

CIO NEWS AND VIEWS

The Newsletter of the CCCCIO
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CIO BOARD ALL ABUZZ AT “HUMMINGBIRD RETREAT”

Your hardworking Executive Board members, joined by Dona Boatright and John Spevak (a.k.a. “the gray CIOs”) spent an entire day holed up in a Sacramento Holiday Inn, reviewing the seven “Big Ideas” generated at the spring CIO conference and working to transform them into a CCCCIO agenda for the future. As one might expect, the conversation was spirited and complex, since CIOs care deeply about the issues and the ideas are inextricably related. The Big Seven are listed below, followed by an attempt to capture the flavor of the workshop. Virtually all the ideas were covered, some in more depth and with more passion than others.

The Big Seven

1. Work toward **deregulation**, i.e., reducing/rewriting/eliminating regulations which restrict the ability to function effectively.
2. Increase **leveraging** opportunities to create statewide economies of scale, in areas such as collective bargaining, data collection, etc.
3. Create seamless **transitions** from K-12 to community colleges to CSUs and UCs, workforce (focus on living wage).
4. Build **leadership** capacity and develop sustainable leadership.
5. Go beyond re-engineering what we have and instead engineer a true **statewide system**.
6. Create **new budget solutions** within the existing system.
7. Assure that **student success** is the focus in everything we do.



The Discussion

Is deregulation a practical goal for CIOs? Yes it is worth pursuing, for many of the rules are redundant and inefficient. How do we have a voice? One way to have an impact is via politics and influence. But it is also about the process of developing regulations. This is an ambitious goal—we need to decide how we can sustain the effort....

There are a lot little things we could do by way of leveraging, such as sharing classroom-based assessments, data collection ideas. It would be nice to consolidate collective bargaining, but that’s not practical given local control and local governance issues. The CIO organization needs to become stronger in order to be effective, but do CEOs and other leadership groups support that happening? If we act to save our colleges money, we might convince CEOs that the CIO group is useful. We should explore getting help from the Foundation and developing a relationship with them. What do organizations like ours in other states do...?

SB 1440 is a great opportunity for articulation with the four-year institutions for making the transition for students more nearly seamless. Though there are only forty colleges that are compliant right now, more are in the pipeline. Should we start

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working strategically on K-12 pathways as well? The CIO Board could provide more leadership on this. There are good examples in many colleges. We also need to talk to legislators about how the 1440 pathway does *not* work. Legislators want to do something, but they need good information. (Note: TMCs came from the intersegmental curriculum workgroup composed of faculty from CCC and CSU.) How do we re-educate everyone three times in three different systems? CalPass is a good process but there is resistance to it. The time is right for seamlessness with K-12 and there is a role here for CIOs. We can start creating white papers, and articulate some fundamental principles. But we need to address *all* students, not just basic skills students.

The viewpoint of the California Community College Student Success Task Force, which was created as part of SB 1143, is that BSI has failed. They talk about mandatory assessment, mandatory placement, and going only go two levels below college level to fund for credit. But *should* we go below that? If our mission is to provide access to the college curriculum should we go three or five levels below? But we can't just say goodbye to students. What is our definition of success? In some ways people at the lower levels experience success.

The pressure is building and someone needs to step forward. Is there really any group comparable to us that cares about student success? We are in the best position to take the lead. We need to work with other groups. The goal is to reduce the number of students coming in below college-level. How? Work with K-12. Some colleges have reduced the number of poorly prepared students by working with local schools. We need to find places for students to go, not just ignore them.

In bad economic times, we need to know our goals, and we need funding. Are we still able to do everything for everyone? What is our mission?

We need to consider access issues and talk about these things in a different way, not just in terms of funding. We are not social workers but academics, and we do want to teach college level courses. We may not be able to deal with all needs that the students have. What is the mission of the colleges?

Is it realistic to address seven different initiatives? We need to focus our energies if we are serious about making the CIO organization an organization that provides effective leadership. (The group has since reorganized the seven goals into four. See Melinda's message on page 9.)

