



2018-2019

CURRICULUM

COMMITTEE

RETREAT

CHAFFEY COLLEGE

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CHAFFEY COLLEGE
CURRICULUM COMMITTEE RETREAT
INTECH CENTER
BUILDING A, 9400 CHERRY AVE, FONTANA, CA 92335 (CONFERENCE CENTER)
AGENDA
AUGUST 14, 2018
9:00a.m.-2:00p.m.

1. **Opening/Welcome** (Steve Shelton)
2. **General Updates** (Shireen Awad)
 - a. **Curriculum Meeting Calendar**
 - b. **Terms of Office**
 - c. **Curriculum/Catalog Timeline**
3. **Curriculum Institute and General Updates**
 - a. **Training the Curriculum Committee** (Marie Boyd)
 - b. **Guided Pathways Updates** (Misty Burrue)
 - c. **Articulation Presentation** (Sean Stratton)

Break (15 Minutes)

4. **Internal and External Scan** (Jim Fillpot)
5. **Program Evaluation Activity** (Angela Burk-Herrick)
6. **Curriculum Impacts on Student Services**
 - a. **Financial Aid and Curriculum** (Patricia Bopko)
7. **Closure**

Chaffey College 2018-19 Curriculum Committee Calendar

JULY						
SU	MO	TU	WE	TH	FR	SA
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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August 2018

14 Curriculum Committee Retreat

September 2018

3 Labor Day

October 2018

1 New and revised noncredit course submissions. New DE addenda

November 2018

1 New Courses and *New Program Deadline Submission, Program Modifications, as well as changes to: course subject acronym, course number (including transfer status), course name, course description, course units, course requisites/advisories, course deactivations, and DE status. *New Programs must go through the Program Initiation Process through the Office of Instruction in time to have curriculum launched by deadline. October 15, 2018 is the recommended date to have Program Initiation complete.

12 Veteran's Day (Observed)

22-25 Thanksgiving

December 2018

14-20 Finals

22-31 Winter Recess

January 2019

1 Winter Recess

14 Spring Semester Begins

21 Martin Luther King Holiday

February 2019

15-18 Lincoln and Washington Holiday

March 2019

1 Curriculum Deadline 2 (Program deactivations, and soft course modifications)

18-24 Spring Break

April 2019

16 Faculty Lecturer

May 2019

16-22 Finals

23 Commencement

27 Memorial Day Holiday

	Curriculum Committee Meetings
	Annual Curriculum Retreat
	Technical Review Meetings
	Convocation/Flex
	Governing Board Meetings
	Holidays

JANUARY						
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JUNE						
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*November 14, 2018 is also a Governing Board Meeting.

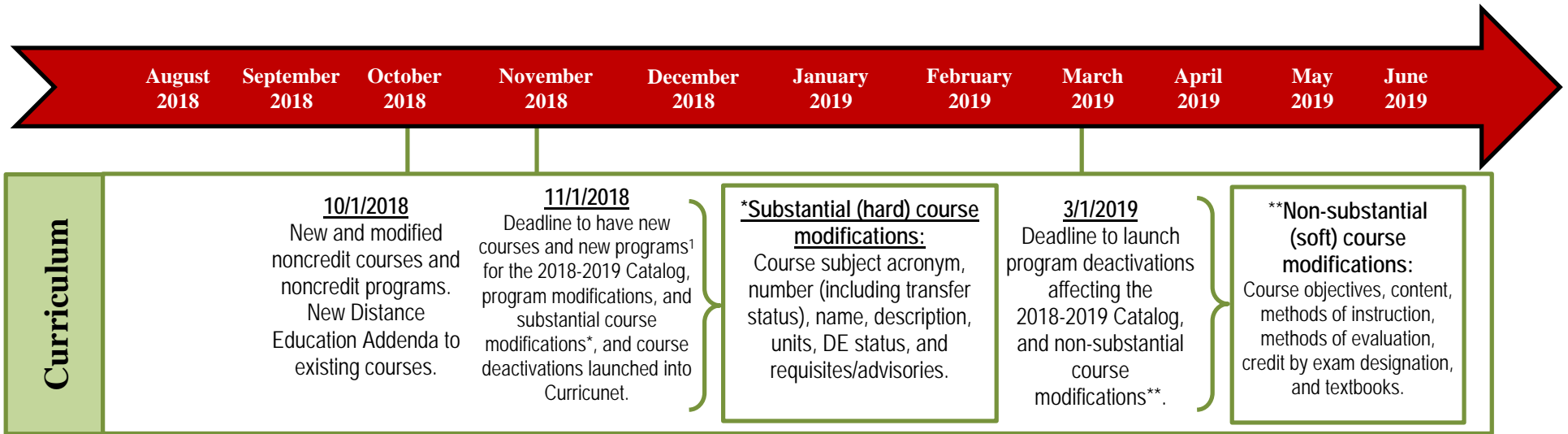
Office of Curriculum Development

2018/19 Curriculum Committee

Terms of Office

Area of Representation	Representative	Telephone	Term of Office
Curriculum Chairperson	Marie Boyd	652-6968	2017-2019
Curriculum Vice Chairperson	Stephen Shelton	652-6948	2018-2019
Faculty Senate President	Misty Burrue	652-6965	2018-2020
Business and Applied Technology	Tracy Kocher	652-6845	2017-2019
Business and Applied Technology	Wanda Baker	652-7426	Fall 2018 (Term for 2018-2020)
Chino Representative	Michael Escobosa	652-8221	2017-2019
Chino Representative	Mark Forde	652-8202	2018-2020
Health Sciences	Marlene Soto	652-7604	2017-2019
Health Sciences	Jeffrey Laguna	652-6693	2018-2020
Instructional Support	Megan Keebler	652-6955	2017-2019
Kinesiology, Nutrition and Athletics	Annette Henry	652-6315	2017-2019
Kinesiology, Nutrition and Athletics	Elaine Martinez	652-6318	2018-2020
Language Arts	Stephen Calebotta	652-6942	2017-2019
Language Arts	Charmaine Phipps	652-6913	2018-2020
Library Learning Resources	Shelley Marcus	652-6809	By Position
Mathematics and Science	Rob Kopp	652-6444	2017-2019
Mathematics and Science	Angela Burk-Herrick	652-6409	2018-2020
Social and Behavioral Sciences	Linda Marcotte	652-6278	2017-2019
Social and Behavioral Sciences	Naomi McCool	652-6843	2018-2020
Student Services	Helen Leung	652-6203	2017-2019
Student Services	Lucy Serrano	652-8121	2018-2020
Visual and Performing Arts	John Machado	652-6110	2017-2019
Visual and Performing Arts	Daniel Jacobo	652-6070	2018-2020
Articulation Officer	Sean Stratton	652-6203	By Position
Associate Superintendent of Instruction and Institutional Effectiveness	Meridith Randall	652-6131	Annually
Catalog/Schedule Coordinator	Ryan Sipma	652-6137	By Position
Dean, Visual and Performing Arts	Jason Chevalier	652-6078	Annually
Director of Admissions and Records	Kathy Lucero	652-6620	Annually
Director of Financial Aid	Patricia Bopko	652-6152	Annually
Director of Transfer Center	RuthAnn Garcia	652-6231	Annually
Guided Pathways-High School Articulation	Vanessa Thomas	652-6839	Annually
Administrative Assistant	Shireen Awad	652-6967	By Position

2018-2019 Curriculum and Catalog/Schedule Timeline



Important Notes

Once a proposal is launched into Curricunet, it will need to be reviewed by the Dean, Coordinator, Curriculum Representative, and Discipline Faculty *before* the proposal is reviewed by the Technical Review Committee. The Curriculum Office encourages originators to speak with their departments before launching any proposals. This helps guide the internal review process and allows proposals to reach the Technical Review Committee in a timely manner. To enforce the November 1, 2018 deadline, the Curriculum Office highly recommends that *Internal Review be completed between 11/2/2018 to 11/7/2018.*

¹ New Programs must go through the Program Initiation Process through the Office of Instruction and Institutional Effectiveness first. This should be done in time to have curriculum launched into Curricunet by the November 1, 2018 deadline. *October 15, 2018 is the recommended date* to have the Program Initiation process completed.

Articulation

Articulation submissions occur after the curriculum cycle from the previous year. For example: Approved transferrable courses from the 2017-2018 curriculum cycle will then move to the Articulation cycle (C-ID submissions, CSUGE/IGETC submissions, and UC Transferability) during the 2018-2019 academic year. Any new developments will likely be reflected in the 2019-2020 Catalog.

August: Articulation Officer's (AO) window for submitting already approved courses intended to be UC transferable. These courses must have gone through full approval during the last curriculum cycle.

November: AO's window for submitting already approved courses to the CSUGE or IGETC* general education pattern.

*Note: IGETC courses must first be approved as UC Transferrable. UC Transferability is dependent upon review from the UCOP which may take several months. As a result, we should not expect a course to get UC approval and IGETC approval in the same cycle. It is often the case that courses are approved for UC transfer in one cycle, and then submitted in the next cycle for IGETC.

* **Substantial (hard) modifications:** These appear in the class schedule and include changes to subject acronyms, numbers, names, descriptions, requisites/advisories, units, and DE status.

** **Non-substantial (soft) modifications:** These do not appear in the class schedule and include changes to course objectives, content, methods of instruction/evaluation, credit by exam designation, and textbooks.

TRAINING THE CURRICULUM COMMITTEE

Jackie Escajeda, Dean of Intersegmental Programs and Credit Curriculum
Virginia Guleff, Vice President of Instruction, Butte College
Craig Rutan, Secretary, Academic Senate for California Community Colleges



Streamlined Processes



APPROVAL
(Local)



RECOMMENDATION
(Regional)



CHAPTERING
(CCCCO)


 **Streamlining Asks Us to Examine Our Roles**
Who is doing what and why?

AUTHORITY


As the curriculum approval processes change, local colleges have greater authority and greater responsibility for certification





Local Approval



Regional Recommendation



Chancellor's Office Chaptering

Senate President/Curriculum Chair/CEO/CIO Certification

2nd Curriculum Certification

- The second certification memo was distributed in Fall 2017 and was due to the Chancellor's Office in October 2017.
- The memo required the signature of
 - College President (CEO)
 - Chief Instructional Officer (CIO)
 - Academic Senate President
 - Curriculum Chair
- Submitting the memo entitled the college to automated approval (chaptering) of credit courses, excluding cooperative work experience.

