

X	Dr. Lisa Rodriguez (Co-Chair) Assistant Director, POD and Title V Project Manager	X	Lizbet Sanchez, Faculty Development Co-ordinator		Dr. Romelia Salinas, Dean, Library and Learning Resources		Roger Willis Academic Senate President or Designee		Cesar Alvarado Student Trustee
X	Sylvia Ruano (Co-Chair) Dean, Instruction	X	Diana Felix Faculty Coordinator (Student Development)		Dr. Patty Quinones Director, RIE	X	Cathy Stute Senior Research Analyst (RIE)		Guest: Gio Rodriguez, Director, El Centro
X	Lisa Amos Faculty Coordinator: Financial Literacy		Hong Guo Faculty Data Coach		Sara Mestas Guided Pathways Professional Development Coordinator	X	Dr. Cara Tan Faculty Data Coach		
X	Dr. Tania Anders Co-Vice President, Academic Senate	X	Tony Rivas Faculty Data Coach	X	Kate Morales Information Technology		Dr. Koji Uesugi Student Services Dean		
	Dr. Meghan Chen Associate Vice President, Instruction	X	Mike Hood Faculty Data Coach		Donna Necke Continuing Education Faculty		Dr. Eric Lara SEAP Liaison, Student Services		
	Dr. Gina Coburn Instructional Designer POD	X	Krysten DeWilde Faculty Data Coach		Dr. Anabel Perez Counseling Faculty Representative	X	Guests: Monika Chavez, Librarian & Esteban Aguilar, Librarian Katie Datko, Director, FCLT		
	Rosario Esparza Student Services Manager (Financial Aid)		Dr. Loni Nguyen Faculty Coordinator for Title V Data Coaches	X	Adrienne Price Director, Grants		Title V Student Ambassadors List by name		
	Rita Page Professional Learning Academy Coordinator		Dr. Melba Castro Student Services or Designee	VP	Dr. Mica Stewart Faculty Coordinator: Equity and Professional Development		MMMC Student Ambassadors List by name	X	Recorder: Ashley Lanuza

Topic		Time	Update/Discussion	Outcome/Action
1.	Welcome -One Drive Notes/Slides	1:00 pm	Land Acknowledgement: Sylvia Ruano	
2.	Approval of the Agenda	1:05pm	<ul style="list-style-type: none"> Lisa call for approval 	Move to approve agenda Lizbet Sanchez, seconded Diana Felix.
3.	Approval of the March 24, 2023 Minutes	1:10pm	<ul style="list-style-type: none"> Any discussion, motion to approve 	March 2023 minutes spelling correction from Jiovanni to Giovanni. <ul style="list-style-type: none"> Cara Tan, Krysten DeWilde, Sylvia Ruano and Mike Hood abstain. Move to approve minutes by Lizbet Sanchez, seconded Adrienne Price, with the noted spelling change above.
	Topic	Time	Update/Discussion	Outcome/Action

4.

Administrative Report

Lisa Rodriguez & Cathy Stute

1:10 pm–
1:30 pm

- Budget Review: Year 4 expenditures, Year 5 Projections, Avoiding a No Cost Extension (Adrienne); [Year 5 carryover expenditures](#)
- APR Data Review

Questions:

-Question: When can we apply for the next Title V? Answer: Applications are due in the spring, sometimes it's as early as March, sometimes as late as June. We would apply in Spring and the grant would start in October 2024.

-Questions: Can Title V fund a DE-SIA coordinator? It was turned down earlier this year because it was not associated with LHE. Answer: Anything is possible, anything we are going to propose for the next Title V grant we are going to want to have documentation that we have a need for that, and that we would want to move forward with that as a college. Make sure to bring it up again when we are brainstorming for the next Title V.

Recognition to those who worked with the Title V Grant during the pandemic.

Budget Review:

- The chart below is of the financials from the five years. These are all actual and planned expenditures as reported in the Annual Performance Report (APR).

