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# 2019-2020 CURRICULUM COMMITTEE RETREAT

XXXXXXXXXXXXXXXXXXXX

Presented by  
Angela Burk-Herrick  
Shireen Awad

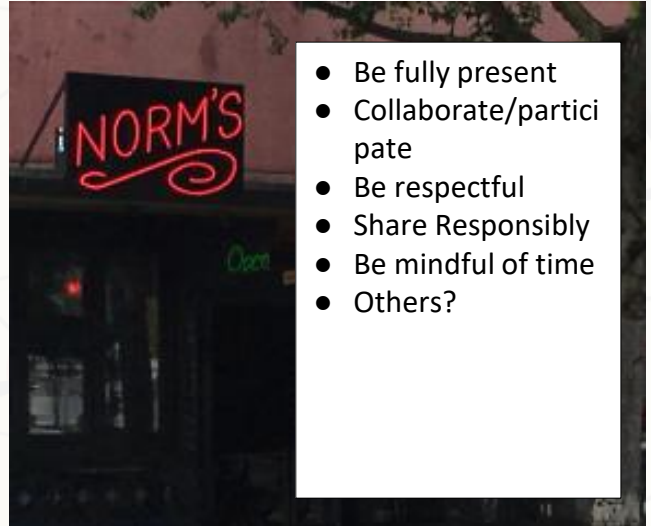
## 2019 Curriculum Retreat Agenda

<b>Time</b>	<b>Presentation/Activity</b>
8:30-9:00	<i>Check-in &amp; Continental Breakfast</i>
9:00-9:30	<b>Welcome &amp; Introductions</b> <ul style="list-style-type: none"><li>● Norm Setting</li></ul> <b>General Updates</b> <ul style="list-style-type: none"><li>● Terms of Office</li><li>● Curriculum Software Updates</li><li>● Curriculum Committee Meeting Calendar</li></ul> <b>Curriculum/Catalog and Scheduling Timeline</b> <ul style="list-style-type: none"><li>● Rationale</li><li>● Discussion</li></ul>
9:30-10:00	<b>ASCCC Training Slides</b> <ul style="list-style-type: none"><li>● Curriculum Processes and the Law</li></ul>
10:00-10:30	<b>Process, Roles and Responsibilities</b> Approval workflow <ul style="list-style-type: none"><li>● Deans/Coordinators</li><li>● Curriculum Representatives</li><li>● Technical Review Committee</li><li>● Curriculum Committee Members<ol style="list-style-type: none"><li>a. Institutional Level Oversight (now more imp't than ever with</li></ol></li></ul>
10:30-10:45	BREAK
10:45-11:15	<b>Curriculum Connections Across Campus: Workflow with Other Departments</b> <ul style="list-style-type: none"><li>● Rationale</li><li>● Feedback</li></ul>
11:15-12:15	<b>Vision for Success, Guided Pathways, &amp; Curriculum Committees</b>
12:15-12:30	<b>Future Topics/Workgroups:</b> <ul style="list-style-type: none"><li>● Program &amp; COR Evaluation Rubrics for Curricunet Review</li><li>● ASCCC Curriculum Institute Updates: Non-Credit, COR through Equity Lens, Prerequisites, Chemistry and Physics Transfer Pathways, CoopEd, Credit for Prior Learning, and more.</li></ul>
12:30-1:00	<i>LUNCH</i>

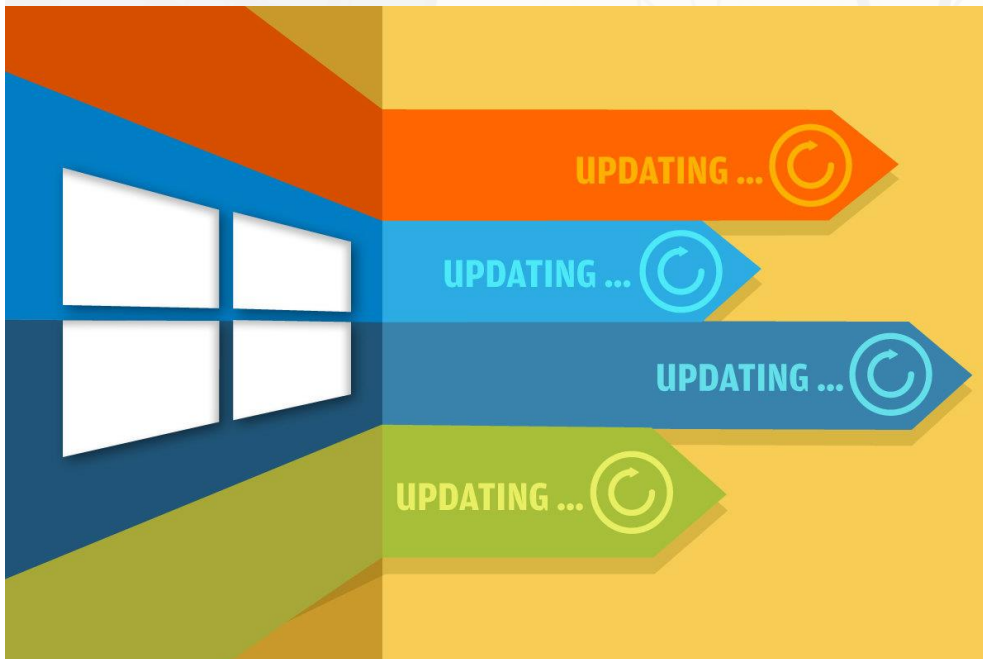


# Welcome!

- Introductions
- Norms
  - What do you need in order to do your best learning?
  - What do you need for this group to be most productive?



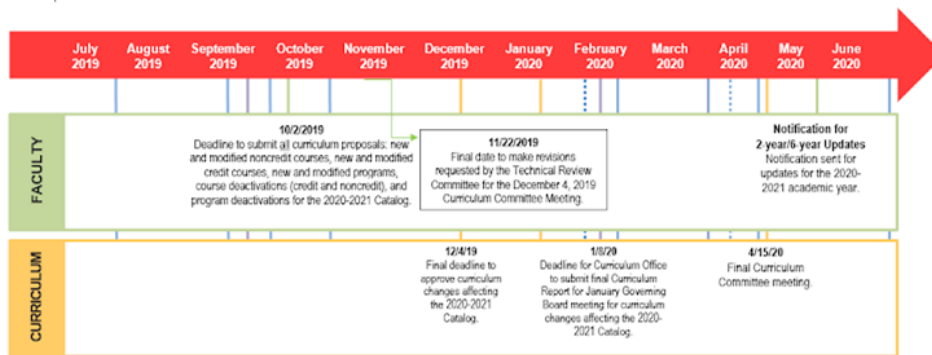
## General Updates



- Terms of Office (pg. 24)
- Curriculum Software
- Curriculum Committee Meeting Calendar (pg. 25)

# CURRICULUM/CATALOG & SCHEDULING TIMELINE

## 2019-2020 CURRICULUM AND CATALOG/SCHEDULE TIMELINE



Please turn to pages 26-28.