3rd Curriculum Certification

- Memo will be distributed in Fall 2018 and will be due to the Chancellor's Office by October 16, 2018
- Memo will require the same signatures as in 2017
- Submitting the memo entitles the college to automated approval of:
 - All credit courses (including cooperative work experience)
 - Modifications to all existing credit programs except for ADTs
 - Note that changing program goal will require a new program submission
 - New credit degrees and certificates with a program goal of local (not ADTs or CTE)

Requirements of Certification

- Colleges are certifying that all approved curriculum will align with all requirements outlines in Education Code, Title 5, and the 6th edition of the Program and Course Approval Handbook
- College must have a board policy related to the credit hour. Policy must be submitted to the CO with the certification memo.
- College must have a cooperative work experience plan that has been approved by the local governing board (plan does not need to be submitted to the CO)

TRAINING THE CURRICULUM COMMITTEE

Types of Courses and Programs

Credit	Noncredit
Courses <ul style="list-style-type: none"> Degree-applicable Non degree-applicable 	Courses <ul style="list-style-type: none"> Noncredit: no credit awarded for courses in 10 categories but approved by CO and receives apportionment
Programs <ul style="list-style-type: none"> Associate Degrees (AA, AS) Associate Degrees for Transfer (AA-T, AS-T) Certificates of Achievement 12-18 units 18 or more units Locally Approved Certificates <18 units, CO approval optional but not required 	Programs <ul style="list-style-type: none"> Certificate of Completion (CDCP) Certificate of Competency (GDCP) Adult High School Diploma Noncredit Apprenticeship Program Locally Approved Certificates (not CO approved)

Requirements for Credit Courses

<ul style="list-style-type: none"> Course Number and Title Catalog Description Prerequisites, Corequisites, Advisories Units Total Contact Hours Total Number of Hours in Each Instructional Category Outside of Class Hours Course Content Objectives/Outcomes Instructional Methods 	<ul style="list-style-type: none"> Grading criteria (letter grade, P/NP) Methods of Assessment Reading, Writing, and Outside of Class Assignments Repeatability Options Open Entry/Open Exit Justification of Need CCCCO Data Elements (e.g. TOP and SAM Codes, CB codes) Discipline Assignment(s)
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Possible Items for COR

Item	Why you might want it
Student Learning Outcomes	ACCJC Standard II.A.3
Required and Recommended Textbooks	Aids in C-ID and 4-yr articulation; helps new instructors
Transfer/GE Information/C-ID	It can be helpful to have this info on the COR
Supplemental Instruction	Could SI be part of your course?
Distance Education	Include modalities (e.g. online, hybrid) and possibly DE Addendum
Enrollment limits	Instructional quality, external accreditation requirements

Requirements Associate Degrees

- Minimum of 60 units
- At least 18 units in a major or area of emphasis
- Can use local GE pattern
- Chancellor's Office Approval if goal is **CTE**. Local Approval is goal is **Local**
- All revisions are locally approved

Associate Degrees for Transfer (ADTs)

- Minimum of 60 units; no more than 60 units may be required
- At least 18 units in a major
- General education limited to a CSU Breadth or IGETC pattern
- New and modified ADT's require Chancellor's Office approval

Certificates of Achievement

- 18 or more related units **must** be Chancellor's Office approved, noted on transcript (Changing to 16 units soon)
- 12–17.5 units **may** be Chancellor's Office approved, but it is not required (although it is recommended)* (Changing to 8 – 15.5 units soon)
- 3 units soon)
- All new certificates with a goal of Transfer or CTE must be approved by the Chancellor's Office. All revisions and new certificates with a goal of Local are locally approved.

*Certificates noted on students' transcript must be approved by the Chancellor's Office.

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CREDIT HOUR CALCULATION

Title 5 Requirements for Credit Hour

California Code of Regulations, title 5 §55002.5

- (f) The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations

New: Local Governing Board Policy

Now REQUIRED by new title 5 regulations - §55002.5(f)

District policy shall specify:

- the credit hour calculation method for all academic activities (lecture, activity, lab, clinical, discussion, studio, work experience, etc.)
- expected ratios of in-class to **outside-of class hours** for each type of academic activity
- standards for incremental award of credit
- standard term length (number used to determine divisor in calculation)
- calculation methods for short term and extended term courses
- provisions for monitoring compliance with state and federal regulations related to credit hour calculations

Local policy is an academic and professional matter and should fall under your 10+1 process.

Standards for Credit Hour

California Code of Regulations, title 5 §55002.5(a)

“(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work which may include inside and/or outside-of-class hours.”

Sample Credit Hour Calculation

To Calculate Units :

$$\frac{\text{Lecture Hours} + \text{Lab Hours} + \text{Homework Hours}}{54}$$

**54 is used for this example based on the recommendation from the Chancellor's Office that local districts use an 18 week semester as the basis for calculating hour to unit ratios on Course Outlines of Record. Likewise, . . .*

Cooperative Work experience

- **APPROVED PLAN REQUIRED - § 55250**
- **REQUIREMENTS OF THE PLAN - § 55251**
- **WORK EXPERIENCE CREDIT - § 55265.5**

- Approved at the July Board of Governor's meeting and the revisions to regulations for CWE plans and courses will:
- Support the streamlining of curriculum by transferring authority from the Chancellor's Office to local districts to approve CWE plans and courses.
- Allow colleges to incremental units.

CWE - REQUIREMENTS OF THE PLAN - § 55250

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the ~~Chancellor~~local governing board.

CWE - § 55251. REQUIREMENTS OF THE PLAN

- (a) The district plan shall contain the following provisions:
- (1) A statement that the district has officially adopted the plan, subject to approval by the ~~State Chancellor~~local governing board.
 - (2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.
 - (3) A specific description for each type of Cooperative Work Experience Education program.
 - (4) A description of how the district will:
 - (A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.
 - (B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.
 - (C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.
 - (D) With the assistance of employers, evaluate students' on-the-job learning experiences.
 - (E) Describe basis for awarding grade and credit.
 - (F) Provide adequate clerical and instructional services.
 - (b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the ~~Chancellor~~local governing board.

CWE - § 55256.5. Work Experience Credit

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:

(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

(3) Units may be awarded in 0.5 unit increments.

SUMMARY OF RESPONSIBILITIES

Local Responsibilities



ASCCC
Oversight - AB1725
Timely, Sound,
Responsive
Curriculum Committee -
Arm of the Senate



CIO / CEO
Award financial aid
Award credit
Claim for apportionment



Board of Trustees
Policies - course and
program
Submit to BOG

Things to Keep in Mind

- Colleges must submit all courses to the Chancellor's Office using the Chancellor's Office Curriculum Inventory (COCI)
- Colleges are still required to have a course control number before they can offer a course.
- The Chancellor's Office is still reviewing and approving all noncredit, new and revised ADTs, and new CTE programs.
- The Chancellor's Office will conduct periodic reviews on all the courses that are receiving automated approvals.

Periodic Review by Chancellor's Office

- Colleges will have their curriculum reviewed at least once every three years (and could be as frequently as once a year).
- Colleges that have been found to have curriculum that does not meet all requirements will be contacted by the CO.
- Colleges may be encouraged to have an assistance visit by representatives from the CO, CIOs, and ASCCC
- Colleges that refuse to follow the requirements for automated approval will have the approval disabled and all curriculum will need to be reviewed and approved by the Chancellor's Office

QUESTIONS?

Why Guided Pathways?
 Kay McClenney, Senior Advisor to the President & CEO, AACCC, Pathways Partner
<https://www.pathwaysresources.org/why-pathways/>

Video Transcript (8:02): What is the case for guided pathways? An incredibly important question and every single college needs to come up with a credible response to the question, "Why should we do pathways?" It begins with data across community colleges and individual institutions that show that despite our hard work with good will over a decade and a half of community college reform, our persistence, completion, and transfer rates are still unacceptably low. We've made some progress; it's tiny increments. But what people have discovered are the upper limits of how far you can go when what you have is a collection of discrete strategies or interventions that don't work together, aren't integrated into a coherent experience for students, and are almost never scaled to serve all students. But then colleges discover that there are real, compelling arguments when they look at particular pieces of data. For example, I'll give two examples of data points that are pretty compelling. One of them is that when you ask colleges to calculate the average number of credits earned, and I'm going to say college-level credits earned not developmental education, credits earned by associate degree graduates from their institution, then you get the startling information and we don't have a national average because most people don't look at these data. But in the colleges that we have looked at the data for a 60-credit associate degree are typically in the range between 85 and 95 credits earned by associate degree graduates. And we see colleges where that average number is as high as 104, 110 credits earned. The argument when you see those data is that there's nothing okay about it, there is nothing at all right about a student earning 93 credits, which is the average in Texas, to obtain an associate degree. That's student time and money and opportunity cost and lost wages. That is taxpayer money, and that is parent money and time. And that's also, and importantly, loss of Pell Grant eligibility so that even if they transfer they're not going to have enough Pell Grant funding left to enable them to complete a baccalaureate. So that's a very compelling statistic for faculty. The second one is related, and it is looking across American higher education, both community colleges and universities, the most common outcome of American higher education is accumulation of credits and debt but no credential. Not okay.

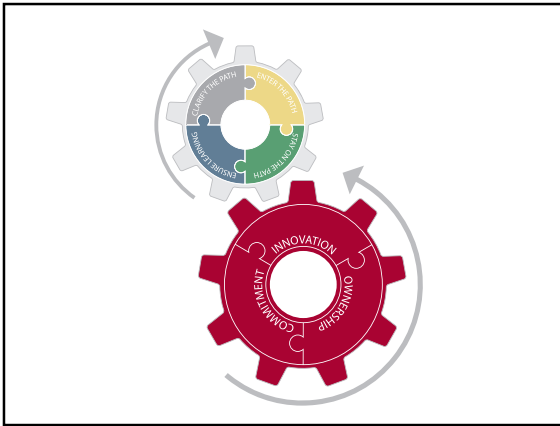
"Guided Pathways is an umbrella term used to describe highly structured student experiences that guide students on the pathway to completion.
 It is **not** a specific academic program.
 It is **not** a college policy.
 It is **not** a technology.

Guided Pathways is a framework by which an institution applies strategic coherence to its policies, program pathways, technology, advising, and business processes. This is a critical distinction as we know that the challenges our institutions face and the challenges of our students are inextricably linked, as are the successes of our institutions and the successes of our students." - Virginia Community College System on Guided Pathways.

CAFETERIA MODEL (STATUS QUO)

GUIDED PATHWAYS MODEL

Virginia Community College System
THE RESOURCE CENTER



Educational Program

"an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." - Title 5, Section § 55000 (m)

Program Mapping

- ✓ A progression of courses to complete the program; may be term-by-term or unit based
- ✓ Provides a clear understanding of award requirements
- ✓ Serves as a planning document to assist students in completing the required courses
- ✓ Successful program mapping is all about identifying the needs of our students and our college and then developing effective maps to meet those needs.

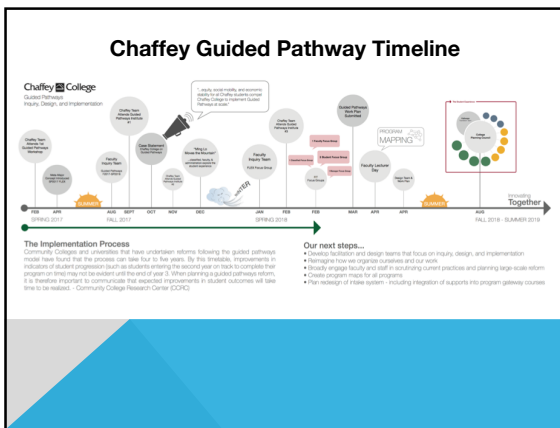
Integration of Academic and Support Services

Program Map	Instructional Support	Counseling & Advising	Student Services
<p>Fall Semester Core Curriculum GE Electives</p> <p>Spring Semester Core Curriculum GE Electives</p>	<p>Success Centers Tutoring Supplemental Instruction Library</p>	<p>Student Life Career Center Cooperative Education Disability Programs and Services (DPS) Extended Opportunity Programs and Services (EOPS) CalWorks Honors International Students Independent Scholars Faculty Advisor Guiding Partners to Success (GPS) Transfer Center Veterans Puente AMANA WOMAN</p>	<p>Admissions and Records Financial Literacy (e.g. Financial Aid, Scholarships, Foundation Office) Employment Development Student Employment Office Special Populations Student Health Services Veterans Resource Center Athletics Housing Bookstore Child Development Center</p>

Integration of Academic and Support Services

Program Map	Instructional Support	Counseling & Advising	Student Services
<p>Fall Semester Core Curriculum GE Electives</p> <p>Spring Semester Core Curriculum GE Electives</p>	<p>Success Centers Tutoring Supplemental Instruction Library</p>	<p>Student Life Career Center Cooperative Education Disability Programs and Services (DPS) Extended Opportunity Programs and Services (EOPS) CalWorks Honors International Students Independent Scholars Faculty Advisor Guiding Partners to Success (GPS) Transfer Center Veterans Puente AMANA WOMAN</p>	<p>Admissions and Records Financial Literacy (e.g. Financial Aid, Scholarships, Foundation Office) Employment Development Student Employment Office Special Populations Student Health Services Veterans Resource Center Athletics Housing Bookstore Child Development Center</p>

- What is your role in Guided Pathways (GP)?
- How does the Curriculum Committee fit into all of this?
- How do we reimagine our current practices through the lens of GP?



