



Strong Workforce Implementation -- Curriculum June 2016 – 2017

The Board of Governors accepted the recommendations of the Taskforce for the Workforce, Job Creation, and a Strong Economy (WTFE) in May 2015. The WTFE made 25 recommendations in the following seven areas: student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination, and funding. The purpose of this brief is to share the Academic Senate for California Community Colleges (ASCCC) activities in the area of curriculum in anticipation of the WTFE recommendations. This brief report includes the status of what can already be accomplished in the area of curriculum, what is already in process, and what is pending action by the Chancellor's Office.

The WTFE Report included six recommendations with 68 subcategories on curriculum.

8. Evaluate, revise, and resource local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

All 72 districts and 113 colleges have well established curriculum processes. Many colleges do an excellent job in effectively facilitating the development, approval, and revision of curriculum, while a few may need assistance to ensure that the local curriculum process is effective and efficient. Since curriculum falls under the faculty purview of academic and professional matters under Title 5 §53200, the Academic Senate is leading the implementation for recommendations related to curriculum. Below is what the ASCCC has addressed, has in progress, and plans to complete according to the timeline at the end of this document.

a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office.

The ASCCC has six representatives on the System Advisory Committee on Curriculum (SACC). These representatives include one member of the ASCCC CTE Leadership Committee and a faculty representative from CCCAOE. These faculty, along with representatives from the Chief Instructional Officers, provide input to the Chancellor's Office about processes and practices which would benefit from an expedited process. SACC has made significant progress in this area, as the Chancellor's Office has already modified course review criteria to ensure that only new and substantial changes go through a comprehensive review. This change has allowed the Chancellor's Office to clear a significant number of proposals out of the Curriculum Inventory and has helped to reduce the review time for other proposals. SACC remains focused on ensuring that processes are smooth and that the ASCCC is well represented at the CCCCCO.

This discussion will resume in August and continue until recommendations are made no later than June 2017.

SACC oversaw the revision of the Program and Course Approval Handbook, or PCAH, with the work accomplished by a writing team of consisting of faculty, CIOs and academic deans, and Chancellor's Office staff and specialists. This collaborative effort resulted in two documents: the 6th edition of the PCAH (approved by the BOG in July 2016), which provides greater clarity and guidance on legal requirements, and curriculum submission guidelines that more clearly communicate how curriculum is to be submitted to the Chancellor's Office. The greater clarity provided to the field in these documents will improve the quality of curriculum proposals submitted to the Chancellor's Office and reduce the time required for approval.

SACC also established a workgroup to develop a response to concerns regarding the removal of stand alone course approval from local colleges. The workgroup, consisting of representatives from the ASCCC, the CCCCCO, and CIOs, worked together throughout the 2015-16 academic year to develop a document, and at its July 2016 meeting the Board of Governors approved this new process. The return of stand alone course approval to the local colleges will increase the efficacy of local processes and allow colleges to decrease the time for stand alone courses to be approved.

At the Spring 2016 Plenary Session, the ASCCC adopted a new paper that provides guidance to the districts and colleges on improving local curriculum approval processes by outlining effective practices for approving curriculum in a timely manner. If the recommendations provided in the paper are followed, local curriculum approval, from submission to the curriculum committee to consideration by the local governing board, should take three months or less. Furthermore, the effective practices and recommendations presented in this paper can be used to help meet the SB 830 requirement for the Chancellor's Office to develop and implement a plan to streamline curriculum approval at the state and local levels.

- b. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process.

The Chancellor's Office is addressing this recommendation, and the Senate is providing input into what processes can be automated and streamlined by relying on local curriculum and local board decisions.

- c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.

In anticipation of this recommendation and based on feedback from the field at regional meetings, the ASCCC conducted a survey in Spring 2015 and subsequently adopted a white paper, which can be found [here](#), at its October 2015 Executive Committee meeting. This paper was a precursor to the more comprehensive paper adopted by the delegates at the Spring 2016 Plenary Session. In the adopted paper,

the ASCCC provides information to local senates and others on effective practices to improve the curriculum process to ensure timely approval of courses and programs without sacrificing the quality, rigor, and relevance of the curriculum. Specifically, the paper provides guidance on how to assess the effectiveness of local curriculum approval processes, ideas for refining local processes including removing steps that are not legally mandated, suggestions for ensuring timeliness of regional consortia review for CTE programs, and recommendations for ensuring training and professional development related to the curriculum approval process. It also discusses the importance of providing sufficient resources to ensure that local curriculum processes function well. The Spring 2016 paper can be found [here](#).

