



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, November 3, 2016
 12:50 p.m. –Board Room

Present:	<input type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury for Andrew Robinson
	<input type="checkbox"/> Michael Heumann	<input type="checkbox"/> Xochitl Tirado	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty
	<input type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Velasquez	<input checked="" type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Andres Martinez	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Beatriz Avila
	<input checked="" type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Benjamin Barajas	
Consultants:	<input checked="" type="checkbox"/> Efrain Silva	<input type="checkbox"/> Becky Green	<input checked="" type="checkbox"/> Gloria Carmona	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Kevin Howell	<input type="checkbox"/> Jill Kitzmiller
	<input checked="" type="checkbox"/> Lennor Johnson			
Ex-officio				
Visitors:	Audrey Morris			
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Craig Blek called the regular meeting of the Imperial Valley College Curriculum Committee to order at 1:03 pm on Thursday, November 3, 2016.

B. Approval of the Minutes

1. Regular Meeting of October 20, 2016

M/S/C (White/Martinez) to approve the minutes of the October 20, 2016, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Credit Courses

1. Revised Courses

- a. PE 126 – Tennis (1)
- b. PE 128 – Volleyball (1)
- b. PE 209 – Introduction to Physical Education (3)
- c. PE 219 – Introduction to Athletic Training (3)

M/S (Drury/Martinez) to approve the textbook update for PE 126, PE 128, PE 209 and PE 219, effective 2017-2018. The motion carried.

2. New Courses

- a. ADS 251 – Dual Diagnosis (3)

M/S (White/Aguirre) to approve the addition of ADS 251, to the credit curriculum, effective 2017-2018, as presented. The motion carried.

B. Degrees and Certificates

1. Revised Degree and Certificate

a. Addiction Disorder Studies Degree and Certificate

M/S (White/Aguirre) to approve the revision of Alcohol and Drug Studies to Addiction Disorder Studies Degree and Certificate, effective 2017-2018, as presented. The motion carried.

C. CTE Program Review Pursuant to Ed Code 78016

M/S (Drury/White) to approve the program review recommendations for CTE programs as presented. The motion carried.

CTE Program Review – Efrain Silva

Review documents presented

- Career opportunities, industry certification, credentials, Labor market demand reviewed for program viability.
- Sometimes labor market demand data may not keep up with trends, there is a section for faculty to prove that there is demand.
- Perkins success reports – this is funding that allows us to purchase things for CTE programs.
- Persistence and transfer reviewed. Placement and persistence is from MIS, tracked through the Chancellor’s Office.
- Enrollment trends reviewed. Completions reviewed. Nursing example provided, this is a well-attended program yet not very productive for FTES generation.
- Faculty were asked to do a SWOT analysis, program evaluation done and then recommendation provided.
- Program review documents will be available on the IVC website.
- Continuance, mitigation, or discontinuance are the recommendation options. There could be a recommendation that includes a combination of these.
- Ed code requires that labor market demand be viable.

III. Discussion Items

None.

IV. Information Items

1. Curriculum Regional Meeting – Dixie

Dixie reviewed notes from the Curriculum Regional Meeting 10/11/16. She attended the event with Mary Lofgren, Academic Senate President. Meeting topics included the Program, Course, and Approval Handbook (PCAH), Chancellor’s Office Curriculum Inventory (COCI) system updates, Statewide Curriculum Taskforce Update, Zero Textbook Cost Degree Program, and Dual Enrollment. Summary notes and Power Point documents are attached.

V. Other Items

VI. Next Regular Meeting: November 17, 2016, 12:50pm in the Board Room

VII. The meeting adjourned at 1:55 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.



CTE PROGRAM REVIEWS

ED CODE §78016

2016

A review of Imperial Valley College Career Technical Education (CTE) programs has been completed pursuant to California Education Code, Division 7, Part 48, Chapter I, Article I, Section 78016, which requires every community college to conduct a two-year review of CTE programs that evaluates:

1. **LABOR MARKET DEMAND:** That the program meets a documented local labor market demand;
2. **UNNECESSARY DUPLICATION:** That the program does not represent unnecessary duplication of other manpower training programs in the area; and
3. **EMPLOYMENT & COMPLETION:** That the program demonstrates effectiveness as measured by the employment and completion success of its students.

