REPORT TO ACADEMIC AFFAIRS COUNCIL
ASCCC CURRICULUM INSTITUTE, 2019

present by

Sharon Albert, Celine Pinet and Ana Gonzales

Chancellor's Office and Curricular Updates

1. UC Transfer Pathways

The University of California Transfer Pathways (UCTP) Guarantee pilot project in Chemistry and Physics were created jointly by the California Community Colleges and the University of California based on several priorities shared by the two systems:

1) expanding inclusive access, especially at traditionally low-sending CCC campuses, providing opportunities and social mobility and serving the state of California by enhancing the transfer route to a four-year degree. By developing and promoting guarantees of admission based on Transfer Pathways and Associate degrees built on those Pathways, the two systems can change the perception that "UC is not for me."
2) thorough academic preparation is key to academic success after transfer and necessary for timely degree completion; it is also a pocketbook issue. A student who completes a UC Transfer Pathways before transfer is on a path to graduate two years after transfer.

The student that earns this degree has completed lower division preparation in the major of physics or chemistry, should be able to graduate within two years attending at full time status, and is guaranteed admission to the UC system with a minimum 3.5 GPA.

All nine undergraduate UC campuses will participate in the UC Transfer Pathways Guarantee in Chemistry and Physics pilot for UCTP associate degrees awarded in physics and chemistry that meet the minimum GPA.

2. Credit for Prior Learning and the 7 Disciplines

Students are awarded credit for validated college-level skills and knowledge gained outside of a college classroom.Cross-role, cross-segment Advisory Committee recommended the following actions:

1. Implement state-level policy changes
2. Integrate CPL into Guided Pathways
3. Guide local policy and practice changes
4. Collaborate with UC and CSU to ensure transfer of CPL
5. Operationalize CPL through pilots in fall 2019
6. Provide resources for all stakeholders

CPL is both a completion and an equity strategy. Research shows that students who earn CPL are twice as likely to complete a degree than those who do not. They also accumulate more credits through coursework than their counterparts which translates into increased enrollments, and save an average of 6-10 months in time to degree when compared to their non CPL counterparts.

Next steps include changes to Title 5 to create an umbrella CPL policy which will still include Credit by exam as a prior learning assessment strategy.

CPL pilots will include: **7 disciplines: Admin of Justice, Advanced Auto Tech, Cyber Security, Business Administration, Fire Science, Health and Information Tech.**
The Vision Resource Center offers resources and professional development.

3. Chancellor's Office Curriculum Inventory System (COCI)

Request for Proposal process for the new COCI system is underway. The current system has reached an" end-of-life point". The new system will House college curriculum, interface with the college Curriculum Management Systems and optional is for it to generate catalogs and perform scheduling management.

4. New AB 705 Data Revision Project

Recent legislation and the reporting requirements related to Assembly Bill (AB) 705 (Irwin), the Student-Centered Funding Formula (SCFF), and the new Student Success Metrics cannot be accurately accomplished using our current methods, which are based on course Taxonomy of Program (TOP) codes.

To better evaluate the implementation of AB 705, populate the Student Success Metrics, and calculate SCFF, the California Community Colleges Chancellor's Office has created two new Course Basic (CB) MIS data elements. New coding identifies and helps track student progress for AB 705 and Student Centered Funding Formula (SCFF) time to completion metrics.

New rubrics will facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses and transition from adult education and noncredit to credit.

5. PCAH 7th Edition=Noteworthy Changes

1). Title 5 clarifies formula for calculating credit hours:

Total Contact Hours + Outside-of-class Hours = total time per term that a student is under the direct supervision of an instructor or other qualified employee. Includes: recitation, lecture, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc.

Outside-of-class hours = required for calculations, expressed in ratio of in-class to outside-of-class hours, for example:

1:2 for Lecture (lecture, discussion, seminar and related work)
2:1 for Activity (activity, lab w/ homework, studio, and similar)
3:0 for Laboratory (traditional lab, natural science lab, clinical, and similar)

2). Goal classification for credit programs:

        a. Transfer, ADT
        b. IGETC/CSU GE Breadth Certificates of Achievement
        c. CTE TOP Code programs (with transfer prep. goal if they have a CTE TOP Code)
        d. Local programs developed for transfer preparation that are not ADTs.

Includes programs developed to address community need or other local consideration. May include either transfer or local GE

3). Documentation/justification for Transfer Prep degree submissions (not ADTs):

No longer <u>requires</u> 51% major articulation with one UC/CSU. May now include other types of documentation, such as:

        a. Programmatic articulation agreements
        b. ASSIST documentation – major articulation for majority of required courses
        c. Table of program requirements from catalog of targeted transfer institution
          with crosswalk to CCC program requirements.
        d. Lower division major prep endorsed by professional bodies/program accreditors
        e. Formal letters from targeted institution verifying program alignment

4). Documentation/justification for Local community need (not transfer prep) degrees or certificates:

        a. Letters of support
        b. Surveys
        c. Other evidence that program supports community needs