TO: Department of Finance
            Secretary of the Senate
            Chief Clerk California Assembly State

FROM: Dr. Aisha Lowe, Executive Vice Chancellor, Educational Services and Support

RE: Calbright Community College New Program Non-Duplication Notice

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This communication provides notice to the California Legislature and the Department of Finance, as required by the California Online Community College Act, that four new programs of Calbright Community College are not duplicative of programs offered by other California community colleges, based upon the information available to the Chancellor's Office. These programs are Human Resource Learning and Development, Human Resource Talent Acquisition, Junior Developer, License Vocational Nurse, Project Management, and User Experience/User Interface.

Background:
Assembly Bill 1809 (2018) established the California Online Community College, now known as Calbright Community College, to create "an organized system of accessible, flexible, and high-qualityonline content, courses, and programs focused on providing industry-valued credentials compatible with the vocational and educational needs of Californians who are not currently accessing higher education." (Ed. Code§ 75001, subd. (a)(3).) The Legislature specified that Calbright "create unique content and deliver it in a manner that is not duplicative of programs offered at other local communitycolleges," and required the Chancellor's Office to notify the Legislature and Department of Finance regarding how each new Calbright program meets the "not duplicative" requirement. (Ed. Code § 75001, subd. (f)(2).)

The Chancellor's Office has reviewed the information provided by Calbright and complete a side-by-side analysis of similar programs in the Chancellor's Office Curriculum Inventory (COC) system and concluded that the content covered within each new program does not duplicate any program currently in the community colleges system.

Calbright's Six New Programs:
Calbright has successfully submitted six new programs for state approval:

- Human Resource Learning and Development;
- Human Resource Talent Acquisition;
- Junior Developer;
- License Vocational Nurse;
- Project Management and
- User Experience/User Interface.

Distinguishing Program Elements

The new Calbright program is delivered in a manner that does not duplicate existing programs at the community colleges given the comprehensive instructional design of each program which contains the core elements identified below. While each of these individual elements may be found within an existing college program, the system does not currently have a single program that is designed to include all of these elements. It is the comprehensive structural design of these instructional programs that makes them non-duplicative.

Competency-Based Learning: Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on learners demonstrating mastery of the knowledge and skills they are expected to learn as they progress through their educational program. Calbright programs are entirely designed as a competency-based curriculum.

Self-Paced Learning: The program is offered via ongoing, rolling enrollment that allows students to start the program at any time and progress at a flexible pace that meets their skill level, capacity, and schedule. Individual progress to completion may also be accelerated through demonstrated mastery of competencies achieved through prior learning.

Applied Learning: Upon certified mastery of required learning competencies, students take a related industry-recognized certification examination that is aligned to the respective program. Industry recognized certifications are a credential recognized by business and industry at the local, state or national level. All students receive career services support.

Human Resource Learning and Development

This competency-based noncredit program is designed to prepare students for entry-level positions as learning and development professionals. Students will learn the key pillars of coaching, learning and development, characteristics of learning organizations, and competencies to support a culture of continuous learning. They will gain knowledge, skills and abilities needed to create a digital learning strategy that is diverse, scalable, personalized, and sustainable to impact performance within an organization. Students will master competencies in gamification, talent strategy, content planning, technology, and learning analytics as well as discovering how learning and development impacts the talent lifecycle and the process for sourcing and developing content for diverse groups.

Program Duplication Analysis

A comprehensive review of the Chancellor's Office Curriculum Inventory System (COCI) was conducted to determine if program content duplication had occurred. Potentially similar CCC programs were identified by program titles, and curriculum/course content was then further compared with what was proposed by Calbright. Duplication was not found for the program presented by Calbright. Program titles and curriculum content varied significantly from other programs contained in the COCI. The program comparison is summarized below:

- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The twenty-five potentially similar Human Resources programs in COCI focus on HR Management, not specifically on HR Learning and Development.

Human Resources Talent Acquisition

This competency-based, noncredit program consists of two courses that are designed to prepare students for an entry-level position as a human resources (HR) talent acquisition specialist. Students will learn different recruitment phases, how to successfully build and implement recruiting strategies for diverse organizations, analyze and use data to streamline the recruitment process and make more informed hiring decisions. In addition, students will gain the knowledge, skills, and abilities needed to successfully design an effective rewards strategy, create the best candidate experience, define the employee experience, and analyze recruiting data to improve diverse recruitment practices. Students will create a scorecard for recruiting, as well as design and execute an employer branding strategy that focuses on inclusion, net promoter score and return on investment.

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- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The potentially similar twenty-five Human Resources programs in COCI focus on HR Management, not specifically on HR Talent Acquisition.

Junior Developer

Upskilling for Equitable Health Impacts is a series of program pathways that will focus on building the skills frontline healthcare workers need today to better support their communities and expand focus on how the healthcare industry is changing. This series of program pathways will allow incumbent frontline healthcare workers, especially Certified Nursing Assistants (CNA), Licensed Vocational Nurses (LVN) and Medical Assistants (MA), to grow the technical skills, acumen, and cultural proficiency to persist and advance in the medical workforce.

