetzel] has been granted editor status to the curriculum page on the college website. Will be trained soon. This will include: eLumen link, eLumen help, Curriculum Committee information, General Resources and FAQ's.
- *Handbook*-- will need; to be updated and will be coming to Senate, once eLumen is completed.
- *Curriculum related Board Policies and Administrative Procedures* need to be updated this year.
- *Certification* was signed on October 16 and submitted that day on the deadline.
  - Credit courses are submitted to COCI accurately and in compliance with PCAH (*Amy submits all to COCI and uses PCAH*)
  - Course hours/units are accurate in compliance with CCCCO course

calculations (*Use course calculations by Amy and approved by CC-automated by elumen*)

- Course Outline of Record have been approved by Board (*list goes to Arturo who represents board with signature*)
- Opportunities for training are provided (*Curriculum Institute attendance by Amy, Rebecca, Tascha; training at CC, Rebecca reporting to board, Tascha to visit Senate*)
- College has local policies and procedures specifying accepted relationships between contact hours, outside of class, credit for calculating credit hours to ensure consistency. (*in handbook and will be updated soon and automated within elumen*)

### Discussion Items/New Business

#### **4. Distance Education Course Approval Guidelines and Addendum**

**Review of the proposed changes to the Guidelines and Addendum Form for distance education courses (Whetzel – Attachment 3)**

- Goes to the curriculum committee tomorrow (Oct 27)
- Will become part of the CC Handbook- which will then come to the Senate for acceptance
- Separate voting item in the CCC

*Discussion:*

- Will there be definition or inclusion of proctoring as part of the online course definitions?
- The definitions as written are borrowed from other colleges and are commonly used across the system.
- OEI level – clearly define that location proctoring can be included as part of an “online” course rather than the hybrid course
- At this point, Curriculum Committee wants a Distance Ed Form and as OEI becomes implemented, these definitions can be modified as needed. The changeover to eLumen is an opportunity to adopt and use new forms and processes.
- The planned implementation of this new form is January, 2018.
- The Distance Ed Committee is almost entirely faculty. This form was brought and has been on the docket for about a year and one-half. There have been many discussions about the topic and “getting up to speed”.
- The Curriculum Committee anticipates approving it barring any typos or egregious errors.

### Old Business/Action Items

*Action Item*

#### **1. SMART Goals**

**Approve goals 6 & 7 for 2017-2018 year as per discussion and handouts M/S/C (Browe/Hollis/Unanimous)**

Goal 6: Review and potentially revise/suggest updates for BP 7211 and AP 7211.1,

and present the revision to PPAC by March 2018.

Goal 7: Review and potentially revise/ suggest updates for BP 7120 and APs 701.1, 701.2, and 701.3, and present the revision to PPAC by March 2018.

### Discussion Items/New Business

#### **1. Integrated Plan (BSI, Equity, SSSP) Report**

##### **Preliminary review of the Integrated Report for Chancellor's Office (Velasco, Attachments 4-5)**

- Covers 2 years (2017-2019) Official deadline is January 31, 2018. Internal college deadline is now December 23, 2017 (moved from December 1, 2017).
- Excluding today's meeting, there are 3 Senate meetings scheduled between now and the due date, so there will be opportunity for reading, discussion, and review.
- Collaboration:
  - Initial group met in spring of 2017 to discuss broad goals. Included all constituent groups except students.
  - Velasco and Polak used these goals to formulate after attending an Integrated Planning retreat at College of Marin.
  - Draft presented to group on September 14. Goals and activities were updated/revised based on recommendations.
  - This draft has since been presented to almost all members of SSSP, Equity, and Basic Skills committees. (SSSP/Equity/Basic Skills – will now be *referred to as the "Big 3"* in subsequent discussion)
  - Still working with Minerva Flores for Data for questions regarding previous plans.
- First reading will come to the Senate on November 16, second reading on November 30.
- BOT will review in December.

##### *Discussion:*

- How do we sustain for 2 years?
- Create and convene a Student Success Council/Committee to interface with the Big 3.
- What will the committee structure be?
  - Create a sub-committee out of the Big 3? Or create a parent committee of the Big 3?
  - Implement the plan and create workgroups – more streamlined sub-committees and/or workgroups?
  - Discussion at the committee level of Big 3 as to what the structure will be
  - Committees will share similar responsibilities, but there are separate items for each group to work on
- Guided Pathways will be incorporated as a part of the Integrated Plan, and the above-mentioned Student Success Committee/Council would work with both plans

## 2. Guided Pathways Self-Assessment

### **Presentation of the work-in-progress on the Self-Assessment tool due 12/23 (Velasco, Attachments 6-7)**

- Self-assessment tool [**Attachment 6**] (released by the Chancellor's office) originally due 11/15, new deadline is 12/23. Requires Trustee and Academic Senate President signatures. Same schedule as integrated plan.
- Workshops were scheduled in October and November.
- There is a 5 year allocation of \$527, 609 – with 25% available for year 1 and 30% for year 2.
- Polak/Velasco attended an IEPI Guided Pathways workshop recently. Several other college administrators, classified, and faculty will attend a workshop in November. Takeaways from the workshop (these are conversations taking place around the system):
  - Creating a “problem statement” at your college (example: Only 3% of students who said they wanted to complete an AA in 2 years actually completed their goal on time.)
  - Look at key performance indicators and units attempted/completed by students earning an AA/ADT.
  - Meta Majors are called “Interest Areas”
  - Self-assessment is a resource for ongoing inquiry, design, and implementation.
  - Planning and assessment needs to engage a large group that represents all constituent groups.
  - Some institutions are reviewing/revising courses that can only be counted for one degree/major.
  - Colleges build programs that make it almost impossible for students to have a personal/private life. We frame things negatively. “You won’t be successful unless you quit your job and attend school full time.”
  - Most of our students are part-timers and yet most of our initiatives and programs don’t accommodate for that.
  - **The system is asking that we make paths for students so they can complete their goal in a timely manner. This will directly impact enrollments. There are concerns that small schools will be negatively impacted by Guided Pathways. This could potentially result in looking at student completion rates for apportionment.**
- Edington, Tanja Ramming, Polak & Velasco met on October 20<sup>th</sup> to begin working on the self-assessment tool [**Attachment 7**] (there are guided criteria to evaluate and score each area, and the tool informs what we develop as a plan.)
- Polak is currently working on the Draft for Self-Assessment. She will convene a meeting that has broad representation. At that time, it will be updated/revised in preparation for Academic Senate approval and BOT review.

#### *Discussion:*

- Our students need as broad a spectrum as possible
- The threat to classes that only have “one function” is disturbing
- What other faculty members are at the table and what other voices are being heard? How will we ensure that the faculty voice is heard? Is there

representation from different disciplines? Who do we want to include in the conversation?

- The Chancellor's office has directed for the process to have broad-based faculty involvement as well as inclusion of the whole-campus community (IT, Financial, Classified, etc)
- Establishing a Student Success Committee/Council will hopefully bring more voices to the table.
- Our perspective is so different than our students'.
- Over the next 6 months we have some decisions to make about what kind of institution we want to build.
- Who are the Guided Pathway faculty reps? (Senate President and a faculty volunteer approved by the Senate – hopefully in the next 2 weeks more faculty will be added)
- Edington, Ramming, Polak & Velasco started in order to make the self-assessment happen in a timely fashion. Going forward to the next steps will necessitate more faculty input and representation.
- Some key issues:
  - In general there is not enough time allowed to fully staff committees and flesh out directives given “from the top down”
  - How will this affect our funding? It is critical for a college of our smallish size to keep this in mind
  - Referencing the book “Redesigning Higher Education” – California has to be very careful not to make decisions based on failures that have happened outside the state.