Programs that do not meet all of these requirements shall be terminated within one year.

The following tables represent a summary report of all programs. The CTE Program Reviews are accessible at

https://www.imperial.edu/index.php?option=com_docman&task=cat_view&gid=2687&Itemid=762.

The summary includes an assessment of positive factors of the program and a list of concerns, where applicable. The evaluation of Perkins performance is based on State-mandated targets on completion, persistence and transfer, and placements. Student participation is the number of students enrolled and participating in each program. Mitigation relates to the actions necessary for program improvement. A recommendation for the continuance of each program is also submitted. The recommendations are divided into three categories.

1. **CONTINUANCE:** Programs with strong labor market demand, performance, fill rates, and completion rates are recommended to continue without any mitigation.
2. **MITIGATION:** Programs with strong components, but with some issues of concern are recommended to continue with some mitigation measures.
3. **DISCONTINUANCE:** Programs with a number of concerns, including low labor market demand, low completion rates, and low performance are recommended for discontinuance, or continuance with a recommendation for faculty to conduct a thorough assessment of the program viability.

SUMMARY OF RECOMMENDATIONS

CTE PROGRAM	RECOMMENDATION			
	Continue Without Mitigation	Continue With Mitigation	Considered For Discontinue	Too New, No Review
Administration of Justice	√			
Agricultural Business Management		√		
Agricultural Crop Science		√		
Agricultural Science		√		
Air-Conditioning & Refrigeration Technology		√		
Alcohol & Drug Studies		√		
Alternative Energy – Solar Technology			√	
Automotive Technology	√			
Brakes, Suspension, & Steering				√
Building Construction Technology		√		
Business Accounting Technician	√			
Business Administration	√			
Business Administrative Assistant		√		
Business Management	√			
Business Office Technician	√			
Child Development	√			
Cisco CCNA Discovery			√	
Computer Information Systems (CIS)		√		
Correctional Science	√			
Diesel Farm Machinery & Heavy Equipment				√
Digital Design & Production	√			
Early Childhood Education	√			
Electrical/Electronic & Air Conditioning				√
Electrical Technology	√			
Electrical Trades	√			
Emergency Medical Services		√		
Energy Efficiency Technology			√	
Engine Performance & Drivability				√
Engine Repair & Machinist				√
Fire Technology	√			
Firefighter I	√			
Medical Assistant		√		
Nursing – Licensed Vocational (LVN)	√			
Nursing – Registered (RN)	√			
Peace Officer Standards & Training	√			
Pharmacy Technician		√		
Transmissions & Power Train				√
Water Treatment Systems Technology	√			
Welding Technology		√		

RECOMMENDATION FOR PROGRAM CONTINUANCE WITH NO MITIGATION

ADMINISTRATION OF JUSTICE DEGREE AND CERTIFICATE APPROVED 1970	
POSITIVE FACTORS Strong local labor demand Consistent Perkins performance Strong fill rates Strong productivity ration Very strong completers in degrees and certificates	CONCERNS None
RECOMMENDATION It is recommended that the Administrative of Justice program continue without mitigation.	

AUTOMOTIVE TECHNOLOGY DEGREE AND CERTIFICATE APPROVED 1970	
POSITIVE FACTORS Solid labor market data Accredited by the NATEF Tied to industry recognized credential	CONCERNS Low fill rates in some courses. Low Perkins performance levels. Very low completion of degrees and certificates. Productivity ratio 7 in 2012-2013.
RECOMMENDATION Although the program has low performance indicators in completion rates, it is anticipated the restructure of the program from one large 39 unit certificate program to five short industry related certificates will mitigate this indicator. It is recommended that the Automotive Technology program continue without any further mitigation with a subsequent reevaluation in 2 years.	

BUSINESS ACCOUNTING TECHNICIAN DEGREE AND CERTIFICATE APPROVED 1970	
POSITIVE FACTORS Solid local labor market data. Solid Perkins performance levels. Solid degree and certificate completers	CONCERNS None
RECOMMENDATION It is recommended that the Business Accounting Technician program continue without mitigation.	