PROJECTS/OBJECTIVE	APR YR 1	APR YR 2	APR YR 3	ESTIMATED YR 4 (APR 024-MARCH 2024)	APR YR 5/PROJECTED BUDGET (MARCH 2025)
FACULTY CERTIFICATION (1 & 2)	\$32,355	\$49,272	\$27,962	\$27,962	TBD
DATA COACHING PROGRAM (3)	0	\$75,213	\$72,922	\$72,922	TBD
OER (4)	0	\$2,000	\$7,966	\$7,966	TBD
STUDENT TECH TOOLS (5)	0	\$16,110	\$6,749	\$6,749	TBD
STAFF EQUITY PD (6)	\$483	\$16,596	\$3,120	\$3,120	TBD
STUDENT DEVELOPMENT (7)	0	\$66,132	\$97,076	\$97,076	\$128,500
HHMC (8 & 9)	0	\$85,308	\$124,847	\$124,847	\$178,886
STAFF SALARIES SPREAD ACROSS OBJECTIVES				STAFF SALARIES PENDING	STAFF SALARIES PENDING
TOTALS	\$32,708	\$302,731	\$341,142		

- First year (10/2019-09/2020) shows the capacity building- Faculty onboarding, classified hired.
- Year two (10/2020-09/2021) spent \$302,731, with a huge carryover. This allowed us to put more funding into the student-facing programs.
- Year three \$341,142 not including staff salaries.
- Year four picked up the spending, just an estimate on what was spent in year three.
- APR due March 2024.

PROJECT DETAIL	OBJECTIVE & GOALS ALIGNMENT
CORA: CENTER FOR ORGANIZATIONAL RESPONSIBILITY AND ADVANCEMENT: 60 SEATS IN TEACHING AND SUPPORTING MEN OF COLOR IN COMMUNITY COLLEGE	OBJECTIVES 1 & 2, GOAL 6
COLEGAS CONFERENCE: H.S.I. PRESENTATIONS WITH TITLE V, H.S.I. EQUIPO, RISING SCHOLARS	OBJECTIVE 6, GOALS 4 & 7
H.S.I. EQUIPO'S LATINX STUDENT ENGAGEMENT: EL CENTRO'S FALL SERIES	OBJECTIVE 7, GOAL 7
PRIDE MICRO-CERTIFICATE FOR NON-TEACHING STAFF	OBJECTIVE 4, GOAL 4 & 7
CAIR RESEARCH CONFERENCE	OBJECTIVE 3
BROWN & GAY IN LA: DR. ANTHONY OCAMPO BOOKS FOR COLLABORATION WITH EQUITY CENTER OCTOBER 12TH	OBJECTIVE 6, GOAL 4 & 7
AHSE CONFERENCE: ALLIANCE FOR HISPANIC SERVING INSTITUTION EDUCATORS: PRESENTATION BY TITLE V STAFF	OBJECTIVES 3 & 6, GOALS 4 & 7
LATINX TEACHING CERTIFICATE: ESCALA	OBJECTIVES 1, 2, 3, 6, GOAL 7
CCCO DEI IN ACTION INSTITUTE (SEPTEMBER 2023)	OBJECTIVE 6, GOALS 4 & 7

- [Click here for all slides, notes and agendas.](#)

No Cost Extension—Adrienne Price

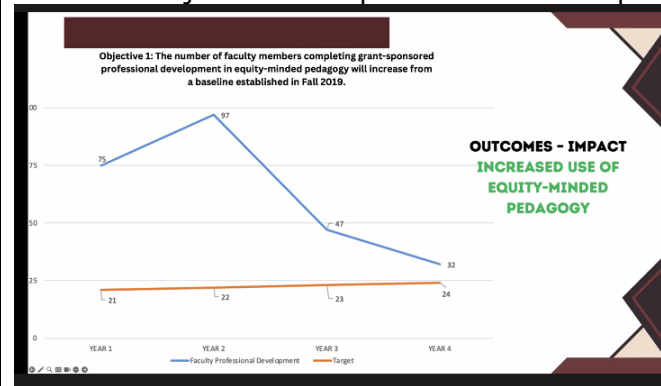
- Sometimes a no-cost extension is not allowed on grants, on federal grants these Department of ED grants it is a possibility to request an extension, but it's not a guarantee.
- The department discourages requesting no-cost extension.
- The Department of ED is starting to scrutinize grants, not just Title V grants, but across a lot of their programs. They are asking us to submit at the end of each grant year a carryover plan. They are looking at whether we really need all that money

and are making determinations to reduce our amount if they don't think our plan is sufficient.