Curriculum in Context: The Articulation Connection

Sean Stratton, AO



Introduction

- ❖ What is articulation?
 - Articulation is the process by which coursework from an issuing institution is accepted in lieu of coursework at a receiving institution.
- ❖ Who maintains the agreements?
 - CIAC
 - oversees articulation protocols
 - manages data via the ASSIST database
 - establishes connections with affiliate personnel among the CCC, CSU, and UC systems as well as certain private colleges

Types of Course Articulation

- ❖ Transfer Unit Credit
 - Requires courses to have appropriate rigor, breadth, and concept. Transfer to UC requires approval of the UCOP.
- ❖ GE Area Credit
 - Requires courses to meet standards appropriate to a particular CSUGE/IGETC subject area
- ❖ Course-to-Course Credit
 - Requires receiving institution curriculum alignment and faculty approval. May require template alignment if courses involve C-ID
- ❖ Lower Division Major Prep Credit
 - Important for ADT process; could fulfill subject requirements rather than courses

Articulation Impact of Curriculum Decisions

- ❖ Pre-req changes
 - Impacts UC transfer, some course-to-course articulations
- ❖ Course outline substantial changes
 - Could possibly subject a course to GE re-review
 - Transfer institutions periodically request CORs to verify alignment
- ❖ Unit value changes
 - Problematic when course units substantially exceed double-count allowance
 - Problematic for GE courses in high-unit majors
- ❖ New Courses
 - May require articulation documentation to place course in ADT

Draft to Database: A new COR's Journey

STEP	AO Concern
❖ COR submitted to CurricUNET	Does course relate to a program? Does it replace an existing course?
❖ Technical Review	Identify likely comparable courses C-ID alignment vetted (if necessary) COR scrutinized per UC/GE guidance
❖ Curriculum Committee Reading	AO may inform Committee about discipline placement, other issues
❖ Course approval	Coordinates with Curriculum Office to secure ASSIST documentation, as needed, for inclusion in program; Course submitted to ASSIST NG

Reporting New CORs: A Timeline

- ❖ May: course recorded in Summary of Curriculum Changes Report
- ❖ August: course submitted to UCTCA
- ❖ November/December: course submitted to CSUGE/IGETC
- ❖ March/April: results of submissions reported

Articulation Protocols: Some Implications

- ❖ Pass-along courses
 - Allowing credit for upper division, out-of-state, or private college coursework

- ❖ Course Subs
 - Crediting a course according to an issuing-college's degree pattern, C-ID alignment, etc.

- ❖ Gray Areas
 - Foreign transcripts and GE; ADTs and GE; etc.

Chaffey College

Environmental Scan Highlights

Internal Scan

- Approximately 82% of Chaffey College student population from historically underrepresented groups
- Approximately 65-70% of Chaffey College student population is economically disadvantaged; approx. 60-65% receive some form of financial assistance
- Approximately 45% are first-generation college students
- Trend toward increase in out-of-service area students (approx.. 30%)
- Enrollment growth in distance learning; other locations minimal or no growth
- Mathematics & Science, Social and Behavioral Sciences, and Language Arts represent approximately 70% of all enrollments
- Visual and Performing Arts (+35.1%) and Language Arts (30.1%) fastest growing schools
- Largest growing departments:
 - English
 - Mathematics
 - Communication Studies
 - Psychology
 - Biology
- Fastest growing departments:
 - Business Law
 - Statistics
 - Engineering
 - Cinema
 - CIS: Programming
- On-going decline in percentage of full-time students; average student unit load relatively static (approx. 8.36 units attempted)
- Increase in percentage of sections offered that are CSU/UC transferable (approx. 65%); decline in percentage of foundation skills course sections (approx. 3.7%)
- Decline in percentage of sections that are CTE (approx. 25%)
- Approx. 40% of sections offered in morning, 25% in afternoon, 25% in evening, 10% arranged hour
- Slight decline in student success rates (approx. 70.4%)
- Lower success rates for African American (63.0%), Hispanic (68.6%), and multi-racial/ethnic (69.6%) students
- Lower success rates for male students (68.7%)
- Lower success rates for students 19 or younger (66.5%) and 20-24 (69.3%)
- Persistence rate approx. 80%; lower for African American students (approx. 76%)
- Consistent increases in English and Math basic skills improvement rates
- Consistent increases in 30-unit attainment rates
- Approx. 87% increase in unduplicated degree earners since 2011-12
- Approx. 19% increase in unduplicated certificate earners since 2011-12
- Recent decline in number of transfer students (-8.0% from 2014-15 to 2015-16)
- Transfer velocity relatively static (approx. 1/3 of cohort transfer within six years)

Chaffey College

Environmental Scan Highlights

External Scan

- 2016 service area population: 823,007. Approx. 3.9% increase over past five years
- Fontana (24.9%), Rancho Cucamonga (21.1%), and Ontario (20.6%) represent 2/3 of service area population
- Chino (+6.3%), Fontana (+4.6%), and Rancho Cucamonga (+4.5%) are the fastest growing cities in the Chaffey College service area
- Service area population projected to increase by 31.6% (1,083,300) by 2040
- Ontario (+52.7%), Chino (+43.9%), and Fontana (+36.9%) primary drivers of growth
- Approx. 75% of service population from traditionally underrepresented racial/ethnic groups
- Hispanic population projected to increase through 2040; all other racial/ethnic groups static or projected to decline
- By 2040, largest age group will be 55 or older (28.4%). Population 19 or younger projected to decline from 30.4% (2016) to 25.3% (2040). No change 20-54 population.
- Approx. 13% of service area population below poverty level; 18% below 125% of poverty level
- Approx. 48% of service area population primarily speak a language other than English at home; Spanish is primary other language (approx. 77%)
- Approx. 43% of service area population 25 or older have not attended college. Approx. ¼ have some college experience, approx. 32% have Associate Degree or higher.
- Median annual earnings: \$38,466. Varies greatly by city and educational attainment
- Approx. 12% of service area population currently enrolled in postsecondary education
- Housing units projected to increase by 30.5% by 2040; over 76,000 additional housing units. Chino (+61.9%), Ontario (+46.6%) and Fontana (+38.1%) are primary drivers of growth.
- Median household income: \$83,506. Varies significantly by service area city, ranging from a high of \$113,249 (Chino Hills) to a low of \$62,078 (Montclair)
- Approx. 43% of family households have at least one related child under 18 years of age, ranging from a high of 53.8% (Fontana) to a low of 32.3% (Upland)
- Number of jobs in service area projected to increase by 38.8% by 2040 (135,000 additional jobs in service area). Ontario (+62,000 new jobs) and Rancho Cucamonga (+29,000 jobs) projected to contribute over 2/3 of projected job growth.
- Service area residents travel approx. 33 minutes to work
- Examination of employment centers reveals that most service area working residents travel to Los Angeles, north Orange County cities (e.g., Anaheim; Irvine), other service area cities, San Bernardino, and Riverside to work
- The number of service area high school graduates is projected to decline over the next 3-5 years. However, K-12 enrollments trends suggest that the number of high school graduates will increase 5-10 years from now.

Chaffey  College
Environmental Scan Highlights
Labor Market Analysis

- Industry, occupational sub-categories, and occupational trends were examined for the San Bernardino-Riverside-Ontario Metropolitan Statistical Area (MSA) and the Los Angeles-Long Beach-Glendale and Anaheim-Santa Ana-Irvine Metropolitan Divisions (MDs).
- Identified industries and occupations with: 1) most projected jobs in 2024; largest numeric increase in jobs from 2014-2024; 3) fastest growing from 2014-2024; occupations with highest median annual incomes.
- Examined all occupations; occupations that require some college education or higher

By Industry:

- Industries with the most projected jobs in 2024:
 - Health Care and Social Assistance – 1,203,000 jobs in 2024
 - Accommodation and Food Services – 827,300 job in 2024
- Largest Growing Industries:
 - Health Care and Social Assistance – 257,700 additional jobs by 2024
 - Accommodation and Food Services – 162,300 additional jobs by 2024
- Fastest Growing Industries:
 - San Bernardino-Riverside-Ontario MSA:
 - Construction, 42.9% growth
 - Transportation and Warehousing, 34.5% growth
 - Los Angeles-Long Beach Glendale MD:
 - Health Care and Social Assistance, 29.7% growth
 - Education, 25.3% growth
 - Anaheim-Santa Ana-Irvine MD:
 - Construction 30.1% growth
 - Professional, Scientific and Technical Services, 21.2% growth
- Three MSA/MDs projected to collectively:
 - Offer 8,528,900 jobs by 2024
 - Add an additional 1,049,700 jobs from 2014 to 2024
 - Experience 14.0% job growth from 2014 to 2024

By Occupation That Require Some College or Higher:

- Occupations with the most projected jobs in 2024:
 - General and Operations Managers – 135,930 job in 2024
 - Registered Nurses – 133,320 jobs in 2024
- Largest Growing Occupations:
 - Registered Nurses – 19,380 additional jobs by 2024
 - General and Operations Managers – 15,910 additional jobs by 2024
- Fastest Growing Occupations varied by MSA/MD.

- San Bernardino-Riverside-Ontario MSA – Health Care and Construction occupations, Web Developers
- Los Angeles-Long Beach-Glendale MD – Mathematicians and Statisticians, Health Care Occupations, Web Developers
- Anaheim-Santa Ana-Irvine MD – Science and Health Care Occupations

Relationship Between Chaffey College Disciplines and Occupational Projections

- TOP codes were cross-walked to SOC codes in order to identify specific occupations that were pertinent to Chaffey College offerings by discipline. Cross-walking occupational projections to Chaffey College disciplines:
 - Occupations related to Business (including Management and Marketing), Nursing, and Accounting are projected to have the most jobs in 2024
 - Business (including Management and Marketing), Nursing, and Nutrition and Food are disciplines projected to have the largest projected numeric job growth from 2014 to 2024
 - Culinary Arts (+36.0%), Hotel and Food Services Management (+33.4%), American Sign Language (+27.6%), and Nutrition and Food (+25.9%) are associated with occupations that are projected to grow the fastest from 2014 to 2024.
 - Disciplines associated with occupations that have the highest median annual salaries are: Computer Science (median annual salary \$110,023); Geography (\$106,278); and Humanities (\$102,301). Many of the identified occupations are in postsecondary education, management, or scientific areas.

Examples of Potential Program Opportunities

- Occupational SOC codes that did not cross-walk to existing Chaffey College disciplines were identified. Only occupations that required some college education or higher were examined. Median salary associated with each occupation, occupations with the most projected jobs in 2024, and occupations with the largest (numeric growth) and fastest (percentage gain) job growth from 2014 to 2024 were examined.
- Viewed from a starting lens of occupations that provided a livable median wage (highest median annual salary) and exploring projected 2024 job availability and potential for job growth, the following areas were identified as examples of potential program opportunities:

TOP Title	Median Annual Salary	Projected Number of Jobs, 2024	Numeric Growth 2014-2024	Percentage Growth 2014-2024	Entry Level Educational Requirement
Landscape Architecture (transfer)	\$137,990	13,370	1,580	6.9%	Bachelor’s
E-Commerce (business emphasis)	\$134,414	12,400	860	14.6%	Bachelor’s
Hospital & Health Care Admin.	\$110,139	15,910	2,780	21.2%	Bachelor’s
Adapted Physical Education	\$98,726	11,550	2,400	26.2%	Bachelor’s
Civil and Construction Mgmt.	\$94,128	22,280	3,340	17.6%	Bachelor’s
Respiratory Care/Therapy	\$75,768	8,440	1,230	17.1%	Associate’s
Industrial Arts (transfer)	\$70,263	30,210	2,620	9.5%	Bachelor’s

Programs of Study

Backwards Design Principles and Evaluation

Angela Burk-Herrick
Chaffey College Curriculum Retreat
AUGUST 14, 2018

What are students looking for in a program of study?