BUSINESS ADMINISTRATION DEGREE APPROVED 1970	
POSITIVE FACTORS Solid local labor market data. Solid Perkins performance levels. Solid productivity ratio around 15. Very strong completion of degrees.	CONCERNS No certificate completers in the last three years
RECOMMENDATION It is recommended that the Business Administration continue without mitigation; however, the department should consider the elimination of the certificate program since it appears to not be desired by students.	

BUSINESS MANAGEMENT DEGREE AND CERTIFICATE APPROVED 1993	
POSITIVE FACTORS Solid local labor market data. Solid fill rates. Productivity ratio around 14. Consistent completion of degrees and certificates.	CONCERNS None
RECOMMENDATION It is recommended that the Business Management Technician program continue with the following mitigation: <ul style="list-style-type: none"> • The program shall develop a comprehensive marketing plan to increase student participation in the program. • The Business Department should assess the distinctive value of each program in terms of industry and employment needs. 	

BUSINESS OFFICE TECHNICIAN DEGREE AND CERTIFICATE APPROVED 1970	
POSITIVE FACTORS Strong local labor demand. Consistent Perkins performance. Consistent degree and certificate completers	CONCERNS None
RECOMMENDATION It is recommended that the Business Office Technician continue without mitigation.	

CHILD DEVELOPMENT (Specializations: Administration, Children with Special Needs, Infant/Toddler, School-Age) DEGREE APPROVED 1972	
POSITIVE FACTORS Strong local labor demand. Strong industry recognized credentials. Solid Perkins performance numbers. High fill rates. Consistent degree and certificate completers	CONCERNS None
RECOMMENDATION It is recommended that the Child Development program continue without mitigation.	

CORRECTIONAL SCIENCE DEGREE AND CERTIFICATE 1993	
POSITIVE FACTORS Strong local labor demand. High productivity Growing trend in completions	CONCERNS None
RECOMMENDATION It is recommended that the Correctional Science program continue without mitigation.	

ELECTRICAL TECHNOLOGY (Specializations: Electrical Wiring; Electronics) DEGREE AND CERTIFICATE APPROVED 2010	
POSITIVE FACTORS Strong labor market demand. Solid program participation. Improvements in completion in degrees and certificates.	CONCERNS Low Perkins performance Low productivity, ratio ~8
RECOMMENDATION It is recommended that the Electrical Technology program continue at Imperial Valley College. Faculty shall continue its efforts to obtain full program approval from the Department of Apprenticeship Standards and the National Center for Construction Education and Research.	

FIRE TECHNOLOGY DEGREE AND CERTIFICATE APPROVED 2011	
POSITIVE FACTORS Solid labor market data. Growing student participation Solid program completion in degrees.	CONCERNS Low fill rates in some courses.
RECOMMENDATION It is recommended that the Fire Technology program continue without mitigation.	

FIREFIGHTER I CERTIFICATE APPROVED 2006	
POSITIVE FACTORS Solid labor market data. Strong fill rates. Very strong productivity ratio. Strong certificate completion in 2013.	CONCERNS Low Perkins performance.
RECOMMENDATION It is recommended that the Firefighter I program continue without mitigation.	

NURSING – LICENSED VOCATIONAL (LVN) DEGREE AND CERTIFICATE APPROVED 1970	
POSITIVE FACTORS Tied to a State licensure. Very strong local labor market demand. Very strong participation. Strong Perkins performance. Solid fill rates. Very strong degree completion rates.	CONCERNS Very low productivity ratio around 5. Nursing productivity is low due to regulatory restrictions on student/faculty ratios, equipment, and other regulations.
RECOMMENDATION It is recommended that the Licensed Vocation Nursing program continue without mitigation.	

NURSING – REGISTERED (RN) DEGREE APPROVED 1970	
POSITIVE FACTORS Tied to a State licensure. Solid labor market data. Solid Perkins performance. Solid completion rates in degrees and certificates. Strong fill rates.	Comments: Very low productivity ratio (between 4-5). Nursing programs are costly programs due to strict regulatory provisions, low student to instructor ratios, and equipment.
RECOMMENDATION It is recommended that the Registered Nursing program continue without mitigation.	