CCCCIO BOARD TRANSITIONS, 2011-2012

Melinda Nish continues as CIO Executive Board Chair, since Dennis Gerwin has been selected President of Columbia College. **Mary Kay Rudolph** (Santa Rosa) is now the President-Elect. **Sue Nelson** (Napa Valley) is taking Mary Kay's place as the representative of the North Central Region. A replacement for Susan Lamb in the San Francisco Region has not yet been selected. **Sherrie Guerrero** (Chaffey) replaces Ray Magroori in the Desert Region. **Craig Justice** (Irvine Valley) replaces Francisco Arce in the South Coast Region.

NEW CIOs THIS YEAR

Wow! This fall, we introduce you to *sixteen* individuals who have joined our ranks since last spring. (Well, some have rejoined, and some have changed colleges.) Please take a moment to welcome them, via email or at our Fall Conference.

[Contact me at ebuckley@sonic.net if you are a new CIO—or if you know of a new CIO—who is not listed here. – E.B.]



Peter Allan is the Interim Executive Vice-President of Instruction and Student Services at Victor Valley College. He has a B.A. in Economics and a M.B.A. from CSU

San Bernardino, and a J.D. from California Southern Law School. He began teaching part time at the college in 1991, and went to full time in 1997. This is the second time he has served as the interim VP.

“I had the experience of being the CIO for 18 months 8 years ago. I could see that some stability was required for the College, so I volunteered to become the CIO during the time that VVC is working on getting off accreditation sanction. As a 20-year employee, I am very familiar with the issues.”



Aracely Mora moved this year from interim to permanent Vice President, Academic Affairs at Santiago Canyon College. She has a B.A. in Physical Education, and a

M.A. in Physical Education-Instructional Design from CSU Long Beach and a Ed.D. in Institutional Management from Pepperdine University. Prior to becoming an administrator she was an instructor and coach at high schools in southern California and was a Professor of Physical Education at Irvine Valley College from 1991 to 2001.

“I began my administrative career as a Girl’s Athletic Director, Activities Director and, finally, as Assistant Principal at Millikan High School,

which prepared me for my first community college administrative assignment as the Athletic Director at Irvine Valley College. I served as the Acting Dean, Health Sciences, Physical Education and Athletics for a year and was hired at Santa Ana College as the Dean of Exercise, Science, Health and Athletics. I served as the Dean of Arts, Humanities and Social Sciences at Santiago Canyon College prior to assuming the position of Vice President, Academic Affairs.”



Derek Lerch is the Interim Dean/CIO of Feather River College. He has a B.A. in Geophysics from UC Berkeley, a M.S. in Geophysics from Stanford, and a Ph.D. in Geophysics and

Environmental Sciences from Stanford.

“I moved into this interim position from a tenured associate-faculty role in our Environmental Studies program. After serving as a division chair for the past two years, I wanted to explore administrative responsibilities.”



Randy Barnes is the interim Vice President of Instruction at San Diego Miramar. He has a B.A. in Economics from UC San Diego, a M.B.A. from National University, and a

Ed.D in Educational Leadership from CSU San Diego. An adjunct instructor at San

Diego Miramar for 19 years, he also served as a Research and Planning analyst and an Associate Dean for Apprenticeship programs for San Diego CCD, and Dean of the School of Business at San Diego City College.

“I was motivated to pursue the interim VPI position by my positive experiences as a dean and by my completion of my doctorate two years ago.”



Dr. Fabienne McPhail Naples is the Vice President for Student Success at Golden West College, Coast Community College District. She has a B.A. in Journalism/Public Relations

from the University of Iowa, a M.A. in History/Literature from Emory University, and a Ed.D in Educational Leadership from UCLA. She taught courses in Women’s Studies, Black Studies and Global Peace Studies at San Francisco State University and the California Institute for Integral Studies, and courses in Race and Racism at the University of Nevada. She served at Stanford University as an Assistant Dean of Students and Director of the Women’s Center, then as an academic manager in Service-learning at Santa Monica College, and later as Dean of Student Learning at Moorpark College. Her recent assignments have been as Associate Director of Admissions and Special Assistant to the Vice Chancellor at UCLA and as Associate Vice President for Student Success at the University of Nevada, Reno.

