<div align="center">

CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
<mark>**Teleconference x6759**</mark>
AGENDA
October 31, 2018
1:30pm-3:00pm

</div>

<u>**Members Present:**</u>

<u>**Members Absent:**</u>

<u>**Guests:**</u>

1. **Call To Order/New Committee Members:**

2. **Public Comment:**

3. **Review and Approval of October 17, 2018 Expanded Summary Notes:**

4. **Discussion Items:**

   4.1. **AP Credit Score:**

   4.2. **Allowable COOPED Course Designs:**

   4.3. **AP 4023 Workgroup:**

   4.4. **Chancellor's Office Curriculum Update:**

   1. **Substantial and Nonsubstantial changes for program modifications:**
   2. **New Language for Credit Certificates Title 5 §55070:**
   3. **Simplified Process for Submitting IGETC and CSU-GE Certificates:**
   4. **Local Approval of COOPED (Title 5 §55250, 55251, 55256.5):**

   4.5. **Articulation Report (GE Pattern for University Studies):**

   4.6. **Guided Pathways/AB-705 Curriculum Webinar:**

5. **Guided Pathways:**

6. **Miscellaneous:**

7. **Consent Agenda:**

   7.1. The descriptions for the Industrial Electrical Technology AS Degree, and Industrial Electrical Technology Certificates Level I, II, and II have been revised to include minor language that delineates the certificates as Level I, Level II, and Level III. These programs of study were approved by the Curriculum Committee on October 3, 2018.

   7.2. The unit range for the Industrial Electrical Technology Level I Certificate of Achievement was fixed to show the proper range of 20-23 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.

   7.3. The unit range for the Industrial Electrical Technology Level II Certificate of Achievement was fixed to show the proper range of 30-33 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.

   7.4. The unit range for the Industrial Electrical Technology Level III Certificate of Achievement was fixed to show the proper range of 43-46 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.

7.5. The unit range for the Industrial Electrical Technology A.S. Degree was fixed to show the proper range of 43-46 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.

7.6. The phrase "This course may also require completion of lab assignments" has been removed from CHIN-1 and CHIN-2 descriptions and was replaced with "This course may also require completion of supplemental assignments." CHIN-1 and CHIN-2 were approved by the Curriculum Committee on September 19, 2018.

8. NEW BUSINESS:

Course Modifications with DE: First Reading

RE-10	Real Estate Principles	Modification Approval:	Distance Education Approval Hybrid/Online:
RE-15	Real Estate Practice	Modification Approval:	Distance Education Approval Hybrid/Online:
RE-475	Real Estate Escrow I	Modification Approval:	Distance Education Approval Online:

Course Modifications: First Reading

ARABIC-1	Elementary Modern Standard Arabic	Approval:
ARABIC-4	Intermediate Modern Standard Arabic	Approval:
FIRETEC-11	Legal Aspects of Emergency Services	Approval:
FIRETEC 12	Occupational Safety and Health for Emergency Services	Approval:

Program Modifications: Final Reading

Dietetic Service Supervisor	Certificate of Achievement	Approval:
Real Estate	A.S.	Approval:
Real Estate	Certificate of Achievement	Approval:
Real Estate Salesperson's Certificate	Certificate of Career Preparation	Approval:

9. Adjournment:

CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
<mark>**Teleconference x6759**</mark>
SUMMARY NOTES
October 17, 2018
1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science	Misty Burruel, Faculty Senate President
Charmaine Phipps, Language Arts	Naomi McCool, Social and Behavioral Sciences
Daniel Jacobo, Visual and Performing Arts	Rob Kopp, Mathematics & Science
Helen Leung, Counseling	Ryan Sipma, Catalog and Schedule Coordinator
Jeffrey Laguna, Health Sciences	Sean Stratton, Articulation Officer
John Machado, Visual & Performing Arts	Sharon Awad, Administrative Assistant II, Curriculum
Linda Marcotte, Social & Behavioral Sciences	Shelley Marcus, Library Learning Resources
Marie Boyd, Curriculum Chair	Stephen Calebotta, Language Arts
Mark Forde, Chino Representative	Stephen Shelton, Vice Chair
Megan Keebler, Instructional Support	Tracy Kocher, Business & Applied Technology
Meridith Randall, Associate Superintendent of Instruction and Institutional Effectiveness	