PEACE OFFICER STANDARDS AND TRAINING (POST) NO DEGREE OR CERTIFICATE	
POSITIVE FACTORS Strong local labor demand. Strong fill rates. Very high productivity although productivity analysis does not factor in professional experts who conduct and teach many modules outside the FTES/FTEF productivity analysis. EWD conducted an analysis of the actual cost of conducting the academy including professional experts and found the POST academy to be self-sufficient. Direct link to industry recognize credentials.	CONCERNS The POST program is not a certificate or degree program. Graduates receive a POST Certification which allows students to apply for different law enforcement positions. Yet, the data is not captured institutionally.
RECOMMENDATION It is recommended that the Peace Officer Standards and Training (POST) continue without mitigation.	

WATER TREATMENT SYSTEMS TECHNOLOGY (Specialization: Wastewater Treatment) DEGREE AND CERTIFICATE APPROVED 2010	
POSITIVE FACTORS Solid local labor demand. Solid student participation. Consistent completion in degrees and certificates.	CONCERNS Low Perkins performance. Low fill rates in upper division courses.
RECOMMENDATION It is recommended that the Water Technology program continue at IVC with some remediation in the program structure and scheduling.	

WELDING TECHNOLOGY

DEGREE AND CERTIFICATE APPROVED 1970

POSITIVE FACTORS

Solid and growing labor market data.
Very strong student participation.
Strong fill rates.
Strong completion of degrees and certificates.

CONCERNS

Low productivity ratio between 8-9. CTE programs, particularly in health and industrial technology have low productivity rates given low enrollment CAPS established by safety regulations and space limitations.

RECOMMENDATION

It is recommended that the Welding Technology program continue with some remediation in the program structure and scheduling..

RECOMMENDATION FOR PROGRAM CONTINUANCE WITH MITIGATION

AGRICULTURAL BUSINESS MANAGEMENT DEGREE APPROVED 1970 AND CERTIFICATE APPROVED 2010	
POSITIVE FACTORS Increasing efficiency ratio Solid fill rates in some courses New faculty	CONCERNS Only one degree completion in three years Low participation rate.
RECOMMENDATION It is recommended that the Water Technology program continue at IVC with some remediation in the program structure and scheduling.	

AGRICULTURAL CROP SCIENCE CERTIFICATE APPROVED 1990	
POSITIVE FACTORS Solid labor data New faculty	CONCERNS Low Perkins performance Low fill rates Declining productivity ratio Very low completers of degree or certificates. One certificate in three years
RECOMMENDATION It is recommended that the Agricultural Crop Science certificate program be restructured to align with the Agriculture Science ADT.	

AGRICULTURAL SCIENCE DEGREE APPROVED 1970	
POSITIVE FACTORS Strong fill rates New faculty	CONCERNS Low participation numbers Low Perkins performance Low number of degree completers and certificates
RECOMMENDATION It is recommended that the Agriculture Science continue with mitigation. The ADT will be a solid recruitment toll for transfer students and should increase program enrollment and completion. An outreach program to connect with local industry representatives and high school teachers will enhance the image and vitality of the program.	

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY DEGREE AND CERTIFICATE APPROVED 2009	
POSITIVE FACTORS Projected growth in local labor demand. Solid fill rates. Strong completion of certificates.	CONCERNS No degree completions in three years. Low productivity ratio, between 9-10.
RECOMMENDATION It is recommended that the Air Conditioning & Refrigeration Technology program continue at Imperial Valley College with a further analysis of labor market data.	

ALCOHOL AND DRUG STUDIES DEGREE AND CERTIFICATE APPROVED 1986	
POSITIVE FACTORS Strong fill rates. Consistent completion in degrees and certificates. Very strong productivity ratio.	CONCERNS Labor market data is specific substance abuse workers not available but employment opportunities in this discipline branch out into other areas.
RECOMMENDATION It is recommended that the ADS Program continue with mitigation to further analyze and document local labor demand.	

BUILDING CONSTRUCTION TECHNOLOGY (Specializations: Carpentry; Concrete Masonry) DEGREE AND CERTIFICATE APPROVED 2010	
POSITIVE FACTORS Strong local labor market data.	CONCERNS Low student participation rates. Low Perkins performance rates. Low fill rates. Very low number of completion of degrees and certificates. A low productivity ratio, between 5-7.
RECOMMENDATION It is recommended that the construction program continue at Imperial Valley College with a closer review of program and certificate completers for the next review.	