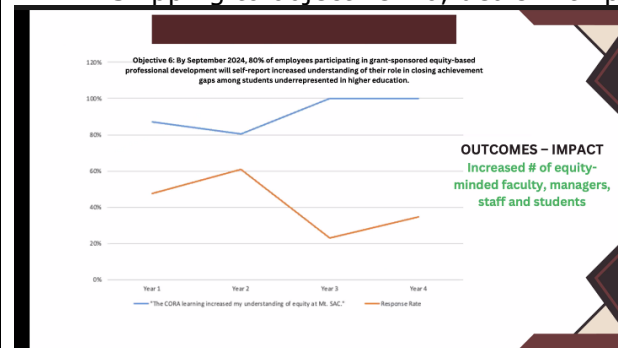
- Plan should be to spend what we can and not ask for an extension, because it might hurt us in the long run.
- At this time, we cannot hold both a Title V DHSI grant and an AANAPISI grant. We are trying to do some advocacy efforts to see if we can change that on a federal level.
- Title V grants are more money than the AANAPISI grant, so an institution is more likely to accept Title V funding.

APR Data Review-Cathy Stute

- 1st objective is for professional development:

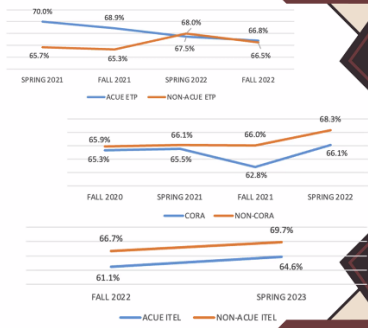


- Baseline of 20 for 2019 and that will increase to meeting a target of 25 by the end of the grant.
- Faculty participating in professional development. We are at a total of 251, we have far exceeded this target.
- We are meeting our impact of increased use of equity-minded pedagogy.
- Skipping to objective #6, deals with professional development.



- Response rates are a little lower due to the pandemic. Hoping to get 80% of employees responding, but we might not hit this target.
- Object #2

Objective 2: By September 2024, the rate at which students successfully complete courses taught by pilot faculty who incorporate equity-minded pedagogy will increase among pilot students from an average of 69% in Fall 2018 to 79% in Fall 2024

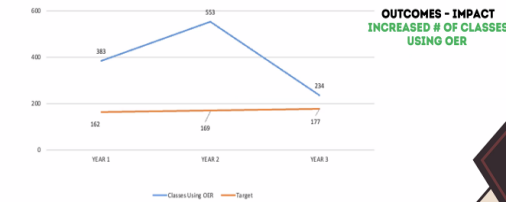


OUTCOMES - IMPACT
EQUITY GAPS IN STUDENT
OUTCOMES ARE CLOSED

- We have CORA learning, which is the center graph. We compared the students/faculty participating in CORA trainings to all other students of non-CORA faculty.
- The success rates are actually higher than the non-CORA students.
- Students in ACUE EPT training faculty were performing at a higher rate.
- In Spring 2022 we had a shift, students of non-ACUE train faculty were performing at a slightly higher rate, did make a shift back but only a .3% difference.
- Dual enrollment students are excluded from both groups.
- Unfortunately, what we are seeing is the students of ACUE ITEL training faculty performing at about a 5% or 5.5% lower rate than students of non-ACUE ITEL train faculty.
- The conversation that we need to have is if training is going to result in lower success rates.
- # of students in the ACUE ITEL Fall 2022 was 1,436, compared to about 60k plus in the non-ACUE ITEL for Fall 2022.
- Spring 2023 2,457 students in ACUE ITEL, again compared to 60k plus.

