Number	Committee Name (person reporting)	Item(s) that need input from ASC	Executive level' report/update	Detailed report/update	Documents or links for reference
1	Curriculum Committee (Mark Wong)	1. Clarification of allowed non-credit 2. Process for adjusting the queue while we are without a curriculum management system 3. MOE/MOI checkboxes in eLumen	1. Slower pace of CIC meetings without curriculum software 2. More proposals (roughly 100) in queue than could be processed in one semester 3. Suggested that MOE/MOI update should go to Council of Chairs	1. The data currently is stored in a Microsoft Excel spreadsheet across many tabs. We have found a partial work-around to bring information into a more readable text document. However, it is a work in progress. Hopefully, it will improve before the next CIC meeting. Otherwise, the pace of progress will be quite slow. Additionally, any changes to the proposals need to be noted in the Excel spreadsheet so that they are imported into eLumen. 2. There is a greater number of proposals in queue than we can possible process this semester. As such, we are generating a set of "emergency" criteria for moving proposals forwards in the queue. Thus far, we have: (a) AB705 Non-Credit, (b) Non-Credit Certificates, (c) Contractual Obligations (i.e. AUSER's T-10), (d) Funding, (e) Student Impact (Pathway, Articulation, Courses that are way over due for Content Review, etc.) 3. The MOE/MOI list was sent out to the department chairs. Thus far, feedback has been positive.	3. MOI/MOE
2	Distance Education (Mike Kilivris)	1. Structuring compensation for POCR mentees 2. Eventual approval for policy on regular and effective contact, DE Faculty Handbook, and DE Addendum	1. CCC has been awarded the CVC-OEI grant to improve its online CTE pathways 2. The CCC DE Team is preparing DE faculty for accreditation review of spring '20 DE courses	1. CCC has been awarded $461,246 by the CVC-OEI Improving Online CTE Pathways Grant Program. With these funds, the college will increase the quantity of online CTE courses and programs and improve the quality of existing CTE and related GE courses. To achieve the former, online sections of 8-10 existing CTE courses (in Business, Business Office Technology, and Computer Information Systems) will be developed in an effort to create 5-6 fully online CTE programs (1 degree and 4-5 certificates). For the latter, 20 existing online CTE and related GE courses will be aligned to the CVC-OEI Course Design Rubric through CCC's peer online course review (POCR) program. Faculty developing and aligning online courses, as well as those assisting them (ex: POCR mentors) will receive compensation through the grant. The grant will also fund the expanstion of the DE Team at CCC to include an Instructional Designer, Campus Instructional Designer, POCR Lead, and Online Accessibility Specialist. 2. The DE Team is also preparing CCC DE faculty for accreditation, as the accreditation team will focus exclusively on spring '20 fully (and possible partially) online courses. To this end, the DE Coordinator has notified department chairs, drafted a DE Faculty Handbook, and is collaborating with the district DE Council (DDEC) on drafting a policy on regular and effective contact and developing a new DE addendum. In addition, Campus Instructional Designer Maritez Apigo will give several faculty workshops on regular and effective contact and DE Trainer and Online Accessibility Specialist Monical Landeros will give two workshops on online accessibility.	
3	Equivalency (Katie)	1. Membership - how selected? 2. Membership - number of members and terms	1. New Local Equivalency Language Requests coming up: COOP, NUTRITIONAL SCIENCE, SPEECH 2. Lots of 'emergency' equivalencies needed just before semester started.	1. 7 equivalencies granted since last semester. COUNS, ENGIN, ESL, ETHNIC STUDIES-AFRAM, ETHNIC STUDIES-LARAZA, NUTRITION, SPEECH. 2. The need for updated local equivalencies noted for COOP, SPEECH, NUTRITION	https://www.dropbox.com/s/7a1jgv5yljcoiqu/Blank%20Equivalency%20Verification%20Form.doc?dl=0
4	Classified Senate (Brandy Gibson)				
5	Associated Students Union				

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6	Guided Pathways (Katie)	1. Many co-chairs are needed (Steering Committee, First Year Experience Work Group, Pathway Programs and Pedagogy), how should they be filled?	1. Scale of Adoption in workflow format lays out plans for GP work over the next 3 years 2. A Steering Committee faculty co-chair is needed 3. There is the intention to keep on with GP work this year	1. FLEX activity shared powerpoint that summarizes first year of activity at CCC. 2. Scale of adoption/workplan was shared and history noted. Items to fill in SOA template from CCCO was developed at a special steering committee retreat on April 8. Workgroup co-chairs synthesized ideas to fill out draft SOA. Activities from draft SOA were put into a workflow format (document linked) at the May 9 steering committe meeting. 3. Identified the need for a common definition of equity to further work on the Scale of Adoption, and PD committee will be approached with this observation and commitment to work together. 4. Work will continue in the workgroups, and new chairs and members are needed and encouraged to participate.	https://email4cd-my.sharepoint.com/:b:/g/personal/cccguidedpathways_email_4cd_edu/EfJUfBuDujFLvtzrMgL7cYYBtCnqVapvbPxrbh_QbHWalg?e=yloeSl
