

# California Community Colleges

## Chancellor's Office

### Educational Services



#### FIRST FRIDAY UPDATE

for Chief Instructional and Chief Student Services Officers

February 2017

#### ACADEMIC AFFAIRS DIVISION

##### ASSOCIATE DEGREE FOR TRANSFER

Raul Arambula/Kevin Olson

For the month of January, the Academic Affairs ADT Team approved 30 new proposals and 47 nonsubstantial change proposals, which brings the total active ADTs to 2,135.

##### BACCALAUREATE DEGREE LISTSERV

Njeri Griffin/Michael Quiaoit

Academic Affairs and Student Services have set up a new listserv ([BDC@LISTSERV.CCCNEXT.NET](mailto:BDC@LISTSERV.CCCNEXT.NET)) to help promote collaboration, teamwork and engagement for participating in colleges in Baccalaureate Degree Program and will be moderated and only open to BDP colleges, initially. This listserve will provide a communication vehicle for all campus stakeholders (Admissions and Records, Financial Aid, etc.) to discuss any issues related to the implementation and delivery of baccalaureate degree programs on their respective campuses.

##### BASIC SKILLS INITIATIVE

Kirsten Corbin/Chantée Guiney

Chantee Guiney is now the specialist overseeing the Basic Skills Initiative (BSI) project. For questions on expenditures and reports, Chantée may be reached at [cguiney@cccco.edu](mailto:cguiney@cccco.edu) or (916) 322-4260.

##### BASIC SKILLS STUDENT OUTCOMES AND TRANSFORMATION PROGRAM

Kirsten Corbin/Jo Glenn

The second quarterly report deadline was extended to January 13 to accommodate the rollout of the new web-based database system. The web-based database system is up and running and most colleges have submitted their reports. Jo Glenn is contacting those colleges that have not yet submitted their reports. For any questions about the report or the database system, please contact Jo at [jglenn@cccco.edu](mailto:jglenn@cccco.edu) or (916) 323-3824.

##### CTE MINIMUM QUALIFICATIONS ADVISORY WORK GROUP

Rita Levy

The Chancellor's Office sent out the CTE Minimum Qualifications [Memo](#) and [Guidance Document](#) for Career Technical Education Minimum Qualifications and Equivalency, dated January 31, 2017. The CTE Minimum Qualifications Advisory Work Group continues to work together to provide a white paper on their findings and will issue recommended practices in Spring 2017.

## **CHANCELLOR'S OFFICE CURRICULUM INVENTORY (COCI)**

**David Garcia/Eric Nelson**

The Tech Center is working closely with the pilot colleges on beta testing COCI; however, the schedule has changed. Phase 1 colleges are starting their conversions this month, Phase 2 will commence late March 2017, and Phase 3 will begin late April 2017. The Chancellor's Office has access to Governet through June 30; therefore, all colleges can expect to be fully integrated into the new COCI no later than June 2017.

The Chancellor's Office will assign and notify the remaining colleges (those not participating in the pilot phase) to Phase 2 or 3 by March. However, should the Chief Instructional Officer (CIO) have a phase preference, the CIO must email their preference to [CI\\_TechIssues@cccco.edu](mailto:CI_TechIssues@cccco.edu) along with their contact information by February 15, 2017. The Chancellor's Office will confirm receipt of the email. Please contact Eric Nelson at [CI\\_TechIssues@cccco.edu](mailto:CI_TechIssues@cccco.edu) with any questions you may have.

## **DISTANCE EDUCATION SURVEYS**

**Erin Larson**

Distance Education (DE) Coordinators should have received a link to the biennial 2014-2016 Institutional DE Survey for their respective college. This valuable survey fulfills reporting requirements for DE and responses to the survey are due March 28. Also, the Chancellor's Office is soliciting college participation in the DE Student Satisfaction Survey scheduled for distribution this Spring 2017. Participating colleges may opt to include custom questions (due February 15) for their students to complete. The survey will be issued to a random sample of students who completed a DE course in the Fall 2016 (due February 24). Results of both surveys will be included in the 2014-2016 DE Report.

## **2017-18 FLEXIBLE CALENDAR CERTIFICATION**

**Rita Levy**

The Flexible Calendar Planning and Certification letter, and Flex Calendar Certification Form (FC-100), have been emailed to all Chief Instructional Officers. The signed Flex Calendar Certification Form (FC-100) is due back to the Chancellor's Office by June 15, 2017. The Survey Gizmo Flexible Calendar Activity Online Submission link FY 2017-18 will be sent February 2, 2017, and must be completed and submitted no later than June 1, 2017.