## Possible Exceptions to October 2nd Proposal Deadline:

*What do you think?*



1. Unanticipated changes in state and/or federal guidelines
2. Unanticipated changes in requirements for outside accrediting agency
3. Changes required by state mandate or state mandated body
4. Requests made through Program Initiation and/or Program Viability processes.
5. Any other needs as determined by the Office of Instruction (e.g. to respond to emerging need)
6. Late proposals that make it through review/approval steps #1-11 prior to January Governing Board Deadline.
7. Thoughts...



# Training the Curriculum Committee

Modified from the 2019 ASCCC Curriculum Institute presentation by:

Raul Arambula, Dean, CCCCCO

Virginia Guleff, Vice President of Instruction, Butte College

Ginni May, ASCCC Treasurer, 2018-19 Curriculum Chair



CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

**CCCCIO**

California Community Colleges Chief Instructional Officers

## Faculty Senate, Curriculum, and the Curriculum Committee



PROUD MEMBER OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

## Streamlined Processes



APPROVAL  
(Local)



RECOMMENDATION  
(Regional)



CHAPTERING  
(CCCCO)



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

## Curriculum and the Law

- CA Education Code
  - Statute
  - Determined by legislation
- Title 5
  - Interprets Ed Code into regulations
  - Determined by Board of Governors
- Chancellor's Office Program and Course Approval Handbook (PCAH)
  - Establishes specific guidelines for implementing Title 5
  - Developed by Chancellor's Office with Academic Senate (ASCCC) and CCC Curriculum Committee (5C)
- Chancellor's Office Guidelines and Memos
  - Further clarify implementation of Title 5
  - e.g. AB 705 Memos
- ASCCC papers and reference guides
  - Papers on COR, effective approval processes, etc.

# Community College Curriculum

## 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**

## Requirements of Certification

- All approved curriculum follows EdCode, Title 5, and 6<sup>th</sup> ed. of PCAH
- Must have a Board Policy on the credit hour submitted to CCCCCO
- Must have Board approved cooperative work experience plan

## Leads to CCCCCO automated approval of:

- All credit courses (including cooperative work experience)
- Modifications to all existing credit programs except for ADTs
- New credit degrees and certificates with a program goal of local (not ADTs or CTE)

## Although CCCCCO Chaptering (not approving)...



- Colleges must still 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.



## Alphabet Soup: AKA Some Important Acronyms

- **AAM** – Articulation Agreement by Major
- **ACCJC** – Accreditation Commission for Community and Junior Colleges
- **ASCCC** – Academic Senate for California Community Colleges
- **ASSIST** – Articulation System Stimulating Inter-institutional Student Transfer
- **BCT** – CSU Baccalaureate Course by Department
- **C-ID** – Course Identification Numbering System
- **CCCCO** – California Community Colleges Chancellor’s Office’
- **CDCP** – Career Development and College Preparation (Noncredit)
- **COCI** – Chancellor’s Office Curriculum Inventory
- **COR** – Course Outline of Record
- **CTE** – Career Technical Education
- **GECC** – CSU GE Certification Course List by Area
- **IGETC** – Intersegmental General Education Transfer Curriculum
- **PCAH** – Program and Course Approval Handbook
- **TMC** – Transfer Model Curriculum

### Curriculum Committee Role

The **Curriculum Committee** ensures:

- The quality and accuracy of the curriculum
- Our approvals meet state, local, and transfer standards
- That the college upholds requirements for apportionment
- That the college meets accreditation standards (e.g., Standard II.A.3)
- That we accurately report the MIS data (CB codes)

The **course outline of record (COR)**:

- Is a **legal document** that must contain certain required elements that are outlined in [§55002 of Title 5](#).
- Serves as a legal contract between the faculty, student, and the college.
- Ensures consistency among all sections of a course.

## Types of Courses and Programs

Credit	Noncredit
Courses	Courses
<ul style="list-style-type: none"> <li>• Degree-applicable</li> <li>• Non degree-applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Noncredit: no credit awarded for courses in 10 categories, but approved by CO and receives apportionment</li> </ul>
Programs	Programs
<ul style="list-style-type: none"> <li>• Associate Degrees (AA, AS)</li> <li>• Associate Degrees for Transfer (AA-T, AS-T)</li> <li>• Certificates of Achievement               <ul style="list-style-type: none"> <li>8 to less than 16 units (semester)</li> <li>16 or more units (semester)</li> </ul> </li> <li>• Locally Approved Certificates               <ul style="list-style-type: none"> <li>&lt;16 units, CO approval optional but not required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Completion (CDCP)</li> <li>• Certificate of Competency (CDCP)</li> <li>• Adult High School Diploma</li> <li>• Noncredit Apprenticeship Program</li> <li>• Locally Approved Certificates (not CO approved)</li> </ul>

## Requirements for Credit Courses

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

	Item	Why you might want it
★	Student Learning Outcomes	ACCJC Standard II.A.3 requires it
★	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

## Associate Degree Requirements

	Associate Degrees for Transfer: AA-T and AS-T	CTE Degrees: AA and AS	Local Associate Degrees: AA and AS
<b>Primary Goal of the Program (CCCCO)</b>	Transfer	CTE <ul style="list-style-type: none"> <li>may also be transfer preparation</li> </ul>	Local All non-ADT, non-CTE degrees that meet locally defined employment or transfer preparation needs
<b>Total Units (§ 55063)</b> ≥ 60 total semester units <ul style="list-style-type: none"> <li>12 semester units must be completed in residence.</li> <li>Minimum GPA of 2.0 required.</li> </ul>	Required. ADT requirements (including GE) cannot exceed 60 semester units; No non-collegiate level coursework counts toward the 60 units	Required.	Required.
<b>Major Coursework (§ 55063)</b> ≥ 18 semester units in the major or area of emphasis aligned with the TOP code for the degree OR defined by the lower-division requirements of a specific major at the UC or CSU.  Courses in this area may also be "double counted" for GE.	Required. Students must earn a C or better OR a Pass if course is taken on a Pass/No Pass basis in each course in this area.	Required. If degree also for transfer preparation, must show: (1) required courses will count specifically toward completion of a major after transfer, (2) required courses will not have to be repeated in the upper division, and (3) all major requirements usually fulfilled in the lower division can be fulfilled at Chaffey.	Required. If degree is for transfer preparation, must show: (1) required courses will count specifically toward completion of a major after transfer, (2) required courses will not have to be repeated in the upper division, and (3) all major requirements usually fulfilled in the lower division can be fulfilled at Chaffey.
<b>General Education Pattern (§ 55063)</b> ≥ 18 semester units of GE Note: GE courses may not be counted in more than one GE category.	Required (see options): <ul style="list-style-type: none"> <li>CSU GE-Breadth,</li> <li>IGETC</li> <li>IGETC for STEM</li> </ul>	Required (see options): <ul style="list-style-type: none"> <li>CSU GE-Breadth,</li> <li>IGETC</li> <li>IGETC for STEM</li> <li>Chaffey GE</li> </ul>	Required (see options): <ul style="list-style-type: none"> <li>CSU GE-Breadth,</li> <li>IGETC</li> <li>IGETC for STEM</li> <li>Chaffey GE</li> </ul>
<b>Electives</b>	Optional if needed to bring total to 60 units	Optional if needed to bring total to 60 units	Optional if needed to bring total to 60 units

