Brice W. Harris
Chancellor, California Community College

Dear Colleagues:

California is starting its comeback after the severe economic downturn, and our community colleges are well positioned to again lead the way in training needed for our rebounding economy.

We do a tremendous job of preparing our students to enter the labor market, but we can and must do better. As employers adjust to the fast paced shifts in expanding and emerging markets, we too must adapt to these changes and strive to meet the labor needs of the new economy.

Today’s economic and political realities require us to collaborate regionally and even across regions to ensure that employers have the workforce needed to...
grow their businesses, hire more of our students and ignite growth everywhere in California. In today’s world, businesses that compete against each other for market share are coming together regionally to address common challenges involving workforce needs. We need to work in the same fashion.

You will see increased attention to this strategy from my office. Initially, you will see a series of administrative changes put into place under the “Doing What Matters for Jobs and Economy” initiative led by the Chancellor’s Office. These are mandated by last year’s reauthorization of SB 1402 (Lieu) and SB 1070 (Steinberg).

To help you explain how this improved approach will impact and create opportunities for your college community, I’m enclosing talking points that I am using to explain this initiative as well as answers to frequently asked questions.

This is just the start. We must engage in more conversations. My executive staff, along with a great deal of support from my friend and colleague, Dianne Van Hook, Chancellor, Santa Clarita Community College District, are working to coordinate forums to discuss this initiative and move our economy forward.

Sincerely,

Brice W. Harris

Chancellor, California Community College
FIFTEEN MINUTES OF FAME FEATURE #14

COLUMBIA COLLEGE AT A GLANCE

History

- One of two community colleges located in the Yosemite Community College District. (The other is Modesto Junior College).
- Geographically one of the largest district's in the state, transecting more than 100 miles of the fertile San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. Boundaries include nearly 4,000 square miles encompassing all of Tuolumne and Stanislaus Counties and parts of San Joaquin, Merced, Calaveras and Santa Clara Counties.
- To address increased demand and reduce student travel across such a large district, the Board of Trustees authorized the formation of Columbia Junior College, and scheduled its opening in 1968. ("Junior" was dropped a decade later.)

College Goals and Strategies

Goal 1 - Student Success

- Create a user friendly, efficient, non-redundant set of administrative systems, scheduling practices and support services to assist students from their initial inquiry through completion of their academic programs.
- Advance an approach that incorporates the concept of an integrated delivery of services to students.
- Refine the matriculation process for new students, based upon research data and effective practices (e.g., use of online orientation.)
- Further develop a systematic method for assessing and evaluating the following on a regular basis.
- Enhance and support specific plans to invigorate, assess and improve basic skills support to our students. Such plans would be found in the matriculation plan and Academic Wellness Educators work plan.
- Continue to advance and support plans to improve student success and retention.

Goal 2 - Educational Programs and Services

- Further refine educational master plans that outline the educational programs and services for students at the Calaveras and Oakdale off-campus sites.
- Expand distance education course offerings, programs, services and support.
- Identify, research, analyze and implement student learning outcomes, program review and Institutional Effectiveness Report to provide a culture of evidence and institutionalize the student learning outcomes assessment cycle.
- Develop a curriculum plan for the High Sierra Institute at Baker Station.
Goal 3 - Campus Climate

- Expand collaboration among staff and departments to benefit students and the community.
- Further develop and support a robust student life program including support of the Student Senate in its planned activities.
- Support the Civic Engagement Project to bring important issues and balanced viewpoints to the campus and community.

Goal 4 - Quality Staff

- Provide training for instructors and staff that illustrate new possibilities for incorporating innovative technology into instructional programs and support services.
- Provide a mentor program for all new employees.
- Seek funds to further professional development activities.
- Foster collaboration among faculty, staff, and students by providing opportunities to meet and discuss ideas.
- Design a process to recruit and retain qualified candidates.
- Seek to ensure employee equality of salaries and benefits for all employee groups in relation to our cohort.

Goal 5 - Technology

- Review and prioritize the recommendations as delineated in the Technology Plan.
- Expand distance education course offerings, programs, services and support.
- Provide training for instructors and staff that illustrates new possibilities for incorporating innovative technology into instructional programs and support services.
- Provide technology tools and training that will support the College’s efforts to create, measure and meet identified student learning outcomes and program review.
- Incorporate the latest technologies designed for students with disabilities and ensure that all technologies used meet Federal and State accessibility guidelines.

