

**CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
Teleconference x6759**

**AGENDA
April 3, 2019
1:30pm-3:00pm**

Members Present:

Members Absent:

Guests:

- 1. Call To Order/New Committee Members:**
- 2. Public Comment:**
- 3. Review and Approval of February 27, 2019 Expanded Summary Notes:**
- 4. Review and Approval of March 13, 2019 Expanded Summary Notes:**
- 5. Discussion Items:**

5.1. Possible New Software (Demonstrations):

5.2. 2019-2021 Curriculum Committee Members:

- 1. Business and Applied Technology (2019-2021):**
- 2. Business and Applied Technology (Fill for 2018-2020):**
- 3. Chino Representative:**
- 4. Health Sciences:**
- 5. Instructional Support:**
- 6. Kinesiology, Athletics, & Nutrition:**
- 7. Language Arts:**
- 8. Mathematics and Science:**
- 9. Social and Behavioral Sciences:**
- 10. Student Services:**
- 11. Visual and Performing Arts:**

5.3. AB-705 Update and Regional Meeting:

5.4. Math and English Competency:

The Catalog's language will reflect the same or similar language displayed in Title 5. The changes to the Catalog may include:

1. Students shall obtain a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (i.e. Algebra 1, Algebra 2, or above from high school). The demonstration of this competency is locally determined.
2. Students shall obtain a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) that is comparable to satisfactory completion of the specified English course (English-1A or English-101), determined locally.

5.5. CTE AS Degree Description Explaining General Education:

5.6. University Studies (Sierra College Example):

6. Guided Pathways:

7. Miscellaneous:

8. Consent Agenda:

8.1. The following programs have switched from BUSOT to BUSTEC in Curricunet:

1. Professional Office Skills—Certificate
2. Microsoft Excel—Certificate
3. Microsoft Office—Certificate
4. BIW Stage One—Certificate
5. BIW Stage Two—Certificate

8.2. The following programs have switch from BUSOTMD to BUSTECM in Curricunet:

1. Medical Insurance Billing Specialist
2. Outpatient Medical Coder Specialist
3. Medical Biller Specialist
4. Inpatient Medical Coder Specialist
5. Electronic Health Records Specialist

8.3. Curricunet Glitch Fix

1. Changed MATH-3 to COMPSCI-4 in Physical Science A.S. Degree. MATH-3 was modified to COMSPCI-4 in 2017 and the modification should have automatically trickled down to the program.

8.4. The description for the Nutrition and Dietetics AS-T approved by the Curriculum Committee on February 13, 2019 was edited to replace “transfer to a four year institution” with “transfer to a CSU” per Chancellor’s Office request. The change has been made in the narrative, COCI, and Curricunet per faculty consent.

8.5. Due to Chancellor’s Office Approval, the following certificates can now be called Certificate of Achievements in Curricunet. This change has been made for:

1. Athletic Trainer Aide
2. Computer Game Development
3. Mechatronics Level II

8.6. Per the Chancellor’s Office Request, the Caregiving Essentials Certificate has changed from a Certificate of Competency to a Certificate of Completion with faculty consent. The narrative for the program has also been adjusted to remove competency and replace it with completion.

9. NEW BUSINESS:

PACKAGE: Business: Legal Studies

New Courses: First Reading

BUSL-496ABC	Internships in Paralegal	Approval:
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Program Modifications: Final Reading

Paralegal Studies	A.S.	Approval:
Paralegal Studies	Certificate of Achievement	Approval:

New Courses: First Reading

KINACT-3A	Beginning Baseball	Approval:
KINACT-5A	Beginning Flag Football	Approval:
KINTM-17	Intermediate Dance/Spirit Team	Approval:
KINTM-64A	Softball Strength and Conditioning for Athletes	Approval:

Program Modifications: Final Reading

Physical Education	A.A.	Approval:
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NONPACKAGES:**Course Modifications w/ DE: First Reading**

CIS-15	Introduction to Database & Database Management Systems	Approval:	Distance Education Hybrid/Online Approval:
ENGL-70A	World Literature I	Approval:	Distance Education Hybrid/Online Approval:
ENGL-70B	World Literature	Approval:	Distance Education Hybrid/Online Approval:

Course Deactivations: Final Reading

GERO-407	Gerontology Career Cooperative Education	Approval:
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New Programs: Final Reading

Radiologic Technology Skills Preparation	Certificate of Completion	Approval:
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Program Modifications: Final Reading

Computer Information Systems	A.S.	Approval:
Computer Information Systems	Certificate of Achievement	Approval:

Program Deactivations: Final Reading

Earth Science	A.S.	Approval:
Education Paraprofessional Level I	Certificate of Career Preparation	Approval:

10. Adjournment:

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RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
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SUMMARY NOTES

February 27, 2019

1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Annette Henry, Kinesiology, Nutrition, & Athletics
Charmaine Phipps, Language Arts
Daniel Jacobo, Visual and Performing Arts
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Helen Leung, Counseling
Jeffrey Laguna, Health Sciences
Kathy Lucero, Admissions and Records
Laura Hope, Interim, Associate Superintendent of
Instruction and Institutional Effectiveness
Mark Forde, Chino Representative
Marie Boyd, Curriculum Chair