### Activity:

1. Go to page 30 in packet
2. Read over the requirements for the different types of Associate Degrees.
3. Make notes of anything you find particularly interesting, have questions about, etc.
4. Check for understanding.

## Certificates of Achievement

- 16 or more related units **must** be Chancellor's Office approved, noted on transcript
- 8 to less than 16 units **may** be Chancellor's Office approved, but it is not required\*
- 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.**

1  
9

## Credit Hour Calculation Local Governing Board Policy

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

- All districts should have this in place now and submitted in Certification Process

### 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.

### California Code of Regulations: Title 5 Requirements for Credit Hour §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

## 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.”

### Credit Hour Calculation:

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

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 at the July 2018 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 §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 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 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 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:

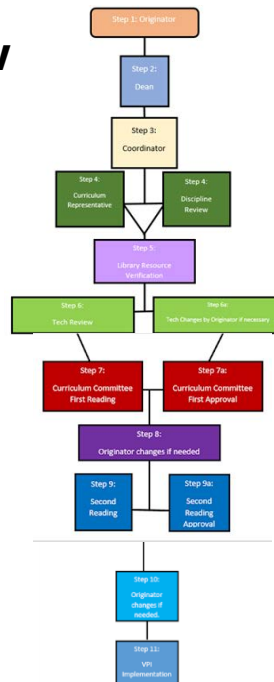
- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.
- (3) Units may be awarded in 0.5 unit increments.

# Process, Roles and Responsibilities

- Deans/Coordinators
- Curriculum Representatives
- Technical Review Committee
- Curriculum Committee Members
  - Institutional Level Oversight



## Review Process Flow



Please turn to  
page 29.

# Review of Programs and Courses in CurricUNET “What does review mean?”



## Activity:

1. In groups
  - a. Deans/Coordinators/Admin
  - b. Other Faculty and Staff
1. Review handout.
1. Discuss ideas for the meaning of your “approval” in the curriculum process.
1. Take notes on discussion and hand in at end of activity.

Break Time!







# CURRICULUM CONNECTIONS ACROSS CAMPUS

PLEASE  
TURN TO  
PAGES 35-36.

## Vision for Success

**STRENGTHENING** THE CALIFORNIA COMMUNITY  
COLLEGES TO MEET CALIFORNIA'S NEEDS

### EXECUTIVE SUMMARY

With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be available to everyone. The CCCs are equally remarkable for their versatility. They are the state's primary entry point into collegiate degree programs, the primary system for delivering career technical education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California's diverse communities.

<http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>

# Why Guided Pathways?



Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California's public higher education system is not producing nearly enough educated graduates to meet future workforce needs.



CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.



Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs.



CCCs are more expensive than they appear—both to students and taxpayers—because of slow time-to-completion and a lack of financial aid to cover students' living expenses.



Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.

## ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

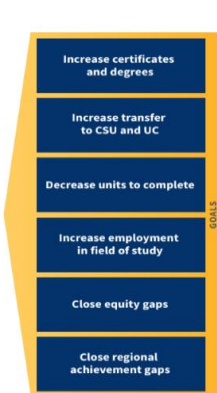
### THE WHY

Our Students and Communities



### THE WHAT

Vision for Success



### THE HOW

Guided Pathways



### THE TOOLS

System-level Support



**THE WHY**

Our Students and Communities



# Student Centered Funding Formula

- **Enrollment:** base allocation
- **Equity:** supplemental allocation based on the numbers of students receiving College Promise Grants, Pell Grants, and students covered by AB 540.
- **Student Success:** based on the number of students
  - a. earning associate degrees and credit certificates
  - b. transferring to four-year colleges and universities
  - c. completing transfer-level math and English within their first year
  - d. completing nine or more career education units
  - e. attaining the regional living wage.

## Chaffey College

### Guided Pathways 18-Month Timeline

**AB 705 (design)**

**AREAS OF FOCUS:**

- Program Map Reveal
- Counseling
- Program Maps and Essential Services
- Program Maps
- Finalized in April
- Program Maps in Catalogue
- Academic & Career Communities
- Develop Meta Majors
- Professional Development
- Identify 3 Big Things: Belonging, Well-Being, & Advancing
- Badging ("Badgr" in Canvas)
- Cornerstone
- First Year Experience (FYE)
- Success Teams design
- CAGP Work Plan / Self-Assessment

**AB 705 (design)**

**AREAS OF FOCUS:**

- ★ SEA/Title V (MDRC) Retreat
- Technology
- Professional Development
- Refine 3 Big Things
- Marketing
- Website, etc.
- Curriculum
- GP Integration

**AB 705 (full implementation)**

**AREAS OF FOCUS:**

- ★ Academic & Career Communities
- Implementation
- Refinement
- "Safe Semester"
- Goal: Every student has claimed an Academic & Career Community
- Success Team
- Implement prototype
- Career Center
- Directed Learning Activities (DLAs)
- Website
- Refine / finalize GP messaging
- Professional Development
- Implement 3 Big Things

**AREAS OF FOCUS:**

- Academic & Career Community
- Refinement
- Finalize (in preparation for Fall 2020)
- Success Team
- Refine prototype
- Website
- hard launch
- Professional Development
- Implement 3 Big Things



# Academic Map Structure

**Chaffey College** 2019-2020  
**ACADEMIC MAP**  
**Accounting AS (Chaffey 04)**

This program map indicates the major coursework and recommended general educational courses by term that are needed to fulfill your degree in two years if enrolled full-time (approximately 15 units per term). Program completion within this timeframe is dependent on your academic availability and when courses are offered. Transfer requirements vary based on institution. Please see a Counselor to develop your educational plan and determine appropriate work/school balance.