- What are students looking for when they enroll?
- When a student selects a degree or certificate, what is their goal when they complete?
- In other words, why are they here?



Educational Programs



California Education Code
Educational programs should be appropriate and valuable to the communities they serve to advance California's economic growth and global competitiveness through education, training, and services. (§66050, §66010.4(a))

Title 5
Educational programs are an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. (§55000(m))

ACCJC
An educational program is defined as a combination of courses and related activities organized for the attainment of broad educational objectives described by the institution. (ACCJC Policy on Institutional Degrees and Credits)

Curriculum Committee and Guided Pathways

What is our role and what can we do “to ensure that their (a program’s) focus is **student-centered** and provides a valuable award for students to **promote transfer and employment goals?**” (Effective Practices for Educational Program Development, ASCCC educational Policies Committee 2017-2018)

Program Backwards Design

Identify Desired End Goals

Build Program

Assessment

Program Learning Outcomes

- Career readiness
- Ability to earn a livable wage
- Transfer readiness in a major
- Others?

- Identify necessary knowledge skills/abilities needed for career readiness
- Identify coursework needed for transfer (as a junior in their major) to a four-year institution

Is program structure meeting its objectives?

- **Efficiency:** Are all required courses/units necessary for effectiveness? Does each required course help them progress in their major.
- **Effectiveness:** Are students learning what they need to learn to succeed?

CTE programs:

- Does our process encourage backwards design and alignment of end goals (career readiness) to curriculum/program requirements? How?

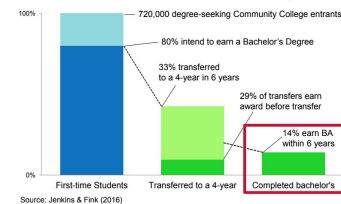
Transfer programs: ADTs

- Does our process encourage backwards design and alignment of end goals (CSU transfer) to curriculum/program requirements? How?

Local programs: (end goals may vary)

However:

Few Transfer, Even Fewer Complete

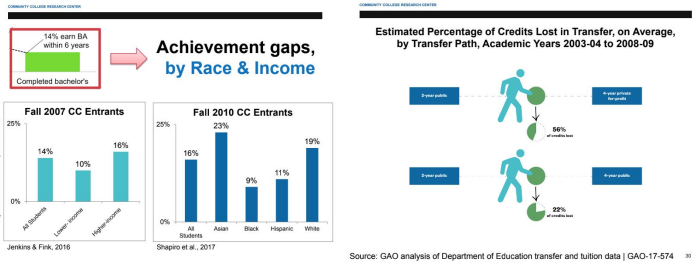


Community College Research Center (CRCC)

<https://csrc.t.columbia.edu/press-releases/new-report-ranks-states-on-colleges-performance-helping-students-transfer.html>

****At Chaffey the Transfer out rate for students is only 18%**

It's about Equity!



Local programs: End goal = Transfer (non-CSU)



- Other than CSUs, where do our students transfer?
- Does our process encourage backwards design and alignment of end goals (of transfer preparation) to curriculum/program requirements?

Transfer to UC (*fun facts*)

- UC outdoes comparison institutions in enrolling transfers
- UCs enroll almost as many transfers per campus as do CSUs
- Our most selective campuses enroll the most
- System-wide, roughly 80% of transfer applicants were admitted last year
- Graduation rates for transfers = 88% within 4 years
- 48% of UC graduates in STEM are transfer students
- Fall 2016 (2017) 35% (31%) of all admits and 40% (35%) of all transfer enrollees had a guarantee via TAG agreement.
 - 86% enroll at UC
 - Roughly 60% graduate within two years

Proposed Associate of Science degrees pilot → Guarantees for (at least) 21 majors

From 2018 ASCCC Curriculum Institute: UC Transfer Pathways
by Craig Rutan (ASCCC Secretary) & John Stanskas (ASCCC President)

UC Transfer Task Force

- In 2017, the UC President created a task force to investigate ways to simplify and improve transfer between the CCCs and UC system
- The task force included representatives from the UC Academic Senate, UC faculty, UC Office of the President, CSU faculty, CSU Chancellor's Office, and ASCCC.
- The recommendations of the task force can be found [here](#)

Major Milestones

May 2014	President's Transfer Action Team of faculty, staff, and students presented recommendations to the UC Regents.
Spring / Fall 2015	UC faculty convened in discipline-based workgroups to develop 21 new Transfer Pathways, covering the proposed areas of study for approximately 60% of transfer applicants each year. Each workgroup began with reference to the California State University's (CSU) Transfer Model Curricula (TMCs), which serve as the template for major preparation courses in the Associate Degrees for Transfer developed by individual CCCs.
Spring 2016	Began UC Transfer Pathways implementation for first 10 majors.
Fall 2016	Began UC Transfer Pathways implementation for next 11 majors.
December 2016	Launched <i>UC Transfer Pathways (UCTP) Guide</i> website: https://pathwaysguide.universityofcalifornia.edu/
March 2017	Released <i>Pathways Course Finder</i> tool on the UCTP Guide website.

Transfer MOU

On April 11, 2018, a MOU signed by UC President Napolitano and CCC Chancellor Oakley was released. The memo can be found [here](#).

The memo includes the following:

- Requests that the UC Academic Senate develop criteria to guarantee admission to CCC transfer students. The guarantee will be based on the UCTP and certain GPA requirements.
- **Where the ADT is equivalent or superior preparation to the UCTP, completion of an ADT with certain GPA requirements would guarantee admission. The evaluation of ADTs would be made by the UC Academic Senate in consultation with ASCCC**
- UC will continue to offer transfer admission guarantee (TAG) and explore whether students should be eligible for more than one TAG.
- The UC and CCC Academic Senates will continue to work on associate's degrees aligned to the UCTP that adhere to 60 units per system where possible.

From 2018 ASCCC Curriculum Institute: UC Transfer Pathways
by Craig Rutan (ASCCC Secretary) & John Stankas (ASCCC President)

UC Transfer Pathways

<http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

The screenshot shows the 'UC Transfer Pathways' website. It features a navigation menu on the left with categories like 'Transfer Pathways', 'Admission', 'Financial Aid', and 'Resources'. The main content area is titled 'Your roadmap to 21 top majors' and lists various majors such as Anthropology, Biology, Business Administration, Chemistry, Computer Science, Economics, Education, Engineering, Health Sciences, History, International Studies, Law, Liberal Arts, Life Sciences, Mathematics, Music, Nursing, Public Health, Psychology, Sociology, and Theater. A sidebar on the right provides additional information about the pathways and how to use the site.

The UC has developed transfer pathways in 21 majors.

- Provide clear, consistent course-taking advice
- Satisfy UC campus admission requirements across the entire system for a specific major
- How your college's courses align to each transfer pathway can help students to **prepare early** and **apply broadly**
- Provide a set of course expectations that prepare transfers for timely graduation
<http://pathwaysguide.universityofcalifornia.edu>

From 2018 ASCCC Curriculum Institute: UC Transfer Pathways
by Craig Rutan (ASCCC Secretary) & John Stankas (ASCCC President)

Comparison Between ADTs and UCTPs

ADTs	UCTPs
<ul style="list-style-type: none"> • Degree consisting of courses matched to C-ID descriptors to prepare students for transfer to CSU 	<ul style="list-style-type: none"> • Courses in the pathway align to C-ID descriptors in many cases • Some pathways vary significantly from the TMC
<ul style="list-style-type: none"> • Student must complete CSU GE Breadth or IGETC 	<ul style="list-style-type: none"> • Students completing the pathway are not required to complete IGETC
<ul style="list-style-type: none"> • Transfer preparation to all CSU campuses 	<ul style="list-style-type: none"> • Transfer preparation to all UC campuses
<ul style="list-style-type: none"> • Guaranteed admission to CSU system 	<ul style="list-style-type: none"> • Students guaranteed comprehensive review, but currently are not guaranteed admission
<ul style="list-style-type: none"> • Limited to 60 units 	<ul style="list-style-type: none"> • Students completing the pathway do not necessarily earn an associate's degree

From 2018 ASCCC Curriculum Institute: UC Transfer Pathways
by Craig Rutan (ASCCC Secretary) & John Stankas (ASCCC President)

Do ADTs work for UC transfer?

The screenshot shows a Chaffey College course catalog page for 'COMMUNICATION STUDIES FOR TRANSFER (AA-T)'. It includes a table of courses with columns for course number, title, units, and transferability. The table lists several courses such as COMM 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200. The page also includes a 'COURSEWORK NOTES' section and a 'COURSE EVALUATION' section.

The screenshot shows a Chaffey College course catalog page for 'Communication Pathway'. It includes a table of courses with columns for course number, title, units, and transferability. The table lists several courses such as COMM 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200. The page also includes a 'COURSEWORK NOTES' section and a 'COURSE EVALUATION' section.

Do ADTs work for UC transfer?

In groups of 3-4, compare ADT requirements on Major Sheet to UC Pathway.

1. ID which courses are required for both
2. Does the current ADT satisfy all UC requirements (even with options in lists B & C)?
3. Could the ADT be modified to fit both UC pathway and CSU requirements for students who are not sure where they will transfer?

What would you recommend to discipline faculty (no new degree needed, modify ADT, OR create a local degree for UC transfer)? Why?

The image shows two overlapping forms. The top form is titled 'COMMUNICATIONS STUDIES FOR TRANSFER (A-D)' and is a detailed table with columns for course numbers, titles, and requirements. The bottom form is titled 'ADT Form' and contains sections for 'Program Information', 'Program Objectives', and 'Program Requirements'. Both forms are from Santa Clara College.

Curriculum Committee and Guided Pathways

The image shows a 'Program Checklist' form. It has a red header with the title 'Program Checklist'. Below the header, it lists several items with checkboxes: '*Program Modification*', 'Main', 'Cover', 'Description', 'Vocational - CTE ONLY', 'Program Requirements', 'Program Outcomes', 'Attach Assessment', 'Chronological Assessment Plan', and 'Approval Letter'. The 'Cover', 'Program Requirements', 'Program Outcomes', and 'Attach Assessment' items have their checkboxes checked.

- How can you (in your role) guide faculty in program design using Ed Code, Title 5, ACCJC and Guided Pathways principles?
- Are there modifications to the program pages in CurricUNET, or our practice related to "local" degrees that will help:
 - a. Communicate expectations for "local" degrees to discipline faculty?
 - b. Evaluate alignment of end goals and program requirements as committee members?
 - c. Communicate the function of the degree to students?

FINANCIAL AID AND CURRICULUM

Patty Bopko, Financial Aid

Overview

- Curriculum actions for new programs or changes that impact Financial Aid include
 - Unit totals,
 - Awarding of certificates,
 - Financial aid requirements and timelines
- Financial Aid Office is dedicated to ensuring that eligible students get the financial resources needed to cover their educational expenses.
- We will cover how Financial Aid that can be impacted by curriculum, and discuss ways to ensure that students have access to the aid that they need to continue their educations.

Program Approvals

- Federal regulations require that academic programs eligible for Federal Student Aid are approved by the State Authorizing Agency, if the state requires approval.
 - The Chancellor's office requires approval of all programs of 18 units or more.
- All eligible programs must match Curriculum Inventory, College Catalog, Program Participation Agreement and Approved program listing in school-based software
- Any differences may be audit findings.