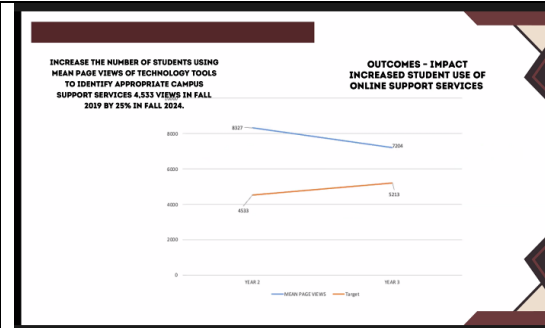
-Skipped Objective 3-

OBJECTIVE 4: THE NUMBER OF CLASSES USING OER WILL INCREASE BY 25% FROM A BASELINE ESTABLISHED IN FALL 2019.

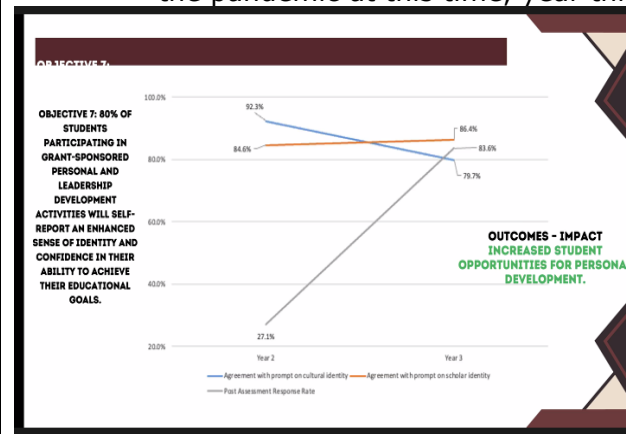


OUTCOMES - IMPACT
INCREASED # OF CLASSES
USING OER

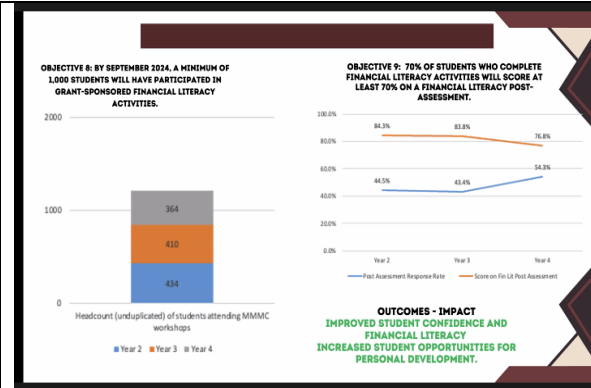
- Objective #4(measuring the OER)-The number of classes using OER will increase by 25% from a baseline established in Fall 2019.
- Our baseline was 154, each year we have exceeded the baseline requirements.
- Some reduction in year three over year two, classes came back on campus.



- Objective #5, had to be shifted a bit because we couldn't use the original text due to the pandemic. Which at the time was the number of students accessing technology tools. Couldn't use this because IT gave all students access to the technology tools.
- Shifted to this objective of looking at students who are viewing pages that contain information about technology tools and campus support services.
- Our target was established at 4,533. We exceeded that in year two. We were in the pandemic at this time, year three we increased slightly.



- Student development objective #7
- Two major events this far in year two the LPDI-Latinx Professional Development Institute and year three the Student Life Conference.
- Students reporting out on their cultural identity in year two 92.3% were in agreement with the event and the training they received helped them with their cultural identity, while 79.7% in year three felt that the event helped them with their culture identity.
- Scholar identity in year two was 84.6% of students were in agreement that the event helped them, and in year three 86.4% were in agreement.
- We need 80% response rate from students. We didn't get that in year two but we did in year three.



- These two objectives(8 and 9) are related to Mountie Money Management Center
- Objective #8 # of students who participated in sponsored grant-related activities.
- MMMC exceeded as of Spring 2023 and are continuing to add to it.
- Objective #9-Well exceeded the 70% threshold, but again we have the response rate issue. Trending up but not sure we will meet that 70% response rate.
- The students report that the financial literacy activities are helping them.
- **Skipped Objective 3, going over it now..**

Objective 3: Data Coaching

- Objective 3: 80% of faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.