## **STREAMLINING APPROVAL PROCESSES FOR COMMUNITY COLLEGE CREDIT PROGRAMS AND COURSES**

**Jackie Escajeda/Pamela Walker**

In recent years, there has been considerable discussion at the state and local levels about the need to streamline program and course approval processes in order to ensure that our colleges are nimble and effective in responding to changing curricular and workforce needs. These conversations have included a broad range of stakeholders from both inside and outside the community college system and lead to proposed changes to the Chancellor's Office curriculum review and approval process. Working with Chief Instructional Officers and the Academic Senate for California Community Colleges, the Academic Affairs Division has been leading efforts to streamline, implementing several changes to its curriculum review and approval process. Further momentum for such efforts has come from the deliberations and recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy (also known as the Strong Workforce Task Force), specifically Recommendation 8:

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

Given the complexity of the task, the Chancellor's Office partnered with the statewide Academic Senate and the Chief Instructional Officers Executive Committee to pursue a multi-pronged process to advance the policy goals. Working with our partners, we developed the following action plan:

1. Delegate approval of stand-alone courses.
2. Pilot a streamlined curriculum development and approval process.
3. Finalize recommendations from the California Community College Curriculum Committee (5C).
4. Roll out of related efforts.

### **Delegation of Stand-Alone Course Approval**

Through a change to the Code of Regulations, title 5, the Board of Governors streamlined stand-alone course approval, effective September 1, 2016. Under the new framework, local college districts may now approve and offer a single course that is not part of an approved program. Districts must still comply with all curricular requirements, but the Chancellor's Office no longer reviews and approves these stand-alone courses. Instead, the Chancellor's Office will rely on audits to ensure that districts are complying with regulations. This new approach reduces workload and delays at both the state and local level. Importantly, it allows colleges to be nimble and timely as they respond to changing curricular and workforce needs. For a full copy of the title 5 change, visit:

[http://extranet.cccco.edu/Portals/1/Legal/Regs/Credit\\_Course\\_Approval.pdf](http://extranet.cccco.edu/Portals/1/Legal/Regs/Credit_Course_Approval.pdf)

### **North Far North Pilot to Streamline Curricular Process**

With support from the Chancellor's Office, ten colleges within the North Far North region developed and piloted a streamlined curriculum development and approval process. They used a 'LEAN' methodology—an analytic framework for removing waste—to overhaul their local and regional curricular processes.

A comprehensive set of stakeholders worked collaboratively on the project. Membership included: a chief executive officer, a chief instructional officers, Academic Senate for California Community Colleges, local curriculum committee chairs, career technical education regional consortia chair, labor market researcher Centers of Excellence, career technical education deans, and a sector navigators.

The redesigned local and regional curriculum process employed a number of new features: the use of common templates; the re-sequencing and the redesign of numerous processes; and improved coordination. With that information, regional work groups around the state will be convened to discuss and establish effective practices, which will allow for continued streamlining and possible regional collaboration.

The North Far North Pilot yielded redesigned processes and strategies that will help inform improvements at the statewide level.

### **California Community College Curriculum Committee**

The California Community Colleges Curriculum Committee, also known as 5C, under the leadership of the Chancellor's Office Academic Affairs Division, created a work group to look at a broad array of intersections of the curriculum approval process with other policy/practice areas. The work group is comprised of chief executive officers, chief instructional officers, deans, Academic Senate for California Community Colleges, curriculum specialists, and Chancellor's Office staff from the Academic Affairs, Legal, Fiscal, and Workforce and Economic Development Divisions. Several members of the work group were participants in the North Far North pilot, providing additional perspective from the work in the North Far North Pilot.

Following its deliberations, the committee recommended that the curriculum approval process be revised as follows:

- 1) **Local Approval:** To streamline the curriculum process, additional approval authority will be delegated to local community college districts; specifically designating the Chief Instructional Officers (CIOs) to certify approval. This would build upon the regulatory model adopted for stand-alone courses. Additionally, it is recommended curriculum approval be agendaized at every local trustee meeting or at a minimum on a monthly basis to prevent unnecessary delays.
- 2) **Regional Recommendation:** Career-technical education curriculum has the added step of regional review to protect against excessive competition among programs. Currently, this regional labor market review occurs after the proposed curriculum is fully developed. In order to shorten the timeline, it is recommended that the process be changed so that the review is conducted earlier, while the proposed curriculum is still in development.
- 3) **State Chaptering:** As additional curricular approval is shifted to community college districts, the work of the Academic Affairs division will also shift. Staff will offer additional support for the educational programs housed in the division through trainings and technical assistance. There will also be opportunities to provide policy leadership to the system. In addition, staff will periodically review curriculum submissions, which allows a level of oversight as well as an opportunity to identify topics for trainings.

## Upcoming Actions

The activities described above reflect the significant amount of work undertaken to streamline the curriculum development and approval process. While additional work remains to be done, we have made substantial progress toward improving the related processes and meeting the statutory directives of the Strong Workforce Program. Below is an overview of some of the related work that lies ahead:

### FURTHER POLICY DEVELOPMENT:

The Chancellor's Office is currently developing changes to regulation, policy, and practice based on input from 5C and the experience of the North Far North Pilot.

### CHANCELLOR'S OFFICE CURRICULUM INVENTORY (COCI):

For the past year, the Academic Affairs Division has been developing a more efficient technology to house the massive curriculum inventory for all 113 colleges. This work is occurring in collaboration with the Academic Senate, Chief Instructional Officers, and the Butte Technology Center. Implementation of COCI is planned for the summer of 2017. This new technology will support additional efficiencies in tracking approved curriculum.