Eligible Programs

- *Bachelors degree*
- *Associates degree*
- *Transfer*
 - *General: 688.S(b)(1)(ii) The successful completion of at least a two-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program*
 - *IGETC Certification + AS/AA*
 - *CSU GE Breadth Certification + AS/AA*
- *Eligible Certificate Programs*
 - *Must be approved by the State Agency and approved by the USDOE for Federal Student Aid*

Effective 2016

- *US Department of Education (USDOE) began verifying state eligible program approval at the time of*
 - *Recertification, or*
 - *Changes to eligible program(s) during the year*
- *Any changes to the programs (Substantial or Non Substantial) must be submitted for approval and any changes must match all areas.*
- *Background: Colleges are offering programs that are not on Curriculum Inventory or are not approved by USDOE.*
 - *Colleges must submit program through CCCCCO*
 - *New program must be submitted to USDOE (Program Participation Agreement) for approval. Payment of Federal Student Aid must be postponed until program is approved*

Ensuring Compliance

Non-compliance could result in:

- *Audit finding(s), including--*
 - *Reconstruction required for up to 5 years prior to audit finding*
 - *Repayment required for ineligible program payments in federal and State Cal Grant Program*
- *Suspension/limitations/termination for Federal Title IV participation*

Timelines For Submitting and Program Approval

- Once Program has been approved by the State, information is forwarded to the Financial Aid Director for review. The Financial Aid Director will determine if the program will be a potential Title IV approved program.
- Financial Aid Director will review to ensure program is in Curriculum Inventory, Colleague and College Catalog.
- Financial Aid will request approval for Federal Student Aid funding
- For new programs, confirmation of Financial Aid approval can take 6 months to a year confirm. If approved, a revised ECAR and Approval Letter will be issued
- School may disburse funds after receiving approval from USDOE

Local Processes to Ensure Compliance

Local processes and procedures for curriculum should include checks to ensure FA eligible programs:

- Have CCCC approval, including listing in CI
- CI matches exactly with--
 - College Catalog
 - Title IV Federal Financial Aid PPA
 - Program listing in school-based software

Working collaboratively and establishing local processes to ensure compliance and maintaining eligibility

Maintaining Eligibility

- Financial Aid Director will submit all information to USDOE for approval.
- ECAR- Eligibility and Certification Approval Report
- ECAR lists the eligible programs approved by USDOE
- Gainful Employment Disclosures

USDOE program requirements

- USDOE will ensure program meets eligibility requirements
 - Accreditor and state approval matches
 - CIP code is consistent with the new program
 - Leads to a recognized occupation where required (Gainful Employment)
 - Meets minimum weeks and clock hours or credit hours
 - Ensure program meets eligibility requirements
 - Evaluate school's administrative and financial capability
 - If approved, a revised ECAR and Approval Letter is issued
 - School may disburse funds after receiving Approval Letter (if program approval is required)
 - If not approved, Denial Letter is issued; school may request reconsideration; school is liable if disbursements made

■ Questions



California Community Colleges



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

MEMORANDUM

July 10, 2018

AA 18-40 | Via Email

TO: California Community Colleges and Districts

FROM: Laura L. Hope,
Executive Vice Chancellor, Educational Services and Support

John Stankas,
President, Academic Senate for California Community Colleges

RE: Assembly Bill (AB) 705 Implementation

A BRIEF HISTORY

Since the adoption of the Master Plan for Higher Education in 1960, the California Community Colleges, in addition to their primary missions of academic and vocational instruction, were also tasked to provide “remedial instruction for those in need of it.” As of 1986, title 5 regulations required that colleges employ multiple measures, which were often not well-defined, in order to provide placement recommendations for students. For well over a decade, faculty, staff, and administrators have been working to design tools and techniques to better support students enrolled in “basic skills” courses and improve their success. This work can be traced back to the late 1990s and early 2000s when there was a significant growth in the development of English, English as a Second Language (ESL), and mathematics course sequences designed to address students’ perceived skill gaps in order to help them be more prepared for college-level course work. Even then, faculty questioned the efficacy of system placement processes in a 2004 [Academic Senate paper](#) urging the evaluation of placement processes and the impact on student success. In 2007, the Chancellor’s Office published [Basic Skills as a Foundation for Success in the California Community Colleges](#), a repository of strategies and approaches intended to improve the delivery of instruction and student services for students deemed “unprepared.” This publication was created by the RP Group and the California Community Colleges and subsequent efforts were endorsed by the Academic

Chancellor’s Office, Academic Affairs Division

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752

www.CaliforniaCommunityColleges.cccco.edu

rev04162018

Assembly Bill (AB) 705 Implementation

July 10, 2018

Senate for California Community Colleges and resulted in a variety of innovative efforts across the state.

These efforts were well-intentioned and thoughtful, using the best information and research available at the time. Scaffolded course sequences were designed by faculty as a way to build student success by developing a foundation that would logically lead to transfer-level course success and ultimately college graduation and completion. Unfortunately, this approach also did not yield successful results as expected. Despite the best of intentions and care for students, the research landscape has shifted as an increasing number of studies indicate that traditional placement practices and course sequences have had unintended consequences including requiring students to retake course material they successfully completed in high school, placing students lower than in courses where they would be likely to succeed (sometimes referred to as “under-placement”), and reducing students’ likelihood of completing the gateway course in the discipline (referred to as “throughput”). Due to a variety of complex factors, too few students successfully move through basic skills course sequences and finish transfer-level English and mathematics. A further concern is the likelihood that students of color and low-income students are more likely to be placed into the lowest levels and among the students least likely to persist and succeed.

Efforts like accelerated developmental courses have helped, and the research on such practices shows that more students are likely to thrive when these innovations are scaled; however, those practices are only available to a fraction of California’s community college students enrolling in [English](#) and [mathematics/quantitative reasoning](#) according to the Public Policy Institute of California. Some studies also suggest that accelerated developmental courses produce lower completion gains than models in which students enroll directly in transferable courses with concurrent support.

INTRODUCTION OF ASSEMBLY BILL (AB) 705

Assembly Member Irwin introduced AB 705, which was unanimously passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor’s Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes
3. Increase the number of students completing transfer-level English within three years

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement,

Assembly Bill (AB) 705 Implementation

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curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment. AB 705 adds a layer of accountability new to colleges and important for students. In order to demonstrate compliance, colleges are expected to justify their choices and collect data demonstrating efficacy. Colleges that choose not to innovate in these areas are expected to implement the minimum default parameters set by the system. In this case, local or additional validation research will not be required. Alternatively, colleges can choose to conduct their own local placement research to ensure their practices comply with the requirements of the law. For colleges that do choose to locally innovate in these areas, the Chancellor's Office and the Academic Senate will support and encourage those implementation efforts.

As the Chancellor's Office works toward more specificity regarding the implications of AB 705, many faculty and staff have asked about the role of local innovation and validation in light of the default statewide placement rules. If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance. There are significant opportunities for local customization and innovation in the form, delivery, and/or amount of concurrent support for students enrolled in transfer-level course work.

Colleges may opt to develop their own placement rules. If these rules place students into pre-transfer-level coursework who would otherwise be allowed access to transfer-level coursework under the default rules, the college must collect data to demonstrate students benefit from those local decisions. They will need to demonstrate that those students are highly unlikely to succeed in transfer-level if placed there directly and that the lower placement gives students the best chance of completing transfer requirements in math and English.

Similarly, special programs in which students start in non-transferable coursework (e.g. an accelerated two-semester sequence) are AB 705 compliant if the college is able to demonstrate that the program serves students who are highly unlikely to succeed in transfer-level coursework and that the program maximizes those students' likelihood of completion of the transfer-level English or math (or educational goal appropriate course) within two primary semesters (or three primary quarters). Colleges will still need to honor students' right to enroll in transfer-level courses unless it can be demonstrated that students are highly unlikely to succeed. The burden of proof is not on the student but on the college to demonstrate that transfer-directed students with the lowest likelihood of success in the transfer-level course have a better chance of completing transfer-level coursework if required to enroll in the special program.

Numerous tools already exist for collecting the necessary evidence (such as students high school performance if not already locally collected/available) and conducting the appropriate analyses for doing so under the resources section of the web page for the Multiple Measures Assessment Project. Additional tools and resources to support local research are already being developed to further assist colleges in their efforts and will

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be rolled out over the summer. Nonetheless, while the specifics may vary from college to college, the direction of what AB 705 requires is clear. Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on these areas: assessment and placement, curricular design, co-curricular design, and non-curricular support.

THE GOAL OF IMPLEMENTATION

The Chancellor's Office views AB 705 as a fundamental approach for the California Community College System to restructure developmental education in ways that will provide more inclusive and expansive access to transfer-level English and mathematics/quantitative reasoning courses and increase the numbers of students who successfully move through these high-stakes gateways. The evidence demonstrates that increased transfer-level access provides increased success, and so the Chancellor's Office is expecting that college policies and practices will shift to align with the intent of the law. Policies, practices, and pedagogy should reflect that shift in providing more opportunity and fewer barriers. As the efforts for colleges to locally apply the law continue to be evaluated, this intent will be the primary focus of any System-wide and local validation, monitoring, or review by the Chancellor's Office. More information on validation processes and disaggregation requirements will be made available as the Implementation Advisory Committee continues the work of planning for implementation. Because the [Vision for Success](#) outlines ambitious goals to erase barriers to equitable outcomes, the Chancellor's Office will be monitoring the implementation of AB 705 very closely.

ASSESSMENT AND PLACEMENT

Assessment and placement are foundational building blocks for AB 705. The traditional paradigm in which students are evaluated by a cognitive skills test has changed to one that utilizes high school performance data as the primary means for predicting student success. This shift may sound nuanced, but, in fact, colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation. The shift toward these metrics in placement schema should also allow students to demonstrate other factors that may impact educational performance like motivation, commitment, and maturity. Colleges will need to develop placement models that align within the framework of the law to address the needs of all students with varying needs, not just recent high school graduates. In addition, clarifying students' educational goals and ensuring appropriate course selection is especially critical when establishing mechanisms for placement in mathematics/quantitative reasoning courses.

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Under AB 705, colleges are prohibited from placing students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Students must be highly unlikely to succeed in the transfer-level course **AND**
2. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year time frame.

The purpose of these standards is to assure that the risk of student underplacement is minimized and the probability of student completion is maximized. These two tenets are most readily understood through the use of the research conducted by the Multiple Measures Assessment Project, MMAP, team in support of the AB 705 Implementation Advisory Committee. This research indicates that direct placement into transfer-level English and/or mathematics/quantitative reasoning may best serve many students, particularly those who recently completed high school. The MMAP analysis represents an (2007-2014) analysis of students who were given a placement recommendation using Accuplacer and then correlated to their high school grade point averages and success in the class in which they first enrolled. The comparison, and AB 705, identify "throughput" as a baseline metric, meaning that students must have a better completion rate within one year if placed below transfer than the baseline rate from the data analysis. The following data tables demonstrate that a higher percentage of students are more likely to successfully complete a transfer level course in one year than the data from the cohort placed one level below. Hence, more students get through transfer level (throughput) when unfettered from even a single basic skills course using the current curricular and support mechanisms in place.

The following tables provide baseline success rates for students that are within ten years of high school graduation. Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully complete a transfer level course in one year if they are placed directly into transfer level, rather than being placed even one level below given the current structure of developmental education from a system level.