Megan Keebler, Instructional Support
Misty Burrue, Faculty Senate President
Naomi McCool, Social and Behavioral Sciences
Rob Kopp, Mathematics & Science
Ryan Sipma, Catalog and Schedule Coordinator
Sean Stratton, Articulation Officer
Shelley Marcus, Library Learning Resources
Shireen Awad, Administrative Assistant II, Curriculum
Stephen Shelton, Vice Chair
Tracy Kocher, Business & Applied Technology
Vanessa Thomas, Business and Applied Technology, High
School Articulation

Members Absent:

John Machado, Visual & Performing Arts
Linda Marcotte, Social & Behavioral Sciences
Lucy Serrano, Counseling
Marlene Soto, Health Sciences

Michael Escobosa, Health Sciences
Patricia Bopko, Financial Aid
RuthAnn Garcia, Transfer Center
Stephen Calebotta, Language Arts

Guests:

None

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:37p.m.
2. **Public Comment:** No comment.
3. **Review and Approval of February 13, 2019 Expanded Summary Notes:** The summary notes were approved 13/0/2.
4. **Discussion Items:**
 - 4.1. **Program language distinguishing between a CTE AS and a CTE certificate in the same discipline:** The Chair asked for volunteers to work on language that can distinguish descriptions between a CTE AS and a CTE certificate for the same discipline. The volunteers are Mark Forde, Jeffrey Laguna, Angela Burk-Herrick, and possibly Helen Leung.
 - 4.2. **Local GE Pattern and Math Competency:** Angela Burk-Herrick pointed to page 39 of the Catalog that lists the Math Competency to be "Place[ment] into Mathematics 25 or higher as determined by the Chaffey assessment process." She feels this language may need to be clearer so that students who place into MATH-25 will not need to take a course to fulfill this requirement. Helen Leung pointed to GE Area A2 Communication and Analytical Thinking and stated that if students took a non-math course for that area, students would still need to meet math proficiency. With AB-705 in effect, it is uncertain how the counselors will determine if students have met this proficiency. Laura Hope mentioned that new language is being proposed regarding changes to Title 5 that align with AB-705 which may guide our discussion on the math competency at our next meeting.
 - 4.3. **EO 1100 Approved GE-Area B4 courses:** EO 1100 states that courses that will fulfill the math competency/quantitative reasoning requirement include personal finance, game theory, and computer programming as

examples. The guiding notes are a good starting point for faculty to develop courses that they feel qualify for quantitative reasoning per EO 1100. The Articulation Officer says these courses need to be broad in theory and have quantitative elements. Laura Hope suggested that faculty start with the courses the CSU explicitly outlines in the guiding notes and work towards others after more are defined. These courses include Personal Finance, Math for Liberal Arts, Game Theory, and Fundamentals of Game Programming.

4.4. Curriculum Mapping (Who, What, When, Where, Why, and How?): The Faculty Senate President shared that rich conversation about curriculum has occurred during the mapping process. As a result, she feels the Curriculum Committee should be involved in those discussions to ensure the curriculum process is not circumvented. The maps display the course sequence, including recommendations for general education. She also shared that the maps may be displayed in a portfolio in conjunction with the major sheets and the catalog. The Chair shared that the Curriculum Committee is tasked with the compliance of Title 5 and that more discussion will be needed on whether the curriculum committee would serve a role in the mapping process.

4.5. College Planning Council Report: The Chair shared the Local Goal Setting Data provided by Jim Fillpot. The college has awarded more AD-Ts, but the transfer rate to CSUs has declined. Some reasons pondered include impaction and unpacking of the AD-Ts. The Chair encouraged the committee to share this sheet with their department.

4.6. Low Unit Certificates in Title 5: Kathy Lucero shared that the regulation has been amended and the unit threshold has been lowered to 8 units as possible transcription and sixteen units as mandatory transcription. Colleague will need to be updated to meet these new mandates.

4.7. Minimum Requirements for Associate Degrees: Tabled.

5. Guided Pathways:

5.1. Prototype with sample map: Angela Burk-Herrick shared that the maps are recommended pathway for students' to reach their goal. There may be more than one map per area based upon students' educational goals. Angela also provided a FAQ that address questions about scheduling, the generation of maps, and advisement for students. The maps also help clarify the general education choices that best prepares students for their different interests. Jeffrey Laguna suggested that the maps help guide scheduling so that coordinators can anticipate possible influxes of students during certain semesters based upon the maps. Laura Hope shared that only 20% of our students have comprehensive educational plans that allow us to know the demands for scheduling courses. The technology piece is not available yet, but the Instruction Office is looking at technology that can meet these scheduling needs. Discussion ensued about the scheduling components of the maps, the decisions made around general education courses on the maps, and the advisement piece of the maps. The discussion will continue on how the maps are modified and maintained.