### TRAINING:

Training on streamlined curriculum development and approval processes for colleges and districts will be developed in partnership with the statewide Academic Senate and delivered through the Chancellor's Office Institutional Effectiveness Partnership Initiative.

### AUDIT:

The Chancellor's Office Finance and Facilities Division will ensure that the annual audit process conducted per the Contracted District Audit Manual will include verification that all courses offered receive appropriate local approval.

## STUDENT SERVICES AND SPECIAL PROGRAMS DIVISION

### DISABLED STUDENT PROGRAMS AND SERVICES

**Linda Vann, Specialist**

All Disabled Student Programs and Services (DSPS) Directors are invited to attend a meeting on February 6, from 10-4, at the Holiday Inn Sacramento-Downtown Arena. Topics include budget forecasting and tracking of college effort, in addition to the upcoming funding formula change and much more. The following day, a core group of experienced directors will meet with new directors in an official capacity with the California Association of Post-Secondary Educators of the Disabled (CAPED) Mentorship Program. This is the first year for this promising program and stands to increase the knowledge, thus the effectiveness of those responsible for running the programs that serve this student population.

### ENSURING TRANSFER SUCCESS CONFERENCE

**Bob Quinn**

This spring we are pleased to once again, provide the annual Ensuring Transfer Success (ETS) conference for community college counselors, sponsored by the University of California Office of the President and the California Community Colleges Chancellor's Office. For your travel convenience, this year's event has been expanded to five locations throughout the state. The information provided at the ETS conference is designed for community college staff and faculty who are involved in preparing transfer students for admission to a University of California campus. Academic counselors, transfer center directors, articulation officers, student services officers, EOP counselors, financial aid counselors, and disabled student services counselors are encouraged to attend. Please visit <https://www.regonline.com/ets2017> for additional location information and/or to register.

### FINANCIAL AID: NEW LISTSERVS

**Ruby Nieto**

Two new listservs have been created to help promote collaboration, teamwork and engagement for participating colleges in these projects. The first listserv is for the New Loan Counseling Experimental Site (ELC) [ELC@LISTSERV.CCCNEXT.NET](mailto:ELC@LISTSERV.CCCNEXT.NET), which is only open to the participating ten colleges, and the second is for Ongoing Financial Literacy Initiative (FLI) [FLI@LISTSERV.CCCNEXT.NET](mailto:FLI@LISTSERV.CCCNEXT.NET).

### FINANCIAL AID: NEW LOAN COUNSELING EXPERIMENTAL SITE

**Ruby Nieto**

The United States Department of Education (USED) selected [ten California community colleges](#) to participate in the new loan counseling experimental site project ([Fact Sheet](#)). USDE's goal is to measure the impact of additional mandatory loan counseling on student loan debt. The overall approach can be developed internally, outsourced to third-party counseling experts or services, or based on the Department's Financial Awareness Counseling Tool. Many community colleges want to do more to encourage responsible loan program participation and ensure students understand the long-term implications of irresponsible borrowing.

## FINANCIAL AID: STUDY ON COLLEGIATE FINANCIAL WELLNESS

**Ruby Nieto**

Ten California community colleges are participating in the nationwide [Study on Collegiate Financial Wellness](#), conducted by Dr. Anne McDaniel at Ohio State University. Dr. McDaniel is administering an online survey to a random sample of California community college students. Participating colleges will receive a report that will provide valuable insights on their students' financial capabilities. This report may provide a pathway to implement support services to not only help students succeed in achieving their education goals, but to provide financial literacy skills that will influence a constructive financial decision-making behavior long after they leave school.

## IMPLEMENTATION OF SENTATE BILL 967 (Student Safety; Sexual Assault)

**Margaret Ortega**

[Senate Bill \(SB\) 967](#), (De León, 2014) requires each community college district to adopt and implement written procedures or protocols to ensure that students, faculty, and staff who are victims of sexual assault, domestic violence, dating violence, and stalking on the grounds of college campuses or facilities receive victim centered treatment and information, including a description of on-campus and off-campus resources. Community college districts are required to certify compliance with SB 967 by July 2017 as part of the California Student Aid Commission's Institutional Participation Agreement. Non-compliance of SB 967 may impact the distribution of state funds for financial assistance; specifically, Cal Grants and Board of Governor's Fee Waivers. Governmental Affairs at the Chancellor's Office is presently consulting with CSAC to provide additional information and guidance for the colleges to meet the requirements of SB 967.

## WORKFORCE AND ECONOMIC DEVELOPMENT DIVISION

### STRONG WORKFORCE PROGRAM TECHNICAL ASSISTANCE

**Matt Roberts/Javier Romero**

In support of the \$200M Strong Workforce Program, the Workforce and Economic Development Division has compiled a comprehensive technical assistance menu of offerings for colleges and constituents to ensure the ongoing success of this investment. The latest version of available resources is available at the Strong Workforce Program website:

<http://doingwhatmatters.cccco.edu/StrongWorkforce/EventsPresentationsByAudience.aspx>