**START HERE**

SEMESTER 1	UNITS
ACCTG-1A Financial Accounting	4
CSIS-1 Introduction to Computer Information Systems	3
ACCTG-435 Payroll Accounting	3
HENGL-1A Composition	3
CINEMA-25 Survey of World Cinemas	3
<b>TOTAL UNITS: 16</b>	

SEMESTER 2	UNITS
ACCTG-1B Managerial Accounting	4
ACCTG-460 Commercial Accounting Software	3
ACCTG-453 U.S. and California Income Tax Preparation	4
STAT-10 Elementary Statistics	4
<b>TOTAL UNITS: 15</b>	

SEMESTER 3	UNITS
ACCTG-70 Cost Accounting	3
BUSL-20A Business Law	3
BUSTEC-455 Fundamentals of English for Business	3
BUSTEC-63 Microsoft Office Excel Comprehensive	3
ACCTG-430 Accounting for Governmental and Not-for-Profit Organizations	4
<b>TOTAL UNITS: 16</b>	

SEMESTER 4	UNITS
BUSTEC-60A Microsoft Office Word Specialist	3
ECOM-4 Principles of Microeconomics	3
CHAFFCY 02: Humanities	3
ANTHRO-5 and 1L Biological Anthropology and Lab	4
COMSTD-74 Intercultural Communication	3
<b>TOTAL UNITS: 16</b>	

**★ FINISSETE ★**

**My Checklist**

- COMPLETE AN EDUCATIONAL PLAN WITH A COUNSELOR
  - Inform counselor of your area of interest.
- VISIT THE SUCCESS CENTERS
  - Stop by for tutoring or attend a workshop each semester.
  - APPLY FOR SUMMER INTERNSHIPS
    - After semester 1, contact the Job Developer about applying for summer internships.
- EXPLORE CAREER PATHS
  - Attend a workshop at the Career Center.
  - Update your 45 plan with a counselor.
  - Consider the Business transfer degree.
- CONGRATULATIONS!
  - You have earned the Payroll and Income Tax Preparation Certificate, Accounting and Government and Not-for-Profit Organizations, and Accounting and Accounting Paraprofessional.
  - APPLY FOR THE CTE CERTIFICATION TO START WORKING AS A TAX PREPARER
- EXPLORE INTERNSHIPS & SERVICE LEARNING
  - COMPLETE A GRADUATION CHECK
    - Visit a counselor or UPS Center for a graduation check.
  - CONGRATULATIONS!
    - You have earned the Accounting & Government & Not-for-Profit Organizations Certificate. Apply through the Portal.
- APPLY FOR GRADUATION THROUGH THE PORTAL
  - CONGRATULATIONS!
    - You have earned the Accounting Associate of Science Degree & Accounting Paraprofessional Certificate.
    - USE YOUR CTE CERTIFICATION TO WORK AS A TAX PREPARER
    - CONSIDER PARTICIPATING IN THE VITA (VOLUNTEER INCOME TAX ASSISTANCE) PROGRAM. REFER TO THE SAN JERONIMO COUNTY WEBSITE.
  - VISIT THE CAREER CENTER
    - Go to the Career Center for job search strategies, resume assistance, and interview preparation.
    - English and Mathematics placement tests on high school performance data. Direct placement into transfer level English (ENGL 1A) and Mathematics (for quantitative reasoning) provides the most efficient path to a degree or certificate.

4 semesters  
(2 year path)

Disclaimers

60 units

- Major Coursework
- General Education
- Electives

Bubble content

## Academic Maps

### WHAT THEY ARE:

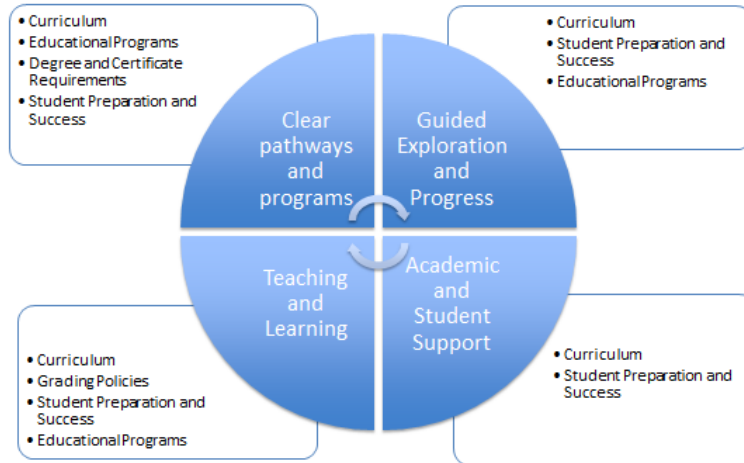
- A tool to clarify and help students stay on the path.
- **Suggested** path for a program of study, showing the possibility of two-year completion.
- A tool to inform scheduling

### WHAT THEY ARE NOT:

- Program maps are not educational plans.
- The maps are not the only path to completion, nor are they mandatory.



## The 10+1 and Guided Pathways



## Curriculum Committee & Local Goal Achievement

Curriculum and Local Goal Achievement	
Vision for Success Goal	Curriculum Committee Role/Responsibilities Ideas
Increase certificates and degrees	
Increase transfer to CSU and UC	
Decrease units to complete	
Increase employment in field of study	
Increase attainment of a livable wage	
Close equity gaps	

**Activity:**  
Think, Pair, Share

**Questions?**



**THANK YOU FOR COMING!**

# Office of Curriculum Development

## 2019/20 Curriculum Committee

### Terms of Office

Area of Representation	Representative	Telephone	Term of Office
Curriculum Chairperson	Angela Burk-Herrick	652-6968	2019-2021
Faculty Senate President	Vacant	652-XXXX	2019-2022
Business and Applied Technology	Vacant	652-XXXX	2018-2020
Business and Applied Technology	Vacant	652-XXXX	2019-2021
Chino Representative	Michael Escobosa	652-8221	2018-2020
Chino Representative	Kathy Galipeau	652-8029	2019-2021
Health Sciences	Jeffrey Laguna	652-6693	2018-2020
Health Sciences	Lisa Doget	652-6691	2019-2021
Instructional Support	Megan Keebler	652-6955	2019-2021
Kinesiology, Nutrition and Athletics	Elaine Martinez	652-6318	2018-2020
Kinesiology, Nutrition and Athletics	Candice Hines-Tinsley	652-6307	2019-2021
Language Arts	Charmaine Phipps	652-6913	2018-2020
Language Arts	Stephen Calebotta	652-6942	2019-2021
Library Learning Resources	Shelley Marcus	652-6809	By Position
Mathematics and Science	Vacant	652-XXXX	2018-2020
Mathematics and Science	Rob Kopp	652-6444	2019-2021
Social and Behavioral Sciences	Naomi McCool	652-6843	2018-2020
Social and Behavioral Sciences	Christina McPeck	652-6281	2019-2021
Student Services	Patricia Powell	652-6395	2018-2020
Student Services	Julie Law	652-6218	2019-2021
Visual and Performing Arts	Daniel Jacobo	652-6070	2018-2020
Visual and Performing Arts	Nicole Farrand	652-6958	2019-2021
Articulation Officer	Sean Stratton	652-6203	By Position
Acting Associate Superintendent of Instruction and Institutional Effectiveness	Laura Hope	652-6131	Annually
Catalog/Schedule Coordinator	Ryan Sipma	652-6137	By Position
Dean, Health Sciences	Sherrie Loewen	652-6696	Annually
Dean, Institutional Effectiveness and Intersegmental Partnerships (Pending)	Rob Rundquist	652-6130	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
Strong Workforce Associate Dean	Vanessa Thomas	652-6839	Annually
Curriculum Specialist	Shireen Awad	652-6967	By Position