Goal 6 - Community Leadership

- Provide lectures, discussions, films, displays and other programs that cultivate awareness among the community on issues of local, national and international importance.
- Enrich the cultural environment of the community with music, art, dance, film and other programs of cultural significance.
- Support the Civic Engagement Project to bring important issues and balanced viewpoints to the campus and community.
- Support the Student Senate in its outreach efforts to the community.
- Support the Community Education Program to enhance opportunities to the community at large.

Goal 7 - Partnerships

- Identify the educational and service needs of each distinct community the college serves and address each key population (e.g. seniors, high school students, incumbent workers, employers) in both credit and community education delivery modes.
- Strengthen connections with business and community leaders, government entities, local businesses, as well as non-profit agencies for symposia, topics of community interest, and educational topics.
- Further develop the partnership supporting the High Sierra Institute at Baker Station.
- Expand outreach to high schools throughout our service area.

Goal 8 - Institutional Effectiveness

- Identify and prioritize research issues necessary to support a culture of evidence.
- Identify, research, analyze and implement the student learning outcomes assessment cycle to provide a culture of evidence that supports the mission and vision of the College.
- Improve and maintain an effective program review process that is directly tied to the Educational Master Plan and resource allocation.
- Continue to build on the existing college-wide program review process that fosters continuous improvement and student learning, and to utilize the outcomes of program review in college decision making processes.
Goal 9 - Facilities

- Review and update the Facility Master Plan (FMP) to support the Educational Master Plan (EMP). Implement the FMP and Campus Master Plan to improve student learning and work environments.
- Improve the accessibility of college facilities with particular attention to improving the quality of campus infrastructure (i.e., roads, pathways and ramps).
- Advocate for appropriate staffing levels and equipment to adequately support the facility needs of the College.
- Further develop college-wide environmental sustainability standards and practices for building, and facility projects and operations.
- Continue to review the College’s safety and security operations. Develop and implement plans to meet the College’s current and future security and safety needs.

Goal 10 - Fiscal Resources

- Continue to work with the District to maintain a collaborative process to ensure the transparent and equitable allocation of financial resources and implement a process to communicate budget issues on an ongoing basis.
- Continue to utilize and evaluate the unit planning process as a tool to better track and focus on how resources—human, fiscal, and physical—align with the mission of the College and make the necessary adjustments.
- Pursue funding opportunities for Facilities Master Plan projects.
- Grow the Columbia College Foundation to increase financial contributions to the College.
- Continue to explore and develop systems for acquiring and managing external funding.

STUDENT SNAPSHOT
2011-12 TOTAL STUDENT HEADCOUNT: 4,562

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Source: CCCCO Data Mart
Dr. Leslie Guy Buckalew is the Vice President of Student Learning at Columbia College. She received a B.S. in Physiological Psychology at UC Santa Barbara, a Masters in Public Health Education at CSU Northridge, and an Ed.D. in Higher Education Administration at USC. Leslie has over 23 years in higher education leadership positions. Since serving as the CIO at Hartnell in the 1990s, much of her career has been in the private sector, including educational leadership positions at WEBLOQ, Adobe, Cisco, and SBC Global. She began her tenure at Columbia in February 2012.

N&V: Since you are relatively new to the community college world and to the CIO job, tell us a little about yourself.

LB: I have been married to my husband Joe for 31 years. We have three grown children. Two daughters got married last year, so we had the crazy but wonderful experience of back-to-back weddings. Joe and I ride horses and enjoy being in the backcountry, fishing and enjoying the natural environment. We started a non-profit organization, Hope Horses and Kids, which supports learning-disabled students through interactions with horses. We love to travel and will be heading for Istanbul, Greece, and Italy in May 2013.

N&V: California community colleges are incredibly diverse in terms of their programs, settings, and cultures. What makes Columbia unique?

LB: Well, let's start with its location. The college encompasses approximately 276 acres in the Sierra Nevada foothills of Tuolumne County. It's in the migration path for several bird species, including Canadian geese. It's one of only two colleges in the California Community College System that has a firehouse on its campus, along with dormitories to serve students who come from a long distance. The college's major buildings were carefully designed around the San Diego Reservoir, so that they blend into the landscape. You feel as though you are at a retreat center!
N&V: Sounds great.