6. Miscellaneous: None.

7. Consent Agenda: The consent agenda was approved 15/0/0.

7.1. Per faculty consent, CB04 Credit Status for ENGL-495 has changed from Degree Applicable to Not Degree Applicable in Curricunet and COCI since this is a basic skills course. CB08 (Basic Skills) was also changed in COCI to Basic Skills.

7.2. Per faculty consent, CB04 Credit Status for MATH-420, MATH-420B, and MATH-450 changed from Degree Applicable to Not Degree Applicable in Curricunet since this is a basic skills course. COCI was coded correctly.

8. NEW BUSINESS:

Program Modifications: Final Reading

Dental Assisting	A.S.	Approval: 16/0/0
Dental Assisting	CA	Approval: 16/0/0

9. Adjournment: The meeting was adjourned at 2:57p.m.

Name	ATTENDANCE	Summary Notes 2-13--2019	Consent Agenda	DENTAL ASSISTING AS	DENTAL ASSISTING CA
Angela Burk-Herrick	X	X	X	X	X
Annette Henry	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X
Daniel Jacobo	X				
Elaine Martinez	X	X	X	X	X
Helen Leung	X	X	X	X	X
Jeffrey Laguna	X	A	X	X	X
John Machado					
Linda Marcotte					
Lucy Serrano					
Mark Forde	X	X	X	X	X
Marlene Soto					
Megan Keebler	X	X	X	X	X
Michael Escobosa					
Misty Burruel	X	X	X	X	X
Naomi McCool	X			X	X
Rob Kopp	X	X	X	X	X
RuthAnn Garcia					
Ryan Sipma	X	X	X	X	X
Sean Stratton	X	X	X	X	X
Shelley Marcus	X	X	X	X	X
Stephen Calebotta					
Tracy Kocher	X	X	X	X	X
Vanessa Thomas	X	A	X	X	X
Total Counts	17	15	15	16	16

Non-Voting	
Kathy Lucero	X
Laura Hope	X
Marie Boyd	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X

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SUMMARY NOTES

March 13, 2019

1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Annette Henry, Kinesiology, Nutrition, & Athletics
Helen Leung, Counseling
Jeffrey Laguna, Health Sciences
Laura Hope, Interim, Associate Superintendent of
Instruction and Institutional Effectiveness
Linda Marcotte, Social & Behavioral Sciences
Marie Boyd, Curriculum Chair
Misty Burrue, Faculty Senate President

Naomi McCool, Social and Behavioral Sciences
Ryan Sipma, Catalog and Schedule Coordinator
Sean Stratton, Articulation Officer
Shireen Awad, Administrative Assistant II, Curriculum
Stephen Calebotta, Language Arts
Stephen Shelton, Vice Chair
Tracy Kocher, Business & Applied Technology
Vanessa Thomas, Business and Applied Technology, High
School Articulation

Members Absent:

Charmaine Phipps, Language Arts
Daniel Jacobo, Visual and Performing Arts
Elaine Martinez, Kinesiology, Nutrition, & Athletics
John Machado, Visual & Performing Arts
Kathy Lucero, Admissions and Records
Lucy Serrano, Counseling
Mark Forde, Chino Representative

Marlene Soto, Health Sciences
Megan Keebler, Instructional Support
Michael Escobosa, Health Sciences
Patricia Bopko, Financial Aid
Rob Kopp, Mathematics & Science
RuthAnn Garcia, Transfer Center
Shelley Marcus, Library Learning Resources

Guests:

None

*Quorum was not met. No voting took place during the meeting.

- 1. Call To Order/New Committee Members:** The meeting was called to order at 1:37p.m.
- 2. Public Comment:** The Articulation Officer attended the Region 9 meeting. Presenters at the meeting announced that data glitches are anticipated for ASSIST Next Gen. The system is set to release in May despite the anticipated glitches. He also shared that some local private schools are discussing the issue of accepting the AD-Ts without the option for additional units for faith-based courses or other courses the colleges require. More discussion is happening with the private schools about the options of accepting the AD-Ts.
- 3. Review and Approval of February 27, 2019 Expanded Summary Notes:** A Quorum was not met.
- 4. Discussion Items:**
 - 4.1. Processing Substantial Changes, New Course Packages, and New Programs:** Laura Hope and the Curriculum AAI asked the Curriculum Committee if they would still like to process substantial changes and new proposals for the remainder of the academic year. The February 13, 2019 curriculum meeting was the last meeting that new proposals (mainly new courses) and substantial changes would be reflected in the Summer and Fall Schedules and the 2019-2020 Catalog. The AAI for Curriculum informed the committee that continuing to process changes after the February 13 meeting would allow these changes to still reflect in the upcoming Spring 2020 Schedule as opposed to waiting another academic year for scheduling. No curriculum committee member raised concerns on continuing to process substantial changes and new proposals. As a result, the Curriculum Committee will continue to process these proposals for the Spring 2020 Schedule.