### **3. Electronic Voting**

**Update on Goal to investigate and possibly implement a process for electronic voting for Senate (Browe)**

**Tabled until the next Senate meeting.**

### **5. ASCCC Resolutions for Fall Plenary**

**Discussion of proposed resolutions**

**(Edington & McKay, Attachment 8, Resolutions Packet F17)**

- Our college actually has 2 votes (instead of 1) Edington as delegate and McKay as an ASCCC Executive Committee Member
- Edington will receive any comments and/or direct instruction regarding voting
- McKay – our Area B rep, highlighted these 3 resolutions:
  - 4.01 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions
  - 7.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
  - 7.03 Evaluation and Certification of Coursework from Home Schools

- Nov 4 Concert/Fundraiser is a mega event and it would be nice for the college to find a way to “officially” support it.
- Edington—Colleague Social Networking at Crush on October 27
- Strategic Planning Session on December 8, 12-4:30 pm location on campus TBD – RSVP to Edington’s invites, please. It’s the first major SP session in 6-7 years. Facilitated by a consultant.

NEXT ACADEMIC SENATE MEETING: November 16

*Meeting Adjourned* 1:55 pm Respectfully submitted, Janice Timm, Recorder

## ACADEMIC SENATE PRESIDENT'S REPORT

October 26, 2017

Respectfully submitted by Jason Edington, Academic Senate President

### EAP – 9/25/17

EAP had a long meeting on 9/25. We updated our Committee Description, and discussed the progress on our 16-17 goals:

- Set EAP Review Cycle
  - While this was discussed during the year, this cycle should be more clearly established at an early meeting in 17-18
- Training for new members
  - Completed fall 2016 with chair and co-chair available for follow up
- Maintain regular program management process
  - Throughout year multiple PATs assigned, reports given, actions taken on programs
- Revise/Improve Program Review
  - Some suggestions made and implemented; however, this goal was written in anticipation of the implementation of eLumen which did not occur in the 16-17 year. This will continue into 17-18.
- Revise/Review Guidelines for Program Management
  - Revisions made and new version ready to be adopted at 9/25/17 meeting (which was done)
- Agenda and meeting notes to be completed and reviewed at the next meeting and posted on the portal
  - This goal was not accomplished. However, all agendas and notes are now up-to-date and posted on the portal

We also looked at our 17-18 goals:

- Review/Rewrite Education Master Plan. Develop Timeline for Completion
  - Have draft complete by May 2018
- Maintain regular program management process
  - Ongoing
- Revise/Improve Program Review for eLumen implementation
  - Make changes for April 2018 Program Review

In addition, we looked at our current PAT's (Program Assistance Teams), considered a new program proposal for CAM (Culinary Arts - AA degree), approved the PTA (Physical Therapist Assistant) program, and updated our PAT spreadsheet. Finally, we updated our Guidelines for Program Management that we had worked on last year.

The long part of the meeting had us read over the Part 2's from Program Review and write our summaries. This year's Part 2's were from SST, PSY, LRS, EAS/GEL/GEO/NRS, CHM, CDV, BIO, AGR, and COUNS.



**Colleague Representatives – 9/26/17**

Colleague had account reps on campus all day on 9/26 and half of 9/27, and met with several different groups from our campus, including:

- IT
- Admissions and Records
- Student Success and Advising
- Students
- Curriculum and Scheduling
- Financial Aid
- Continuing Education
- Workforce Development
- Deans and Faculty
- Human Resources and Payroll
- Business Office
- Institutional Research

There are updates coming to the services we use and the intent was to find out what was working and what needs updating. In my meeting with them I suggested radio buttons for grading (as opposed to the letter fields – which tabbing to does not work), or even perhaps integration with Canvas for a ‘one button solution’ to filling out grades (it’s possible, but would be an added cost). I also discussed the need for WebAdvisor to on mobile devices, and was informed that we will be receiving a Mendocino College branded app! The intention is that this will be available for Spring registration – not we are not sure if it will be available this quickly.

There will be a new look and feel to the components of Colleague, including Ed Plans and student plans.

**Meet with Superintendent/President Reyes and Interim VPAA Polak – 10/2/17**

We discussed the strategic planning session (see information in PBC below). We also discussed the Technical Visit and we all felt that it was good. Hopefully with a better understanding all around we can move forward and learn what other things we need to work on. We had intended discuss Pomo Pathways (the classes being offered onsite for Coyote Valley that VP Velasco spoke about at the last Academic Senate meeting). We had also intended to discuss integrated planning. We ran out of time on these two items.

**PBC – 10/3/17**

The strategic plan is being facilitated by a group to help us with a robust planning session. There will be many groups that will meet with the facilitators during Thursday, October 19 and Friday, October 20 **(This has now been postponed and will be rescheduled due to the fires)**. These groups include Native Americans, Educational Leaders, Latino Service Providers, Community Leaders, Business Leaders and Employers, Students, and the community at large. There will be a community forum open to community members (which can include college employees if they would like to come and are unable to make other times) on Thursday, October 19 from 6-8pm. Senators are

invited and needed to come on Friday, October 20 from 12-4:30. Lunch will be provided at noon, but it will be a working lunch.

The budget was presented and things are not looking as bad as they were a month ago, but we still have a structural deficit which, over the five-year projection, has our reserves shrinking from 19% projected this year to 8% projected 5 years out. We will be looking for a strong year next year and there is a goal to bring the Coast Center up to 250 next year, which is aspirational. (We're looking to make 3,177 FTES next year for complete restoration.) The 250 at the Coast Center is something that we need to reach by 20-21 in order to maintain the center funding at its current level. (Debra Polak in her presentation on enrollment history pointed out that we should be approaching 200 FTES at Ft. Bragg this year with the addition of the woodworking program. She also pointed out that efficiency is staying the same since we started looking at WSCH/FTEF.)

Director of HR Meyer gave an update of where we are on current recruitments, and PBC discussed staffing/hiring for this year. We did our 'ranking' of the positions and turned them in by Wednesday of last week.

### **MLACE Curriculum to Career Summit 10/6/17**

On Friday, 10/6 I attended this summit at the UVCC. There were approximately 100 individuals from all over our district representing the college, Adult Ed, MCOE, service organizations, and local industry in the form of the actual employers. The stated intention is to help adults in our community find the training and services they need to be prepared for the jobs that are available in our community. The emphasis was to try to focus on jobs where a person could earn an income that will support themselves and one child – about \$24.80 per hour, full time.

We started the morning by discussing what brought us to this point, and then we broke out into different groups focusing on the industries that were brought (Business, Construction/Trades, and Healthcare). After a discussion and Q&A from the employers, we worked on an initial mapping of what we currently have in place, and what is needed.

The facilitators, working with Judy Harwood, the AEBG Project Manager and the director of MLACE, stated that this was not 'one stop planning', but that there would be follow up as well as more input and work needed in the future.

### **Guided Pathways Liaison Appointment**

I have appointed Tanja Ramming as the Guided Pathways Liaison. As the appointed liaison, here duties will be to:

1. Sign up for the ASCCC Guided Pathways Listserv;
2. Update and engage the local academic senate on statewide matters related to guided pathways;
3. Communicate with the local senate and campus faculty regarding guided pathways work and the implementation efforts that are relevant to the local college and/or district.

ASCCC also suggested the following Guided Pathways Liaison Expectations:

1. Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;
2. Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;
3. Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;
4. Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;
5. Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representative;
6. As local funding permits, attend statewide events related to Guided Pathways.

The list of duties and expectations are the suggestions of the ASCCC but we should also keep in mind that there may be additional expectations and responsibilities that the liaison positions may have that we may define.

### **Updates on Goals**

- Met with Rachel Donham and Rhea Hollis, and communicated with Catherine Indermill, to create the goals to
  - 1) Review and suggest updates for BP 7211 and AP 7211.1 (Minimum Qualifications and Equivalency)
  - 2) Review and suggest updates for BP 7120 and the related Aps (Recruitment and Hiring and the Selection Procedures)
- Set up a meeting with Rachel Donham and Conan McKay to continue working on
- Communicated out to all others for updates on the goals they are working on

### **Area B Meeting**

I was unable to attend the Area B meeting on 10/13.