## Chaffey College 2019-2020 Curriculum Committee Calendar

JULY						
SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
SU	MO	TU	WE	TH	FR	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
SU	MO	TU	WE	TH	FR	SA
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27	28	29	30	31		

NOVEMBER						
SU	MO	TU	WE	TH	FR	SA
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10	11	12	13	14	15	16
17	18	19	20*	21	22	23
24	25	26	27	28	29	30

DECEMBER						
SU	MO	TU	WE	TH	FR	SA
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### August 2019

16 Curriculum Committee Retreat

### September 2019

2 Labor Day

### October 2019

2 Deadline to submit all curriculum proposals: new and modified noncredit courses, new and modified credit courses, new and modified programs, course deactivations (credit and noncredit), and program deactivations for the 2020-2021 Catalog.

### November 2019

11 Veteran's Day (Observed)  
28-30 Thanksgiving

### December 2019

1 Thanksgiving break continued  
13-19 Finals  
24-31 Winter Recess

### January 2020

1 Winter Recess  
13 Spring Semester Begins  
20 Martin Luther King Holiday

### February 2020

14-17 Lincoln and Washington Holiday

### March 2020

16-22 Spring Break

### April 2020

21 Faculty Lecturer

### May 2020

14-20 Finals  
21 Commencement  
25 Memorial Day Holiday

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

JANUARY						
SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
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19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
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23	24	25	26	27	28	29

MARCH						
SU	MO	TU	WE	TH	FR	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

\*November 20, 2019 is also a Governing Board Meeting.

## 2019-2020 CURRICULUM AND CATALOG/SCHEDULE TIMELINE

	July 2019	August 2019	September 2019	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April 2020	May 2020	June 2020
<b>FACULTY</b>					10/2/2019 Deadline to submit <u>all</u> curriculum proposals: new and modified noncredit courses, new and modified credit courses, new and modified programs, course deactivations (credit and noncredit), and program deactivations for the 2020-2021 Catalog.	11/22/2019 Final date to make revisions requested by the Technical Review Committee for the December 4, 2019 Curriculum Committee Meeting.						Notification for 2-year/6-year Updates Notification sent for updates for the 2020-2021 academic year.
<b>CURRICULUM</b>						12/4/19 Final deadline to approve curriculum changes affecting the 2020-2021 Catalog.		1/8/20 Deadline for Curriculum Office to submit final Curriculum Report for January Governing Board meeting for curriculum changes affecting the 2020-2021 Catalog.				4/15/20 Final Curriculum Committee meeting.
<b>DEANS &amp; COORDINATORS</b>			9/3-9/20/19 Spring 2020 Schedule course/cost analysis – modification period for Office of Instruction to work with schools					1/29-2/7/20 Summer 2020 Schedule – Office of Instruction review period with schools  February Materials Fees update due for March Governing Board approval		3/16-3/27/20 Fall 2020 Schedule course/cost analysis – modification period for Office of Instruction to work with schools		
<b>CATALOG &amp; SCHEDULE</b>	2019-2020 CATALOG 7/15/19 published online		<b>SPRING 2020 SCHEDULE</b> May-August section building period 9/3/19 download 9/23/19 production begins 10/14/19 published online		<b>SUMMER 2020 SCHEDULE</b> November-January section building period 1/29/20 download 2/10/20 production begins 3/30/20 published online			1/29/20 New and updated Materials Fees and course capacity changes entered for Fall 2020	<b>FALL 2020 SCHEDULE</b> February-March section building period 3/16/20 download 3/30/20 production begins 4/13/20 published online			<b>2020-2021 CATALOG</b> 7/20/20 published online
<b>PSR</b>							<b>INITIAL PSR WRITING PERIOD</b> 1/13/20-2/28/20	<b>DRAFT DUE TO FLM</b> 3/2/2020  <b>FLM REVIEW PERIOD</b> 3/2/20-3/13/20	<b>PSR REVISIONS</b> 3/23/20-4/17/20  <b>FINAL PSR DUE</b> 4/20/20			<b>PSR COMMITTEE REVIEW &amp; SCORE</b> 4/21/20-5/1/20

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

\*\* **Soft/Non-substantial 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.

## 2019-2020 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 (known as Internal Review) *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 move proposals forward through Curricunet in a timely manner, the Curriculum Office highly recommends that **Internal Review be completed between 10/3/2019 to 10/9/2019**.

New credit and noncredit programs must first go through the Program Initiation process through the Office of Instruction and Institutional Effectiveness. This should be done in time to have curriculum launched into Curricunet by the October 2, 2019 deadline.

The last date for the Curriculum Committee to approve all changes and additions to the 2020-2021 Catalog will be December 4, 2019. In order to ensure your proposal meets this meeting date or any dates before, please respond to any requests for revisions in a timely manner. You will receive both notifications from Curricunet and the Curriculum Office as reminders for any items needed to be completed on your end. Please respond to these reminders at your earliest convenience.

### ARTICULATION

Articulation submissions occur *after* the curriculum cycle from the previous year. For example: Approved transferrable courses from the 2019-2020 curriculum cycle will then move to the Articulation cycle (C-ID submissions, CSU GE/IGETC submissions, and UC Transferability) during the 2020-2021 academic year. Any new developments will likely be reflected in the 2021-2022 Catalog.

**AUGUST:** Articulation Officers (AO) windows 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 CSU GE or IGETC<sup>1</sup> general education pattern.

<sup>1</sup>Note: IGETC courses must first be approved as UC Transferable. UC Transferability is dependent upon review from the University of California Office of the President (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 approved for UC transfer in one cycle, and then submitted in the next cycle for IGETC.