OUTCOMES – IMPACT
 Increased # of faculty trained in using data

- **ACCESS & UNDERSTAND:**
 - Presentations: Flex, Power of Our Data, Equity Curriculum Convening
 - Division & Dept. Presentations
 - Newsletters
 - DC Trainings
- **USE - To be measured in Year 5**
 - Survey Equity Cert Completers
 - RFPs

- Project Coordinator Reports:**
1. MMMC (Amos)
 2. Student Development (Felix)
 3. Data Coaching Update (Hood)
 4. OER (Datko, Chavez, Aguilar)

1:30-3:00 pm

1.MMMC (Amos):

- 5. Faculty Equity Certification (Rodriguez for Stewart)
- 6. Discussion & Post Grant Planning (All)

MMMC Highlights:

Part time center: open 9-2 Mon-Thurs

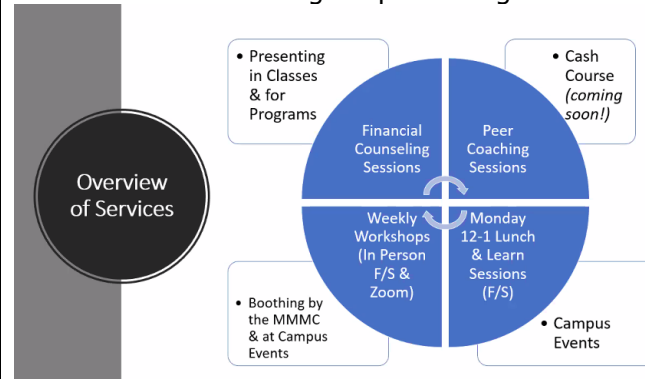
Team: Faculty Coordinator (15 LHE), Temporary Administrative Support II (20 hours/week), and 10 Student Ambassadors

Annual operating budget as a half time center: \$180,000

Serving students and employees

Serving a higher percentage of Latinx students than Latinx student enrollment at Mt. SAC

- Annual operating budget as a half-time center is \$180,000, funded by the Title V grant.
- Serves a higher percentage of Latinx students



- Booths everyday
- Free financial counseling sessions, etc
- Two student advisors are VITA tax trained, which is Voluntary Income Tax Assistance program that we have in the Spring for 8 weeks.
- Monday Lunch and Learn from 12-1 (bring your own lunch).

Equity & Student Support Programs the MMMC Works With

- ACES
- Arise
- Basic Needs & Mountie Fresh Food Pantry
- Bridge
- Career Center
- DREAM
- EOPS/CARE/CalWORKs
- Financial Aid & Scholarship
- International Students
- First Peoples Native Center: NAISA
- Pride Center
- REACH
- Rising Scholars
- Veterans Resource Center
- VITA Program

Fall 2023 Happenings & Highlights

- Coordinating with CCCC Financial Literacy Efforts
 - Trainings for other CCC staff doing financial coaching & ongoing supports
 - MMMC team participating in CCCC High Touch \$ Lit online training
- Launching Cash Course self-paced modules in Canvas (almost ready!)
- Launching MMMC text messaging communicating next week
- New Student Welcome Booth
- Student Success Conference Workshops
- Monday Lunch & Learns from 12-1 in the MMMC
- Presenting in Counseling classes, SCE classes, Life Management classes...
- New classified employees training day
- Presenting to equity programs, including REACH



- Launching cash course and MMC messaging communication through the signal line. Students sign up to receive these messages.

**Workshop Titles Offered Weekly Every Term:
14 Fall/Spring and 4 Winter/Summer**

- | | |
|--|---|
| • 20 Money Tips for College Students | • Master Your Money Skills |
| • 25 Fin Lit Resources | • Minimalism: Doing More With Less |
| • Budget Hacks | • Mortgage 101 |
| • Building Financial Stability in Uncertain Times | • Psychology of Money |
| • Car Buying 101 | • Renting: The Process and Your Rights |
| • Career Planning and Your Finances | • Retirement 101 |
| • Cover Your Assets: The Basics of Insurance | • Save for the Unexpected |
| • Cyber Security: Stayin Safe Online | • Setting Goals for My Money |
| • Financial Preparation for Transferring to a University | • Tackling Taxes |
| • Five Money Tips for Students | • The Cost of Community College in Time and Money |
| • Home Buying 101 | • Using Credit Wisely |
| • Investing 101 | |