### **Meet with Interim VPAA Polak – 10/18/17**

I met with Debra to discuss EAP and Guided Pathways. For EAP, I suggested that we look at not only 'orphaned programs', but classes that do not have programs for which there is no full-time faculty oversight as well.

I brought up the concern that the Guided Pathways Self-Assessment was due soon and asked to get going on it right away. Debra set up a working meeting for Friday, 10/20, to include VPSS Velasco, Guided Pathways Liaison Tanja Ramming, and me.

### **Guided Pathways Self-Assessment Workgroup – 10/20/17**

Met with Debra Polak, Ulises Velasco, and Tanja Ramming. I brought up concerns about the timing of the workgroup and the need for broader involvement, as called out from the Chancellor's office, but it was also understood that the work being done on the Integrated Planning report, along with the fires, really put a time crunch on everything. (So much so that later that evening, Debra contacted me to state that the Chancellor's office has given an extension to the deadline, which is great news!)

On Friday the four of us shared our viewpoints on the several questions and discussed where we were on each of them. Mostly, we all agreed on our progress on the different areas, and when we did not, it was usually because of a lack of information that was cleared up through discussion. After we agreed on the rating for each item and shared our ideas for comments, we came back to putting together a broader group for a meeting on Wednesday, 10/25, with an eye towards meeting the deadline as well as the goal of broad inclusion. We all agreed that this was not an optimal situation, but worked together to overcome the timeline and the factors out of our control.

There was also discussion of the work of Guided Pathways being part of the Integrated Planning work group, especially as Guided Pathways are meant to facilitate the goals that Basic Skills, SSSP, and Student Equity are working toward – namely increasing the completion and success rates for students.

#### **Basic Skills Initiative Expenditure Report and Annual Credit Course Certification**

Due to the fires and the canceling of our Academic Senate meeting on 10-12, we were unable to see and accept or approve the Basic Skills Initiative Expenditure Report and the Annual Credit Course Certification. Both were presented at the 9-28 Academic Senate meeting, though the Annual Credit Course Certification was presented during Open Forum (whereas the Basic Skills Initiative Expenditure Report was on the Agenda). Both of these documents needed to be signed by me and had a due date of 10-16. I agreed to sign these documents without the input from the Senate due to the extreme circumstances. Further, in the case of the Basic Skills Initiative Expenditure Report, this was a report on the monies spent already, and as was stated by Ginny Buccelli, is accurate to the best of our knowledge. In the case of the Annual Credit Course Certification, Tascha walked me through the process and how the Curriculum Committee is doing the work required by the Certification, and is planning to discuss this at today's meeting as well.

For the reasons given and the extenuating circumstances, I felt it was my duty to sign the documents.

Part Time Faculty, Taylor Cannon: Senator's Report for 10/12/17:

1. I received a possible suggestion to increase enrollment for the college from our Part Time Faculty member Alison Finch. She stated:

A while back there was talk about brainstorming ideas for increasing enrollment. I wondered whether anyone has looked in to reaching out to the incarcerated. No doubt, there would be many hurdles to overcome but I just thought I'd put it out there. Some 90+% will eventually be released and wouldn't it be great if they had been able to receive some college credits or career training while in jail? Perhaps, the College already partners with Ukiah Adult School?

<http://www.mendocinosheriff.com/corrections/inmateservices.html>

Any thoughts to educational outreach to our surrounding correction agencies? With the prisoner easement system in force, more and more folks coming out of these institutions need assistance with their educational aspirations. Additionally, Ukiah is a location of prisoner release for San Quentin Penitentiary, and provides a unique opportunity for outreach.
2. I am currently working on organizing two part time faculty meeting times (including a conference call or video call for part time faculty at our center locations) as a space for part time faculty to discuss committee work and ongoing part time faculty concerns. An initial Doodle poll for scheduling was sent to all part time faculty on 9/25/17. A follow-up email providing an additional week for responses was sent to all part time faculty on 10/2/17. As of 10/5/17 the response rate was 22 people. By the next academic senate meeting (10/26/17), the two top dates will be used to generate a second poll to confirm an exact 1-hour time slot for the part time faculty meetings to occur on two different days. I anticipate our first meeting occurring around early-mid November. Once the time and date is established, I will work on locating a location for the part time faculty meeting to occur. If the senators could please reach out to the part time faculty in their constituencies, and if they have interest in being more involved, urge them to complete the Doodle Poll sent to their Mendocino.edu email address.
3. There were concerns brought up by some part time faculty about the appointment process of part time faculty to committees. MPFA president stated that their Collective Bargaining Agreement (CBA) provides them the right to appoint part time faculty to committees and referenced Ed Code 53203 (f) (see attachment for details), stating that this is in conflict with the current academic senate constitution. Part time faculty would like to have the ability to appoint their own representatives, or have a recommendation process set forth in writing in which the academic senate abides by the recommendations set forth by the part time faculty. Given the ratio of full time faculty senators to part time faculty senators, it is possible to have two part time senators vote "Nay" or "Abstain"

from an appointment, and have the remaining 5 full time faculty senators vote "Aye: on the appointment. This can result in the appointment of a part time faculty member to a committee that is not supported by their representatives for the part time faculty constituency as a whole. This was a concern to some part time faculty and they would like to see a solution that maintain part time faculty's voice and right to choose their own representation within the academic senate.

California Code of Regulations  
Title 5

53200

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Authority cited:

Education Code [66700](#)

Education Code [70901](#)

Reference:

Education Code [70901](#)

Education Code [70902](#)

(Amended by Register 94, No. 38).

Ed Code 53203

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegial with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there



is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Authority cited:

Education Code [66700](#)

Education Code [70901](#)

Reference:

Education Code [70901](#)

Education Code [70902](#)

(Amended by Register 94, No. 38).

**Mendocino College**

**Curriculum Committee and Distance Education  
Standing Committees of the Mendocino College Academic Senate**

Distance Education Course Approval Guidelines and Distance Education Addendum to the  
Course Outline of Record (COR)  
(New and Existing Courses)

Definitions

**Online course** never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on the course website, housed in the approved Course Management System (CMS).

**Hybrid course** combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

**Correspondence course** provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced. Mendocino College does not offer correspondence courses.

**CMS:** Course Management System. Distance Education courses at Mendocino College must be delivered in the college-approved CMS.

**Title 5, Section 55200** defines distance education as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. ... In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).”

This implies...:

At Mendocino College, the term Distance Education applies to online and hybrid but not to web-enhanced courses or to correspondence courses. Additionally, Section 55200 also specifies that all distance education content and delivery **must** be accessible to all learners.

**Title 5, Section 55202** addresses **distance education course quality standards** and expects that “[t]he same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process.”

This implies...:

Online and hybrid courses at Mendocino College are expected to have the same course quality standards as face-to-face instruction. Instructors should develop, teach, modify and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.

**Title 5, Section 55204** requires **interaction between the instructor and the student** and specifically states that “any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.”

This implies...:

Mendocino College faculty should make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Per Mendocino College Board of Trustee AP 407.1, regular effective contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status.

Examples of regular effective contact may include, but are not limited to, asynchronous office hours conducted via the CMS, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the CMS and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the CMS, facilitating student-to-student contact and virtual student groups, etc. Lack of activity in the course such as in the CMS or third-party websites indicates a lack of regular effective contact.

**Title 5, Section 55206** requires a **separate approval process for distance education courses** and states that “[i]f any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.”

This implies...:

At Mendocino College, all online and hybrid courses need to be approved by the Curriculum Committee via a separate approval process that includes the following **prior** steps: 1) submission of a COR update via eLumen; 2) completion of the Distance Education Addendum form attached to the COR; and 3) approval of the DE Addendum by the Distance Education Coordinator.