“I was drawn to Golden West College because of its strong academic reputation, as well as its President, Wes Bryan, whose vision for the Student

Learning Model combines leadership for instruction and student services. Also, Huntington Beach is a wonderful community and close to my home in Redondo Beach.”



Kimberlee Messina is the Vice President of Instruction and Institutional Research at Foothill College. She has a B.A. in Sociology and a M.A. in Spanish from CSU Sacramento, an A.B.D. in Hispanic Languages and Literature from UC Berkeley, and a Ed.D. in Educational Leadership from UC Davis. Kimberlee spent 20 years teaching Spanish, ten of them full time at Santa Rosa Junior College. Later at SRJC, she served as the Interim Dean of Arts, Culture and Communications, and then served for four years as the Dean of Instruction for Science, Technology, Engineering and Mathematics.

“I was attracted to the CIO position at Foothill because of Foothill’s excellent academic reputation, its commitment to educational innovation, and the opportunity to collaborate with a dynamic team of faculty, staff and administrators on student success during these challenging times.”



Keith D. Aytch is the Interim Vice President of Academic Affairs at Evergreen College. He has a B.A. and M.A. in English, and a M.A. in Administration.

Keith was an Adult Education administrator for five years and an adjunct English professor at American River College for four years. Later, he was appointed as a full-time English professor at Evergreen Valley College (1993-2007). In 2007, he moved back into administration as the Dean of Library and Learning Resource, and in 2009 he assumed an additional assignment as the Dean of Language Arts. He was appointed Interim

Vice President of Academic Affairs this past August.

“Clearly, the mission of the community college must readily adapt to the social context of the larger community. As an educator who has embraced equity and social justice, I truly believe my extensive commitment to student success led me take on the position of Chief Instructional Officer at Evergreen Valley College.”



Marilyn Spaventa is the Acting Executive Vice President, Educational Programs at Santa Barbara City College. She has a B.A.

in Spanish from State University of New York at Binghamton, and a M.A. in Teaching English as a Second Language from the School for International Training. Marilyn began her career as a Peace Corps Volunteer, taught ESL and Cross Cultural Communication at the university level, and served as a consultant in several states and in five different countries. She continues to teach a one-unit class each semester.

“I was hired at SBCC as a faculty member in ESL and served 10 years as dean of Sciences, Mathematics, School of Modern Languages, DSPS, International Students/Study Abroad, MESA and the Center for Sustainability. The sudden opening for the EVP position seemed to be the next logical step. SBCC has provided me the opportunity and challenge to serve in these different capacities. I am so fortunate!”



Ken Meier is not a new CIO, but he has assumed a new CIO position: Vice President of Student Learning (CIO/CSSO) at College of Marin. Ken, a Mt. SAC

alumnus, has a B.A. in History from UCLA, a M.A. in European Intellectual History from UCI, and a Ph.D. in Higher Education Theory and History from the University of Arizona, Tucson. For 23 years he taught history, sociology, and critical thinking at Yavapai College in Prescott, Arizona, and also offered various history courses at Northern Arizona University, Prescott College, and UC, Irvine. Most recently he taught education courses to teachers aides in two rural communities in South Kern County. After serving for two years as interim CIO/CSSO at Yavapai College in Prescott Arizona, he took the position of Vice President for Student Learning at Bakersfield College, and moved to Butte College in 2006 to serve as Vice President of Student Learning and Economic Development.

“After five wonderful years at Butte, I competed for the Vice President of Student Learning (CIO/CSSO) position at College of Marin (CoM). CoM was attractive to me because it is in the Bay Area, we have a visionary, supportive President, Dr. David Wain Coon, and I believe I can be of service in scaling up student outcomes assessment as we did at Butte and Bakersfield.”