The ASCCC also disseminated effective curriculum approval practices to the field through a breakout session at the Fall 2015 Plenary Session, through two curriculum regionals in November 2015, and through a general session presentation to all attendees of the 2016 Curriculum Institute. Each presentation used the principles established in the Fall 2015 white paper and the subsequent position paper adopted at the Spring 2016 Plenary Session. In addition to these presentations at ASCCC events, an article was published in the February 2016 of the Academic Senate's *Rostrum* publication (available [here](#)) that encourages local senates to begin evaluating their college curriculum processes as soon as possible, and another *Rostrum* article was published in March 2016 (available [here](#)) that encourages local senates to review and identify ways to improve college catalog production processes in order to offer approved curriculum in a more timely manner.

Finally, the ASCCC and the Chief Instructional Officer Organization have developed a partnership to offer Curriculum Technical Assistance to districts and colleges. The purpose of this assistance is "to help districts and colleges successfully implement state law and regulations involving curriculum." More information about the types of technical assistance is available [here](#).

The ASCCC plans to continue to work with the colleges and districts to revise and improve local processes through additional regional curriculum meetings to be held in the Fall 2016 term and through additional efforts in the future.

9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

- a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program and review process.

Each CTE program in California community colleges must have an industry advisory group to inform its program requirements. However, based on discussion with several constituent groups, the ASCCC determined that a survey of CTE faculty and advisory groups should be developed to determine effective practices, especially

around the establishment and use of regional advisory committees (Resolution 21.01 sp12). The ASCCC will work with the Regional Consortia and Chancellor's Office to survey the districts and colleges in Fall 2016. The results of the survey will be evaluated and possible next steps will be determined. The ASCCC expects that effective practices should be developed and distributed to the field by Spring 2016.

- b. Promote effective practices for program improvement (retooling) and program discontinuance based on labor market data, student outcomes, and input from students, faculty, college, staff, employers, and workforce partners.

The ASCCC has provided guidance to faculty on the development of policies on program review, development, and discontinuance for years and has published papers on [program review](#) and [program discontinuance](#). In Spring 2016 delegates to the ASCCC Plenary Session directed the ASCCC Executive Committee to create a new paper on educational program development (see [Resolution 9.02 S16](#)) that will integrate the effective use of program review and program discontinuance as tools. The ASCCC anticipates that this paper will be developed during the fall 2016 academic term and adopted in Spring 2017. Additionally, the ASCCC has assigned this recommendation to three of its standing committees to provide further actions for implementation.

10. Facilitate curricular portability across institutions.

The ASCCC has worked on inter- and intra-segmental articulation for more than 10 years. The C-ID System is widely accepted across the state. This past year, the ASCCC included CTE disciplines in C-ID and has used the C-ID processes to create intra-segmental articulation statewide.

- a. Scale up and resources the "C-ID" (course identifier) system for CTE courses, certifications, and degrees to enable articulation across institutions.

During the 15-16 academic year, 28 CTE disciplines were convened to look at the creation of descriptors and model curriculum. Five Discipline Input Group (DIG) meetings were held, where roughly 400 faculty members participated in the initial development of the descriptors and model curriculum. C-ID's goal is to finalize descriptors and, if deemed appropriate, a model curriculum for the discipline by end of Fall 2016.

The following CTE disciplines currently have finalized Descriptors, Model Curriculum, or both: Biotechnology, Commercial Music, Culinary Arts, Emergency Medical Services, and Fire Technology.

The following CTE disciplines currently have Faculty Discipline Review Group (FDRG) assembled and convening:

Addiction Studies, Agriculture: Food Safety, Agriculture: Landscape Irrigation, Alternative Fuels and Advanced, Transportation Technology, Automotive Technology, Computer Software Information Technology, Health Occupations, Licensed Vocational Nursing, Medical Assisting – Administrative and Clinical, Office Technology/Business Information Worker, Radiologic Technology, Real Estate, Small Business and Entrepreneurship, and Welding Technology.