BUSINESS ADMINISTRATIVE ASSISTANT
DEGREE AND CERTIFICATE APPROVED 1993

POSITIVE FACTORS Solid local labor market data.	CONCERNS Low Perkins performance
RECOMMENDATION It is recommended that the Business Administrative Assistant program continue with mitigation. Faculty needs to work with the MIS department to evaluate the low number of students identified by the CCCCO in the Perkins indicators. The faculty should also evaluate the low number of completers and develop strategies to increase these numbers.	

COMPUTER INFORMATION SYSTEMS
DEGREE APPROVED 2011

POSITIVE FACTORS An acceptable local labor market demand. Direct connection to industry recognizes credentials which enhance opportunities for employment. Strong numbers based on Perkins performance levels. Consistently high fill rates. Productivity ratio around 14. Consistent history of certificate completers.	CONCERNS The program is considering a modification to align to a model curriculum which will align better to four-year schools. This modification will encourage degree completers and transfer students.
RECOMMENDATION It is recommended that the CIS program continue at Imperial Valley College. The value of the degree option should be evaluated by the CIS faculty since it appears that students are not soliciting certificates.	

DIGITAL DESIGN AND PRODUCTION
DEGREE AND CERTIFICATE APPROVED 2009

<p>POSITIVE FACTORS Very high fill rates in the beginning levels of the program. Productivity declines in the later stages. Productivity ratio between 13-14.</p>	<p>CONCERNS Labor market data shows limited job openings in this discipline. Very low number of degree and certificate completers in the last three years. The fill rates for CIS 214 are very low.</p>
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RECOMMENDATION
The program as a Multimedia and Web Design model was identified in the last program review as a program to be considered for elimination. The local labor demand, student participation, and completion rates are not performing well. However, the revisions made in the curriculum to a digital design and production model may transform this program and improve the quality and student participation, also improving the CTE outcomes. It is recommended that this program continue at Imperial Valley College to assess how the curriculum changes affect performance. The low local labor demand is also concerning. Faculty will be asked to provide additional labor market data to substantiate the need for this program.

EMERGENCY MEDICAL SERVICES (PARAMEDIC)
DEGREE AND CERTIFICATE APPROVED 1996

<p>POSITIVE FACTORS Solid participation. Improvement in certificate completion. Only training facility in Imperial Valley.</p>	<p>CONCERNS Limited local labor market. Incumbent workers can use the training to obtain promotions. Opportunities outside Imperial Valley. Low fill rates. Low productivity ratio.</p>
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RECOMMENDATION
It is recommended that the Emergency Medical Services program continue at Imperial Valley College with monitoring of the labor market demand to ensure that there are local job opportunities for program completers. Additionally, the usefulness or adequacy of the degree program should be evaluated given the low number of degree completers.

ELECTRICAL TRADES DEGREE AND CERTIFICATE APPROVED 2010	
POSITIVE FACTORS Program completely paid by Imperial Irrigation District as the base program for all apprenticeship. Program is open to all students	CONCERNS Program has low fill rates but no financial impact to the college since it is fully subsidized. If the subsidy ends, the college will need to reconsider the viability of the program as the performance does not appear to warrant continuation. The program has only 3 certificate completers in 3 years. It appears that the degree option may not be a viable option for this program.
RECOMMENDATION It is recommended that the Electrical Trades program continue with the following mitigation: <ul style="list-style-type: none"> • The degree option shall be evaluated to determine its viability for this program. • That program continues, subject to the continuous funding from the IID apprenticeship programs. 	

MEDICAL ASSISTANT CERTIFICATE APPROVED 1998	
POSITIVE FACTORS Program tied to industry certification. Strong local labor market. Strong participation. High fill rates. Strong productivity ratio.	CONCERNS Low number of completers
RECOMMENDATION It is recommended that the Medical Assistant program continue at Imperial Valley College with mitigation to assess the low number of students completing their degrees and certificates.	