Luis P. Sanchez is the Vice President, Academic Affairs at Allan Hancock College. He has a B.A. in Psychology from CSU Los Angeles and a J.D. and L.L.M. (Masters in Business and Tax Law) from

University of Pacific’s McGeorge School of Law. Luis practiced commercial law full-time from 1983-1991, and part-time from 1991-2006. He taught Business Law and Income Tax full-time at Sierra College from 1991-2006, and taught Business Law part-time at Sacramento State University part-time from 1988-1991.

“I was drawn to the CIO position at Allan Hancock College because I wanted a new challenge, I love the demographics of the college (it has a high percentage of first-generation college students), and I have always wanted to live on the central coast.”



Terry Giugni is the Vice President, Instruction at Fullerton College. He has a B.S. in Biological Sciences from Cal Poly, San

Luis Obispo and a Ph.D. in Physiology and Biophysics from UC Irvine. He taught part-time and then full time at Chaffey college over the course of fifteen years, and also served as the Educational Service Coordinator of Chaffey's Biology and Geography Departments.

“I have worked for 22 years in community colleges and thoroughly enjoy what I do and believe strongly in the role that community colleges play in higher education. I have come to a stage in my career that I wanted the opportunity to make an even greater impact and Fullerton College has given me that opportunity.”



Anna Davies is the Vice President, Academic Affairs at L.A. Pierce College. Anne has a M.Ed. in Curriculum and Instruction and a B.A. in Social Work. Her

teaching field is in Social Services.

“Pierce College has an excellent reputation and provides broad access to outstanding student learning programs and services. As a fully accredited college, Pierce is well grounded in participatory governance, effective use of resources, and a commitment to thoughtful reflection and ongoing improvement.”



Dr. Corey Marvin Vice President of Academic Affairs at Cerro Coso Community College. He has a Bachelors, Masters, and Ph.D. in English from UC Santa

Barbara. Hired by CCC in 1997, Dr. Marvin has served the college in a variety of leadership roles over the years, including, Professor of English; Interim Vice President of Student Learning; Interim Information Technology Director; Basic Skills Initiative Director; Faculty Chair; Curriculum Committee Chair; Academic Senate President; English Placement Coordinator; Honors Program Coordinator; and Humanities and Social Sciences Program Area Coordinator.



Marge Maloney is interim Vice President of Academic Services at Las Positas College. She has a B.A. In English from Mundelein College (now

part of Loyola University) in Chicago, and a M.A. in Education from San Francisco State University. She has taught Psychology and been the Coordinator of the DSPS program.

“Las Positas College is such a great place to work that I was happy to come out of retirement to serve in an interim capacity during the search for a permanent Vice President.”



Samia Yaqub is Interim Vice President of Student Learning and Economic Development at Butte College. She has a B.A. and M.A. from

UC Davis and a Ph.D. in Education—Community College Leadership from Oregon State. Her teaching areas are English as a Second Language and Developmental Reading and Writing Skills.

“I have served as a dean at Butte College for eight years, four as Dean of Transfer and General Education and the last four over Language Arts and Humanities. I recently completed my doctorate and was ready to serve the college in a broader capacity. When Dr. Ken Meier accepted a position at College of Marin, I was given the opportunity to take over as CIO on an interim basis.”



Peggy A. Moore is the Interim Vice President of Academic Affairs at Shasta College. She has a B.A. and a M.A. in English and a M.A. in Social Science (Women's Studies)

from CSU San Jose. Peggy was a member of the English faculty at Foothill College from 1977 to 1989, and served in various leadership positions with the Faculty Association (the faculty bargaining agent.). She was the Vice President of Instruction at College of the Siskiyou from 1989 to 2004, has since served as the interim CIO at Lassen College and Shasta College and the Interim President at Siskiyou in 2008.