The attached Distance Education Addendum (DEA) form assures that the student learning outcomes of the course will be achieved in the online delivery mode, makes clear that online instructors will maintain regular, substantive, and effective contact and interaction between themselves and students, and ensures that the online or hybrid course will be accessible to all students.

Resources:

If you need assistance with any aspect of revising a course for online delivery, please contact: Distance

Education Coordinator, (707) 467-1024.

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

Disability Resource Center, (707) 468-3032.

## DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

SUBJECT NAME &amp; COURSE NUMBER: \_\_\_\_\_

Date: \_\_\_\_\_

Cross-listed Subject Name &amp; Course Number (if applicable) \_\_\_\_\_

- 1. Student Learning Outcomes.** List each course objective exactly as it appears in the course outline of record and explain how each objective will be adapted in the online delivery format.

Student Learning Outcomes	Online adaptation: activities, enhanced lecture materials, discussions, etc. For each objective, please be specific. Refer to 2A and 2B for suggestions.
Click here to enter text.	Click here to enter text.
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**2. METHODS OF INSTRUCTION: INSTRUCTOR/STUDENT CONTACT.****A. INFORMATION DELIVERY**

- Procedural Announcements
- Course Materials/Modules
- Personalized Audio/Video Content
- Online Video
- Internet Resources
- Library/Database Resources
- Electronic Databases
- Webcasts or other video content
- Podcasts or other audio content
- Webinars
- Discussion Forums
- Other (please explain):
- 

**B. REGULAR AND SUBSTANTIVE CONTACT**

- Reactive and Observational Announcements
- Chat Rooms
- E-mail
- Instant messaging
- Private Messages
- Responding to Bulletin Board/Public Message Forum
- Responding to Discussion boards
- E-Conferencing/Video Conferencing
- Timely Webcasts or other video content
- Timely Podcasts or other video content
- Other (please explain):

C. HYBRID/IN-PERSON CONTACT (if appropriate)

- Personal Orientation Sessions
- In-Person Group Meetings
- In-Person Review Sessions
- In-Person Examinations
- Other (please explain):

If webcasts, podcasts, or any audio/video content boxes are checked, explain how they will be made accessible and section 508 compliant.

Comments:

Online courses must have regular and substantive instructor/student contact and interaction initiated by the instructor. This includes but is not limited to examples that are listed under 3.B. above and/or (a) themed discussions/interactions between instructor and students, (b) interactive assignments between instructor and student, and (c) instructor feedback and communication of course progress to students.

After reading the statement above, is there any reason that regular and substantive contact cannot be maintained?      Yes     No

If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

**Note:** It is the instructor’s responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant.

**3. HOURS FOR CONTENT DELIVERY AND INTERACTION.**

Please show the approximate hours anticipated for student activities that take place to fulfill the requirements of “in-class” time as indicated on the course outline of record. For example, a 3 unit/3 hour lecture course has 51 hours of “in-class” time. Activities can include reading lesson module, quizzes and exams, participation and discussion forums, or mandatory face-to-face meetings (hybrid only). Activities DO NOT include activities which would normally be expected as homework such as reading the text and preparing and studying for exams.

Activity	Online hours	Face-to-Face hours (for hybrid only)	Total Hours per Semester
		Total Hours	

- 4. ACCESSIBILITY.** The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings. One of the primary concepts of Distance Education (DE) is to offer students "Learning anytime, anywhere." Therefore, all DE courses and resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance education courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

After reading the statement above, is there any aspect of the course that cannot be made accessible to students with disabilities? Yes  No

If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

Note: It is the instructor's responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant. For more information, contact DE Coordinator or Disability Resource Center.

**5. SUBSTANTIVE CHANGE.**

Accreditation requirements stipulate that before 50% or more of the required units that make up a certificate or program are offered via distance education, a substantive change report must be filed and approved. Please review your department's distance education offerings and determine whether offering this class online would trigger a substantive change requirement. ***If so, although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.*** Your signature below indicates you are aware of this requirement.

This DE Request will result in a Substantive Change Report that needs to be filed:

Yes  No  Not sure  (Please contact the Distance Education Coordinator for more information regarding the substantive change report.)

Signature



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>  <i>Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>  <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i>  <i>Redesign the dev. ed. Sequence</i>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
6. Describe your professional development plans to achieve your student success goals. (100 words max)
7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
  
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
  
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
  
11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
  
12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name \_\_\_\_\_

Title \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_

Alternate Point of Contact:

Name \_\_\_\_\_

Title \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: \_\_\_\_\_ District: \_\_\_\_\_

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

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Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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## 2017-2019 Integrated Plan – Future Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Example:</i>                      Increase completion and persistence through the English Developmental Sequence</p>	<p><i>Provide extended orientation and assessment prep courses/ workshops</i></p>	<p><i>Provide extended orientation and assessment prep courses /workshops</i>                      Redesign the dev. Ed. sequence</p>	<p><i>Pilot prep courses through the first year programs or specific bridge programs</i>                      Redesign the dev. Ed. sequence</p>	<p>• Access                      • Retention                      • Transfer                      • ESL/Basic Skills Completion                      • Degree &amp; Certificate Completion                      • Other: _____</p>
<p><b>Increase degree and certificate completion</b></p>	<p>Implement technology which assists counselors and students in developing detailed, accurate and comprehensive Education Plans.</p> <p>Develop online and hard copy degree and certificate information which is clear and includes career information.</p> <p>Develop follow-up services that encourage students to move on to the next semester of degree or certificate requirements.</p>	<p>Identify cohorts in degree/certificate programs and provide targeted support services for equity populations.</p> <p>Continue to Identify and monitor achievement gaps in degree and certificate completion.</p> <p>Provide professional development which supports faculty in implementing practices and materials which promote student</p>	<p>Provide tutoring in basic skills courses to support completion.</p> <p>Provide information in Basic Skills and ESL courses about degrees and Certificates.</p>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• ESL/Basic Skills Completion</li> <li>• Degree and Certificate</li> </ul>