- 14 workshops in Fall and Spring.
- No workshops in week one or finals week
- If you would like to participate as a presenter, contact Lisa Amos
- What is next: Looking for funding to continue this important work once the Title V grant ends.
- Through Title V funds, MMMC purchased books that are owned by MMMC, not the library. The books are about Money

2. Student Development (Felix)

TITLE V: STUDENT DEVELOPMENT

Creating an Equity-minded Campus Culture to Improve Student Outcomes

ALL PROJECTS WILL ENGAGE STUDENTS IN CULTURALLY-RESPONSIVE ACTIVITIES THAT PROMOTE THEIR PERSONAL DEVELOPMENT AND LEADERSHIP SKILLS AND ENSURE THAT THEIR VOICES ARE HEARD.



CULTURAL AWARENESS

- comfortable on campus,
- increase their engagement,
- cultivate self-confidence,
- reinforce a strong sense of cultural identity and pride, and
- empower students to develop ongoing narratives and counter-narratives

LEADERSHIP

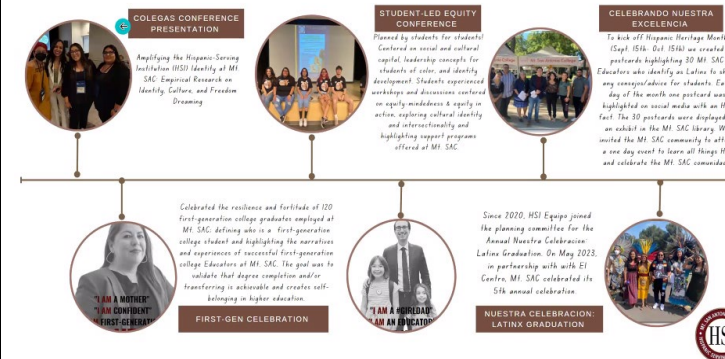
- Students will develop and implement a student-led equity conference with a purpose of developing leadership skills and promoting campus-wide cultural competence for students.
- Students will plan and develop a podcast series highlighting the Mt. SAC student community with advice for first-gen students and recommendations gathered from Participatory Action Research.

PERSONAL DEVELOPMENT

- Engage Mt. SAC faculty, managers, staff, student leaders, alumni and community members to deliver workshops focused on personal development topics.
- Guest speakers will speak on topics related to...

- Cultural Awareness, Personal Development and Leadership are at the heart of the Title V: Student Development! Key is to engage the students and their voice

Fall 2023- Spring 2024: Planned Events



- Lots of wonderful community and campus events which really helped inform and amplify their HSI identity.
- Colegas-professional organization for LatinX identifying professionals who work in California community colleges. 2022 was the first annual conference.
- Presenting in 2023 - Nov 3rd in Long Beach.
- Student-Led Equity Conference in March 2024. It's for students, put together by students.

Cultivating Community Leaders

STUDENT LED EQUITY CONFERENCE

PLANNED BY STUDENTS FOR STUDENTS! WILL BE CENTERED ON SOCIAL AND CULTURAL CAPITAL, LEADERSHIP CONCEPTS FOR STUDENTS OF COLOR, AND IDENTITY DEVELOPMENT. STUDENTS WILL GO THROUGH WORKSHOPS AND DISCUSSIONS CENTERED ON EQUITY-MINDEDNESS & EQUITY IN ACTION, EXPLORING CULTURAL IDENTITY AND INTERSECTIONALITY AND HIGHLIGHTING SUPPORT PROGRAMS OFFERED AT MT. SAC.