“I have always enjoyed the CIO responsibilities and hope to be able to bring experience and ideas as an interim. Have I thought of really coming out of retirement on a permanent basis? Nope.”

Peggy, who has owned goats for decades, claimed she did not have a photograph of herself we could use for this feature. So we found our own photo, which we hope she enjoys.

Congratulations & best wishes in your new role!

NAPA VALLEY COLLEGE



Napa Valley College at a Glance

MISSION

Napa Valley College engages its students in high quality programs and services that promote learning and personal growth; enhance academic success and workforce development; and prepare life-long learners for their roles in a diverse, dynamic, and interdependent world.

VALUES

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model, and encourage

- ◆ *student success*
- ◆ *honesty*
- ◆ *creativity*
- ◆ *integrity*
- ◆ *adaptability*
- ◆ *inclusivity*
- ◆ *responsibility*
- ◆ *openness to new ideas*
- ◆ *respect for others*
- ◆ *health and wellness*

STUDENT LEARNING OUTCOMES

Upon completion of an organized program of study, students will be able to

1. Communicate ideas clearly and concisely in written, oral, and other forms, using a variety of complementary media.
2. Acquire and critically evaluate information, solve complex problems, and make informed decisions.
3. Demonstrate interpersonal skills by collaborating and working effectively with people from diverse backgrounds while respecting their viewpoints.
4. Set goals and develop a plan to achieve those goals.
5. Acquire the knowledge, skills, and abilities that are specific to a discipline or career and adapt to an ever-changing workforce by managing their own learning.
6. Act responsibly and ethically as community members, with an understanding of local, national, and global issues.

HISTORY

1941—The citizens of Napa County passed a bond issue to establish *Napa Junior College*. One year later, Napa Junior College was founded as part of Napa Union High School District and held its first class with just 16 students, only one of whom was male. Once World War II was over, GIs flooded into the new college.

1962—The community passed a bond issue to buy land and build a new college campus. After 23 years, the college now had its own campus, its own district, and an enrollment of 1,771 students. It was renamed *Napa College*.

1982—The college was again renamed, becoming *Napa Valley College*.

1994—The official opening of a permanent Upper Valley Campus brought educational opportunities close to home for upper valley residents, and added new dimensions to the college curriculum.

2002—Napa County voters passed Measure N, authorizing \$133.8 million in facilities bonds for modernization, new construction and infrastructure development. Projects included the new Library/Learning Resources Center, Performing Arts Center, North Gymnasium, Ceramics Building, a solar energy field, and new campus signage.

2011—Napa Valley College continues to seek new avenues of service to students and the community as it approaches its 75th anniversary next year.



THE STUDENTS

2010-11 Total Student Headcount: 10,707

Ethnicity	Headcount	%
African-American	560	5.2%
American Indian/Alaskan Native	51	0.5%
Asian	302	2.8%
Filipino	894	8.3%
Hispanic	2836	26.5%
Pacific Islander	60	0.6%
Two or More Races	182	1.7%
Unknown/Non-Respondent	1640	15.3%
White	4182	39.1%

Gender	Headcount	%
Female	5893	55.0%
Male	4642	43.4%
Unknown	172	1.6%

2010-11 FTES: Credit: 4,760 ♦ Non-Credit: 699



NVC STRATEGIC PLAN GOALS

(Each goal is followed by several measurable objectives and performance outcomes.)

- 1. Increase Student Success** by providing high quality learning opportunities in programs and services to support students in attaining their educational goals.
- 2. Establish, Apply, and Maintain College-Wide Standards of Excellence** through continuous evaluation of quality and effectiveness and implementation of improvements.
- 3. Increase Access** to high quality programs and services by sustaining strong connections with the community.
- 4. Effectively Use Appropriate Technologies** to support programs and services and to improve communication.

Fifteen Minutes of Fame in the Wine Country **NAPA'S NELSON KNOWS WHAT'S NEEDED**

N&V: In a few sentences, tell the story of how you came to be at Napa Valley College and became its chief instructional officer?