Members Absent:

Annette Henry, Kinesiology, Nutrition, & Athletics	Michael Escobosa, Health Sciences
Anthony DiSalvo, Dean, Language Arts and Library	Patricia Bopko, Financial Aid
Elaine Martinez, Kinesiology, Nutrition, & Athletics	RuthAnn Garcia, Transfer Center
Kathy Lucero, Admissions and Records	Vanessa Thomas, Business and Applied Technology, High School Articulation
Lucy Serrano, Counseling	
Marlene Soto, Health Sciences	Wanda Baker, Business & Applied Technology

Guests:
None

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:34p.m.

2. **Public Comment:** No comment.

3. **Review and Approval of October 3, 2018 Expanded Summary Notes:** The summary notes were approved as amended 14/0/2 to Section 4.4.

4. **Discussion Items:**

   4.1. **Training Sheet for New Program Proposals and AP 4023 Education Program Initiation:** The Chair presented a training sheet she created to help guide faculty in the preparation for the Program Initiation Process. The committee expressed that a training sheet would be helpful and would like it to be more aligned with AP 4023. Dr. Randall and the Chair suggested that the committee review the sheet and bring back any revisions and/or additions to the next curriculum meeting. Discussion ensued about whether or not faculty should create new programs and new courses associated with those programs in Curricunet before, simultaneously, or after the Program Initiation process. The Faculty Senate President and Angela Burk-Herrick expressed their concern that the creation of new program curriculum in Curricunet before the Program Initiation Process may negatively affect a faculty member after investing that time should the proposal be denied in Program Initiation. Jeff Laguna shared that starting the curriculum in Curricunet before Program Initiation benefited his proposal in that he was able to prepare for any questions about the content of the curriculum. The Curriculum Administrative Assistant clarified that faculty currently have the option of not creating their curriculum beforehand, but have been free to do so; however, if curriculum is launched before, the proposal will not move through the curriculum process until Program Initiation is complete. She also shared that she

will help with technical accommodations in Curricunet once decisions are made about the training sheet and timeline for the process. Angela Burk-Herrick suggested that a workgroup discuss the training sheet as well as a timeline for the process. After further discussion, the workgroup was created to review the training sheet, review a timeline for the process, and revise AP 4023. The members of the workgroup will be Angela Burk-Herrick, Charmaine Phipps, Jeff Laguna, and Tracy Kocher. The committee also suggested that Dave Karp work with this group as well and that these revisions go through College Planning Council.

4.2. Noncredit in Guided Pathways and AB-705 (Senate Rostrum, April 2018): This is was an informational handout for the committee to read.

4.3. AP Credit Discussion (Cont.): Naomi McCool reported that she spoke to the Psychology and History faculty in regards to the AP Credit Score equivalency discussion at the October 3, 2017 meeting. The Psychology faculty would like to keep their equivalency score of a four and the History faculty is considering lowering the score to a three, but no final decision is made. Dr. Randall suggested that a research study could be given to see how students with a score of three in AP Psychology perform in comparison to students who have a score of four. Discussion ensued that a score of three for course equivalency may expedite student success in the perspective of Guided Pathways. Some committee members shared that they feel the decision should be under department control and perhaps a policy should be created on this. Dr. Randall will ask Jim Fillpot to do some further research on this.