LB: There's more! The college maintains a direct connection to the High Sierra Institute (HSI), established in 2000 via a unique partnership between the Yosemite Community College District and the US Forest Service. The HSI is located at Baker Station, an historic Caltrans maintenance station along Highway 108 near Kennedy Meadows well over a mile above sea level. It provides access to 200,000 acres of high country meadows, forest, ponds and marshes just below Sonora Pass. HSI courses holistically integrate academic concepts and experiential learning in the natural environment.

N&V: What sorts of courses are offered?

LB: There is quite a variety--several offerings in field biology, geology, natural resources, ecological restoration, but also general education courses.

N&V: What’s wonderful about Columbia College? Why should students choose the college over other choices?

LB: The sense of overwhelming natural beauty combined with a small rural campus makes attending Columbia highly desirable. Students---and the rest of us, for that matter---feel connected to each other because the college is small and welcoming. They can walk around the trails, rock climb in the arboretum, explore the wilderness, see the family of turtles living in the San Diego reservoir, or experience a world class jazz concert!

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

LB: First I should say that I have always dreamed about working in the foothills of the Sierras. In addition, serving as the VPSL (Vice President Student Learning) gives me the opportunity to impact both instruction and student services. I am able to see the whole picture and make decisions that will best serve student’s academic and student service needs. I like working in a small college where people know each other and work together to help students achieve their scholastic and personal goals.

N&V: What’s tough about your job?

LB: In recent years, budget constraints and additional levels of accountability have increased the challenge for college administrators. Not always being able to meet student needs is tough. However, I am still committed to the mission and purpose of community colleges and do my best to help faculty and staff assist students in achieving success as a transfer student or selecting and securing a career.

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

LB: Fortunately, the District's voters approved Measure E, which secured $45 million for the college to improve our facilities and extend our services throughout the college service area. The projects were initially identified in our Facilities Master Plan, and construction and renovation have been implemented in phases beginning in 2005. The final phases should be completed this year.

N&V: Anything else you want your colleagues to know about Columbia College?

LB: We have an amazing Culinary Arts program. If you are ever on campus you really should make a point of attending a Wednesday night dinner, where the entrée might include Beef Wellington or Lobster Thermidor!
Collaborate on Math Success Project

In the fall of 2011, Beaulieu and Delahoussaye approached the District Mathematics Discipline Committee (DMC), a committee of faculty from the various campuses. Vice Chancellor Delahoussaye proposed a district-wide initiative to address success and retention of math students and the DMC agreed to oversee the initiative after assurances that it would be faculty driven, and that participation by individual campuses was voluntary.

A small working-group of the DMC committee members was formed and they agreed upon objectives and goals for the projects. The District not only provided necessary funds but also direct access to key district level research administrators. Faculty from participating campuses committed to developing individual proposals to address the goals of the project, and a "Faculty Inquiry Team" (FIT) was formed, consisting of one or more faculty members from each of the nine campuses.

A key objective of the team was to develop proposals and later evaluate their effectiveness based on analysis of relevant evidence and data. In summer 2012, one team member from each campus received a stipend to meet with district researchers for data base training and to identify data sets relevant to their research interests. The District also provided 10 years of math outcomes to each college, as well as a tool that allowed them to drill down into specific course level outcomes. In addition, the District worked with campus CEOs to ensure that team members had access to researchers at the various campuses.

In the fall 2012, FIT team members were given release time to develop curriculum and implementation strategies for their proposals. These will be implemented in the spring 2013 semester on a pilot basis.

As part of the FIT proposal process, all team members met on a regular basis to review and discuss their progress. For Bob Smazenka, the true potential of this endeavor was evident from the first
meeting. Before the project, the day-to-day problems and challenges of managing his department and the lack of a broader forum for collaboration engendered a silo like perspective. Now, working with colleagues from across the district, the teams gained a deeper perspective on the challenges and opportunities for change, and the sharing of ideas fostered a collaborative atmosphere that was not present before.