These are what will be known as the "default placement rules," which can be used immediately in order to comply with the requirements of AB 705. Note that each threshold includes recommendations for concurrent support depending on students' backgrounds and needs. As noted in previous guidance, the Chancellor's Office recommends that students who have graduated from high school within the past ten years and have a goal of transfer or degree attainment should be recommended to enroll directly into transfer-level courses in English, statistics/liberal arts mathematics, and BSTEM-based mathematics using on the correlations as follows:

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6	Transfer-Level English Composition
Success rate = 78.6%	No additional academic or concurrent support required

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HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA \geq 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA < 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

High School Performance Metric BSTEM Mathematics¹	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA \geq 3.4 OR HSGPA \geq 2.6 AND enrolled in a HS Calculus course Success rate = 75%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA \geq 2.6 or Enrolled in HS Precalculus Success rate = 53%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA \leq 2.6 and no Precalculus Success rate = 28%	Transfer-Level BSTEM Mathematics

¹ Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.

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	Additional academic and concurrent support strongly recommended for students
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MEASURING INNOVATION

The thresholds in these tables provide a minimum threshold for comparison for colleges who seek to conduct their own research and develop their own innovations, taking care to use the benchmark rates for students at the same level of high school achievement. For instance, if a college has an acceleration model that includes the use of a prerequisite course in preparation of a transfer-level English and/or mathematics/quantitative reasoning course, the throughput for those innovations should meet or exceed the percentages in these tables for all students at similar levels of high school achievement. As title 5 currently allows in [55003\(g\)](#), colleges have not more than two years to innovate and validate their own innovations and compare the effectiveness of those designs to the tables above. The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.

The complexity of the placement process cannot be overstated. The diversity of student goals, skills, and educational history are all considerations when developing effective placement models. Not all students are matriculants from high school; for some institutions more than half the students are over the age of 25. Colleges will need to innovate to determine how best to serve returning students. Similarly, colleges must also serve other populations who may have foundational learning needs, and these students must also be served within the context of AB 705, but their needs may require colleges to consider other curricular supports or reforms.

Many practitioners have inquired about the future of cognitive assessment tests going forward. AB 705 prohibits colleges from using testing instruments that have not been approved by the Board of Governors. Currently, the Board of Governors has not approved any testing instruments for placement, despite the claims of some testing companies. As this work evolves, that situation may change, but colleges should proceed with implementation with the assumption that cognitive skills tests will not be a viable part of the placement process in the foreseeable future for English and mathematics/quantitative reasoning.

Some have expressed concern for DSPS students or EOPS students and the movement toward placing more students directly into transfer, and additional research by the MMAP research team demonstrates that these students, like many others, benefit from direct placement. Like other students, they are also much more likely to successfully complete their gateway English and mathematics courses when placed directly. Placement practices, in general, have been more recently informed by the evidence of greater student capacity than we have previously afforded students. AB 705 invites the

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California community colleges to shift the thinking in favor of what students can do, rather than making assumptions about what students cannot do.

Questions have also been raised about the impact of students who have been given a placement recommendation previous to implementation of new local and state-wide policy. The Chancellor's Office recommends that students retroactively benefit from improvements to their placement recommendations once colleges implement AB 705 compliant infrastructure.

CURRICULAR DESIGN

These placement reforms imply significant curricular reforms, and faculty are encouraged to engage new ways of delivering course material and planning support inside and outside of the classroom. Previous efforts like the BSSOT grants and acceleration have resulted in many effective practices that might be amplified even further with additional resources or design efforts. The Chancellor's Office and the Academic Senate encourage the continuation of innovative practice that also includes rigorous evaluation of effectiveness to assure that students are successfully reaching and completing transfer-level coursework. Compression of a 2.5-year traditional sequence into an academic year is not the goal, however. Rather, the goal is to provide students with the essential skills necessary to be successful in the gateway English or mathematics/quantitative reasoning course and beyond, depending of the students' goals. Faculty should also design pathways that align with the students' overall goals, and administrators should assure that students have access to these pathways based on the distribution of various majors among the local student population. For instance, if the college educates a large population of students who are non-STEM majors, those students should have access to pathways like liberal arts mathematics or statistics, not just a traditional algebra pathway. Colleges are also encouraged to innovate and design curriculum that best serves their students. For example, a practical mathematics course specifically designed for career technical programs that includes elements of algebra, geometry, and perhaps some trigonometry applied to construction trades may best serve some students. The ASCCC is currently working in partnership with mathematics faculty across the state to create proposals for local consideration.

It is also important to note that the completion of intermediate algebra is not explicitly required for UC transfer. Colleges have the capacity to [verify the "equivalent" skills at the local level](#), which can be legitimately based on high school performance or course-taking. As colleges adopt a guided pathways framework, revisiting mathematics and quantitative reasoning options and how students select them should be an integral element of the implementation of AB 705. A recent study by West Ed called [Multiple Paths Forward: Diversifying Mathematics as a Strategy for College Success](#) indicates that these options are critical for student success.

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Based on the placement recommendations discussed above, a majority of students will be placed directly into transfer-level courses. For a smaller number of students, direct placement may not be the best path. Colleges may retain developmental course options, but they may not compel students to enroll in those courses without the conditions permitted in the law. Faculty should determine which of those courses remain relevant and determine whether or not those courses should continue as credit or noncredit depending on their intent. In order to serve all potential students, colleges may develop more than one transfer mathematics/quantitative reasoning course, and colleges that establish any prerequisite courses must be validated according to the framework in this guidance. That framework ensures that those students' throughput is at least as high as direct placement would have been and that students are not blocked from transfer-level courses unless there is evidence that they are highly unlikely to succeed there. Pre-transfer offerings should strongly be considered as noncredit.

AB 705 stresses a maximum one-year time frame, and the "clock" for that curricular design should be no more than 2 semesters (or 3 quarters as applicable). The one-year limit begins once individual students begin taking mathematics and English courses that are part of a sequence leading to transfer-level (either credit or noncredit). However, the funding formula favors the completion of transfer-level mathematics and English in the students' first year of enrollment. This emphasis is supported by a variety of research studies that point to this benchmark as a key completion indicator. Optional preparatory activities offered for credit or noncredit, such as "math jams" or "gear up" programs that include refresher information in English or mathematics as well as college success skills do not count as part of the one-year time frame for AB705 if they are not part of a required course.

CO-CURRICULAR SUPPORT

Co-curricular support will also be an essential component to curricular redesign efforts. Many colleges have observed significant increases in students' success through co-curricular support models that promote skill and affective development while students are simultaneously enrolled in transfer courses. Typically, faculty have developed additional classroom or learning center options for students that not only focus on practice but on the accelerated acquisition of college-level skills. All of these options, however, should be developed with an eye on maintaining reasonable unit thresholds and out of class time, as AB 705 outlines.

For English, reading skills development will likely play a prominent role in any redesign plans. Although AB 705 does not expressly discuss reading, if reading courses are part of the pathway to transfer level English courses, then they are clearly part of the one-year curricular design sequence. Overall, the community college system has been moving increasingly toward integrated instruction of reading and writing, with fewer than 20 colleges maintaining separate reading departments. The intent of the law is to ensure students' educational progress is not protracted by inappropriate placement into remediation. For colleges with separate reading and English courses, one option may be to consider an emphasis on integrated reading and writing pedagogy within

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transfer-level English composition and revising course outlines to include reading faculty as discipline-qualified to teach co-curricular support courses or activities. It is important that reading and English faculty collaborate in the creation of a curricular design and support structure that serves the needs of students and complies with the law. Another approach may be to integrate reading instruction into co-requisite and/or support infrastructures for students who may have more of these needs. Additionally, while the demonstration of reading skills is a requirement for students earning a local Associate's Degree, that requirement can be met a number of ways. Colleges are encouraged to explore a variety of best practices to verify that students possess these skills before they graduate.

English as a Second Language (ESL) is not included in this guidance and will be addressed separately as the ESL Implementation Subcommittee continues its efforts. The release of the initial guidance for local implementation of AB 705 for ESL students is expected prior to the beginning of the fall of 2018. Full implementation of AB 705 for ESL is required by the fall of 2020.

NON-CURRICULAR SUPPORT

Non-curricular support is a fundamental component of redesign discussions and efforts (e.g., counseling, mentoring, and guidance related to students' goals). Work with mindset and affective student support may also be part of the implementation strategy to amplify the effectiveness of reforms related to AB 705. With the implementation of guided pathways, the integration between academic affairs and student services has never been more important. While colleges often direct support to unique populations, colleges should strive to provide similar support at scale to all students.

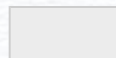
CONCLUSION

Because of the importance of this transition, colleges should anticipate a Chancellor's Office request for local goals, data collection, and monitoring. Future efforts related to implementation of the law include regulatory language in title 5 that reflects the basic tenets as well as a revision of the CB-21 coding within the MIS system. It is also relevant to note that eligibility for both AB 19 and guided pathways funding are contingent upon compliance with AB 705. Even more than compliance, however, the colleges have an unprecedented opportunity to improve the opportunity and access for students while simultaneously addressing stubborn inequities within our system that disadvantage those students who need educational opportunity the most. The California Community Colleges are at the very beginning stages of this work together, and moving forward, the Chancellor's Office and the Academic Senate are urging innovative practices, courageous conversation, and rigorous evaluation.



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Commonly Used Acronyms

AACC

American Association of Community Colleges

AAO

Affirmative Action Officer

AAWCC

American Association of Women in Community Colleges

AB

Assembly Bill

ACA

Assembly Constitutional Amendment

ACBO

Association of Chief Business Officers

ACCCA

Association of California Community College Administrators

ACCE

Association of Community and Continuing Education

ACCJC

Accrediting Commission for Community and Junior College

ACCT

Association of Community College Trustees

ACCTLA

Association of California College Tutoring and Learning Assistance

ACHRO

Association of Chief Human Resources Officers

ACR

Assembly Concurrent Resolution

ACT

American College Testing

ADA

Americans with Disabilities Act

AFT

American Federation of Teachers

AG

Attorney General

AIA

Association of Instructional Administrators

AICCU

Association of Independent California Colleges and Universities

APAHE

Asian Pacific Americans in Higher Education

API

Academic Performance Index

AS

Associated Students

ASACC

American Student Association of Community Colleges

ASB

Associated Student Body

ASBGP

Associated Student Body Government Presidents

ASCCC

Academic Senate for the California Community Colleges

ASP

Academic Senate President

ASSIST

Articulation System to Stimulate Inter-institutional Student Transfer

BCP

Budget Change Proposal

BFAP

Board Financial Assistance Program

BOG

Board of Governors

BPPVE

Bureau for Private Postsecondary and Vocational Education

CACCRAO

California Association of Community College Registrars and Admissions Officers

CACT

Centers for Applied Competitive Technologies

CALPASS

California Partnership for Achieving Student Success

CALSACC

California Student Association of Community Colleges

CALWORKS

California Work Opportunity and Responsibility for Kids

CAN

California Articulation Numbering

CARE

Cooperative Agencies Resources for Education

CARL-S

California Academic and Research Libraries

CBO

Chief Business Officer

CCC

California Community Colleges

CCCAAAA

Community College Counselors/Advisors Academic Association for Athletics

CCCCO

California Community Colleges Chancellor's Office

CCCI

California Community College Independents

CCCCS

California Community College Classified Senate

CCCSAT

California Community College Satellite Network

CCCCSSAA

California Community College Chief Student Services Administrators Association

CCCT

California Community College Trustees

CCD

Community College District

CCIA

Community College Internal Auditors

CCLC

Community College League of California

CCLDI

Community College Leadership Development Institute

CCPRO

Community College Public Relations Organization

CDE

California Department of Education

CDS

California Directory of Schools

CENIC

Corporation for Education Network Initiatives in California

CEO

Chief Executive Officer

CEOCCC

Chief Executive Officers of the California Community Colleges

CFIER

California Foundation for Improvement to Employer-Employee Relations

CFT

California Federation of Teachers

CHRO

Chief Human Resources Officer

CIO

Chief Instructional Officer

CIOCCC

Chief Instructional Officers of the California Community Colleges

CISO

Chief Information Systems Officer

CISOA

Chief Information Systems Officers Association

COFHE

Capital Outlay Fund for Higher Education

COFO

Council of Faculty Organizations

COLA

Cost-of-Living Adjustment

CPEC

California Postsecondary Education Commission

CPR

California Performance Review

CSAC

California Student Aid Commission

CSEA

California State Employees Association or California School Employees Association