4.2. 2019-2021 Curriculum Committee Elections and Terms Ending This Year: The Curriculum Chair FOSA will likely fly after Spring Break. The Curriculum Representatives whose terms are still active will host elections for the following positions. Selections should be presented at the April 3, 2019 meeting.

1. **Business and Applied Technology (Tracy Kocher)**
2. **Business and Applied Technology (Vacant Position-Fill for 2018-2020)**
3. **Chino Representative (Michael Escobosa)**
4. **Health Sciences (Marlene Soto)**
5. **Instructional Support (Megan Keebler)**
6. **Kinesiology, Athletics, & Nutrition (Annette Henry)**
7. **Language Arts (Stephen Calebotta)**
8. **Mathematics and Science (Rob Kopp)**
9. **Social and Behavioral Sciences (Linda Marcotte)**
10. **Student Services (Helen Leung)**
11. **Visual and Performing Arts (John Machado)**

4.3. Proposed Revisions to Title 5 Regulations Regarding Curriculum and Instruction: Laura Hope clarified that noncredit courses can serve as corequisites for transfer level courses. The statistical data for the corequisites must be produced within two years of local implementation to show that the corequisite course has increased the likelihood of passing the transfer level course. She also stated that students are required to demonstrate math competency at or above the level of Intermediate Algebra. She also highlighted that high school metrics serve as the primary placement method. Guided self-placement is only to be used if high school performance data is not available. Districts must accept self-reported high school performance in this case. Districts are not allowed to require students to solve problems or cannot ask any curricular questions as a form of placement. Districts cannot authorize placement of students into remedial sequence or pre-transfer English or Mathematics unless these two conditions are met: a student is highly unlikely to succeed in the transfer course and enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer level courses in one-year. Students can opt into pre-transfer level courses, but colleges should be aware that this decreases a student's chances to enter transfer level English or Math by 40%. The committee continued discussion on different sections of the proposed revisions.

4.4. Local GE Pattern and Math Competency Cont.: Referencing the proposed revisions to Title 5 Regulations in item 4.3, discussion continued on the math competency requirement. Laura explained that satisfactory grades in mathematics at or above the course typically known as Intermediate Algebra satisfies the math competency. Math is a competency requirement not a course requirement necessarily. Helen asked about the requirement for Local AS/AA degrees that state completion of intermediate algebra or above and placement into college level math to meet math proficiency. Helen also requested some guidelines on how counselors determine if students have met math proficiency. For students who do not intend to transfer, the college will still need to lean into the transfer level Math and English depending on the students' major. For the fall semester, students will still self-report until the college can implement CCGI which will give us real time data for twelfth grade. Laura mentioned there will be a forum on AB-705 that will help address this discussion further as well as provide more information.

In regards to articulation impacts, the college is changing the way students meet the prerequisite for courses impacted by AB-705. Because these changes involve placement protocols as opposed to changes in prerequisites, the current articulation agreements can be maintained.

In summation, graduation requirements for Math is based upon competency, not specifically a course. For English, the graduation requirement is a course (ENGL-1A).

To help communicate this process, the Catalog's language will reflect the same or similar language displayed in Title 5. The changes to the Catalog may include:

1. Students shall obtain a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (i.e. Algebra 1, Algebra 2, or above from high school). The demonstration of this competency is locally determined.

2. Students shall obtain a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) that is comparable to satisfactory completion of the specified English course (English-1A or English-101), determined locally.

4.5. University Studies (Sierra College Example): Tabled

4.6. Memorandum AA 19-11: Requirement Changes to Certificates of Achievements: Tabled

4.7. College Planning Council Report Cont.: Tabled

4.8. Minimum Requirements for Associate Degrees: Tabled

5. Guided Pathways: Tabled

6. Miscellaneous: None

7. Consent Agenda: Quorum was not met.

7.1. The following programs have switched from BUSOT to BUSTEC in Curricunet:

1. Professional Office Skills—Certificate
2. Microsoft Excel—Certificate
3. Microsoft Office—Certificate
4. BIW Stage One—Certificate
5. BIW Stage Two—Certificate

7.2. The following programs have switch from BUSOTMD to BUSTECM in Curricunet:

1. Medical Insurance Billing Specialist
2. Outpatient Medical Coder Specialist
3. Medical Biller Specialist
4. Inpatient Medical Coder Specialist
5. Electronic Health Records Specialist

7.3. Curricunet Glitch Fix

1. Changed MATH-3 to COMPSCI-4 in Physical Science A.S. Degree. MATH-3 was modified to COMSPCI-4 in 2017 and the modification should have automatically trickled down to the program.

8. NEW BUSINESS:

Program Deactivations: Final Reading

Education Paraprofessional Level I	Certificate of Career Preparation	Approval: No quorum
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9. Adjournment: The meeting was adjourned at 3:05p.m.