5. Guided Pathways: None.

6. Miscellaneous: None.

7. Consent Agenda: None.

8. NEW BUSINESS:

New Course: First Reading

BUSTEC-650	WIOA 32-Hour Certificate of Competency	Approval: Tabled

Course Modification with DE: First and Second Reading

GERO-22	Dying and Death	Modification Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0

Course Modification: First and Second Reading (Glitch Course)

CISNTWK-11	Microsoft Network Server	Approval: 16/0/0

Program Deactivations: Final Reading

Professional Administrative Assistant	A.S. Degree	Approval: 15/0/1
Professional Administrative Assistant	Certificate of Achievement	Approval: 15/0/1

PACKAGE: Computer Information Systems

New Courses: First and Second Reading

CISNTWK-435	Introduction to the Linux Operating System	Approval: 16/0/0
CISNTWK-70	Virtualization and Cloud Essentials	Approval: 16/0/0

Program Modifications: Final Reading

Computer Information Systems	A.S. Degree	Approval: 16/0/0
Computer Information Systems	Certificate of Achievement	Approval: 16/0/0

PACKAGE: Gerontology-Noncredit

New Courses with Distance Education (Stand-Alone): First and Second Reading

GERO-662	Activity Coordinator Training	New Course Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0
GERO-663	Social Work Designee/Assistant Training	New Course Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0

New Courses with Distance Education: First and Second Reading

GERO-600	Principles of Caregiving: Older Adults and Their Care	New Course Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0
GERO-655	Resources and Services for Older Adults	New Course Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0

New Program: Final Reading

Caregiving Essentials	Certificate of Competency	Approval: 16/0/0

Package: Nursing: Vocational Nursing

New Course: First and Second Reading

NURVN-600	NCLEX Review for VN Licensure Examination	Approval: 16/0/0

Course Deactivation: Final Reading

NURVN-500	NCLEX Review for VN Licensure Examination	Approval: 16/0/0

9. **Adjournment:** The meeting was adjourned at 2:42p.m.

Name	ATTENDANCE	SUMMARY NOTES	GERO-22 1ST/2ND READING	CISNTWK-11 1ST/2ND READING	PROFESSIONAL ADMIN ASSISTANT AS DEACTIVATION	PROFESSIONAL ADMIN ASSISTANT CA DEACTIVATION	CISNTWK-435 1ST/2ND READING	CISNTWK-70 1ST/2ND READING	COMPUTER INFROMATION SYSTEMS AS	COMPUTER INFORMATION SYSTEM CA	GERO-662 1ST/2ND READING	GERO-663 1ST/2ND READING	GERO-600 1ST/2ND READING	GERO-655 1ST/2ND READING	CAREGIVING ESSENTIALS	NURVN-600 1ST/2ND READING	NURVN-500 DEACTIVATION
Angela Burk-Herrick	X	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annette Henry																	
Anthony DiSalvo																	
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elaine Martinez																	
Helen Leung	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Jeffrey Laguna	X	X	X	X	A	A	X	X	X	X	X	X	X	X	X	X	X
John Machado	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Linda Marcotte	X	X															
Lucy Serrano																	
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto																	
Megan Keebler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Michael Escobosa																	
Misty Burruel	X	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Naomi McCool	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RuthAnn Garcia																	
Ryan Sipma	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shelley Marcus	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas																	
Wanda Baker																	
Total Counts	17	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16

Quorum= (26/2) +1=14

Guests: None

Non-Voting	
Kathy Lucero	
Marie Boyd	X
Meridith Randall	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X

California Community Colleges

TO: Chief Instructional Officers
Academic Senate for California Community Colleges
Curriculum Chairs
Curriculum Specialists

FROM: Jackie Escajeda, Dean
Curriculum and Instruction

RE: Curriculum Update

Substantial Changes and Nonsubstantial Changes

Through consultation with California Community Colleges Curriculum Committee (5C) and in support of curriculum streamlining, substantial changes and nonsubstantial changes for all credit programs will be merged and renamed as modified programs. These modified programs will not receive new control numbers nor generate new approval letters.

When submitting a modified credit program, please remove unnecessary course outline of records (CORs) and other documents. If historical documentation is important to retain, please label the documents accordingly. For example, "Original Narrative and date of origin."