Labor market insights support the need for interpersonal skills. According to Burning Glass Labor Insights (2021), problem solving, communication skills, organizational skills, customer service, teamwork/collaboration, companionship, planning and building effective relationships are all top baseline or specialized skills requested in job postings for the roles of CNA, MA, and LVN.

Program Duplication Analysis

A comprehensive review of the Chancellor's Office Curriculum Inventory System (COCI) was conducted to determine if program content duplication had occurred. Potentially similar CCC programs were identified by program titles, and curriculum/course content was then further compared with what was proposed by Calbright. Duplication was not found for the program presented by Calbright. Program titles and curriculum content varied significantly from other programs contained in the COCI. The program comparison is summarized below:

- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The potentially one similar program in

COCI focuses on segments of full stack development. In addition to full stack development, Calbright's program also includes project management and user interface design.

License Vocational Nurse

This non-credit, competency-based education program consists of four levels that are designed to prepare students to enter the Licensed Vocational Nurse (LVN) profession in California. Students will complete online course work and in person labs and clinicals aligned to California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) standards and regulations. Students will progress through the four levels sequentially increasing their knowledge, skills and abilities to demonstrate mastery in Nursing Fundamentals, Medical/Surgical Nursing, Pharmacology, Medical Terminology/Anatomy and Physiology, Mental Health, Nutrition, and Growth and Development, Pediatric Nursing, Maternal Health, Geriatrics, Leadership, critical reasoning and communication, cultural competence and cultural humility. Experiences in each course will integrate theory and practice, when possible, to emphasize relationships between concepts, attitudes, and skills in the practice of nursing. Upon completion of this program, students will be prepared to sit for the NCLEX-PN examination to become a Licensed Vocational Nurse in the State of California.

Program Duplication Analysis

A comprehensive review of the Chancellor's Office Curriculum Inventory System (COCI) was conducted to determine if program content duplication had occurred. Potentially similar CCC programs were identified by program titles, and curriculum/course content was then further compared with what was proposed by Calbright. Duplication was not found for the program presented by Calbright. Program titles and curriculum content varied significantly from other programs contained in the COCI. The program comparison is summarized below:

- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The potentially sixty-three similar programs in COCI are not delivered in a hybrid format, with theory 100% online.

Project Management

This non-credit, competency-based education program consists of three courses that are designed to prepare students for an entry-level job as a project manager. Students will prepare for the workplace by learning the foundations and fundamentals of project management, skills that are critical in all industries and work functions. Following the project methodology of the Project Management Institute, students will explore the project life cycle, stakeholders' management, how organizational culture affects project management, scope management, and how a project is created. Students will gain the knowledge, skills, and abilities to successfully plan for a project including project scheduling, resource planning, budget planning, procurement planning, quality planning, communications, and risk management in addition to documenting the many facets of projects. Students will learn how to manage project meetings and effectively collaborate with project stakeholders. Finally, students will create a Business Case, Project Charter, Scope of Work (SOW), Work Breakdown Structure (WBS), Communications Plan, Risk Breakdown Structure (RBS), Budget Plan, Project Schedule, Change Log, and Closure Document.

Program Duplication Analysis

In addition to the distinguishing program elements discussed above, a comprehensive review of the Chancellor's Office Curriculum Inventory System (COCI) was conducted to determine if program content duplication had occurred. Potentially similar CCC programs were identified by program titles, and curriculum/course content was then further compared with what was proposed by Calbright. Duplication was not found for the program presented by Calbright. Program titles and curriculum content varied significantly from other programs contained in the COCI. The program comparison is summarized below:

- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The potentially eleven similar programs in COCI focus on specific areas such as business management, accounting, and computer information systems. Calbright's program specifically focuses on the foundation and fundamentals of project management.

User Experience/User Interface

This non-credit, competency-based education program consists of four courses that are designed to prepare students for an entry-level position designing user interfaces in the UX/UI field. In this program, students will learn the fundamental elements and principles of UX/UI design. Students can expect a broad overview of design principles and the context for applying design elements and principles to create cohesive and compelling visual designs and digital solutions that enable human interaction and engagement. Students will understand the principles of UX design and practical application of the process to; build empathy with users, conduct user research and analysis of collected data, and design, prototype, iterate, and test solutions. Students will prepare for seeking an entry-level position by creating a comprehensive online portfolio that demonstrates their understanding of the UX design process, user needs, UX deliverables, and final solution designs required to enter the UX/UI field.

Program Duplication Analysis

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- The content of the program focuses on working adults and providing the foundational skills needed to transition into the occupation. The potentially fifteen similar programs in COCI focus on user experience and user interface design. Calbright's UX/UI program focuses on the fundamentals of UX/UI design skills that will stack into additional opportunities provided by Google. Students will also build an e-portfolio to showcase their work.

For further information or questions regarding this review and approval process please contact Vice Chancellor, Aisha Lowe via email at alowe@cccco.edu.

Sincerely,
Dr. Aisha Lowe
Vice Chancellor, Educational Services California Community Colleges