Name	ATTENDANCE	Summary Notes	Consent Agenda	Education Paraprofessional Level I
Angela Burk-Herrick	X			
Annette Henry	X			
Charmaine Phipps				
Daniel Jacobo				
Elaine Martinez				
Helen Leung	X			
Jeffrey Laguna	X			
John Machado				
Linda Marcotte	X			
Lucy Serrano				
Mark Forde				
Marlene Soto				
Megan Keebler				
Michael Escobosa				
Misty Burruel	X			
Naomi McCool	X			
Rob Kopp				
RuthAnn Garcia				
Ryan Sipma	X			
Sean Stratton	X			
Shelley Marcus				
Stephen Calebotta	X			
Tracy Kocher	X			
Vanessa Thomas	X			
Total Counts	12			

*A quorum was not met today.

Non-Voting	
Kathy Lucero	
Laura Hope	X
Marie Boyd	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X

Hidden Figures...

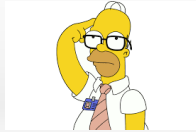
Ginni May, ASCCC Treasurer, Curriculum Chair
Michelle Bean, ASCCC At-Large Representative
Janet Fulks, ASCCC Guided Pathways Lead
Jessica Chittaphong, West Ed
Alyssa Nguyen, RP Group



AB 705 Data Revision Project Recoding Regional Meeting
March 21, 2019

Overview

- Making it Real
- AB 705 Data Revision Project – Why?
- The Rubrics – What’s it all about?
- Discipline specific Rubric training and vetting
- Go Figure – What Data?
- What’s next?
- Questions?



Purpose of Today

- Identify the new MIS data elements resulting from the AB 705 Data Revision Project
- Seek feedback and recommendations from faculty experts regarding the updated CB21 rubrics*
- Engage in dialog about data collection needs and possibilities for the fall 2019 and spring 2020 AB 705 implementation.

*credit, noncredit, adult education, full time, part time; Similar sessions will take place later in the year for English as a Second Language faculty.

Some Acronyms and Definitions

MIS – Chancellor’s Office Management Information System:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx>
CB – Course Basic: signifies the domain of the data element. These codes are assigned to courses for tracking and analyses. The CB data elements can be found here:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/Course.aspx>
ESL – English as a Second Language
SCFF – Student Centered Funding Formula
EFL – Educational Functioning Level: used in noncredit and adult education to define competency levels
SSM – Student Success Metrics: <https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics>

AB 705 Data Revision Project – Why?



MIS Code Changes

Committee Recommendations: February 2019

Why?

- The Student Success Metrics for AB 705 and SCFF: all (no unit minimum) transfer-level courses with TOP Codes:
 - 1501.00 (English),
 - 1520.00 (Reading), and
 - 1701.00 (Mathematics)
- TOP codes are taxonomy of program – but the metric is a course within various programs with other TOP codes
- TOP codes **not** being counted such as:
 - Quantitative Reasoning – 0401.00 (Biostats), 0502.00 (accounting), 0506.00 (Business), 0701.00 (Computer Science), 2001.00 (Psychology), 2204.00 (Economics), 2208.00 (Sociology)
 - English Composition – 0514.00 (Office Technology), 4930.84 (ESL)
 - ESL – Writing 4930.84, 4930.87 Integrated
- **Success for students meeting local math competency requirements is not being counted.**

Examples of Coding for SCFF

SM 501SZ Degree/Transfer Students Who Completed Both Transfer-Level Math and English Within the District in the First Year

Description	Among degree/transfer students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Student Type	Degree/Transfer
Display	Snapshot
Data Source(s)	Chancellor's Office Management Information System
Data Element(s)	CB03 COURSE-TOP-CODE G03-TERM-IDENTIFIER SX02-ENROLLMENT-CREDIT-STATUS SX04-ENROLLMENT-GRADE
Calculations	Students who met all of the following criteria: <ul style="list-style-type: none"> • Had an enrollment in a math course in the district CB03 = 1701.00 AND • That was a transfer level course SX02 = T AND • Earned a passing grade



Student Centered Funding Formula

Equity Component
<ul style="list-style-type: none"> • Pell Grant Recipients - outcomes • CA Promise Grant Recipients (previously BOG)
Students Access Allocation
<ul style="list-style-type: none"> • AAS • ADTs • CCC Bachelor • Credit Certificates • Completion of Transfer Level Math and English • Transfer to Four-year University • Completion of 9 CTE units • Regional Living Wages
Supplemental Allocation
<ul style="list-style-type: none"> • Headcount - Pell Grant Recipients - • Headcount - AS S40 • Headcount - CA Promise Grant Recipients (previously BOG)
Base Allocation
<ul style="list-style-type: none"> • Credit Full-time Equivalent Students (FTEs) • Base Allocation • Special Admin (FTEs) • Inmates in Correctional Facilities (FTEs)

Project Overview

Review existing MIS codes to determine changes needed to support AB705 evaluation:

- Flag (code) for competencies in quantitative reasoning, English/reading, and ESL (integrated into CB21)
- Flag (code) for courses fulfilling general education composition and quantitative reasoning requirements (no existing elements)
- Flag (code) for the specific transfer status of courses (no existing elements)
- Flag for support courses associated with college-level courses (no existing elements)

Project Overview

Five working groups:

- Faculty, CIOs, researchers, and Chancellor's Office staff: Coordination
- Credit, noncredit, and K12 adult school discipline faculty: ESL
- Credit, noncredit, and K12 adult school discipline faculty: English & Reading
- Credit, noncredit, and K12 adult school discipline faculty: Math
- Faculty, researchers, and Chancellor's Office staff: MIS

Each group held 2 meetings between September 2018-January 2019

Recommendation One: Revise the CB21 Rubrics

- Integrate outcomes related to quantitative reasoning, English/reading courses, and ESL from the federal Educational Functioning Levels (EFL) already in use by noncredit programs and K12 adult schools.
- Integrate outcomes from C-ID approved courses.
- ASCCC will hold regional meetings to gather feedback about the revised rubrics for math and English this March, and bring the rubric to the spring plenary.
- ESL will continue to work on its rubric through the spring, for review at the Curriculum Institute and over the summer.

**Recommendation One:
Revise the CB21 Rubrics**

- The new rubric will enable faculty to document the levels of skills that students will have attained by the end of a broader range of pre-collegiate courses, such as pre-statistics.
- Having one consolidated rubric will facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses and transition from adult education and noncredit to credit.
- The element will continue to be used to determine skills gains in contexts like AB 705, the Student Success Metrics, and the Adult Education Program.




**Recommendation Two: Edit Flag for Student
Educational Functioning Level (SA07)**

- The existing code related to student scores on federal EFL pre- and post-tests should be amended to differentiate between progress in quantitative reasoning and English/reading, rather than displaying an integrated Adult Basic Education and Adult Secondary Education scores
- Breaking out skill levels in quantitative reasoning and English/reading can be used to provide more refined information on adult education progress for AB 705 and the Adult Education Program and will allow for an additional means of tracking skills gains for the Student Success Metrics

**Recommendation Three: Create a New MIS Flag for
Courses that Fulfill General Education
Requirements**

- Currently, the concept of passing transfer-level math and English is measured by looking at courses with math, English, and reading Taxonomy of Program (TOP) codes that also are flagged as transferrable to a four-year institution.
- To more accurately capture the intent of AB705 and the SCFF, data should be collected on whether:
 - Transfer-directed students pass courses that fulfill baccalaureate degree general education quantitative reasoning and composition requirements
 - Local associate degree or certificate-directed students pass required college-level math courses and courses that fulfill general education requirements for English composition
 - ESL students pass courses that fulfill general education requirements for English composition
- The Chancellor's Office will create a new MIS data element (CB25) and begin collecting data at the end of 2019-20

Accurate Coding for One College

Course	Sections	Census#	Throughput
Current Counts With TOP code 1701 only	94	3152	1688 
Adding Quantitative Reasoning Course not in Math TOP code	24	795	696 
Adding the number of Local Degree Math Completions	70	2890	1616 

Courses that Fulfill Baccalaureate Degree Mathematics and Quantitative Reasoning General Education Requirements

A course should be flagged if it meets one or more of the following:

- *CSU (General Education Breadth):* Area B4: Mathematics and Quantitative Reasoning
- *UC (IGETC):* Area 2: Mathematical Concepts and Quantitative Reasoning
- *CCC Baccalaureate:* IGETC or CSU General Education Breadth
- *Other Transfer Institutions:* Courses must have general education certification or articulation agreements that ensure the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

Courses that Fulfill Local Associate Degree or Certificate Mathematics and Quantitative Reasoning Requirements

A course should be flagged if meets the Title 5 requirements for college-level quantitative reasoning:

- [Title 5 §55063]

Note: the title 5 language is under consideration by the BOG March 18, 2019

Courses that Fulfill English Composition General Education Requirements

A course should be flagged if it meets one or more of the following:

- *CSU (General Education Breadth):* Area A2: Written Communication (Freshman Composition) and/or an Area A3: Critical Thinking course
- *UC (IGETC):* Area 1A: English Composition and/or Area 1B: Critical Thinking and Composition
- *CCC Baccalaureate:* IGETC or CSU General Education Breadth
- *Other Transfer Institutions:* Courses must have general education certification or articulation agreements that ensure the course fulfills English Composition requirements at an accredited four-year institution

Recommendation Four: Create a New MIS Flag for Course Transfer Type

- Transferrable courses should be flagged to identify whether the course counts for general education, electives, or a specific major.
- Initially, this flag would be applied to transferrable general education composition, quantitative reasoning, and ESL courses, and then could be expanded to other transferrable courses over time.
- The Chancellor's Office will create a new MIS data element (CB26) and begin collecting data at the end of 2019-20.

Specific Transfer Status of Courses

A course should be flagged to identify all of the following criteria that are relevant:
Discussion included consideration of the following – still under discussion...

- Elective credit at UC
- General ed requirement at UC
- Articulation agreement for a specific major at UC
- Elective credit at CSU
- General ed requirement at CSU
- Articulation agreement for a specific major at CSU
- Elective credit at another accredited four-year institution
- General ed requirement at another accredited four-year institution
- Articulation agreement for a specific major at another accredited four-year institution

Recommendation Five: Create a New MIS Flag for Support Courses Associated with College-Level Courses

- It will be important to be able to identify support courses for analyses.
- The Chancellor's Office should create a new MIS data element (CB27) that identifies support courses associated with college-level courses and begin collecting data at the end of 2019-20.