SN: I was a student at Napa Valley College in the early 70's. After I graduated, I was hired as a typist-clerk. I was lucky to have mentors who encouraged me to continue my education and to continue my career at Napa Valley College. Diane Carey Woodruff and Dr. Ed Shenk were responsible for my transition into instructional administration. I followed a nontraditional career path to becoming a vice president of instruction, as I only taught part-time and never taught full-time. I remained at Napa Valley College because I did not want to remove my children from the Napa schools. But I couldn't have been more fortunate, as NVC is a great college and provided many promotional opportunities.

N&V: What attracted you to a career in a community college?

SN: As a first-generation college student, Napa Valley College changed my life. I love education and what it does for students—and I wanted to have a small part in changing their lives.

N&V: What makes Napa Valley College unique?

SN: Our location certainly makes us unique. We had the first bonded winery at a California community college. Our students learn about viticulture and winemaking from growing the grapes, through making the wine, bottling, designing the labels, and selling the wine. We also have a large and well-respected Criminal Justice Training Center, as well as many other high quality programs. In addition, the culture at Napa Valley College is very close-knit. We have very good relationships among our constituent groups.

N&V: Why should students choose Napa Valley College over other places?

SN: Napa Valley College is small enough to provide a personal touch for students, yet large enough to have a good selection of programs. Students tell us that they feel very welcome and that we care that they succeed. We give our students a lot of personal attention. Besides, who could ask for a more beautiful area to live?

N&V: What do you like about your work at the college?

SN: I feel satisfied that I can facilitate a quality learning experience for our students. Working with the faculty and staff at Napa Valley College is an honor. I feel very fortunate.

N&V: What's tough about your job?

SN: Besides working towards maintaining high quality instructional programs given the budget cuts and class cuts, the most difficult part is that NVC is light on administrative positions. We have to work very smart and/or very hard to accomplish everything we want to accomplish. Luckily we have a top-notch administrative staff who are very committed.

N&V: What major challenges has the college addressed over the last ten years?

SN: In addition to the usual budget challenges we are all facing, Napa Valley College has been challenged by the growth of facilities. Impressive new buildings have been built, but it has been difficult to staff them adequately due to funding cuts. In addition, we lost our beloved president, Dr. Chris McCarthy, to an untimely death. It has been two years this month since he passed away, and we are still in transition from this loss.

N&V: What major planning initiatives will the college implement over the next five or ten years?

SN: We are greatly expanding our contract education and workforce development initiatives.

N&V: What else would you like your fellow CIOs to know about Napa Valley College?

SN: I call Napa Valley College the little engine that could. Although we are on the smaller side, we are very successful in creating high quality instructional and support programs. We are a community of educators who work together to promote student success.

N&V: Anything else I ought to know?

SN: I think that is it! Thank you for this opportunity.



PRESIDENT'S MESSAGE



Happy September! I hope that everyone's fall term is going well. The focus for this year will be the work of the Student Success Task Force (SSTF). The task force is the result of legislation, SB 1143, that originally was intended to change our method of

apportionment from enrollment-based, to completion-based. The bill was rewritten and required a task force to be created to study and propose reforms that would improve student success with the recommendation package due to the Board of Governors this coming January.

As we are all aware, student success can lead to trade-off with student access. The success versus access issues have been at the forefront of all of the task force's discussions. As a member of the task force, I can assure you that many divergent opinions have been expressed and consensus has not been reached on all the proposals reviewed. However, we now have a package of recommendations that really focus on helping students accomplish their educational goals, not just getting in the door.

The draft recommendations will now be reviewed throughout the state at town halls, League meetings, conferences, the Senate's plenary session, and the students' general assembly. We will devote a full session to reviewing the recommendations and gathering your input at our fall conference in Mission Bay. The eight areas of SSTF recommendations are:

1. Increase college and career readiness.
2. Strengthen support for entering students.
3. Incentivize successful student behaviors.
4. Align course offerings to meet student needs.
5. Improve the education of basic skills students.
6. Revitalize and re-envision professional development.
7. Enable efficient statewide leadership and increase coordination among colleges.
8. Align resources with student success recommendations.