CSSO

Chief Student Services Officer

CSU

California State University

CTA

California Teachers Association

CTC

Commission on Teacher Credentialing

DED

Data Element Dictionary

DETAC

Distance Education Technical Advisory Committee

DOF

Department of Finance

DSP&S

Disabled Students Programs and Services

ECHS

Early College High School

EDD

Employment Development Department

ED>NET

Economic Development Network

EDPAC

Economic and Workforce Development Program Advisory Committee

EERA

Educational Employment Relations Act

EOPS

Extended Opportunity Programs and Services

ERAF

Educational Revenue Augmentation Fund

ERIC

Educational Research Information Center

ESL

English as a Second Language

FACCC

Faculty Association for California Community Colleges

FAFSA

Free Application for Federal Student Aid

FAO

Financial Aid Officer (or Office)

FAQ

Frequently Asked Questions

FERPA

Family Educational Rights and Privacy Act

FII

Fund for Instructional Improvement

FIPSE

Fund for Improvement of Postsecondary Education

FSA

Faculty Service Area

FSS

Fund for Student Success

FTE

Full-time Equivalent

FTEF

Full-time Equivalent Faculty

FTES

Full-time Equivalent Students

FY

Fiscal Year

GCEPD

Governor's Committee on Employment of People with Disabilities

GE

General Education

GED

General Equivalency Diploma

GSL

Guaranteed Student Loan

HBCUS

Historically Black Colleges and Universities

HSEE

High School Exit Exam

ICAS

Intersegmental Committee of Academic Senates

ICW

Intersegmental Curriculum Workgroup (1440)

IDRC

Industry-Driven Regional Collaborative

I-ECC

Industry Education Council of California

IGETC

Intersegmental General Education Transfer Curriculum

IJE

Interjurisdictional Exchange

ILP

Independent Living Program

IMPAC

Intersegmental Major Preparation Articulated Curriculum

IOC

Implementation Oversight Committee

IPEDS

Integrated Postsecondary Educational Data System

IT

Information Technology

ITV

Instructional Television

JPA

Joint Powers Authority

LAN

Local Area Network

LAO

Legislative Analyst's Office

LEP

Limited English Proficiency

MALDEF

Mexican-American Legal Defense and Education Fund

MCHS

Middle College High School

MESA

Mathematics Engineering and Science Achievement

MIS

Management Information System

MOE

Maintenance of Effort

MOU

Memorandum of Understanding

MQS

Minimum Qualifications

NCLB

No Child Left Behind

NSF

National Science Foundation

OAL

Office of Administrative Law

OCR

Office of Civil Rights

OE

Office of Education

OSE

Office of the Secretary of Education

PERB

Public Employment Relations Board

PERS

Public Employees Retirement System

PFE

Partnership for Excellence

PIO

Public Information Officer

Q & A

Questions and Answers

RFA

Request for Applications

RFP

Request for Proposals

SB

Senate Bill

SBE

State Board of Education

SBGP

Student Body Government President

SCA

Senate Constitutional Amendment

SCANS

Secretary of Labor's Commission on Achieving Necessary Skills

SCO

State Controller's Office

SCR

Senate Concurrent Resolution

SEIU

Service Employees International Union

SRTK

Student Right to Know

SSCCC

Student Senate for the California Community Colleges

STRS

State Teachers Retirement System

STW

School to Work

TANF

Temporary Assistance to Needy Families

TBA

To Be Announced

TMI

Technology Mediated Instruction

TOEFL

Test of English as a Foreign Language

TQM

Total Quality Management

TRANS

Tax Revenue Anticipation Notes

TRDP

Teacher and Reading Development Partnership Program

TTAC

Technology Technical Advisory Committee

TTIP

Telecommunications & Technology Infrastructure Program

UC

University of California

UCOP

University of California, Office of the President

VTEA

Vocational and Technical Education Act

WIA

Workforce Investment Act

WSCH

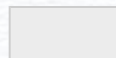
Weekly Student Contact Hours

WWW

World Wide Web

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Glossary of Terms

AB 1725

Comprehensive California community college reform legislation passed in 1988, that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

ACADEMIC EMPLOYEES

Those persons who are employed in positions for which the Board of Governors has established Minimum Qualifications. The term generally includes faculty (including librarians and counselors) and academic administrators.

ACADEMIC YEAR

Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

ACCREDITATION

The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

AFFIRMATIVE ACTION

The practice of actively promoting the recruitment of students and hiring of staff in order to reflect the diversity of population in terms of race, ethnicity, gender and disabilities. Proposition 209 and subsequent court cases prohibited affirmative action in public institutions to the extent that it involves granting preferences based on race or gender.

ALLOCATION

The division or distribution of resources according to a formula or plan.

APPORTIONMENT

The method by which the system office distributes federal, state and local monies to community college districts according to specified formulas.

ARTICULATION

The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus.

BAGLEY-KEENE ACT

State law that establishes notice and open meeting requirements for state bodies, including the Board of Governors.

BASE

A foundation to which comparisons are made when projecting a current condition; also refers to ongoing funding to which additions or subtractions are made in the annual budget.

BASIC AID DISTRICT

A community college or K-12 district that does not receive state funds because its revenues from local property taxes provide more than it would receive under state formulas.

BASIC SKILLS

Courses in reading, writing, computation, and English as a Second Language that prepare students for college-level work. Also called remedial or developmental courses.

BLOCK GRANT

The provision of funds for distinct purposes in a single allocation that allows local discretion in spending among those purposes.

BOARD OF GOVERNORS ENROLLMENT FEE WAIVER

A state-funded program that waives enrollment fees for California residents if they are (a) recipients of CalWORKs, SSI or General Assistance benefits; (b) are in low-income households based on income and family size; or (c) have financial need according to federal standards for student financial aid. Students who qualify for the BOGFW are also entitled to discounted parking fees and a waiver of any health services fees charged by a district.

BUDGET CHANGE PROPOSAL

A request developed by a state agency and provided to the Department of Finance to request changes in the amount of money the state provides for any purpose.

CALIFORNIA ARTICULATION NUMBER

A course identification system that facilitates the identification of lower-division, transferable major preparation courses taught at one CCC or CSU campus, as comparable to similar courses taught at another.

CAP

An enrollment limit beyond which districts do not receive funds for additional students.

CATEGORICAL PROGRAMS/CATEGORICAL FUNDS

Provided in the law and budget for specific uses. Examples of categorical programs are Deferred Maintenance, Part-time Faculty Office Hours, EOPS and DSP&S.

CCCAPPLY

A California Community Colleges website (www.cccapply.org), that supports a common online admissions application accepted by most colleges in the system. It also provides information about campus programs and services and is the primary student portal to the system for those who do not enter through a specific college.

CCC CONFER

A systemwide audio and e-conferencing system that allows communication and collaboration for all staff, faculty and administrators in the California Community College system via telephone and the Internet.

CDS CODE

A series of numbers assigned to a California community college and utilized as a database to track, sort, and identify community college campuses.

CENSUS WEEK

A week during each semester used to count enrollment for funding purposes.

CENTER

An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution.

CERTIFICATED

Prior to AB 1725, referred to personnel (faculty, administrators, supervisors, nurses, librarians, etc.) who, by law, had to have a credential to perform their duty. Certification has been superseded by the designation of Minimum Qualifications for academic employees.

CERTIFICATES OF COMPLETION OR ACHIEVEMENT

For students completing credit courses in prescribed pathways, a certificate of achievement may be awarded for Chancellor's Office approved programs of study of 18 or more units. "Low unit" certificates may also be offered by a college and awarded as certificates of achievement when the program of study consists of 12-18 units and is approved by the Chancellor's Office. Certificates of achievement may be awarded for completion of CSU [Breadth General Education](#) or [Intersegmental General Education Transfer Curriculum \(IGETC\)](#).

Typically, certificates of achievement are developed in the career technical education (CTE) areas. Some certificates also lead to associate degrees in the same field. Colleges may not award a certificate of achievement for basic skills or English as Second Language (ESL) coursework.

CERTIFICATES OF PARTICIPATION

Used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

CHIEF EXECUTIVE OFFICER

A term used to describe a multi-campus district chancellor, the superintendent/president of a single-campus district, or the president of a college in a multi-college district.

CLASSIFIED STAFF

Employees of a district not in academic positions, including secretarial staff, computer and program technicians, instructional aides, accountants and maintenance personnel.

COMMON COURSE NUMBERING

A numbering system to identify comparable courses at multiple institutions. The CAN numbering system has been adopted by the California Community Colleges as its official common course numbering system.

COMMUNITY SERVICE (EXTENSION COURSES)

One of the missions of the community colleges; the Ed Code authorizes colleges to offer not-for-credit classes and events of interest to the community. Fees paid by students must support the full cost of such classes.

COMPETITIVE CAL GRANT

A limited number of Cal Grants to help pay college expenses, available on a competitive basis to students who are not recent high school graduates or otherwise don't qualify for an Entitlement Cal Grant.

CONFERENCE COMMITTEE

A legislative committee that settles differences between Assembly and Senate versions of bills, or House and Senate bills in the federal arena.

CONSULTATION

The mechanism for systemwide shared governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board of Governors. The Consultation Council consists of representatives of the Chief Executive Officers, Chief Business Officers, Chief Human Resources Officers, Chief Instructional Officers, Chief Student Services Officers, Academic Senate, Student Senate, California Student Association of Community Colleges, faculty and classified unions, and Trustees.

CONTRACT EDUCATION

Courses or programs that provide customized training on a fee- for-service basis for businesses and government agencies.

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

A state-funded program that provides EOPS students who are welfare-dependent single heads of household with supplemental educational

support, such as specialized counseling and advisement, peer support, grants and allowances for child care, transportation, textbooks and school supplies, tutoring, and other services.

DATA MART

A database program maintained on the Chancellor's Office website (www.cccco.edu/division/tris/mis/reports.htm) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

DEPARTMENT OF FINANCE

A state agency that represents the Governor's office in shaping budgetary priorities and controlling state spending.

DEVELOPMENTAL EDUCATION

Courses and programs that are below college level, designed to prepare students for college level work. Also called basic skills or remedial education.

DISABLED STUDENTS PROGRAMS AND SERVICES

A state-funded categorical program that provides funds for the additional costs related to supporting students with disabilities in community colleges.

DISCIPLINES

Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate), and used in establishing Minimum Qualifications for faculty.

DISTANCE EDUCATION/DISTANCE LEARNING

Classes and other educational services offered via television, the Internet, or other technological means of teaching at a distance.

DONAHOE HIGHER EDUCATION ACT

Established the Master Plan for Higher Education in 1960, delineating the roles of the CCC, CSU, and UC segments.

DUAL ADMISSIONS

A program where an applicant to a four-year institution of higher education is guaranteed admission in a future academic year upon completion of specified courses and requirements at a community college.

EARLY COLLEGE HIGH SCHOOL

A program, funded by a \$9 million grant from the Gates Foundation to the Foundation for California Community Colleges to support the creation of small high schools that provide students the opportunity to finish 4 years of high school and the equivalent of 2 years of college during a 4-5 year period.

ECONOMIC AND WORKFORCE DEVELOPMENT PROGRAM

A California Community College program that supports regional centers and systemwide initiatives to address current and emerging workforce development needs. It links colleges and employers so that training programs are up to current industry standards, students have immediate employment options upon graduation, and business innovation and development is supported.