The Plan

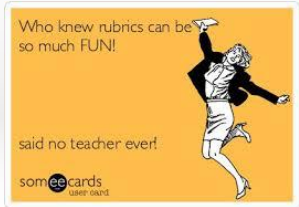
Create new data elements, in particular:

- CB21 Identify content of English, math, ESL and related discipline courses using rubrics created by discipline workgroups based on EFLs, vetted by faculty statewide, approved by ASCCC delegates at 2019 spring plenary session – As of February 26, this coding be rolled into CB21 and the CB21 rubrics will be updated.
- CB25 – Identify GE requirement or local competency: CSU GE Breadth/IGETC—B4/2A (math/QR) and A2, A3/1A (English Comp/Critical Thinking), local GE/competency
- CB26 – transfer type: major, GE, elective, where to: CSU, UC, other college
- CB27 – support course type, as of February 26, this is a binary code: support course or not a support course

The Plan

- The Chancellor's Office is creating/updating the MIS elements during March.
- Training and vetting of CB21 Rubrics – **not** word-smithing
- During the Curriculum Institute in July 2019, sessions will be offered where faculty can code their courses with support from curriculum experts.

The Rubrics What's it all about?



The Rubrics

- The rubrics are outcomes that demonstrate course level and not all of the learning outcomes of every course—they indicate an educational level that student has attained.
- Each level has a broad description of the outcomes a student should have attained by the end of the course at that level. The description is not intended to include all student learning outcomes of each course at that level, but rather indicate an educational level that student has attained.
- Included are outcomes that define the traditional levels as well as outcomes that define the Common Core State Standards or EFLs.
- A narrative with far more information on potential content will be included.

The Rubrics

- New coding integrates outcomes updated with current expectations from the Federal **Educational Functioning Level** (EFL) descriptors, based on common core standards
- New coding identifies and helps track student progress for AB 705 and Student Centered Funding Formula (SCFF) time to completion metrics.
- The new coding identifies the level at which the student should be upon completion of a course in a pathway. A level typically indicates one-year of high school course work at a standard pace, neither accelerated, nor stretched. This generally is interpreted to be one-term at a standard college pace.

The Rubrics

- There may be additional levels below transfer that did not exist prior to 2019. This is due to including noncredit, Adult Basic Education (ABE) and Adult Secondary Education (ASE) in the same rubric with credit courses.
- All in same rubric to facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses and transition from adult education and noncredit to credit.

The Rubrics

- Rubrics for English integrate reading and critical thinking outcomes.
- Rubrics for mathematics and quantitative reasoning include statistics, geometry, contextual mathematics and mathematical critical thinking outcomes.
- All rubrics reference integrated skills such as communication and problem solving.

The Rubrics do NOT...

- Drive curricular content or pedagogy;
- Directly reflect EFLs but the do adapt them to CCC curriculum with accurate, yet concise descriptions;
- Dictate any particular innovation, program or course strategy;
- Determine or dictate sequences or prerequisites for any particular course.

The Rubrics – Let’s Take a Peek...

As time permits, and possibly through lunch:

- Begin reviewing the draft rubrics
- Engage in discussion with table mates over initial thoughts



Lunch



Discipline Specific Rubric Training and Vetting



What Do I Do Now?

English and related Disciplines:

- Vet English rubrics

Math and related Disciplines:

- Vet math rubrics

Researchers:

- Join one of the groups and listen, then about halfway through the session visit the other group and listen...



Go Figure



What's Next?



The RP Group will facilitate a session to:

- Initiate discussion between faculty and researchers
- Begin discussion on data considerations during each term of the 2019-20 academic year in order to evaluate and improve AB 705 implementation.

What's Data Got To Do With It?

- Collaboration is key
- Quantitative vs. Qualitative Data
- Guided Inquiry
 - Questions
 - Considerations for the Research Plan
 - Actions



Facilitated Discussions

- What are specific questions faculty/researchers have about how we will measure the impact of AB 705 and SCFF implementation?
- What are key considerations from a data perspective or a curriculum perspective?
- What data should be collected/analyzed?
- What are 1-2 actions attendees can take back to their college, based on what was learned today?

Coding Plans for Your College...

- Who needs to be present?
- What data do you need?
- Who would make the changes?
- What committee and approvals need to be considered?



Questions?



Thank You!