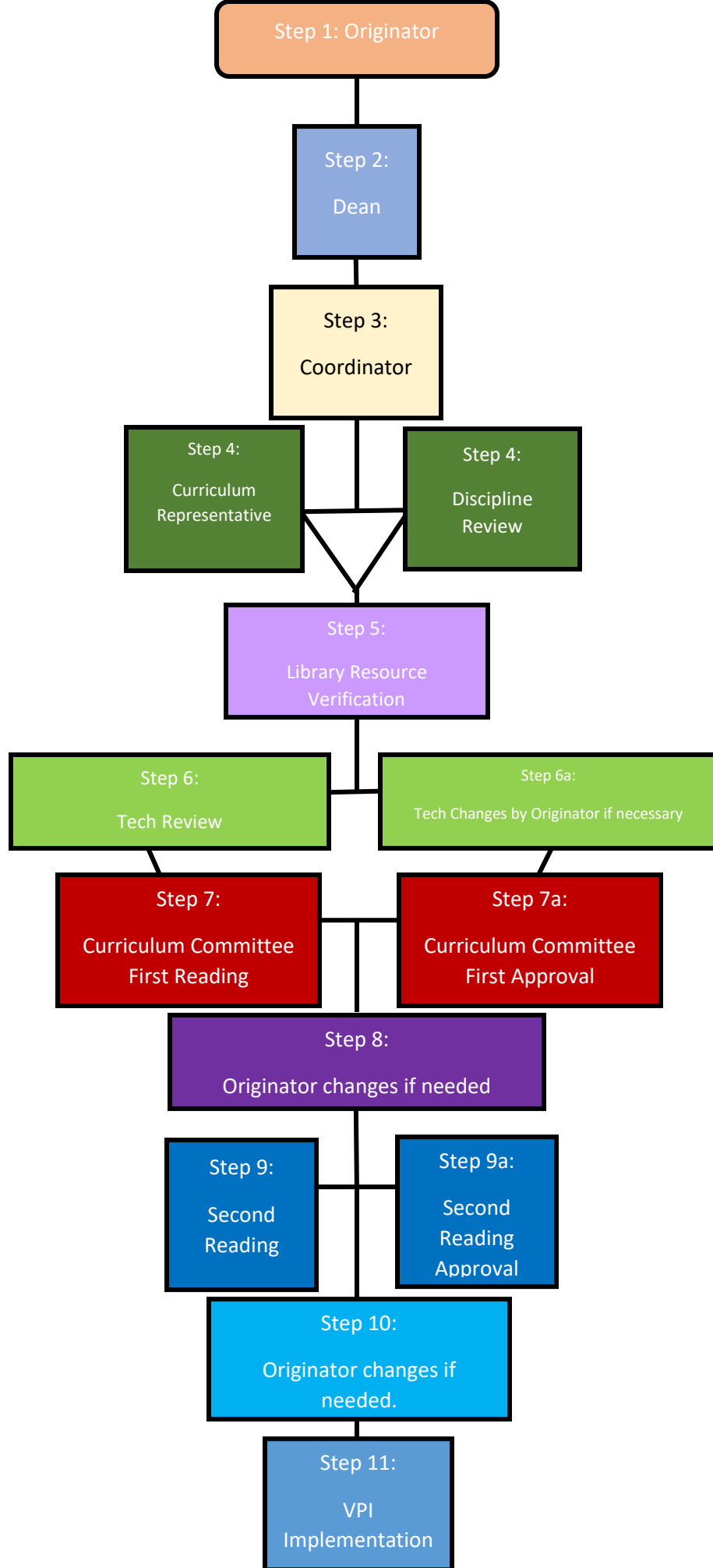
## PROPOSAL REMINDERS AND GUIDANCE

1. Are you launching a new program? If so:
  - a. Contact the Office of Instruction x6135 to get information on Program Initiation.
  - b. All new programs must be approved by the Program Initiation process *before* the program can be launched in Curricunet.
2. Are you launching a new course? If so:
  - a. You must also launch modifications to all programs this course is intended to be a part of at the same time you launch the new course.
  - b. New courses and program modifications will be packaged together on an agenda for review at the same time.
3. Are you launching a course deactivation? If so:
  - a. All courses and programs that have reference to this course must be modified to remove the course. Even if the course and/or programs are outside of your discipline. If this is the case, please contact a full-time faculty member in that discipline to launch modifications to remove that course.
  - b. The course deactivation and course and program modifications that have removed this course must be launched at the same time. They will be reviewed together in a package.
4. Are you launching a new course to replace an old course? If so:
  - a. The new course and the deactivation of the old course must be launched at the same time.
  - b. You must follow item 2 and item 3 in this section to fully process the new course and course deactivations. These changes will be reviewed together in a package.
5. Are you making a course modification to any one of the following?
  - a. Units
  - b. TOP Code
  - c. SAM Code
    - i. If so, you must create a new course as the Chancellor's Office considers these changes to be substantial, thus providing these courses with a new control number. A new control number essentially means a "new course".
    - ii. Create a new course following item 2.
    - iii. Deactivate the "old" course will the following item 3.

**If you need assistance with any of this, you may contact the Curriculum Office. You may also utilize the [Curricunet Tutorials](#).**

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

\*\* **Soft/Non-substantial 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.



	<b>Associate Degrees for Transfer: AA-T and AS-T</b>	<b>CTE Degrees: AA and AS</b>	<b>Local Associate Degrees: AA and AS</b>
<b>Primary Goal of the Program (CCCCO)</b>	Transfer	CTE <i>Note:</i> may also be transfer prep (see transfer preparation documentation for CCCCCO submission below)	Local All non-ADT, non-CTE degrees that meet locally defined employment or transfer preparation needs.
<b>Total Units (§ 55063)</b> ≥ 60 total semester units <ul style="list-style-type: none"> <li>• 12 semester units must be completed in residence.</li> <li>• Minimum GPA of 2.0</li> </ul>	Required. ADT requirements cannot exceed 60 semester units; Only collegiate level coursework counts toward the 60 units.	Required.	Required.
<b>Major Coursework (§ 55063)</b> ≥ 18 semester units in the major or area of emphasis aligned with the TOP code for the degree OR defined by the lower-division requirements of a specific major at the UC or CSU.  Courses in this area may also be “double counted” for GE.	Required. Students must earn a C or better OR a Pass if course is taken on a Pass/No Pass basis in each course in this area.	Required. IF degree also facilitates transfer, must show: (1) required courses will count specifically toward completion of a major after transfer, (2) courses required in the lower division will not have to be repeated in the upper division, and (3) all major requirements usually fulfilled in the lower division can be fulfilled at Chaffey.	Required. IF degree is for transfer prep, must show: (1) required courses will count specifically toward completion of a major after transfer, (2) courses required in the lower division will not have to be repeated in the upper division, and (3) all major requirements usually fulfilled in the lower division can be fulfilled at Chaffey.
<b>General Education (§ 55063)</b> ≥ 18 semester units of GE Including writing (ENGL 1A) and mathematics(minimum of Intermediate Algebra or equivalent) competencies: <i>Note:</i> GE courses may not be counted ≥ one GE category.	Required (see options): <ul style="list-style-type: none"> <li>• CSU GE-Breadth,</li> <li>• IGETC</li> <li>• IGETC for STEM</li> </ul> <i>Note:</i> Chaffey GE not acceptable for these degrees	Required (see options): <ul style="list-style-type: none"> <li>• CSU GE-Breadth,</li> <li>• IGETC</li> <li>• IGETC for STEM</li> <li>• Chaffey GE</li> </ul>	Required (see options): <ul style="list-style-type: none"> <li>• CSU GE-Breadth,</li> <li>• IGETC</li> <li>• IGETC for STEM</li> <li>• Chaffey GE</li> </ul>
<b>Electives</b>	Optional if needed to bring total units to 60	Optional if needed to bring total units to 60	Optional if needed to bring total units to 60
<b>CCCCO Submission Requirements (§ 55130; PCAH)</b>			