Required attachments for modified Certificates of Achievement (COAs) and local degrees:

A. Required CORs
B. Revised Narrative to include:
    1. Program Goals and Objectives
    2. Catalog Description
    3. Program Requirements

Required attachments for modified Associate Degrees for Transfer (ADTs):

A. Required CORs
B. Revised Transfer Model Curriculum (TMC)
C. Articulation Agreement by Major (AAM), CSU Baccalaureate Course List by Department (BCT), and CS GE Certification Course List by Area (GETCC) as required
D. Revised Narrative to include:
    1. Program Goals and Objectives
    2. Catalog Description

Modifications to title 5, section 55070: Credit Certificates

In July 2018, the Board of Governors approved modifications to California Code of Regulations, title 5, section 55070, *Credit Certificates.* The purpose of the revision to the unit thresholds for the higher unit Credit Certificates was to align title 5 provisions with federal financial aid eligibility regulations and for lower unit credit certificates was to increase student transcript eligibility. Previously, title 5, required a Certificates of Achievement (COA) to have a sequence of courses consisting of a minimum of 18 semester units (or 27 quarter units), but with the change made in July, a sequence of courses consisting of a minimum of 16 semester units (or 24 quarter units) is now required. For low unit COAs, it has been changed from a sequence of courses with a minimum of 12 semester units (or 18 quarter units) to a minimum 8 semester units (or 12 quarter units).

The timeline for submitting existing COAs that are 16 semester units (or 24 quarter units) to less than 18 semester units (or 27 quarter units) that had not been previously submitted to the Chancellor's Office for chaptering and thus, have no control number will be early next year when the necessary technology changes occur to the Chancellor's Office Curriculum Inventory (COCI). In the meantime, the Chancellor's Office and 5C recommend that colleges start the curriculum process for such COAs, per the regular submission requirements for new COAs.

> *NOTE*: Per the U.S. Department of Education, COAs requires gainful employment for [Financial Aid](#) eligibility.

IGETC and CSU GE-Breadth

The Chancellor's Office has simplified the process for submitting IGETC and CSU-GE Breadth certificates. Colleges will still need to provide a narrative; however, for item three of the narrative, colleges may attach a copy of the CSU-GE Breadth or IGETC transfer requirements from the current college catalog. Colleges will not need to attach any CORs. Lastly, these COAs cannot have "transfer" in the title of the COA; therefore, the college can abbreviate "transfer" in the "Title" field in COCI.

Sample language for the IGETC COA: The student will select courses that fulfill the IGETC certification pattern detailed in the college catalog. IGETC is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities

Sample language for the CSU-GE Breadth COA: The student will select courses that fulfill the CSU GE certification pattern detailed in the college catalog. CSU GE is accepted by all CSU campuses and some private/independent or out of state universities. CSU GE is not accepted by the UC system.

Cooperative Work Experience

In March 2018, the Board of Governors approved modifications to California Code of Regulations, title 5, section 55250: Approved Plan Required, section 55251: Requirements of the Plan, and section 55256.5: Work Experience Credit. The purpose of the revision was to transfer authority from the Chancellor's Office to local districts to approve Cooperative Work Experience (CWE) plans and courses to better respond to emerging community and workforce needs. Additionally, the proposed amendments would allow the awarding of units in .5 increments.

The modifications to CWE support curriculum streamlining and allow the colleges an opportunity to develop CWE courses that respond quickly to emerging community needs, including those workforce needs as stated in the Taskforce on Workforce, Job Creation and a Strong Economy. Thus, colleges are no longer required to submit their CTE plans to the Chancellor's Office, but should submit them to their district; and colleges can now award units in .5 increments for CWE courses.

Apprenticeship

When submitting an Apprenticeship course or program, please remember the following:

A. Attached the California Division of Apprenticeship Standards (DAS) approval letter (DAS24) signed by the DAS designee, which must include the following information:
    1. Apprenticeship Title
    2. File Number
    3. Program Sponsor or Employer
B. Prerequisite for the course should read, "Student is a registered State indentured apprentice."
C. Courses must be part of a program approved by DAS
D. Course must have prerequisite open ONLY to registered apprentice

Revision Requests from the Chancellor's Office

For continued improvement on curriculum streamlining, it is important that curriculum proposals move through the various stages of review and approval. Proposals that have been assigned Revision status need to be resubmitted or removed from COCI in a timely manner. Likewise, once a proposal has been approved, the college is responsible for changing the status to Active when appropriate, but no later than the Effective Date.