Resources

- Student Success Metrics Dash Board, Second Build 1-18-2019:
<https://digitalfutures.cccco.edu/Portals/0/Documents/data-element-dictionary.pdf>
- CCCCO Data Element Dictionary:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>
- CCCCO MIS Data Mart: <https://datamart.cccco.edu/DataMart.aspx>
- Academic Senate for California Community Colleges:
<https://asccc.org>

Acronyms

ASCCC – Academic Senate for California Community Colleges	PCAH – Program and Course Approval Handbook
CCCO or CO – California Community Colleges Chancellor’s Office or Chancellor’s Office	AAM – Articulation Agreement for Major
CSU GE – California State University General Education	SOC – Standard Occupational Classification
IGETC – Intersegmental General Education Transfer Curriculum	TOP – Taxonomy of Program
SCFF – Student Centered Funding Formula	EDD – Employment Development Department
ADT – Associate Degree for Transfer	CDCP – Career Development and College Preparation
CTE – Career and Technical Education	COR – Course Outline of Record
LMI – Labor Market Information	COCO – Chancellor’s Office Curriculum Inventory
	CWE – Cooperative Work Experience

CTE Degree Description

Rationale for the inclusion of this wording on a CTE degree description:

1. Notifies students that there's another string of courses which need to be completed for the AS degree besides the majors' courses listed in the catalog
2. Explains the concept of General Education courses
3. Explains the importance of General Education courses
4. Gives them a picture of what they should/could aspire to as an employee in the particular field
5. Serves to identify the path as a part of the Guided Pathways process

This A.S. degree includes coursework in General Education (English composition, arts and humanities, mathematics and natural sciences, and the social sciences) that provide a strong foundation in the major areas of human study and endeavor, as well as, a greater understanding of and appreciation for the world, its people, and the modern economy. In addition, these general education courses will enhance communication skills, improve critical thinking skills and help with a professional career in baking and patisserie

Sierra College: Using Guided Pathways to Reach the Vision for Success Goals



Willy Duncan, Superintendent/President
Mandy Davies, VP Student Services
Linda Williams, Financial Aid Director



Began in Fall 2015 with formation of the Reengineering Sierra for Student Success (R4S) Task Force



Facilitated discussions on change management and student momentum points for faculty, classified staff, and managers.

Developed Problem Statement:

Students at Sierra are not reaching their educational goals in a timely manner, or at all.



New Systems Design Thinking:

- How can we *support our at-risk and equity populations* who have declared a major for financial aid eligibility but are really undecided about their goal?
- How can we provide career exploration activities to help undecided students make informed choices, *reduce excess units* and *increase completion rates*?

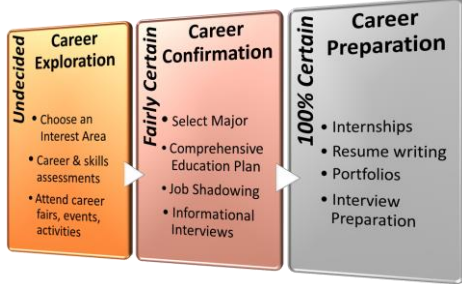
Spring 2018 - began to integrate and resource career planning



Old Paradigm: What's your major? New Paradigm: What's your career goal?



Created Career Development Continuum with targeted activities



US Department of Education regulations regarding financial aid eligibility don't align with the concept of Meta Majors. Students must declare a major to be eligible.





- Made a proposal to Vice Chancellors Perez and Mohr and Executive Vice Chancellor Hope to use "General Studies" for each Interest Area
- Chancellor's Office researched implications, including legal ramifications, and agreed to prototype the solution with Sierra as the test case with the caveat that undecided students must be guided to a program of study within one year



- Articulation Officer created 9 new General Studies programs, one for each Interest Area and flagged them as Financial Aid eligible
- New programs uploaded to CCCApply using student-friendly language
- Created flags in **Starfish** identifying students who didn't declare a major
- Created Financial Aid processes to ensure students will only receive aid for one year
- Providing interventions (e.g. workshops, counseling, informational interviews, job shadows) to help them select a program of study based on career goal by not later than the end of their second term
- Went live in CCCApply for Spring 2019 applicants



Sierra College CCCApply Screen Shot

Selected Major or Program of Study

-- Select --

I haven't decided - People/Culture/Society

Anthropology- AA -T Degree

Art History- AA -T Degree

Comm Studies- AA -T Degree

History- AA -T Degree

Humanities- Alan Studies- AA Degree

Humanities-Diverse Perspec- AA Degree

Humanities-General- AA Degree

Journalism- AA -T Degree

LGBT Studies- AA Degree

Philosophy- AA -T Degree

Philosophy- AA Degree

Political Science- AA -T Degree

Psychology- AA -T Degree

Psychology- AA Degree

Psychology- AS Degree

Social Justice Studies- AA -T Degree

Social and Behavioral Sci- AA Degree

Social and Behavioral Sci- AS Degree



Spring '19 application counts to date under a "soft launch"

	Declared a major	Chose an Interest Area	
Applied Technologies	1989	99	5%
Business and Innovation	1296	165	13%
Earth and Environment	212	60	28%
Education	491	176	36%
Language and Literature	245	65	27%
People, Culture and Society	738	83	11%
Public Safety, Health and Wellness	1851	106	6%
Science, Technology, Engineering and Math	1032	136	13%
Visual and Performing Arts	544	103	19%
Total Spring 19 Applicants to date	8398	993	11%



Questions?