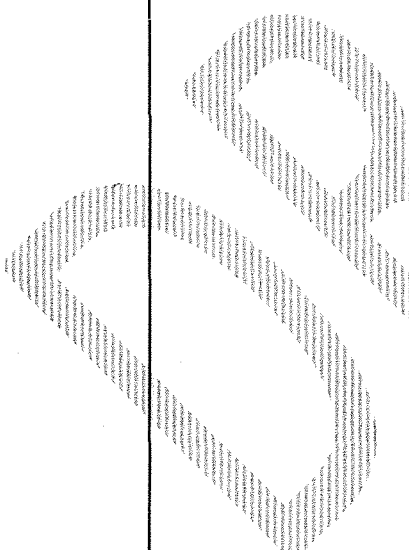
	<p>Create opportunities for Counselors and classroom faculty to collaborate in discussing education planning and course sequencing.</p> <p>Provide degree and certificate information in orientation course/workshops.</p> <p>Begin Guided Pathways work.</p> <p>Develop pathways from Adult Education, including non-credit to Certificate and Degree.</p> <p>Work with high schools to develop pathways to degree and certificate programs, including offering dual/concurrent enrollment opportunities.</p>	<p>success and persistence.</p> <p>Provide bilingual (English/Spanish) instructional aids in CTE courses.</p> <p>Provide access to Lending Library items such as textbooks, calculators and ChromeBooks.</p> <p>Provide supplemental instruction in targeted population cohorts.</p> <p>Faculty mentors available in targeted population cohorts.</p> <p>Develop new faculty orientation that promotes equity practices.</p>		
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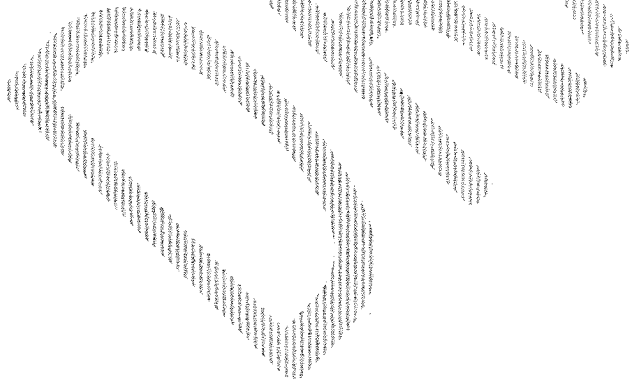
<p><b>Improve transfer rates</b></p>	<p>Provide Embedded counseling.</p> <p>Provide bilingual matriculation services for off-site non-credit courses.</p> <p>Include accelerated pathways in education plans.</p> <p>Provide counseling services and supportive early alert to students in basic skills courses.</p> <p>Assist students in planning for appropriate math pathway.</p> <p>Identify and implement multiple measures in English placement.</p> <p>Develop pathways from adult education to basic skills at the college.</p>	<p>Do outreach for students in targeted populations about Transfer Center services.</p> <p>Develop bilingual transfer information.</p> <p>Develop/host workshops geared for students seeking transfer opportunities.</p> <p>Make information available to Veterans Center, Native American Student Resource Center and other student locations on campus.</p> <p>Provide professional development which supports faculty in implementing practices and materials which promote student success and persistence.</p> <p>Engage in guided pathways development through an equity lens.</p>	<p>Creation or mapping of pathways from basic skills courses through transfer degree programs to 4-year degree.</p>	<p><i>“ Access “ Retention “ Transfer “ Degree &amp; Certificate Completion</i></p>
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<p><b>Improve success rates in below transfer ESL, English and Math; improve persistence to and through 1st transfer level</b></p>	<p>Improve analysis of academic probation data to identify possible contributing factors.</p> <p>Identify and notify students of their status.</p> <p>Follow-Up with phone calls, emails and counseling appointments.</p> <p>Develop a mid-semester progress report for students in academic probation.</p> <p>Review and update as needed the academic probation policies and procedures for the institution.</p>	<p>Expand and improve Supplemental Instruction.</p> <p>Provide professional development to close achievement gaps in order to increase success rates.</p> <p>Offer paired courses to cohorts of students from targeted populations.</p> <p>Provide faculty mentors for students navigating basic skills to transfer.</p> <p>Integrate CCS curriculum across disciplines.</p>	<p>Expand and improve Supplemental Instruction.</p> <p>Continue to expand numbers of sections in accelerated pathways.</p> <p>Provide Writing workshops.</p> <p>Provide tutoring and tutor training.</p> <p>Provide opportunities for college, k12 and adult ed faculty to share curriculum, teaching strategies, and develop pathways through basic skills to transfer.</p> <p>Provide professional development on relevant instructional strategies.</p>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• ESL/Basic Skills Completion.</li> </ul>
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<p><b>Identify &amp; support students who are on academic probation or in the dismissal process to increase their persistence</b></p>	<p>Develop a transition program for Native American students taking them from basic skill courses to college level.</p> <p>Partner with local Native American tribes to identify students for this program and for the growth of the program.</p> <p>Provide matriculation services at tribal education centers.</p> <p>Provide matriculation services in Round Valley.</p> <p>Provide matriculation services to K-12 and adult education when traveling to these locations (i.e. financial aid, counseling, outreach, dual enrollment).</p> <p>Provide online counseling and financial aid assistance.</p>	<p>Create a comprehensive resource and information program for students in academic probation, targeting disproportionately impacted students.</p> <p>Develop support workshops for students in academic probation.</p> <p>Promote use of lending library resources to students in academic probation.</p>	<p>Connect students to writing workshop, tutoring, labs, etc.</p> <p>Work with basic skills instructors to provide targeted interventions.</p>	<p><i>Retention</i> <i>Degree &amp; Certificate Completion</i></p>
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<p><b>Improve access, success and completion for Native American students</b></p>		<p>Provide child care services to Native American students in this newly created program.</p> <p>Provide school supplies, calculators, textbook access, through the lending library.</p> <p>Provided dedicated support through the Native American Student Resource Center and Outreach Specialist.</p> <p>Development of cultural and intellectual events on campus to promote cultural awareness.</p> <p>Recognize Native American contributions to the community and our campus by renaming the main gathering place on campus to Pomo Plaza.</p> <p>Create a monument on campus celebrating Native America contributions.</p> <p>Fund classroom and support services for students in Round Valley.</p>	<p>Provide tutoring services to Native American students involved in the transition to college level courses program.</p> <p>Outreach and dual enrollment at adult education sites or with partner tribes.</p> <p>Encourage participation in writing workshops, learning center services, and tutoring.</p> <p>Promote accelerated pathways.</p>	<ul style="list-style-type: none"> <li>“ Access</li> <li>“ Retention</li> <li>“ Transfer</li> <li>“ ESL/Basic Skills Completion</li> <li>“ Degree &amp; Certificate Completion</li> </ul>
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		<p>Work with local tribes and community resources to provide transportation support to outlying areas.</p> <p>Continue to support CSC 500 computer lab every semester in Round Valley to help students with basic computer skills, CANVAS and course assignments.</p> <p>Continue support for Round Valley graduation ceremony every spring.</p>		
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## GUIDED PATHWAYS SELF-ASSESSMENT TOOL

### Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry				
	2. Shared Metrics				
	3. Integrated Planning				
Design	4. Inclusive Decision-Making Structures				
	5. Intersegmental Alignment				
	6. Guided Major and Career Exploration Opportunities				
	7. Improved Basic Skills				
	8. Clear Program Requirements				
Implementation	9. Proactive and Integrated Academic and Student Supports				
	10. Integrated Technology Infrastructure				
	11. Strategic Professional Development				
	12. Aligned Learning Outcomes				
	13. Assessing and Documenting Learning				
	14. Applied Learning Opportunities				
<b>Overall Self-Assessment</b>					

Self-Assessment Items

<b>INQUIRY (1-3)</b>				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>
Please respond to the following items (500 word maximum per item)				
1. Please briefly explain why you selected this rating.				

2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?



<b>INQUIRY (1-3)</b> Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>2. SHARED METRICS</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

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2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
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Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student Success and Support Program (SSSP)</li> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation</li> </ul>	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul>			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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<b>DESIGN (4-8)</b>				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>4. INCLUSIVE DECISION-MAKING STRUCTURES</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<ul style="list-style-type: none"> <li>o College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</li> </ul>	<ul style="list-style-type: none"> <li>o Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</li> </ul>	<ul style="list-style-type: none"> <li>o Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</li> </ul>	<ul style="list-style-type: none"> <li>o Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</li> </ul> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

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<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>5. INTERSEGMENTAL ALIGNMENT</b> <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

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2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
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<b>DESIGN (4-8)</b>				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p>



				Student input is systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"><li>1. Please briefly explain why you selected this rating.</li><li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li><li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li><li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li></ol>				

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<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>• Co-requisite remediation or shortening of developmental</li> </ul>	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				
Please respond to the following items (500 word maximum per item) <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating.</li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>DESIGN (4-8)</b>				
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	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>8. CLEAR PROGRAM REQUIREMENTS</b></p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

completion and enhanced access to relevant transfer and career outcomes).				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"><li>1. Please briefly explain why you selected this rating.</li><li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li><li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li><li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li></ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"><li>1. Please briefly explain why you selected this rating.</li><li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li><li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li><li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li></ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress (e.g., Starfish, early</li> </ul>	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>



<p>alert system, etc.)</p> <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating.</li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>● Providing updated information across the college to enable faculty and</li> </ul>	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to support/improve</li> </ul>

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> </ul>	<p>teaching and learning</p> <ul style="list-style-type: none"> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> <li>• Continued broad engagement in cross-functional decision-making.</li> <li>• Regular and consistent training on the use of technology to support academic programs and student services.</li> </ul>
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Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating.
6. Describe one or two accomplishments the college has achieved to date on this key element.
7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
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<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
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	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