To check the status of a proposal, login to COCI and go to the "All Courses" or the "All Programs" tabs and select Revision or Approved from the Proposal Status dropdown. Information may be sorted by the last updated column to view changes since your last login.

Approval Letters

The Chancellor's Office recommends colleges to save their approval letters generated from COCI

in the college's local filing system since approval letters are critical documentation required by the US Department of Education for financial aid purposes.

Point of Contact for the Colleges

The Chancellor's Office has staff assigned a curriculum point of contact to colleges to provide technical support, and consistent curriculum reviews and communication. If you would like to receive information regarding curriculum matters and COCI updates, you are welcome to join the Curricassist listserv.

As a reminder, submit curriculum throughout the year as often as possible to avoid delays in the curriculum approval process. For any questions regarding this memo, please contact your curriculum point of contact at the Chancellor's Office.

cc: Alice Perez, Vice Chancellor of Academic Affairs, Chancellor's Office
    Virginia Guleff, Vice President of Instruction, Butte College and Co-chair of 5C
    Ginni May, Treasure of ASCCC and Co-chair of 5C
    Bryan Dickason, Specialist, Student Services & Special Programs, Chancellor's Office
    Ruby Nieto, Specialist, Student Services & Special Programs, Chancellor's Office

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

GUIDED PATHWAYS, AB 705, AND THE NEW FUNDING FORMULA: CURRICULAR CONSIDERATIONS AND CHALLENGES IN THE CCCs

Presenters:

Janet Fulks, ASCCC Guided Pathways Lead, Bakersfield College

Michelle Pilati, ASCCC Guided Pathways Lead, Rio Hondo College

Carrie Roberson, ASCCC Executive Committee, North Representative

Overview

- The Role of the GP Liaison
- Today's Curriculum Pressures
- Curriculum Clean-Up
- Questions to Ask
- Time/Units to Degree Completion
- Course Offerings – What, When, How?
- Redesigning Curriculum & Measuring Success
- Discussion/Q and A

The Role of the GP Liaison

- As the GP Liaison, it is not your role to know everything.
- https://asccc.org/guided-pathways-liaison
- Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;
- Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;
- Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;
- Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representatives…

Today's Curriculum Pressures

- Guided Pathways Considerations
  - Are we scheduling courses – and are programs structured - such that students can complete?
- AB 705
  - Instructional/support innovation
  - Re-working schedule to include more transfer-level options
  - Balancing maximizing "throughput" with optimizing basic skills development & success
- New Funding Formula
  - Ensuring opportunities for all transfer-bound students to complete transfer level-English and math in the 1st year
  - Increasing the focus on completion without
  - Maximizing available opportunities to complete without creating meaningless awards

Managing Curriculum Challenges

Potential Trigger or Issue	Concerns from Colleges
Guided Pathways	Does GP narrow exploration? Does GP reduce choice? Does GP inhibits ability to change majors? Will GP mean I lose my program or course? Others questions
AB 705	Does AB 705 require that we drop students in the deep end? How do we manage support + course work condensed into one semester? What happens when students fail? What happens when students don't want to take transfer? Do I eliminate all my basic skills course work? Other questions?
New Funding Formula	Funding increases with awards, do I create more awards? How do I get everyone into Quantitative Reasoning and English in year one? Other questions?

Clean Up – What does that mean?

- Curriculum and discipline experts examining data across the institution
- Asking questions – lots of questions – across programs
- Not jumping to conclusions
- May or May not mean discontinuing certain awards, programs classes
- May or May not mean creating new awards, programs classes
- May or May not mean re-designing
- Does mean examining the role of ADT versus local degrees
- Does mean looking at the end – employment and transfer

Curriculum Clean-Up

- Are there courses in your catalog that are never offered?
- Are there programs in your catalog that have never existed – or no longer exist?
- Are there certificate and/or degree options that have never been awarded?
- Why "clean-up" in advance of mapping?

When was the last time we awarded **THAT** CoA?

