



Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
January 27, 2023
9:00 AM – 12:00 PM
Zoom
Minutes

2022-2023 5C Membership

ASCCC: LaTonya Parker (co-chair), Michelle Bean, Robert L. Stewart Jr., Karen Chow, John Freitas, Sharon Sampson, Amber Gillis, Meridith Selden **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fullbright, Jennifer Vega La Serna, Erik Shearer **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Madelyn Arballo
CCCCSSO: Alketa Wojcik, ~~Christopher Sweeten~~
SSCCC: ~~Marcello Garbo~~, Kyle Landrum **CCCAOE:** ~~Maniphone Dickerson~~

1. Welcome and Check-in (co-chairs)

The attendees were welcomed

2. Agenda and Minutes Approval

Agenda and minutes approved

3. CCCCCO Updates (Aisha)

a. Baccalaureate Degree Program

Board of Governors informational update:

- San Diego Community College BA Program approved
- Moorpark Community College BA Program approved
- Feather River College – Pending
- 29 New applications for second round of BA programs
- Review of applications in progress
- Adjustment of timelines to a year cycle recommendation

b. Equitable placement

Webinar Information:

- Feb 7, 2023, 03:30 PM
- Topic: Equitable Placement, Support and Completion: Implementation and Implications of AB 1705
- Registration link

https://cccconfer.zoom.us/webinar/register/WN_GQ8omy3YTOqOjipOrwH5A

c. AB 928

- 3rd Statewide virtual meeting took place
- Educators who worked across the Nation shared valuable information
- Smaller groups doing focus work
- Student research outlet gathering data
- Call for impact analysis

4. Dual Admissions (Bob Quinn)

Program Intent / Goals

1. Increase access to the university for prospective students experiencing limitations in high school curriculum, geographical constraints, or financial challenges
2. Increase graduation rates among underrepresented students
3. Reduce student costs and time-to-degree completion
4. Improve transfer pathways between CCCs, the CSU and UC
5. Increase predictability for the purposes of student and institutional planning.

Student Benefits

1. Advising support from UC/CSU Program Coordinators
2. Access to UC/CSU libraries at their local or receiving campus
3. Invitations to transfer events hosted by UC/CSU and receiving campus
4. Preliminary financial aid estimate of expected financial aid
5. Pending Approval – Priority registration* at their CCC campus

Program Implementation

1. Beginning Spring 2023, students notified of eligibility
2. Encouraged to apply to a CCC
3. Encouraged to opt-in using the UC/CSU transfer planners
4. Review programs / campuses available for an agreement
5. Create an account, determine eligibility
6. By Fall 2023, enter into the program, acknowledge timeline & requirements

5. Rising Scholars title 5 regulations (LeBaron Woodyard)

Total funding of Rising Scholars \$25 million up to 125 grants

Background:

The 2021-22 Budget Act provides \$10 million Proposition 98 first-time and ongoing to support incarcerated and formerly incarcerated students. The colleges serving these students form the Rising Scholars Network. More than

60 Rising Scholars colleges serve formerly incarcerated students on campus as well as students incarcerated in prisons, jails, and juvenile halls

Proposed Regulatory Action:

Assembly Bill 417 (2021) and the 2021-22 Budget Act created the Rising Scholars Network as a new categorical program in the California Community Colleges. The proposed regulatory action will add new regulations as required by AB 417 under new Education Code section 78072. It is recommended these new regulations be placed in title 5, Division 6, Chapter 7 for Special Programs, Subchapter 7, Rising Scholars Network beginning with a new section 56800, with the following potential subsections:

- Definitions
- Program Standards and Expectations
- Funding Allocation (Multiple Methods, apportionment, application, etc.), including designation up to 5 percent of the funds for program administration, program development, and program accountability.
- Reporting and Expenditures

6. Tutoring title 5 regulations (LeBaron Woodyard)

Background:

Current regulations restrict noncredit supervised tutoring to basic skills courses in English, mathematics, and English as a Second Language. Equitable Placement and Completion (AB 705/1705) has reduced the number of basic skills courses offered in English, mathematics, and English as a Second Language (ESL) and has increased the number of students taking credit transferable English, mathematics, and ESL courses.