<b>TOP code</b>	Required	Vocational TOP code	Non-vocational TOP code
<b>Master Planning:</b> Discussion of how it fits in the mission, curriculum, and master planning of the college and higher education in CA	Required	Required	Required
<b>Program Goals and Objectives</b>	Required Transfer to CSU	Must address valid workforce preparation purpose, may also address transfer preparation	Must address a valid transfer or workforce preparation, basic skills, civic education, or local purpose
<b>Student Learning Outcomes</b>	Required	Required	Required
<b>Catalog Description</b>	Required	Required	Required
<b>Program Requirements</b>	Required	Required	Required
<b>Prerequisite skills or enrollment limitations</b>	Required	Required	Required
<b>Course CORs</b> All CORs listed on the Program Requirement sheets are required; GE course CORs are NOT required.	Major courses and any options (e.g., List A, List B) listed in the program description.	Major or area of emphasis courses and any elective options listed in the program description.	Major or area of emphasis course CORs based on TOP code. <i>Note:</i> if using GE category as area of emphasis, may just refer to GE pattern rather than submit all CORs for courses in that category.
<b>Major Course GE status</b> and how units are double counted	Required	NA	NA
<b>Transfer Preparation Documentation for CCCC submission</b>	Required: <ul style="list-style-type: none"> <li>• TMC template</li> <li>• Major course C-ID Articulation</li> </ul> Other (e.g., AAM, ASSIST documentation of (see PCAH pp. 71)).	Only if Applicable: Must demonstrate articulation, such as articulation agreements, ASSIST documentation of 51% or greater requirement, formal letters from the receiving institution, or others (see PCAH pp. 77).	Only if Applicable: Must demonstrate articulation, such as articulation agreements, ASSIST documentation of 51% or greater requirement, formal letters from the receiving institution, or others (see PCAH pp. 77).
<b>CCCCO Submission Requirements (§ 55130; PCAH) cont'd</b>			
<b>Availability of necessary</b>	Implied by our process: Librarian Tech Review, Dean &	Implied by our process: Librarian Tech Review, Dean &	Implied by our process: Librarian Tech Review, Dean &

<b>resources</b> including library and media center resources, facilities and equipment, financial support, and faculty. (§ 55130)	Coordinator review, and through Program Initiation Process; EMP can be used to project resource availability in the future.	Coordinator review, and through Program Initiation Process; EMP can be used to project resource availability in the future.	Coordinator review, and through Program Initiation Process; EMP can be used to project resource availability in the future.
<b>Annual Enrollment and Completer Projections</b>	NA	Required	Required
<b>Place of Program in Curriculum/Similar Programs at College</b>	NA	Required	Required
<b>Similar Programs at Other Colleges in Service Area</b>	NA	Required to justify need in region	Required to justify need in region
<p><b>Additional CCCC Submission Requirements</b> to justify efficacy for students and/or community need.</p> <p>*Note: Apprenticeship Programs do not require advisory committee and regional consortium minutes but do require an approval letter from California Division of Apprenticeship Standards (DAS)</p>		<ul style="list-style-type: none"> <li>● Labor Market Information</li> <li>● Advisory Committee Recommendation (committee membership &amp; minutes that summarize recommendations)*</li> <li>● Recommendation of Regional Consortium (meeting minutes)*</li> </ul>	Documentation that demonstrates the program meets community need if applicable.



## Course Criteria, Standards, Chancellor's Office Data Elements

<b>Title 5 Requirements*</b>	<b>Credit Courses</b>	<b>Noncredit Courses</b>
Course Title and Number	X	X
Catalog Description	X	X
Contact hours	X	X
Unit hours (Contact and/or out-of class)	X	
Prerequisites, corequisites, advisories or other enrollment limitations	X	
Content	X	X
Objectives	X	X
Examples of Out-of-class Assignments (reading, writing, other, & critical thinking)	X	X
Instructional Methodology	X	X
Field trips (if applicable)	X	X
Methods of Evaluation/Grading Policy	X	X
Resources (helps establish Difficulty & Level)	X	X
<b>Repeatability:</b> see CCCCCO guidelines, §55040-55046, §58161, 6th ed. PCAH pp.51-52.	X	X
Discipline Assignment (related to instructor minimum qualifications)	X	X
<b>Other Requirements</b>	<b>Credit Courses</b>	<b>Noncredit Courses</b>
CCCCO Data Elements (e.g. TOP and SAM Codes, CB codes)	X	X
General Education Area	X	NA
Comparable Courses (transferable courses only)	X	NA

\*Additional Requirements for:

## Course Criteria, Standards, Chancellor's Office Data Elements

- DE
- Open/Entry/Open Exit Courses
- Cooperative Work Experience Education
- Independent Study
- Educational Assistance Class Instruction
- Apprenticeships
- Contract Education

**Workflow: Curriculum, Catalog, and Program Maps**

<b>FYI messaging</b>	<b>Actions after Curriculum Office Notification</b>
<p><b>Step 1 (Aug-April; monthly)</b>  Curriculum Office notifies the following colleagues when the Chancellor’s Office has chaptered or approved curriculum:</p> <ul style="list-style-type: none"> <li>● Dean, AAlls, EPAs, Coordinator</li> <li>● Originator</li> <li>● Curriculum Reps</li> <li>● Curriculum Chair</li> <li>● Catalog and Schedule Coordinator</li> <li>● Admissions and Records Director</li> <li>● Financial Aid Director</li> <li>● Counseling and Matriculation Dean</li> <li>● Director of Adult Education and High School Partnerships (courses)</li> <li>● Articulation Officer</li> <li>● Associate Dean of Strong Workforce</li> <li>● Matriculation Specialists: Given link to google doc to view programs that can be changed on major sheets.</li> </ul> <p>*Note: The Distance Education office is notified of DE approvals monthly via the Board Report.</p>	
	<p><b>Step 2 (Aug - April; Monthly)</b></p> <ul style="list-style-type: none"> <li>● Catalog and Schedule Coordinator begins building/modifying curriculum in Colleague</li> <li>● Catalog and Schedule Coordinator notifies Matriculation Specialists when building/modifying is complete.</li> <li>● For courses numbered 1-99, the Articulation begins submissions/revisions based upon windows given by the state.</li> </ul>
<p><b>Step 3</b></p>	<p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>● Matriculation-build in Colleague</li> </ul>