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<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
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	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>13. ASSESSING AND DOCUMENTING LEARNING</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"><li>1. Please briefly explain why you selected this rating.</li><li>2. Describe one or two accomplishments the college has achieved to date on this key element.</li><li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li><li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li></ol>				



<b>IMPLEMENTATION (9-14)</b> Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p>				

2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

**ADDITIONAL QUESTIONS (500 word maximum per item)**

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

STATE OF CALIFORNIA

ELOY ORTIZ OAKLEY, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400  
SACRAMENTO, CA 95811-6549  
(916) 322-4005  
<http://www.cccco.edu>


**Guided Pathways Award Program Self-Assessment Signature Page**

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

---

 Name of college

**Self-Assessment Signatories**

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

**Please print, complete and mail this page to:**  
California Community Colleges Chancellor's Office  
Attention: Mia Keeley  
1102 Q Street  
Sacramento, CA 95811

**In lieu of mailing, a scanned copy may be emailed to: [COGuidedPathways@cccco.edu](mailto:COGuidedPathways@cccco.edu)**

# Attachment 7

## GUIDED PATHWAYS SELF-ASSESSMENT TOOL

### Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics			X	
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
<b>Overall Self-Assessment</b>			X		

Draft



## **50<sup>th</sup> FALL SESSION RESOLUTIONS**

***FOR DISCUSSION ON***

***THURSDAY, NOVEMBER 2, 2017***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 4, 2017.*

Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Carrie Roberson, ASCCC North Representative

Geoffrey Dyer, Taft College, Area A

Leigh Anne Shaw, Skyline College, Area B

Michael Dighera, Rio Hondo College, Area C

Donna Greene, College of the Desert, Area D

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.



## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor Degree Program Requirements
- \*3.01 F17 Support for DACA Students
- \*4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions
- \*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
- \*7.03 F17 Evaluation and Certification of Coursework from Home Schools
- \*7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs
- \*7.05 F17 Student Accountability Model Codes - CB09 Revision
- \*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus
- \*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications
- \*13.01 F17 Recognition of Course Sections with Low-Cost Text Options
- \*14.01 F17 Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions
- \*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems
  - \*15.01.01 F17 Amend Resolution 15.01
- \*17.01 F17 Faculty Involvement in Scheduling of Courses
- \*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks
- \*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors
- \*17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines
- \*17.05 F17 Support for Academic Senate Faculty Leadership Training

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## **1.0 ACADEMIC SENATE**

### **1.01 F17 Emeritus Status for Paul Setziol**

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals;

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:

- Service on committees including Standards and Practices and Educational Policies
- Participant on ASCCC papers including *Tenure: Towards a Model Four Year Process*
- Author of numerous resolutions and *Rostrum* articles, dating from the 1980s forward
- Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

Whereas, Paul's passion for the California community colleges and his interest in ensuring student access led him to be one of the most vociferous opponents of student fees, as well as a powerful advocate for low and no cost textbooks; and

Whereas, Paul's service on the De Anza College Academic Senate has extended over three decades, providing a level of institutional memory and continuity of service that is the envy of other colleges in the system;

Resolved, That the Academic Senate for California Community Colleges recognize Paul Setziol's extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Paul Setziol its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.

Contact: Area B

## **2.0 ACCREDITATION**

### **\*2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor's Degree Program Requirements**

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2016 meeting adopted requirements of a minimum of 40 upper division units and 9 upper division general education units for bachelor's degrees granted by the California community colleges resulting in the most prescriptive policy in the country for baccalaureate level education;

Whereas, The Academic Senate for California Community Colleges and the Board of Governors have recommended that 24 units of upper division and 6 units of general education are more appropriate for the variety of programs of study;

Whereas, Students enrolling in the California Community College Bachelor's Degree Program are seeking bachelor's level degrees to provide professional advancement in areas with demonstrable industry need in programs of study that require significant lower division preparation to enroll in upper division courses similar to typical science and engineering programs of study; and

Whereas, Healthcare and other career education associate degree programs require a high number of units to ensure competency, meet external accreditation requirements, and adequately prepare for national credentialing/licensing exams for entry to the profession, and other systems of higher education with different regional accreditors do not adhere to ACCJC's requirements without sacrificing quality or rigor;

Resolved, That the Academic Senate for California Community Colleges engage the Accrediting Commission for Community and Junior Colleges (ACCJC) to readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study.

Contact: Isaac Escoto, Foothill College, Area B

### **3.0 DIVERSITY AND EQUITY**

#### **\*3.01 F17 Support for DACA Students**

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college<sup>1</sup>;

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to DACA students who are attending our colleges; and

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<sup>1</sup> <https://edsources.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746>

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

Contact: Dolores Davison, Executive Committee, Equity and Diversity Action Committee

#### **4.0 ARTICULATION AND TRANSFER**

##### **\*4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions**

Whereas, At the September meeting, the Board of Governors adopted the systemwide goals outlined in the California Community Colleges (CCC) *Vision for Success*, including a goal which states “Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.”;

Whereas, The Associate Degrees for Transfer have created significant opportunities for California community college students to transfer into the California State University (CSU) system;

Whereas, The Academic Senate for California Community Colleges and the Academic Senate for University of California (UC), in cooperation with the California Community College Chancellor’s Office and UC Office of the President, are facilitating the transfer of CCC students to the UC by establishing a pilot program that will define the parameters for local development of associate degrees based on the UC Transfer Pathways and include guaranteed admission to a UC campus for students who complete the degree with a minimum grade point average in the transfer pathway courses; and

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions to serve students in attaining their educational goals, and the California Community Colleges Chancellor’s Office has established transfer agreements with institutions such as Historically Black Colleges and Universities<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges support the increase in the number of students transferring to a University of California or California State University campus; and

Resolved, That the Academic Senate for California Community Colleges affirm its support for students transferring to private non-profit and out-of-state institutions.

Contact: Executive Committee

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<sup>2</sup> <http://extranet.cccco.edu/HBCUTransfer.aspx>

## **7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE**

### **7.01 F17 Creating Guidelines for Veteran Resource Centers**

Whereas, Approximately 89,000 veterans and their dependents attended a California community college during the 2015-16 academic year<sup>3</sup>;

Whereas, Senate Bill 694 (Newman, as of September 21, 2017) would require that all California community colleges, “ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veterans transition successfully from military life to educational success through the core components of academics, wellness, and camaraderie”; and

Whereas, Many colleges would benefit from information regarding how to establish veteran resource centers;

Resolved, That the Academic Senate for California Community Colleges research effective practices and models of veteran resource centers that exist in California and at other community colleges nationwide; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other interested stakeholders to create guidelines for the establishment of veteran resource centers at all 114 colleges in the California Community College System.

Contact: Michael Wyly, Solano College, Equity and Diversity Action Committee

### **\*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses**

Whereas, There is increased interest in expanding noncredit course offerings as a means to provide students who are not college-ready with pathways into college programs of study that lead to transfer and/or employment;

Whereas, A recent survey conducted by the San Diego Continuing Education Office of Institutional Effectiveness on noncredit offerings in the California community colleges revealed that while 104 colleges offer distance education courses (credit or noncredit), only 29 of those institutions offer noncredit instruction via distance education<sup>4</sup>, signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

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<sup>3</sup> <http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx>

<sup>4</sup> The survey methodology and results are described in the report *The Past, Present and Future of Noncredit Education in California* (San Diego Continuing Education, November 2016). The report also notes that according to the survey results, 81 colleges offer noncredit instruction. The report is available at [https://sdce.edu/sites/default/files/iep/The\\_Past\\_Present\\_and\\_Future\\_of\\_Noncredit\\_in\\_CA.pdf](https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf).