	1992-1993	2014-2015	2015-2016	2016-2017	2017-2018
CoA requiring 30 to < 60 semester units	41	36	38	30	1,016
Accounting	7				
Administration of Justice					
Architecture & Architectural Technology				1	
Auto Collision Repair	2				
Auto Tech	3	2	9	7	12
Business Management		3	1	1	4
Child Development/ECE	11				
Computer Information Systems		1	1	2	
Computer Software Development					
Diesel Technology		5	2	1	
Digital Media					
Drafting Technology	2			1	
Electronics and Electric Technology	1				
Environmental Technology					
Ethnic Studies	1				
Fire Technology				1	
Human Services		8	6	15	11
Information Technology	1				

What do faculty need to ask?

1. How many units is it taking students to earn a a degree – and why?
2. How much time are students taking? Are they signing up for the right classes? What might prevent students from getting classes when they need them?
3. How long does it take students to complete math and English requirements?

What is the story on that program?
Data: **Three-year award count**, **average units** and what does standard deviation mean?

Program Classification	Major Description	Degree Type	Award Count	Avg Units	Std Dev
010102	Agriculture Business Mgmt	AA/AS	20	83.1	18.6
010302	Animal Science	AA/AS	18	90.4	20.4
010304	Horticulture	AA/AS	1	80.0	0.0
	Plant Science	AA/AS	19	91.2	22.3
010601	Environmental Horticulture	AA/AS	3	101.0	13.1
030501	Forestry	AA/AS	23	94.7	20.3
030506	Forestry	AA/AS	2	101.5	29.5
040901	Architecture/Architrl Drft	AA/AS	27	91.8	16.9
050200	Chicano Studies	AA/AS	1	135.5	0.0

What is the story on that program?
Data: **Three-year award count**, and **average units**

Program Classification	Major Description	Degree Type	Award Count	Avg Units	Std Dev
099999	Web Design	AA/AS	2	83.0	4.5
110101	Computer Science	AA/AS	3	114.5	12.3
		AA-T/AS-T	3	111.2	10.6
012374	Web Dvlpmnt-Cross Discipline	AA/AS	2	80.5	10.5
012372	Web Dvlpmnt-Design Emphasis	AA/AS	2	89.8	29.8
110103	Computer Information Systems	AA/AS	4	87.1	22.8
120500	Culinary Arts	AA/AS	31	83.6	19.4
120504	Food Service Management	AA/AS	8	88.7	24.9
130101	Elementary Teacher Education	AA-T/AS-T	1	66.5	0.0
240101	Liberal Arts/ Science	AA/AS	84	72.8	16.8
002090	Liberal Studies	AA/AS	367	73.0	11.1
190501	Child Nutrition Management	AA/AS	3	61.0	4.6
190709	Child Dvlp & Family Relations	AA/AS	127	79.8	17.2
328970	Early Childhood Education	AA-T/AS-T	18	79.4	8.7

Where can you get these data?

- Official Program List in COCI 2.0 - https://coci2.ccctechcenter.org/admin/programs
- Data Mart for data on number of Awards **(go live?)**
https://datamart.cccco.edu/Outcomes/Program_Awards.aspx
Select
  - ✓ College
  - ✓ Years (you can pick multiple years)
  - ✓ All Awards(or just CCCCO approved)
  - ✓ Programs – All check box at top
  - ✓ Records per page (50)
  - ✓ View report (come back later for special populations)
  - ✓ Export to Excel

Units and time to degree – your local research office and request reports like the next slides

Time/Units to Completion

- How long are students taking – and how many units are they accumulating?
- Are they taking a long time because they want to – or because they can't – or don't know how to – finish?
- If they plan to transfer, will they have any financial aid left?