	<p><i>(Aug-May; monthly if for current catalogue; May-July if not until next academic year)</i></p> <ul style="list-style-type: none"> <li>● Degree Audit/Major Sheet-Build or make changes</li> <li>● Career Center/Counseling-Major Sheets</li> <li>● Financial Aid (PPA-end of year report)</li> <li>● GP Program Map Editing <ul style="list-style-type: none"> <li>○ Denise</li> </ul> </li> </ul>
<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>● Director of Adult Education and High School Partnerships (New Programs)</li> </ul>	<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>● Marketing (<b>March</b>) <ul style="list-style-type: none"> <li>○ Melissa Pinion</li> </ul> </li> <li>● Web (<b>March</b>) <ul style="list-style-type: none"> <li>○ Jules</li> </ul> </li> </ul>

# ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

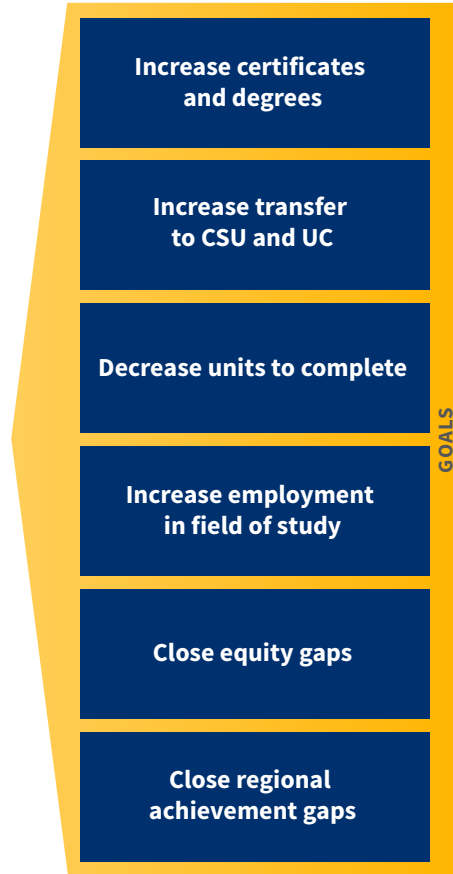
## THE WHY

Our Students and Communities



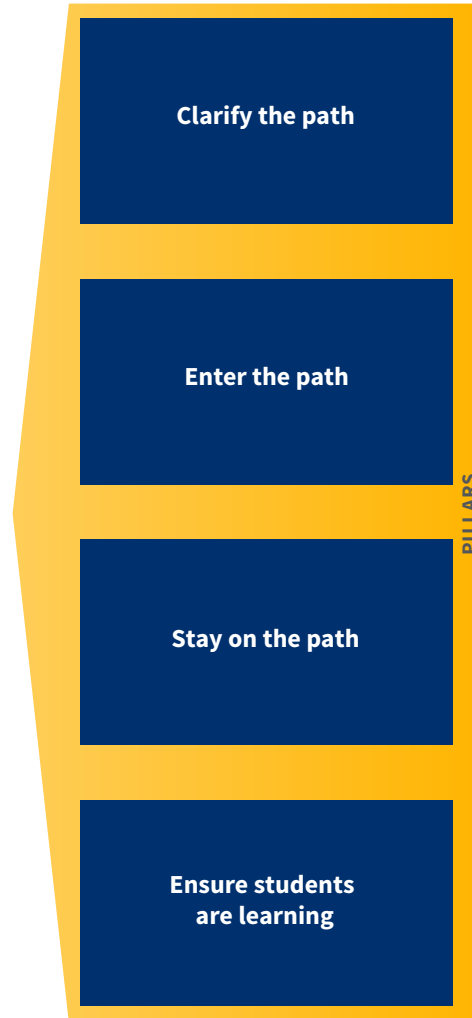
## THE WHAT

Vision for Success



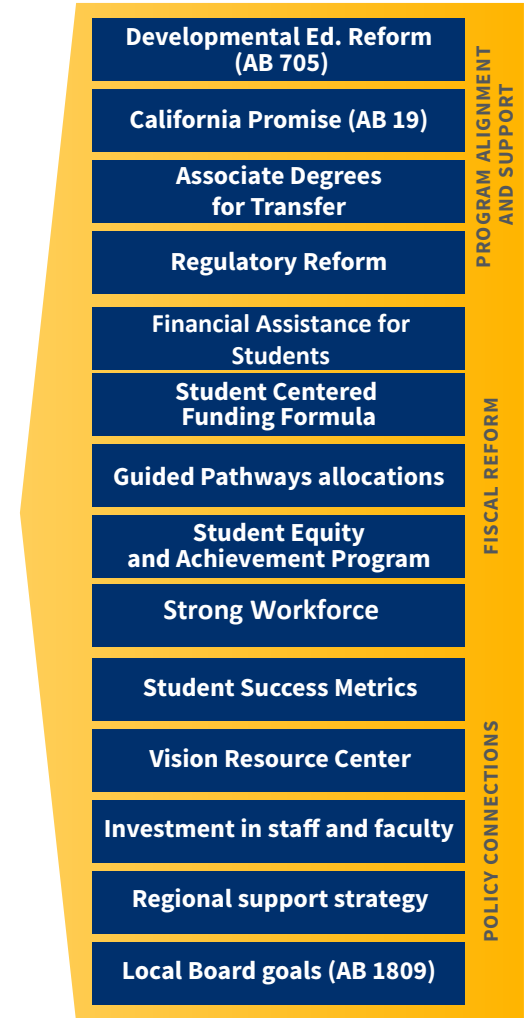
## THE HOW

Guided Pathways



## THE TOOLS

System-level Support



## Curriculum and Local Goal Achievement

Vision for Success Goal	Curriculum Committee Role/Responsibilities Ideas
Increase certificates and degrees	
Increase transfer to CSU and UC	
Decrease units to complete	
Increase employment in field of study	
Increase attainment of a livable wage	
Close equity gaps	