Whereas, The required method for calculating weekly student contact hours (WSCH) for noncredit distance education courses stated in Title 5 §58003.1(f)<sup>5</sup>, which includes accounting for the total hours of outside-of-class work and instructor contact in addition to the total hours of instruction, are confusing because outside-of-class-work is not a required element of noncredit course outlines of record per Title 5 §55002(c)<sup>6</sup> and instructor contact is typically not quantified by curriculum committees separately from the total hours of instruction required by Title 5 §55002(c);

Whereas, The method for calculating WSCH for noncredit distance education courses in Title 5 §58003.1(f) may not be well understood and thus may be regarded as a fiscal disincentive to offering distance education noncredit courses, thus creating barriers to access to students who may benefit from such educational opportunities that could provide a pathway to transfer and/or employment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education.

Contact: Curtis Martin, Modesto Junior College, Noncredit Committee

**\*7.03 F17 Evaluation and Certification of Coursework from Home Schools**

Whereas, A California community college was recently ordered by a superior court judge to certify and accept a high school language course from an unaccredited home school for Intersegemental General Education Transfer Curriculum (IGETC) purposes;

Whereas, A California Department of Education registration number does not ensure the quality of instruction at a registered, unaccredited home school, and it is increasingly difficult to verify the authenticity of transcripts submitted for evaluation from unaccredited home schools;

Whereas, The fiscal and personnel impact of asking discipline faculty to evaluate coursework, textbooks, curriculum, contact hours and other elements for each course from unaccredited home schools for certification are unclear; and

Whereas, General education requirements are established by California community college districts in accordance to Title 5 §55063 as well as agreements with University of California, California State University, and other transfer institutions, and a court

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<sup>5</sup> Title 5 §58003.1(f) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

<sup>6</sup> Title 5 §55002(c) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))



injunction ordering a college to accept and certify work from an unaccredited home school has overruled local judgment based on faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore a process and guidelines for college evaluation and/or certification of coursework from home schools.

Contact: John Freytag, Diablo Valley College, Area B

**\*7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs**

Whereas, Student internships offered through mechanisms such as cooperative work experience provide valuable opportunities for students to gain on-site work experience directly related to their programs of study;

Whereas, Title 5 §55253 allows students to earn units of college credit for internships through cooperative work experience, yet there appears to be no allowance for providing students enrolled in noncredit courses and programs comparable cooperative work experience opportunities, which is inherently inequitable; and

Whereas, Local and state-level barriers to providing students enrolled in noncredit courses similar internship opportunities as those offered to students enrolled in credit courses may exist and need to be identified;

Resolved, That the Academic Senate for California Community Colleges investigate local and statewide barriers to providing internship opportunities for students enrolled in noncredit courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate state-level barriers to providing internship opportunities for students enrolled in noncredit courses and programs.

Contact: Bernie Rodriguez, San Diego Continuing Education, Area D

**\*7.05 F17 Student Accountability Model Codes - CB09 Revision**

Whereas, The California Community Colleges Chancellor's Office Course Basic Element (CB) 09 is designed to indicate the career technical education (CTE) status of courses and serves to meet the CTE Student Accountability Model (SAM) requirements for various forms of CTE funding that seek to ensure student progress through CTE programs;

Whereas, There are five possible codes for CB09, E - not occupational, D - possibly occupational/introductory, C - clearly occupational, B - advanced occupational, A - apprenticeship, and the descriptions provided for some levels are so restrictive that users typically do not use them in a way that actually shows CTE students' progress both

within and tangential to CTE programs (e.g. basic skills, fulfilling other degree requirements);

Whereas, Assigning a CB09 code D to a course does not qualify that course as CTE for the purposes of funding and tracking when many of the students enrolled in these courses are CTE students, assigning code B mandates a requisite or capstone relationship to other CTE courses which imposes an unnecessary reduction in program course-offering flexibility, and assigning code A is restricted to apprenticeship courses when there are many courses that are intended for post-employment/hiring career technical training, all of which lead most faculty to code their courses using CB09 C; and

Whereas, The Academic Senate for California Community Colleges, other System stakeholders, and Strong Workforce partners are currently working with colleges to review and evaluate their CTE course and program coding, as part of the TOP Code Alignment Project, and have identified a need to revise the CB09 code definitions and categories for courses;

Resolved, That the Academic Senate for California Community Colleges work with System stakeholders to revise Course Basic Element CB09 definitions and categories to better reflect student progress through CTE programs and into post-hiring training/retraining.

Contact: Marie McMahon, San Diego Miramar College, Area D

## **9.0 CURRICULUM**

### **\*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus**

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development and Title 5 §53203 requires “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters”;

Whereas, A “meta major” or an “area of focus”, a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest<sup>7</sup>; and

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<sup>7</sup><https://www2.calstate.edu/csu-system/news/Pages/Meet-the-Meta-Major.aspx>, <http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Redesigning%20CC%20for%20Student%20Success%20Jenkins%20August%202014.pdf>,

Whereas, Colleges nation-wide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest<sup>8</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200.

Contact: Executive Committee

## **10.0 DISCIPLINES LIST**

### **10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty**

Whereas, Education Code §87357 states that the Board of Governors “shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives” when establishing minimum qualifications for apprenticeship instructors;

Whereas, The California Community Colleges Chancellor’s Office recognizes the Academic Senate for California Community Colleges as the appropriate representative of apprenticeship teaching faculty and agreed to a process<sup>9</sup> where representatives of the Academic Senate for California Community Colleges would collaborate with apprenticeship instructors to draft a recommendation for revisions to the credit apprenticeship faculty minimum qualifications outlined in Title 5 §53413(a);

Whereas, The Academic Senate for California Community Colleges engaged in the agreed-upon process in good faith to review and revise the minimum qualifications for instructors teaching credit apprenticeship courses by working with apprenticeship instructors at a meeting on April 6, 2017 to develop the following proposed revision to Title 5 §53413(a):

*(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:*

*(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or*

*(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.*

*(A) The 12 units may be completed within two years of the date of hire; or*

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<sup>8</sup><http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>, <http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm>, [http://www.mtsac.edu/instruction/guided\\_pathways\\_of\\_study.html](http://www.mtsac.edu/instruction/guided_pathways_of_study.html)

<sup>9</sup> For more information, go to <http://asccc.org/apprenticeship-minimum-qualifications>.

*(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or*

*(4) The equivalent; and*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has deemed that the process for working with apprenticeship instructors was followed and endorsed the outcome of the April 6, 2017 meeting between apprenticeship instructors and representatives of the ASCCC;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors amend Title 5 §53413(a) by adopting the proposed revision to the minimum qualifications for teaching credit apprenticeship courses.

Contact: Executive Committee

**\*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications**

Whereas, The Academic Senate for California Community College believes that students are best served by well-qualified faculty members who exemplify the value of an education that is both well-rounded and specialized and who act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge in a specific discipline;

Whereas, While the general oversight of apprenticeship programs operated by local education agencies (LEAs)<sup>10</sup> is the domain of the California Department of Industrial Relations and the California Apprenticeship Council (CAC), faculty minimum qualifications for service in the California community colleges, including those for teaching of apprenticeship courses, is an academic and professional matter under the purview of the Academic Senate; and

Whereas, Recent efforts<sup>11</sup> by the California Apprenticeship Council to recommend significant revisions to the credit apprenticeship faculty minimum qualifications that were in conflict with the Academic Senate's principles, and the subsequent efforts by the Academic Senate<sup>12</sup> to work with apprenticeship faculty to propose revisions to the credit apprenticeship minimum qualifications and engage in dialog with representatives of the California Apprenticeship Council and the apprenticeship community have revealed the critical need for the Academic Senate to engage in sustained dialog and collaborate with

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<sup>10</sup> Local education agencies (LEAs) include school districts, community college districts, and regional occupational programs.