EDUCATIONAL EMPLOYMENT RELATIONS ACT

Regulates collective bargaining for K-12 and community college districts. Also called the Rodda Act.

EDUCATIONAL RESEARCH INFORMATION CENTER

A federally funded repository for information about a variety of higher education issues, including, community colleges.

EDUCATION CODE

The body of California law governing elementary, secondary and postsecondary education in California. Implementing regulations are contained in Title 5 of the California Administrative Code.

ENROLLMENT FEE

The fee charged by districts pursuant to Ed. Code section 76300 per credit unit of enrollment. The enrollment fee for 2003-04 is \$18 per unit.

ENROLLMENT MANAGEMENT

The term used to describe processes related to setting priorities for student enrollment.

ENTITLEMENT CAL GRANT

A grant to help pay educational expenses available to all California resident high school graduates who apply in their senior year and meet income and GPA requirements.

EQUALIZATION

State funds provided to address the historic disparity in funding per FTE student among community college districts.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

A state-funded program to support the enrollment of disadvantaged students through services including counseling and advisement, tutoring, peer support, books and financial aid.

FACULTY AND STAFF DEVELOPMENT FUND

State funds allocated to districts to support professional development for faculty, administrators and staff.

FIELD ACT

A law that defines earthquake standards for school and community college facilities.

FIFTY-PERCENT LAW

Requires at least 50 percent of each district's current expense of education to be spent on the salaries of classroom instructors and instructional aids.

FISCAL DATA ABSTRACT

Annual Chancellor's Office publication of budget and enrollment statistics for each district.

FISCAL YEAR

In California, it is the period beginning July 1 and ending June 30. Federally-funded programs use a fiscal year beginning October 1 and ending September 30.

FLEXIBLE CALENDAR

Colleges may designate up to 10 instructional days per year for professional development. "Flex" activities are designed for faculty and staff development.

FREE APPLICATION FOR FEDERAL STUDENT AID

The uniform application for federal, Cal Grant and campus-based financial aid.

FULL-TIME EQUIVALENT FACULTY

The total number of full- and part-time faculty counted in terms of full teaching loads, not headcount.

FULL-TIME EQUIVALENT STUDENTS

Replaced ADA as the community college workload measure for instruction and instructional services. A "full-time student" is defined as one who is enrolled in 12 or more units. FTES is determined by dividing 12 into the total number of units in which all students are enrolled.

FULL-TIME FACULTY

Includes regular (those who have tenure) and contract (those hired on a year to year basis, prior to achieving tenure) faculty who are hired as full-time employees.

FULL-TIME FACULTY OBLIGATION

The number of full-time faculty a district is required to hire or maintain under Education Code requirements aimed at achieving the goal that 75 percent of the hours of credit instruction provided by each college be taught by full-time faculty.

FUND FOR INSTRUCTIONAL IMPROVEMENT

A competitive grant program administered by the system office that focuses on innovative curriculum and faculty and staff development projects. The program is not currently funded.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

A federal competitive grant program that supports innovative programs in higher education.

FUND FOR STUDENT SUCCESS

A competitive grant program administered by the system office that originally focused on innovative models of service and learning delivery. Limited funds currently support MESA and Middle College High School grants to selected colleges and the system's contribution to administration of the Puente program.

GENERAL EDUCATION

A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major.

GRANDFATHERING

Provisions that protect existing programs or program participants from being affected by changes in regulation, law or policy.

GROWTH

Funds provided in the state budget to support the enrollment of additional FTE students.

HEADCOUNT ENROLLMENT

The actual number of students enrolled.

HOLD HARMLESS

Any mechanism that assures that no district will receive fewer funds under a new funding system than under a prior one.

INDEPENDENT COLLEGE

A non-public institution of higher education.

INSTRUCTIONAL SERVICES

Services that support the teaching-learning process, such as libraries and media centers.

INTERJURISDICTIONAL EXCHANGE

A type of contract that allows the Chancellor's Office to temporarily hire an employee from a local community college district to work in the Chancellor's Office or conversely to allow a Chancellor's Office employee to work at a district.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

A set of courses meeting lower division general education requirements for CSU, UC and the community colleges.

INTERSEGMENTAL MAJOR PROGRAM ARTICULATED CURRICULUM

A joint effort of the UC, CSU and CCC Academic Senates to define common lower division coursework in college majors.

LEASE REVENUE BONDS

Bonds secured by a lease agreement and rental payments. Community colleges use lease revenue bonds to finance construction or purchase facilities.

MANAGEMENT INFORMATION SYSTEM

Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and staff data from all colleges in the system.

MANDATED COSTS

College district expenditures that occur as a result of federal or state law, court decisions, administrative regulations or initiative measures.

MASTER PLAN FOR HIGHER EDUCATION

State policy on priorities within higher education and the missions of the CCC, CSU and UC systems. Originally enacted by the Donahoe Higher Education Act in 1960.

MATHEMATICS ENGINEERING SCIENCE ACHIEVEMENT

A state-funded grant program administered by UC to encourage educationally disadvantaged students to seek careers in math, science and engineering.

MATRICULATION

A state-funded categorical program and campus process that includes admission, orientation, assessment, counseling, follow-up, and evaluative services to help students define and attain their educational goals.

MAY REVISE

The Governor's revision of his January budget proposal based on up-to-date projections of revenues and expenses.

MIDDLE COLLEGE HIGH SCHOOL

Collaborative high school/community college programs that enable high potential, "at-risk" students to complete their high school education while concurrently receiving direct access to college courses and services.

MINIMUM QUALIFICATIONS

Statewide standards adopted by the Board of Governors (relying on the Academic Senate) that faculty must have in order to be hired. They are discipline based.

NONCREDIT EDUCATION

Courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults.

OBJECT CODES

Chancellor's Office budget codes to identify types of expenditures, such as salary, supplies, and capital outlay.

OCCUPATIONAL EDUCATION

Refers to business, technical and allied health programs in the colleges. Also referred to as Vocational Education.

OFFICE OF THE SECRETARY FOR EDUCATION

A cabinet-level appointment of the Governor charged with providing policy input on pre-Kindergarten through University issues.

ONE-STOP CENTERS

Centers that provide comprehensive services related to job training and employment; may involve partnerships with Employment Development Department and other workforce related agencies in addition to community colleges.

OVERLOAD

Refers to classes taught by faculty that are over the standard full-time faculty workload and compensated as such.

PARTNERSHIP FOR EXCELLENCE

A program wherein the system received additional state funds in return for a commitment to improve student outcomes in six areas.

PART-TIME FACULTY

Faculty who teach less than 60 percent of a full workload.

PELL GRANT

A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

PERKINS ACT

The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

PHI THETA KAPPA

The honors society for community college students.

POSITIVE ATTENDANCE

Alternative to census week counts, positive attendance counts the actual number of persons present in class each day.

PROGRAM AND COURSE APPROVAL

A process whereby colleges submit new programs and courses that they have locally approved through their curriculum committee for required Chancellor's Office (and CPEC) approval.

PROGRAM-BASED FUNDING

The formula used to allocate community college general funds according to standards in five areas: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support.

PROPERTY TAX BACKFILL

A mechanism to make district budgets whole if property tax revenues fall short of projected revenues for a given year.

PROPOSITION 98

Constitutional provisions that set minimum funding levels as a share of total state revenues for K-12 schools and community colleges.

PROPRIETARY SCHOOL

A non-public, for-profit, educational entity.

PUBLIC EMPLOYEES RETIREMENT SYSTEM

One of two major statewide retirement programs. Academic employees generally belong to the State Teachers Retirement System, while administrators, classified and state employees belong to PERS.

PUBLIC EMPLOYMENT RELATIONS BOARD

"Court of appeal" for collective bargaining conflicts.

PUENTE PROJECT

A state-funded program administered by UC for high schools and colleges that provides mentoring and counseling to increase college

enrollment and transfer rates for disadvantaged students.

REQUEST FOR APPLICATIONS

Used by the Chancellor's Office to solicit applications for grants.

REQUEST FOR PROPOSAL

Announces the availability of contract funds; outlines the process for application and selection. State agencies and districts utilize the RFP process to select vendors for equipment, services, etc.

REVENUE LIMIT

The specific amount of student enrollment fees and state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by a Proposition 98 formula or the Legislature.

RODDA ACT

The Act that established collective bargaining for K-12 schools and community colleges. Also called the EERA.

RP GROUP

Research and Planning Group for California Community Colleges; the professional association for community college institutional researchers.

SCHEDULED MAINTENANCE

State matching funds provided for major repairs of buildings and equipment.

SERVICE LEARNING

A policy and programs that advocate community service as an integrated component of a student's education.

SEVENTY-FIVE/TWENTY-FIVE (75/25)

Refers to policy enacted as part of AB 1725 that sets 75 percent of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

SHARED GOVERNANCE

The practice of involving faculty, staff, administrators, and students in policy discussions at the local and state levels.

SHORTFALL

An insufficient allocation of money, requiring an additional appropriation, expenditure reduction, or producing deficits.

SMALL COLLEGE FACTOR

A factor in funding formulas that recognizes the disproportionately higher per-student costs of operation for small colleges.

SPECIAL ADMITS

High school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

STANDING ORDERS

Directives from the Board of Governors that focus on aspects of systemwide administration that the Board has elected to delegate to the Chancellor or other parties, under the authority of Education Code Section 71090(b).

STATE MANDATES

Activities required by state legislation.

STATE TEACHERS RETIREMENT SYSTEM

A retirement system utilized by K-12 and community college faculty.

STUDENT SENATE

An organization that provides policy input to the Consultation Council on behalf of community college students.

SUNSET

A fixed date by which a program, unless reauthorized, will terminate.

TAXONOMY OF PROGRAMS CODES

Used by the Chancellor's Office to code teaching disciplines and other program areas.

TAX REVENUE ANTICIPATION NOTES

A cash management tool used by districts to borrow money in anticipation of receiving state and local tax revenues.

TEACHER AND READING DEVELOPMENT PARTNERSHIPS

A state-funded program to encourage community college students to pursue a career in teaching through development of partnerships with local K-12 districts and CSU campuses. Not currently funded.

TEMPORARY ASSISTANCE TO NEEDY FAMILIES

The federal welfare program that replaced Aid to Families with Dependent Children; known in California as CalWORKS.

TENURE

Employment protection provided to established faculty to allow academic freedom.

TIDAL WAVE II

Refers to the large number of students graduating from high school and projected to enter college between 1995 and 2005.

TITLE 5

The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

TRAILER LEGISLATION OR TRAILER BILL

Legislation that follows other adopted legislation to clean up or correct technical issues. Also refers to legislation implementing provisions of the Budget Act.

TRANSFER ADMISSION AGREEMENT

An agreement between a four-year institution and a community college student that guarantees he/she will be accepted as a transfer student to that institution if certain conditions are met. May also be called a Transfer Admission Guarantee (TAG).

UNDUPLICATED ANNUAL HEADCOUNT ENROLLMENT

Represents the number of distinct individuals who have enrolled in any community college course or program during a specified twelve-month period. A student who was enrolled full-time in the fall and spring terms and a student who took a single .5 unit course are each counted once.

VOCATIONAL AND TECHNICAL EDUCATION ACT

The Carl D. Perkins Vocational and Technical Education Act, which provides funds to states to support secondary and postsecondary career and technical education.

WEEKLY STUDENT CONTACT HOURS

A measure of the hours noncredit students are in classes, including lecture, laboratory and other modes of instruction.

WORKFORCE DEVELOPMENT

Programs designed to anticipate emerging industry needs in order to prepare students for real jobs when they leave college.

WORKFORCE INVESTMENT ACT

Federal legislation to support workforce training.

WORK STUDY

A type of financial aid program that provides money for students in return for working at the college or in off-campus placements made by the college.

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