The enthusiasm and sense of accomplishment on the part of FIT team members comes from their ownership of the task and the continuing close support of Yasmin Delahoussaye. Her leap of faith—recognizing that faculty are the best qualified to develop curriculum initiatives and enthusiastically supporting those efforts—has begun to create the synergy and mutual respect between faculty and administrators that is critical for the success of a large multi-campus community college district. We hope to see this model institutionalized and encourage other disciplines to adopt a similar one.

All of us who have worked on this project are optimistic that a closer more effective relationship between faculty and administrators will ultimately better serve our students. We look forward to reporting on the details of our work, its progress, and what we learn along the way.

--Robert Smazenka, PhD

Dr. Smazenka is Chair of the Mathematics/CSIT/Engineering Department at L.A. Mission College and also Chair of the LACCD Math Discipline Committee.
Your most important responsibility

Spring is in the air, and that means the season for faculty hiring has commenced. At my college, after several years of stagnant salaries and fewer resources, we’re finding that faculty who can retire are choosing to do so—just like managers and staff. But while all of us are important, the exodus of retiring faculty poses special challenges for our institutions. Santa Rosa has about 300 full time faculty. This year, 24 are retiring and we are replacing only 15. Last year the number of retirements was even higher, and we replaced 24.

I am reasonably sure that you are all facing a similar situation, and that brings me to my point: the hiring of regular faculty is the most important responsibility you have at your college! It’s a bit like comparing the relative importance of the election of a President and the selection of a Supreme Court Justice. Presidents stay for four to eight years (like CIOs) but Supreme Court Justices can stay for decades (like faculty). Just as the decisions of the Justices will affect every aspect of our nation’s laws and set our compass for the future, the faculty we hire will set the tone of a college and have a major role in determining what it will become. They will be here, at our colleges, long after most of us retire. They are what matters to our students, their lives and futures. They are the heart of the college.

What does that mean for you? It means that you must take an active leadership role in those hiring processes. Do not abdicate that responsibility.

Since my early days as a dean at Sacramento City College, I have followed the advice of my mentor and (then) CIO, Suzie Chock Hunt. Here are some critical steps that can help you make the right hires, so you end up with only "regrets - too few to mention," as Frank Sinatra phrased it.

- Meet with your hiring committees before they actually do any work on screening, etc. Share your vision of the process, explain how their role differs from yours, and get buy-in with them. In general the hiring committee is looking for the best colleague and determines subject matter and teaching expertise. The CIO shares that vision but also must think in terms of who is the best fit for the college.

- Meet with each committee after they have finished their interviews to directly hear their feedback on the top candidates they are forwarding to you. That shared process means everyone is clear on the pros and cons of each of the semi-finalist.

- Do your own reference checks and don't limit your checks to the individuals that the candidates list. This is where the CCCCIO comes in very handy. Call your colleagues to confirm that a candidate is stellar or not. I do all references before I interview finalists so that I have additional background and context for my interview.

- Remember that your interviews are a two-way street. Ideally, not only are you learning about the
candidate but also the candidate is learning about your commitment to the institution and its values. If you are hiring an English faculty and want to move to a fully on-line or hybrid method of teaching, make sure that the candidate knows that up front. If the Biology faculty you are hiring will be expected to completely rewrite the curriculum integrating new SLOs, find out if the candidate has curriculum background and wants to do that.

- Work with your academic senate to develop a truly intensive new faculty orientation. At my college we have a four-year tenure process and during the first two years each new faculty member has a mentor. They are required to attend new faculty orientations about teaching methodology and techniques, a basic skills academy, the history and culture of the college, and several social events. During years 3 & 4 we require them to attend committees, begin working on curriculum and, in year 4, serve on a college-wide committee or task force. New faculty know that the college supports them and expects them to become contributing members of the institution.

- Finally, hold yourself and your tenure review committees responsible for being brutally honest with your new hires. If there are deficiencies, clearly communicate them to the new employee, tell them what she needs to do to improve, and if she can't or won't, do not grant tenure. I would be willing to bet the really difficult faculty members whom you inherit are the products of sloppy or gutless hiring and tenure review processes. Remember, the best performance and motivation you are likely to see is during the pre-tenure probation period. If you don't see it then, you certainly are unlikely to see it later.