7	Student Success				
8	Planning (Jon Celesia)				
9	Operations				
10	Budget				
11	Council of Chairs				
12	Presidents Cabinet				
13	SLO				
14	AB705 "task force" (Katie)	1. Can CIC support expedited approval of new ESL courses? 2. What will ASC do with information from evaluation of new course-taking pattern?	1. In both Math and English, students are taking courses that allow completion of transfer-level courses by the end of the Spring semester. Supports are being developed. 2. Similar course mechanisms are being developed for ESL 3. Evaluations are planned for all 3 departments, questions for effecitve planning are being developed.	1. The purpose of this group is to bring together the key stakeholders in the implementation of AB705 at Contra Costa College 2. Math (Terril Mead) English (Dickson Lam) and ESL (Nooshi Bohran) are the key departments involved; and the work will need inputs from many other areas (A&R, Assessment, Counseling, Financial Aid, Outreach, CIC, Guided Pathways, District IT) 3. All students are now recommended to take either ENGL1A or ENGL1AX, thus enabling them to enter and complete transfer-level English within their first semester. This year, the department will evaluate the impact of ENGL1AX. The department is also working to see how best to offer lab support to students in this class (and other English classes). 4. ESL has developed non-credit "mirrored" versions of its lower-level courses (level 50 and levels 1-3). These courses have gone through CIC, and ESL plans to begin offering them no later than fall 2020. Placement tools need to be developed, as traditional multiple measures/guided self-placement tools used by math and English are not practical for many (most) ESL students. 5. the Math Department has begun offering support courses this semester. Several sections of MATH120: Intermediate Algebra, MATH164: Statistics, and MATH171: Pre-calculus have been linked with 'S' courses (MATH120S, MATH164S, MATH171S): These one-unit lab courses are linked to companion sections and taught by the same instructors. The Math Department is looking for ways to enhance their support services. 6. Mayra Padilla encouraged all three departments to think about the research questions they would like answered by the District Research support. A future Task Force meeting will focus on developing these questions.	https://www.dropbox.com/s/uwnl7a7qtj6oxxt/AB705%20Task%20Force%20Meeting%209-3-19%20Notes.docx?dl=0
15	Professional Development (Agustin Palacios)				

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16	(Strategic) Enrollment Management				
17	Catalog and Scheduling				
18	Safety				
19	Sustainability				
20	Technology				
21	Grants				
22	Faculty Senate Coordinating Council (FSCC)	1. Should our district plenary meeting be October 15 (Tu) or October 18 (F)? 2. What does CCC think of religious freedom statement from LMC?	1. eLumen is a big topic districtwide 2. LMC discussing how to acknowledge/excuse religious holidays and provide reasonable accomodation consistently. 3. District plenary session topics: District Strategic Plan, Budget Processes best practices, Hiring procedures best processes.	Sept 3: a. Info from LMC about program review. They have a PR improvement procss: VPI, VPSS, DOEI, ASC president, CS president, PR committee, 4 faculty, 1 classified staff involved. b. info about LMC AS and hiring- AS president puts call out, people volunteer, AS president chooses. c. Discussion of how to handle religious holidays. LMC considering having suggested syllabus language - student must inform faculty before drop date, and faculty will accomodate d. Talk of a workgroup to re-visit academic freedom after UF negotiates contract. e. Plans to issue a joint communication to district facutly after ASCCC Plenary f. Goals for FSCC for the year : increase communication and collaboration between college senates	http://www.4cd.edu/about/committees/fscc/default.aspx
23	District Governing Council		1. Note that 4CD has just saved $20M by 'refinancing' 2. The district informs leadership about 'participatory governance' every year.	Sept 3 a. reports from consituiencies - CS has a robust report, Mgmt had no report for 2nd meeting in a row, Student had none , faculty (see FSCC above). District reports it is responding to turbulence on campuses related to race. b. REview of participatory governance - a powerpoint presentation was reviewed c. Suggest that we all look at the 12 page executive sumary of the budget that the board will vote on d. change in financing of 4CD bond funds, saved $20M for taxpayers by different interest rates and good bond rating "refinancing" e.	http://www.4cd.edu/about/committees/dgc/default.aspx