<sup>11</sup> The California Apprenticeship Council approved a recommend change to Title 5 section 53413 at its meeting January 25-26, 2017. For more information, go to <https://www.dir.ca.gov/das/DASMeetings.html#1>.

<sup>12</sup> For more information go to <http://asccc.org/apprenticeship-minimum-qualifications>.

apprenticeship faculty, the California Apprenticeship Council, and the Department of Industrial Relations;

Resolved, That the Academic Senate for California Community Colleges, as the representative of all faculty on academic and professional matters, continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California community colleges.

Contact: Executive Committee

### **13.0 GENERAL CONCERNS**

#### **\*13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

Resolved, That the Academic Senate for California Community Colleges support efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Task Force

## **14.0 GRADING**

### **\*14.01 F17 Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades**

Whereas, Many California community colleges allow students to repeat courses with substandard grades in order for students to improve their grade point average (GPA) and move closer to completion of their educational goals if the course is deemed equivalent and repeated at another regionally accredited institution;

Whereas, California community colleges apply a wide range of policies regarding course repetition for substandard grades and some have more punitive policies that only allow students to repeat courses with substandard grades if they do so at the college/district in which they earned the substandard grade, which is impractical for students since they may no longer be enrolled at the college, the course has been deleted, or the course is only offered once a year;

Whereas, The California State University (CSU) system announced at the 2017 CSU Counselor Conference their intention to enforce a policy to not consider the grade of a repeated course when reviewing for transfer admission if a course with a substandard grade is not annotated as repeated on the student's community college transcript; and

Whereas, Both the California Community Colleges system and the CSU system have committed to increasing the number of graduating students, moving students more efficiently towards completion of their educational and career goals, and improving overall student success, and the practice of disallowing grade forgiveness for a repeated course that was not repeated at the campus the substandard grade was earned is inconsistent with these commitments and harms students;

Resolved, That the Academic Senate for Community Colleges investigate and disseminate by Spring 2019 effective practices and policies surrounding the repetition of courses where students earned substandard grades.

Contact: Dave DeGroot, Allan Hancock College, Transfer, Articulation, and Student Services Committee

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems**

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;

Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems;

Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and

Whereas, The different expectation from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and

Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems.

Contact: Executive Committee

**\*15.01.01 F17 Amend Resolution 15.01**

Amend the first Whereas:

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges, and local senates and curriculum committees ensure sufficient rigor in all courses that articulate for transfer;

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and~~

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

**17.0 LOCAL SENATES**

**\*17.01 F17 Faculty Involvement in Scheduling of Courses**

Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges *Vision for Success* and the Chancellor's emphasis on the Guided Pathways framework, on their campuses;

Whereas, The implementation of local initiatives and reforms based on a guided pathways framework may result in changes in course section scheduling procedures that potentially infringe on areas of faculty purview such as curriculum development, student preparation and success, and educational program development, which are academic and professional matters with academic senate primacy as defined in California Education Code section 70902(b)(7) and Title 5 §53200;

Whereas, Resolution 6.02 S91 stated, “shared governance should include faculty involvement in deciding the scheduling of classes,” and local senates should “develop a procedure whereby faculty are involved in scheduling classes and determining which courses are offered”; and

Whereas, The Academic Senate for California Community Colleges is developing resources to highlight effective practices to assist community colleges that are exploring and implementing pathway models per Resolution 9.03 S16 including resources related to scheduling and curriculum development;

Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals.

Contact: Executive Committee

**\*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks**

Whereas, The California Community Colleges Chancellor’s Office has stated in the recently approved *Vision for Success* that “Colleges can use the Guided Pathways framework to bring about transformational change” and “the entire system is expected to adopt Guided Pathways over time”;

Whereas, A guided pathways framework calls on colleges to make significant change to processes that support existing curriculum and academic standards that have been agreed upon through governance processes that respect and uphold local districts’ 10+1 agreements;

Whereas, Education Code §70902 (B)(7) states “The governing board shall ... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards” and Title 5 §53203 requires that a local college governing board shall adopt policies delegating authority and responsibility to its academic senate and those policies are adopted through collegial consultation with the academic senate; and

Whereas, Resolution FA14 17.01 “Consulting Collegially with Local Senates on Participation in Statewide Initiatives” reminds “governing boards and their designees that they must engage in collegial consultation with local senates before and during



participation in any current or future statewide initiatives which encompass academic and professional matters;”

Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks.

Contact: Executive Committee

**\*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors**

Whereas, While apprenticeship programs may be operated by colleges, apprenticeship instructors assigned to teach credit and noncredit Related and Supplemental Instruction courses (RSI) within apprenticeship programs are normally selected, trained, and supervised by trade union apprenticeship training center directors, and typically are not integrated into the professional life of the colleges that have apprenticeship programs;

Whereas, A lack of integration of apprenticeship instructors into the professional life of college faculty may result in policies and procedures on faculty hiring and equivalency not being applied to apprenticeship instructors, and furthermore, apprenticeship instructors may not be required to adhere to faculty policies under local academic senate purview, such as faculty professional development requirements and those aspects of faculty evaluation delegated to senates, nor may they be required to adhere to requirements that are the joint responsibilities of local senates and faculty collective bargaining units; and

Whereas, Recent discussions about allowing colleges to change the funding of apprenticeship instruction to full-time equivalent students (FTES), rather than Related and Supplemental Instruction (RSI) funds (also known as Montoya Money) to encourage the expansion of apprenticeship programs beyond the traditional trade unions, shifting the responsibility to the college to directly pay for the cost of instruction of apprenticeship courses, including instructor salaries, raises concerns that local policies and procedures that apply to faculty may be circumvented as new apprenticeship programs are created and existing apprenticeship programs are expanded;

Resolved, That the Academic Senate for California Community Colleges assert that applicants for faculty positions to teach apprenticeship courses for which full-time equivalent students (FTES) are computed and reported to the California Community Colleges Chancellor’s Office are subject to all local equivalency processes established pursuant to Education Code §87359, and to all faculty hiring processes established pursuant to Education Code §87360;

Resolved, That the Academic Senate for California Community Colleges assert that all policies and procedures within the purview of local academic senates that apply to faculty employed by districts, including, but not limited to, the aspects of faculty evaluation processes for which local academic senates are responsible, and faculty professional development requirements, including any flexible calendar<sup>13</sup> requirements, apply to all faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with local collective bargaining units to ensure that all policies and procedures that apply to faculty employed by districts for which there may be joint senate/union purview are applied to faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office.

Contact: Executive Committee

**\*17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines**

Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates;

Whereas, The placement of courses within disciplines determines the minimum qualifications required for faculty assigned to teach courses in the California community colleges;

Whereas, The purview of local academic senates over the placement of courses within disciplines applies to all courses, including courses required for completion of apprenticeship degrees and certificates; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 17.03 S17 that asserted "that local academic senate purview over academic and professional matters applies to all academic programs, including apprenticeship";

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates exercise their authority over the placement within disciplines of all courses that are required for completion of apprenticeship degrees and certificates.

Contact: Executive Committee

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<sup>13</sup> [http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex\\_Calendar\\_Guidelines\\_04-07.docx.pdf](http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)

**\*17.05 F17 Support for Academic Senate Faculty Leadership Training**

Whereas, it is critical for local faculty leaders to attend Plenary and other Academic Senate for California Community College institutes for leadership development and to learn the state landscape;

Whereas, it is necessary to train the next generation of leaders at each college, and recent initiatives, grants, increases in categorical funds, and changes to the curriculum processes all require local senate input and approval; and

Whereas, many local senates may not have sufficient funds to support faculty leadership opportunities;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) strongly encourage local senates to actively work with their local college administration, foundations, grants and other offices to provide funds and other resources specifically for ASCCC-sponsored faculty leadership training opportunities such as the Faculty Leadership Institute, ASCCC Plenaries, and the Curriculum Institute.

Contact: Erik Reese, Moorpark College, Area C