May you all have wonderful candidates for your positions and outstanding colleagues to help you choose the best of best. Don't settle for adequate—help build a legacy of excellence for your college's future!

Mary Kay Rudolph
MEET THE NEW CIO’s FOR 2013

Daniel A. Peck is the Interim Vice President of Instruction at Mission College. He has a B.A. in English and Sociology, and a M.A. in Sociology from Indiana University. Daniel has been heading up Mission's Office of Research, Planning and Institutional Effectiveness.

"Mission lost our beloved Vice President, Norma Ambriz-Galaviz to the presidency at Merritt College. Dr. Ambriz-Galaviz had begun a number of initiatives and I wanted to provide continuity in the interim period to continue moving these initiatives forward, even within a time of change. At a personal level, this is an amazing experience to learn and develop, for which I am grateful."

Kathleen Welch is the Vice President/Instruction, Assistant Superintendent/Instruction at Cabrillo College. She has a Ph.D. and a R.N., and is a graduate of the Cabrillo College Nursing program. After working at College of the Canyons as a Director of Nursing and a nursing faculty member for many years, she returned to Cabrillo as the Director of Allied Health. Two years later, she became the Dean of Health, Athletics, Wellness, and Kinesiology.

"I love Cabrillo College and when the position of Vice President of Instruction became available, I was interested in the expanded opportunity to continue promoting the excellence of its instructional programs."

Timothy J. Woods is the Vice President of Instruction Fresno City College. For the past 17 years, he has taught in the fields of management, business administration, and management information systems, as well as both graduate and under-graduate courses in organizational behavior, strategic leadership, conflict management, business systems analysis, telecommunications, database management, enterprise development, and systems security.
"I stepped up to serve as the CIO for Fresno City College because I wanted to help guide the organization in this time of significant transition and change. I have had the good fortune to serve as the VP for San Francisco Bay Region of CCCAOE, and prior to becoming and administrator in higher education, I was the CEO for CMS, Inc., an information systems and technology corporation. Before that experience, I served three years as a government contractor for the American Embassy in Moscow, Russia."

Lisa Jensen-Martin is the Interim Vice President of Instruction and Student Services at Yuba College. She has been a Professor of Psychology at the college for 19 years.

"Yuba College is in the process of reinvention and I am very excited to be a part of that positive change. I really never thought that I would leave the classroom and I do miss it, but this position has given me a chance to contribute to the college in a different way. I hope to be able to make a lasting, positive impact."

Laura M. Ramirez is the Interim Vice President at East Los Angeles College. She began her career at ELAC as a part time Chemistry instructor. In the last ten years she has served ELAC as a full time tenured faculty, Department Chair, Dean of Academic Affairs and today as Interim Vice President.

Jennifer Vega La Serna, who has been the interim Vice President, Academic Services at College of Sequoias, happily reports that she has been appointed to the permanent position. (Congratulations, Jennifer!)
Dear CIOs,

It seems that spring is already hitting Sacramento. I know this not because of the beautiful flowers and trees blooming throughout the city, but because the Legislature is back in town and we are inundated with proposed legislation. The deadline for filing new legislation was February 22, and the number of bills is over 2,000 and counting. Of that number, at least 200 have some kind of impact on California community colleges. What is even more tenuous is that many of those bills were introduced as “spot” bills (placeholders with little information about the intent or the language, leaving us to guess about the author’s direction).

With that in mind, I am hoping to keep you informed of as many of these bills as possible and to gain your input. Timeliness is the word of the day, since typically we are given very short notice of hearings or staff requests, so we have to move very quickly or risk losing control of our destiny.

The major topics of legislation related directly to academic issues at this point seem to be:

**Distance Education**

Several bills have been introduced in response to the proposed Governor’s budget. $19.6 million was set aside in the Governor’s budget for Online Education at the community colleges. Instead of letting the system and the colleges decide where that money should be spent, several bills direct the system to spend the money a certain way. It has been a few years since new money was available so Legislators are anxious to provide directive language.

The main focus of the language seems to be around providing a centralized approach to how we deal with online education, which is seen as a tool to provide more classes for students who are caught on wait lists and lacking credits for transfer or degree attainment. From creating a common portal where Californians can access online classes to providing a common LMS for the state, there are no shortage of ideas. The CCCCIO will be convening a workgroup and working through the Telecommunications and Technology Committee to respond to the questions.