College **A**: Units to complete degrees (Top 30 awards >100 Units)

Program Name	Number of Certificates < 1 yr	Number of Certificates ≥ 1 yr	Number of Associate Degrees	Mean College-Level Credits for AA/AS
Geology			4	140.81
Engineering			18	139.72
Construction, Energy Mgt	10	3	3	137.08
Social Science			1	134.00
Nursing			56	128.05
Studio Art	1		6	126.47
Computer Application Business	24		5	124.45
Radiologic Technology			18	123.06
Digital Publishing	11	2	10	121.75
Physics			21	121.12
Math			25	118.14
Human Services	30	12	13	116.81
Computer Support	18	2	6	114.29
Medical Assisting	9	43	15	113.22

College B Units to Completion

Total Units Completed	Award Type	Academic Plan Code	Award Name
219	AA	TA-AA	Theatre Arts
180.5	AS	ADAST-AS	Office Technology: Administrative Assistant
170.5	AST	MATH-AST	Mathematics
168	AS	ACCTG-AS	Accounting
167	AA	HS-AA	Health Science
165.5	AST	AS-T PHY	Physics
163	AA	A&H-AA	Arts and Humanities
161	AS	MFO-AS	Medical Front Office
159.33	AS	RE-AS	Real Estate
157.5	AS	EET-AS	Electronics Technology Technician
157	AST	AS-T BUS A	Business Administration
148	AS	GO-AS	Office Technology: General Office
148	AS	ACCTG-AS	Accounting
147.5	AAT	SOC-AAT	Sociology
146.5	AA	BA-AA	Business Administration
146	AST	AS-T BUS A	Business Administration
146	AS	ADAST-AS	Office Technology: Administrative Assistant
146	AS	MGMT-AS	Management
146	AST	AS-T PHY	Physics
144	AS	ACCTG-AS	Accounting

College C – Majors, Awards, & Units to Completion

| Public Safety & First Responders	# Fall 2016 Majors	# Awards in 3 years	Average units per award
Criminal Justice (AA)	1297	137	78.3
Fire Technology (AA)	662	52	79.8
Administration of Justice (AS-T)	282	24	80.4
Correctional Officers (AA)	72	2	98.80
Fire Officer Certification	40	40	
Wildland Fire Technology (AS)	28	3	93
Chief Fire Officer (CA)	22		
Fire Academy, Fire Fighter 1 Academy, Wildland Fire Fighting, Fireted	41		
Total	2444	258	79.28

STEM (Science, Technology, Engineering, Math and Computer Science)	# Fall 2016 Majors	# Awards in 3 years	Average units per award
Engineering (AS)	719	13	112.3
Engineering Technology	199	1	96.5
Biology – General Biology (AS) *(AS-T new)*	466	51	90.5
Computer Science	439	3	114.5
Computer Science (AS-T)	↑	3	111.5
Mathematics	177	21	92.2
Mathematics (AS-T)		13	95.4
Chemistry (AS)	124	9	114.2

Time to Completion - Graduates

Total Units Completed	Award Type	Award Name	Award Completion Term Name	Student's First Credit Term at GCC Name	Time to completion
171	CERT	Photography	FALL 2017	SUMMER 1991	> 26 years
133.5	AS	Registered Nursing	SPRING 2018	FALL 1991	> 26 years
219	AA	Theatre Arts	SPRING 2018	SPRING 1992	> 25 years
157.5	AS	Electronics Technology Technician	FALL 2017	SUMMER 1992	> 24 years
124.5	AS	Real Estate Appraisal	SUMMER 2017	FALL 1992	> 24 years
113	AA	Health Science	SPRING 2018	SUMMER 1993	> 24 years
175.5	CERT	Business Administration: General Business	SUMMER 2017	SPRING 1994	> 23 years
99	AA	HUMANITIES	FALL 2017	FALL 1994	> 23 years
90	CERT	Child Development: Site Supervisor	FALL 2017	FALL 1994	> 23 years
85	AA	Social Science	SUMMER 2017	SPRING 1996	> 21 years
127	AS	Medical Front Office	SPRING 2018	FALL 1997	> 21 years
126	AST	Mathematics	SPRING 2018	SPRING 1998	> 21 years
126.99	AST	Administration of Justice	FALL 2017	FALL 1998	> 20 years
119	AST	Business Administration	SPRING 2018	FALL 1998	> 20 years
132	AAT	History	SPRING 2018	FALL 1998	> 20 years
146	AST	Business Administration	SPRING 2018	SPRING 1999	> 19 years
105	AS	Accounting	FALL 2017	SUMMER 1999	> 18 years
67	AA	GENERAL EDUCATION TRANSFER STUDIES	SUMMER 2017	FALL 1999	> 18 years
70.33	AAT	Psychology	SPRING 2018	FALL 2000	> 18 years
136.5	AST	Business Administration	SUMMER 2017	SPRING 2001	> 16 years
142	AS	Registered Nursing	FALL 2017	SUMMER 2001	> 16 years
262.5	CERT	Fitness Specialist	FALL 2017	FALL 2001	> 16 years
168	AS	Accounting	SPRING 2018	FALL 2001	> 17 years
117	CERT	Restaurant Management	SPRING 2018	FALL 2001	> 17 years
140.5	AS	Registered Nursing	FALL 2017	FALL 2001	> 16 years
118	CERT	Child Development: Site Supervisor	FALL 2017	FALL 2001	> 16 years
26.5	CERT	Real Estate	WINTER 2018	SPRING 2002	> 16 years
147.5	AAT	Sociology	SPRING 2018	SPRING 2002	> 16 years