STUDENT-LED EQUITY CONFERENCE
A COLLEGIATE Forum of Dialogue for Students

FRIDAY, MARCH 25, 2022
8AM - 2 PM- BLDD 13

TOPICS TO BE COVERED INCLUDE:
 • LEADERSHIP, RESILIENCE, EQUITY, INCLUSION, SOCIAL JUSTICE AND ANTI-RACISM (ENGAGE) SOCIAL JUSTICE AND ANTI-RACISM (ENGAGE)
 • LEADERSHIP SUPPORT
 • PROFESSIONAL SERVICES
 • LEARN ABOUT EQUITY
 • STUDENTS AT MT. SAC
 • CULTURAL IDENTITY & INTERSECTIONALITY
 • SOCIAL IDENTITY AND INTERSECTIONALITY
 • LEADERSHIP DEVELOPMENT

MT. SAN ANTONIO COLLEGE
TITLE V PRESENTS
THE FIRST ANNUAL
STUDENT-LED EQUITY CONFERENCE

- Partnership with El Centro
- Did a call out to students to see who would like to participate, they would be planning and coordinating this event from start to finish. 35 students signed up!
- Dr. Garcia would like the Chancellor of the California Community Colleges to be invited, and possibly even be the keynote at the event.
- 165 attendees for the 2023 Conference.
- Wednesday, November 8th at the multicultural center, we will be highlighting first generation again for 2023.
- Wanted to get Mt. Sac staff involved. Highlighted about 120 folks from our campus who identify as First-Gen and who are serving our campus. Created post-cards and an exhibit.

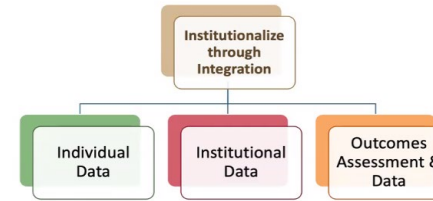
3. Data Coaching Update (Hood)

DATA COACHING PLAN

PHASE 1	PHASE 2	PHASE 3	PHASE 4
Identify need and develop curriculum ✓	Pilot curriculum ✓	Refine and expand offerings ✓	Scale-up 100 🍾

- Trying to expand our offerings and institutionalize this sort of data access, data understanding, and using data to improve student learnings.

2023-24 OBJECTIVES (Same as last year)



- Working on individual data where faculty can get their own individual success data separated out by race and ethnicity, separated out by gender, separated out by all the different groups that are possible with the data dashboards.
- Trying to once again institutionalize this to connect both with outcomes and assessments so that this is a regular process and not a one-time thing.

Individual Data

Data Coaches uploaded course-level data for DEISA program participants

Data:	Program	No. of Participants [Fall 2023]
<ul style="list-style-type: none"> ➢ 5-Years ➢ Success and Retention Rates ➢ Disaggregated by Gender ➢ Disaggregated by Race/Ethnicity 	EMCC [Equity-Minded Curriculum Convening]	30
	ACUE ITEL [Inclusive Teaching for Equitable Learning]	Pending
	ACUE Effective Teaching Practices	Pending
	Winter Faculty Curriculum Retreat	Pending

- Faculty members who are a part of these groups will get their own data for the specific classes they have taught.

Department Data delivered since last update, Spring 2023

Departments	Division
CEA	Arts
Fine Arts	Arts
Music	Arts
Accounting & Management	Business
Child Development	Business
American Language	HSS
Art History	HSS
Geography & Political Science	HSS
History	HSS
Sign Language	HSS
World Languages	HSS
Dance	Kin/Ath/Dance
Agricultural Sciences	NS
Air Con/Welding	ATHS
Architecture, IDE & Manufacturing	ATHS
Electronics & Comp Tech	ATHS
Mental Health	ATHS

- The departments listed are the ones that were seen at the end of Spring last year, we have sent data to each department, some that were met with at department meetings, and had discussions.

- Now, that everyone has seen data, everyone has the opportunity to look and assess what their department is doing.
- Requesting for faculty hiring paperwork with questions regarding equity, what equity gaps exist in your department, and what is being done to fix that.

Department Data for RFP, Fall 2023

Departments	Division
CEA	Arts
Fine Arts	Arts
Art History	HSS
History	HSS
Philosophy	HSS
Library	LLR
Dance	KAD
Kinesiology	KAD
Agricultural Sciences	NS
Astronomy	NS
Mathematics & Computer Science	NS
Physics & Engineering	NS
Aeronautics	ATHS
Electronics & Computer Technology	ATHS

- Missing from this slide are Biology, Animation, and Theater.

How to institutionalize data coaching?