**Open Education Resources**

There is still a great deal of interest in providing students with low cost textbooks and instructional resources. While some of this is out of our control, there is a big push to provide “open” textbooks that are available. Legislation last year authorized a faculty group to develop a library of open resources. While this group has just begun its work, new legislation is already being put into place to further direct the colleges on what should be done.
Adult Education

A line item within the Governor’s proposed budget moves Adult Education from the California Department of Education to the CCCCO. With this shift would come a reduction in the number of noncredit areas that would be allowable (from 10 to 5). There would also be a reduction in funding from the $900 million current available to the Department of Education to $300 million in the CCCO budget. It will not surprise you that there is major discussion on this topic.

Transfer and Credit

There are several bills that deal with issues related to transfer and credit. While SB 1440 is in full implementation phase, there is an accompanying bill introduced which would further structure the implementation process. Credit by Exam is a very popular topic these days, with many legislators looking at providing alternative ways for students to establish credit, such as taking an online class (MOOC) or validating learning through an evaluation of their own personal growth or occupational experiences.

The CCCCO will keep you informed of all the major legislation and the actions that are being taken. In many cases, you may be asked to participate in a hearing that is called to support certain legislative positions. Your advocacy and interest is greatly appreciated throughout the process. If you need any information or wish to provide a perspective on any particular piece of legislation, please contact me or Mike Magee (mailto:mmagee@cccco.edu).
**Preconference**

**Tuesday, April 2, 2013**

- 8 a.m. to 11 a.m.  **Preconference Registration**
- 9 a.m. to 12 noon  **411 CIO Academy: Training up the Deputies** Jackson Room
- 12 noon to 1 p.m.  **Luncheon** Jackson Room
- 1:00 to 5:00 p.m.  **411 CIO Academy: Training up the Deputies** Jackson Room
- 6:00 to 8:00 p.m.  **411 CIO Academy: Dinner** Jackson Room

**Wednesday, April 3, 2013**

- 8:00 to 8:30 a.m.  **411 CIO Academy: Training up the Deputies** Breakfast Jackson Room
- 8:45 to 11:30 a.m.  **411 CIO Academy** Continued Jackson Room
- 8:00 a.m. to 3:00 p.m.  **Conference Registration**
- 9:00 to 11:45 a.m.  **CIO Executive Board Meeting**
  Presiding: CCCCIO President Mary Kay Rudolph Montgomery Room

**Conference Begins**

- 12:00 to 1:30 p.m.  **Welcome by Thelma Scott-Skillman, Interim Chancellors for City College of San Francisco**
  **Lunch Sponsored by Complete College America**
  **Staking Out New Territory** Dr. Stan Jones, President Complete College America
  Columbus I, II, III

- 1:45 to 3:15 p.m.  **Blazing Trails to Success: Interactive Session with Stan Jones & CIOs** Pine Room
- 3:30 to 5:00 p.m.  **Ropin’ and Wranglin’ with Experienced CIOs** Pine Room
- 6:30 to 8:00 p.m.  **Come & Get it! Dinner and CCCCIO Annual Meeting**
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<td>8:15 to 8:45 a.m.</td>
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| 12:00 to 1:30 p.m. | Lunch  
  CEO Perspective from an Online Outlaw  
  Ron Galatolo, Chancellor San Mateo Community College District |
| 1:45 to 3:15 p.m. | New Frontiers: Assessment to Completion STEPS and TMC Updates       |
| 3:15 to 3:30 p.m. | Refreshment Break                                                   |
| 3:30 to 5:00 p.m. | How to Pardner with Your President and Avoid a Shoot Out at the OK Corral |
| 5:30 to 7:00 p.m. | President’s Reception, sponsored by PPL and Nuventive              |
| **Friday, April 5, 2013** |                                                                |
| 7:30 to 8:15 a.m. | Breakfast  
  Sponsored by Rural Community College Alliance and American Public University |
| 8:15 to 8:45      | Rodeo and Roundup for the Rurals  
  Randy Smith, Rural Community College Alliance |
| 8:45 to 12:00     | There’s a New Sheriff in Town: Chancellor’s Office Update          |
| 12 noon           | Adjournment                                                         |