The SSTF recommendations align closely with many of the strategies that we as CIOs support. You will recall that during our last spring conference in Monterey, we worked together to define a series of goals for our organization. The seven goals were further refined this summer during a retreat of the executive board. The result is that we have identified the following four goals for the CIOs:

1. Promote student success by assuring seamless transitions from K-12 to community college and beyond.
2. Develop sustainable leadership.
3. Working within the system, promote and develop methods to deregulate and leverage economies of scale to better serve students.
4. Engineer a true statewide system.

We also developed strategies that support these goals, and have identified co-chairs from the executive board to help us work toward the first three. As we work toward accomplishing what we have defined as important, the entire system will be reviewing the SSTF recommendations. The final draft of the SSTF will serve as the basis for the next package of Board of Governor sponsored bills and potential regulatory changes. Therefore, what happens with the SSTF recommendations will have a direct impact on our own efforts.

There never was a time to be more engaged with what is happening at the state-level! I urge you to attend the fall CIO conference! If you have not already registered, please do so by visiting our website at www.ccccio.org. There will be additional opportunities to attend presentations of the task forces' recommendations. A full calendar is being developed and will be sent out via listserv as soon as it is complete.

In closing, I would like to thank you for the opportunity to serve again this year as the CCCIO Executive Board president, and as a member of the Student Success Task Force. I am encouraged and hopeful that our good efforts as CIOs are being realized and benefiting students.

Thanks again, and I hope to see you all in Mission Bay!

—Melinda Nish



Russell Reflections

*CCCCO Vice Chancellor of Academic Affairs
Barry Russell on staff changes, task forces,
regulations, college catalogs, and SB 1540*



First, let me add my best wishes to the beginning of your new year. I know that most schools have already begun the fall semester and are filled to capacity. The work that you do to manage enrollment, plan the delivery of the curriculum, provide staffing plans, build budgets, and then oversee another 100 projects is extremely important to your campus and important to the State of California. Thank you.

Sacramento has been busy this summer with lots of legislation, budget proposals, and other activities, including input from extraneous news articles and external policy groups. I am going to make an attempt to provide you a short summary of some of these. If you need more information on any item, please feel free to drop me an email or a phone call.

Staffing Changes

As most of you are aware, Stephanie Low has taken a position at Hartnell College. I have appointed Sally Lenz as the Acting Dean of Curriculum and Instruction. In addition, we have enlisted the assistance of Ken Nather (previous CCCCCO employee and Dean at Woodland College) as well as “borrowing” Debbie Velasquez from the Student Services and Special Projects Division. As always, if you have any questions or concerns, please feel to call my office for assistance.

It Seems to Be “Task Force” Season

There have been several task forces established this year to study and provide guidance to the Chancellor’s Office on a series of issues. The **Student Success Task Force** (SSTF) was established through legislation (SB 1143, Liu) and is looking at the ways in which California can encourage student success through changes in policy, education code, regulations, or practice. Melinda Nish has been serving as the designee to the SSTF and will be presenting possible recommendations to the CIO group during the fall conference in San Diego.

A **Repeatability Task Force** has been organized to study the issue of repeatability of courses in California community colleges. This issue developed out of the

discussion of the proper number of repeats, which was limited to three at the last BOG meeting.

Over the summer, a small **Online Materials Fee Task Force** was developed to look into an issue concerning materials fees. After a series of articles were written in the San Francisco Chronicle, the Chancellor asked that a group come together. The group met once and the Chancellor’s Office staff prepared a response to the article. In the meantime, several legislators and others have raised questions about materials fees, requiring a further look at the issue by a task force. At this point, the task force is still being built. Stay tuned for more information.