Outcomes Assessment & Data

- Close the loop in PIE with data
- Disaggregate outcomes assessment
- Connect student learning outcomes to course-level data
- Connect Canvas Outcomes to Nuventive
- Connect SLOs to assignments
- Nuventive has been down for upgrades

- Future plans- how do we institutionalize this, how do we make this something that is a regular occurrence & something used in departments across campus every year.
- Have been working a lot with outcomes and assessments to connect the Student Learning Outcomes to the equity data. Working on connecting those outcomes to campus. Working on systems where Canvas can speak directly to Nuventive. So you can connect Canvas course work directly to the outcomes in Nuventive and you can connect those outcomes to recent ethnicity data.

4.OER (Datko, Chavez, Aguilar)

Team members

- Esteban Aguilar - Electronic Resources Librarian
- Monika Chavez - Career Education Librarian
- Katie Datko - Director of Distance Learning & Instructional Technology
- Hong Guo - Online Learning Librarian
- Cristina Springfield - Librarian



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- We are the Library Initiative for Equitable and Affordable Learning (LIEAL).

What is a Course Report?

- Course Reports are a list of open educational resources (OER) that can be used in a course.
- It also lists what the “gaps” are. These gaps are the discrepancy between the OER and what’s listed on the Course Outline of Record.

- Faculty create a course report around a specific course, helps them align with the course outline record for what OER they can use. Also helps them identify what gaps are there because there are courses at Mt. Sac where there is not sufficient OER in order to teach the course.

Course Report Structure

- Course ID & Title of Course
- List of OERs
- Topical or weekly outline of the course
 - Based on the course outline of record
 - Applicable OER is listed underneath each topic or weekly lesson
- Gap Analysis
- Instructor’s Experience

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- Faculty asked to do an Instructor Experience so that they can reflect on their experience to see how it went, and see what they were able to find or not find. What they liked, or things that we can improve.
- We have already met our goal for OER. Focusing on instructors who don’t want to just dive into an OER. State used to give funding for adopting OER now it is more about ZTC Pathways, which is not just the adoption of an OER for a course, it’s creating an entire pathway where a student can get a degree or a certificate by having courses that are ZTC(zero textbook cost).

Why did we decide on Course Reports?

- Course reports scaffold the adoption, adaption or creation of OER.
- Course reports have instructors apply, analyze and evaluate OER in alignment with their course outlines of record.
- Course reports record the process, which can be continued by the awardee or picked up by another instructor.

- Allows people to see everything that is available to them and allows them to make a decision whether to use or not use OER.
- States big push is for ZTC. The state is providing about \$115 million to do the ZTC/OER Project, they gave CA Community Colleges \$200 thousand dollars.

Refresher...what is ZTC?

ZTC = OER + more

- ZTC is a broader term that includes OER and more
 - Library resources
 - Web resources
- Might still be subject to copyright
- *Free to students*

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- OER is to lead towards zero cost for the students, not just regarding textbooks, but also library resources, and online web resources. ZTC-Zero Textbook Cost.

What are ZTC Pathways?

There is a pathway for a student to take all of their classes for a degree or certificate with zero textbook costs (ZTC).

- *This does not mean that all sections of a course are ZTC. There could be just 1.*
- *For Associate degrees, the general education classes must also be ZTC to qualify*

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- If you are looking at the pathway for an AA then GE classes have to be a part of this process.
- Finding ways to make sure GPS is involved with ZTC and vice versa.
- State is offering acceleration grants, emails are going out to see if any programs are interested. Those that have shown interest: history, art history, music, CIS, there is a lot of interest involved for this.

				<ul style="list-style-type: none"> • Proposal was accepted to present at the Open Education Conference in November '23, virtual conference. • The Textbook Committee is doing everything it can to keep the price down for text-books. • In the process of going through the data for the faculty who are NOT using text-books from the bookstore. • Trying to put pressure on the publishers because of their practices that are very un-student-centric. • Found out Fridays – are meetings you can attend to learn about ZTC Information. Reach out to the LIEAL team for more information. • Working on trying to hire instructional faculty or coordinator for ZTC.
Future Meetings: Quarterly: February/March 2023				<ul style="list-style-type: none"> • The meeting will be on Friday, March 8, 2024. 1:00 pm-3:00 pm. • Dr. Mica will present.