This regulatory change will advance the goals of the *Vision for Success* across all five of the following goals:

1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
Tutoring assistance and support in credit and noncredit courses will improve student outcomes and lead to higher graduation rates and the acquisition of skills.
2. Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
Tutoring assistance and support in transferable courses will improve student outcomes leading to higher transfer rates.

3. Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.

Tutoring assistance and support will improve course outcomes and reduce the number of courses repeated and the total number of units accumulated.

4. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Tutoring assistance and support for underrepresented students in credit and noncredit courses will improve course outcomes and reduce equity gaps in transfer, graduation, skills attainment, and reduce the number of units accumulated.

5. Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

Tutoring assistance and support in credit and noncredit courses across the state will improve student outcomes which reduces regional gaps for transfer, graduation, skills attainment, and equity gap achievement.

7. Ethnic Studies Core Competencies (Erin)

Background:

At the July 2021 Board of Governors meeting, the Board unanimously approved revisions to title 5, section 55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. . An Ethnic Studies Taskforce was established to support the implementation of the California Community Colleges (CCC) ethnic studies graduation requirement.

4 Task Force Goals:

- Goal 1. To determine an implementation date for the new CCC ethnic studies requirement.
- Goal 2. To establish ethnic studies core competencies for the California Community Colleges.
- Goal 3. To help coordinate professional development and technical assistance for the California Community Colleges to ensure ethnic studies is implemented with fidelity to the disciplines.
 - Surveys were sent to determine professional development needed. Implementation focus is more updating the technology, incorporate admissions and records requirements , plan for professional development needs, logistics of the training and timing.

- Goal 4. To coordinate with California State University for intersegmental alignment.
 - CSU and UC agreed that their ethnic studies aligned, and we are working with them to consider similar alignment with our core competencies as well.
 - \$5.6M is for the implementation of seamless transfer for ccc students to CSU given the ethnic studies requirements. Guidance about the core competencies will be forthcoming

8. Workgroup Updates:

a. DEI In COR and DEI Framework Implementation

Recommendations and feedback from 5C provided during meeting

1. DEI Detailed definitions to be included in the PCAH
2. The curriculum committee definition to be moved to title 5, section 55000
3. Consideration of the formatting alignment in the noncredit section
4. Consideration of removing community service offerings section since it detailed in title 5, section 55160
 - Adding a section to title 5 was suggested 5000
 - Approval by BOG would be required

b. Associate Degree Regulations

- Review of section 55061. Associate Degree Standards
 - (a)(b)(c)
- Overview of new section 55062. Scholarship Requirements for the Associate Degree
- Workgroup will present finalized document at 5C February meeting

c. Re-imagining the PCAH

- Edits have begun
- Work experience will be presented at 5C February meeting
- Noncredit subgroup-edits will be presented at 5C April meeting

- Looking for options from Chancellor's Office to upload the PCAH as webpage content vs a PDF – Communications thinks this it is a great idea but currently website is not the right platform. The Chancellor's Office looking at changing platforms but will take time, the document must stay as a PDF.
- Name change of the PCAH----
 - Why the name change ?
 - Title 5 changes would be needed
- Talking of proposed changes to title 5 as to if they should be included in the PCAH ready for when Secretary of State releases the regulations.

d. Local Curriculum Approval Process

Questions to be answered addressed:

- How to improve efficiency for the local curriculum process?
- What barriers are slowing the process?
- Are these barriers mandated by Ed Code or Title 5?

Survey was sent to the field

- Data collected was categorized
- A summary of key points and suggestions was developed with the following:
 - Key points of Local Processing Delays
 - Suggestions for Improvement

9. Constituency Reports (co-chairs & all)

- Curriculum Institute – planning taking place

10. General Comments

11. Future Meeting Dates:

- a. February 24, 2023, 9:00am-12:00pm virtual
- b. March 24, 2023, 9:00am-12:00pm virtual
- c. April 28, 2023, 10:00am-3:00pm In-person (San Diego/Grossmont College hosting)
- d. May 19, 2023, 9:00am-12:00pm virtual
- e. June 9, 2023, 9:00am-12:00pm virtual