Online Schedules and Catalogs

There have been several questions, mainly from Public Information Officers, concerning a move on campuses to save money by going to a totally online course schedule or catalog. Although, there is really nothing specific in code or regulation concerning this topic, there are a couple of salient issues that impact this decision. Accreditation requires that you demonstrate that your publications are accessible to all students. There are also auditing checks to make sure that classes are widely advertised and that information is accessible to all students—not just the ones with computers. The CCCCCO suggests that you have some kind of printed version of your schedule available to students. That can be accomplished by simply printing the PDF version and making copies available in the library, counseling center, and other places.

Repetition and Repeatability

This summer the Board of Governors approved some changes to the repetition language that basically restricts campuses from collecting apportionment after a student has repeated a course three times. This limitation includes all substandard grades as well as withdrawals. A more definitive memo will be issued soon to further explain this issue.

In addition, a Repeatability Task Force has been assigned to look into possible changes in code, regulation, or guidelines that would restrict the number of times courses

can be repeated. The existing language is being called into question because of the limited funds available from the state to pay apportionment. David Morse, Curriculum Chair of the Academic Senate, is heading up this Task Force. They are holding open dialogue meetings to encourage faculty input on September 20 (Foothill College) and September 23 (Mt. SAC).

Update on SB 1440

At the time of the writing of this article, the Chancellor's Office had approved 175 AA-T or AS-T degrees. This represents about 50% of the colleges being compliant (at least two approved degrees). It is anticipated that in the next few weeks more colleges will be submitting degree proposals after curriculum committee actions

during early meetings in the fall semester. The Academic Senate for California Community Colleges has been working closely with the Chancellor's Office on this project. I would like to publicly thank them for their work.

Final Note

There are many issues and activities here at the Chancellor's Office. I hope everyone is attending the CIO conference because I will be giving a more in-depth look at all the various activities taking place in Sacramento. Before that time, please let me know if you have any questions or concerns...and I will keep you as informed as possible.

—Barry Russell



DON'T BE "CHEEP"

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Lucky Seven???

**SEVENTH CARTER DORAN LEADERSHIP AWARD
TO BE SELECTED THIS COMING JANUARY 16TH**

The Carter Doran Award recognizes an active instructional administrator who exemplifies leadership by showing qualities that Carter Doran embodied in his role as teacher/dean at Mt. San Antonio and Vice President of Instruction at Santa Ana and College of the Canyons:

- ◆ Integrity, compassion, kindness
- ◆ Sense of humor, wit, and charm
- ◆ Dedication to the common good
- ◆ Devotion to excellence without elitism
- ◆ Generosity with time and talent
- ◆ Loyalty to friends one and all

It is expected that the recipient will have 1) led with heart, 2) demonstrated creativity, 3) shown sustained commitment to addressing instructional challenges, and 4) made a profound impact on a college and/or professional organization. Areas of achievement may involve faculty development, diversity, curriculum transformation, institutional effectiveness, enrollment management etc.

The latest member of the Doran Award Gang will be joining a group of outstanding educational leaders: **Julie Hatoff** (2005-2006), **Morgan Lynn** (2006-2007), **Randy Lawson** (2007-2008), **Pam Deegan** (2008-2009), **Barry Russell** (2009-2010), and **Don Berz** (2010-2011).

Nominations are encouraged from co-workers and colleagues, superiors and subordinates. Nominees may hail from the ranks of program coordinator, chair, division head, dean, or chief academic officer.

The deadline for nominations is **January 16, 2011**. The nomination form can be downloaded by clicking on "Carter Doran Leadership Award" on the CIO web page. Send the completed form accompanied by a maximum of three additional support letters to Claire Biancalana at clbianca@cabrillo.edu. The President, in concert with CIO officers, shall select the recipient of the Carter Doran Award.



CCCCIO CONFERENCE, October 26-28, 2011

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Wednesday, October 26, Noon – Friday, October 28, Noon

THE CONFERENCE