College C time to Completion

**Spring 2017 Graduates by Number of years attended (N=2162)**

	2 years	>2-5 years	>5-10 years	>10 Years
Number	236	925	645	356
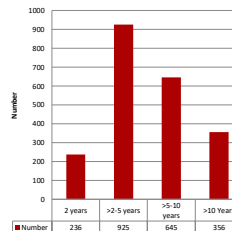
Percent of 2017 Graduates by Years enrolled N=2162

- >10 Years, 16%
- 2 years, 11%
- >2-5 years, 43%
- >5-10 years, 30%
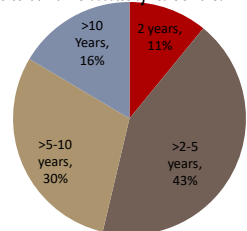
What do faculty need to ask?

1. What are youyr students declaring as ed goals? How accurate is this?
2. How many students are in my area/discipline? How accurate is this?
3. Are student signing up for the right classes?
4. What might prevent students from getting classes when they need them?

Distribution of Ed Goals at BC - All Enrolled Students Fall 2017
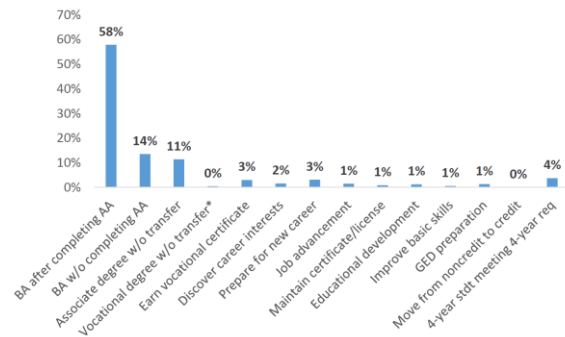
Are all of your students in the right class?
Don't use this slide? Or reframe – creating accurate data for awards

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What do faculty need to ask?

1. Student success in transfer level math ("quantitative reasoning") and English
2. Innovation success rates
3. Support success rates

Course Offerings – What, When, How?

- Have you considered where or not WHAT students need is being offered in the format that works for them?
- Have you examined when courses are offered (term, time of day) to ensure the college is not delaying completions?
- Are you effectively serving your online students?

Questions and Comments

Additional ASCCC Resources

•ASCCC GP Canvas - https://tinyurl.com/CCC-GP2018

•ASCCC Guided Pathways RESOURCES
https://www.asccc.org/guided-pathways

Academic Senate
for California Community Colleges

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Next Webinar

Beginning Program Mapping

Are you thinking about Meta-majors or program mapping? How do you begin? This can become a battle zone for territoriality or it can create a new opportunity to collaborate in new and powerful ways. After cleaning up the curriculum, how do you create an environment to get the work done? This is an important Guided Pathways process that can set the tone for your implementation.

Oct 23 Tuesday 12:30-1:30 or

Oct 24 Wed 12:30-1:30 or

Oct 25 Thur 12:30-1:30