The following CTE disciplines currently have incomplete FDRGs, in most cases because C-ID has struggled to find faculty interested and available to participate on the FDRG: Dental Assisting, Environmental Control Technology, Energy Systems Technology, Health Information Technology, Industrial Technology, Machining and Machine Tools, Manufacturing and Industrial Technology, Paralegal, and Water Technology.

- b. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement towards CTE pathways.

The ASCCC is working with the CCCCCO advisory group to address this issue; the credit for prior learning (CPL) workgroup made the conscious choice to focus on military credit for the time being and then look at other areas where credit for prior learning might be legitimately considered, such as bachelor degrees and workforce programs.

- c. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.

The C-ID System has held workshops and will continue to do so regarding stackable or modularized curricula in terms of CTE, collaborative programs, cooperative work experience, and future dialog regarding apprenticeship in conjunction with the Chancellor's Office. Work is also underway through SACC to identify ways to allow more flexibility in using cooperative work experience by clarifying the appropriate use of cooperative work experience in conjunction with lecture in the same course, and clarifying the ability to offer cooperative work experience credit in fractional unit increments, including exploring possible regulatory changes. C-ID CTE descriptors include an addendum delineating the competencies that students will achieve in the courses comparable to the descriptors. In addition, as CTE disciplines develop descriptors, the discipline faculty are creating, if appropriate, model curriculum that may include stackable components and modules.

11. Develop, identify, and dissemination effective practices.

- a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.

The C-ID System is accomplishing this work. The model curriculum developed by C-ID will assist colleges in developing degrees and certificates in areas that are addressed by C-ID. In order for the C-ID system to manage the influx of additional information on model curricula, the C-ID website is adding a page dedicated specifically to model curriculum not related to SB 1440 or SB 440. This webpage will house the repository of CTE model curriculum and intersegmental model curricula designed by the faculty review groups. The content of the website will be accessible to the public for downloading.

- b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.

The C-ID system assists in addressing the intent of this recommendation. Part of the C-ID CTE process is to gather input and feedback from industry partners, via a survey distributed to faculty members and the Sector Navigator and Deputy Sector Navigators of each specific sector. The faculty are responsible for collaborating with their industry partners on feedback regarding expectations of industry and ways to enhance the discipline moving forward. Industry feedback is also solicited on the descriptors and model curriculum by inviting industry representatives to a meeting of the faculty discipline review group. Collaboration can continue at these meetings and industry input can be included prior to finalizing descriptors or model curriculum.

12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

- a. Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices.

The current repetition guidelines allow CTE students to retake a course that has been previously completed when such repetition is legally mandated or if a significant change in industry or licensure requirements has occurred. These regulations are often misunderstood locally, leading to students being unable to retake courses even when they are eligible to do so. The ASCCC recognizes that additional information needs to be provided to the field regarding repetition in CTE fields, particularly to admissions and records staff that are not sure when a student should be allowed to reenroll. Among other possible approaches, the ASCCC will consider developing an FAQ that includes specific situations for CTE programs, courses, and students.

Many CTE students do not need to earn course credit more than once, but they need to retake the material every few years to be recertified. In these cases, not-for-credit courses would be a viable option for these students. The ASCCC will include content on not-for-credit options at regional meetings in Fall 2016. Additionally, through SACC, the ASCCC is working with the Chancellor's Office to develop guidelines for allowing community services students to enroll in the same courses as credit students to ensure the availability of the courses students need to progress in their careers.

- b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.

The ASCCC Noncredit Committee will be updating the ASCCC paper *Noncredit Instruction: Opportunity and Challenge* as outlined in Resolution 13.02 F15. The paper will specifically address the use of noncredit in CTE programs and curriculum.

Further, the ASCCC has advocated for the revision of statute regarding the state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills.

The ASCCC adopted [resolution 6.02 F11](#) in support of changing the audit fee and is working with the Chancellor's Office to accomplish this change. The leadership of the Student Senate for California Community Colleges also to be educated about why this would actually increase access and opportunities for students, not restrict it, so that the Board of Governors will be more supportive.