PHARMACY TECHNICIAN DEGREE AND CERTIFICATE APPROVED 2011	
POSITIVE FACTORS Solid number of completers in both certificates and degrees, particularly in 2013. High fill rates. Industry recognizes certification. Solid participation numbers.	CONCERNS Limited labor market data. May have saturated market.
RECOMMENDATION It is recommended that the Pharmacy Technician program continue at Imperial Valley College with monitoring of the labor market demand to ensure that there are local job opportunities for program completers.	

RECOMMENDATION FOR POTENTIAL PROGRAM DISCONTINUANCE

ALTERNATIVE ENERGY – SOLAR TECHNOLOGY DEGREE AND CERTIFICATE APPROVED	
POSITIVE FACTORS Emerging industry to include other alternative energy disciplines New FT faculty New state-of-the-art facility	CONCERNS Low productivity No graduates
RECOMMENDATION It is recommended that the Alternative Energy - Solar Technology program continue with a closer scrutiny and expectations over enrollment, completers, and fill rates.	

CISCO CCNA DISCOVERY DEGREE AND CERTIFICATE APPROVED 2012	
POSITIVE FACTORS	CONCERNS Low participation Low fill rates Low local labor demand Low productivity
RECOMMENDATION It is recommended that the CISCO CCNA Academy be considered for possible elimination due to low participation, low fill rates, low local labor demand, and low productivity. Final determination for the continuation of the program shall be made in the spring after consideration of the following elements: <ul style="list-style-type: none"> • Possible restructure of program to include hybrid courses that will add student enrollment. • The restructure of the program to eliminate the upper two level course work and change then CISCO program to a CCNET (Cisco Certifies Entry Networking) and eliminate the CCNA. • Solicit input from employers and industry representatives to re-evaluate the local labor market demand for program completers. 	

ENERGY EFFICIENCY TECHNOLOGY
DEGREE AND CERTIFICATE APPROVED 2011

PROGRAM EVALUATION

POSITIVE FACTORS

Strong program completers in certificates.
Program operated under a grant to provided
financial aid and student support.
New Building.

CONCERNS

Limited local labor demand.
Uncertainty of program due to the closing of
grant program.
Low student participation
Program courses have not been offered in two
years

RECOMMENDATION

It is recommended that the Energy Efficiency program be eliminated from Imperial Valley College.

2016 Curriculum Regional Meeting Notes October 22, 2016

ASCCC Curriculum Committee Chair – Dolores Davison

Chancellor's Office Updates – Jackie Escajeda, LeBaron Woodyard and Raul Arambula

Statewide Curriculum Updates

- PCAH Update/COCI (Chancellor's Office Curriculum Inventory)
 - PCAH will have 3 parts; Standards and Guidelines, Submission Processes, COCI
 - Changes to note: Credit hour calculations included, grade "P" ok for ADTs, Stand Alone course approval process.
 - Program goal classification: Transfer, CTE, Local
 - Intended PCAH release – December 2016
 - New inventory system will roll out in phases
 - Several colleges will help with testing the migration of data with full roll out slated for March 2017
- Baccalaureate (10 colleges participating, 5 more to start programs Fall 2017)
- Stand Alone course local approval will be coming back; information will go out to CIOs soon.
- C-ID – letter of intent for new grantee; college to support C-ID
- CSU reviewers are paid \$10 per course to review. Reviewers must be tenured faculty.
- Academic Senate will be writing a resolution to allow for submission of ADTs without having full approval of C-ID courses.
- Regional Consortia will recommend (as opposed to provide approval)
- The "First Friday" memo will have instructions
- New listserve for curriculum specialists - curricassist
- Certificate programs must be a minimum of 16 units to qualify for financial aid.
- OEI – 24 colleges involved in exchange
- OER (Stephanie Ricks-Albert, Chancellor's Office representative)
- 51% rule options – Articulation Agreements
 - Lower division prep endorsed by professional bodies/program accreditation
 - Formal letters from targeted institutions verifying program alignment
- SACC now 5Cs – California Community College Curriculum Committee
- Zero-Textbook Cost Degree Grant Program (Z-Degree's)
- Ed Code 78052 (b) (4)
- AB 2261
- SB 1052 and 1053
 - SB 1052 – 50 most commonly transferred courses between CCC, CSU, UC. Reviewed by listserve; C-ID courses. California Open Education Resources Council (COERC) will be discontinued Summer 2017.
 - California Open Online Library
 - Cool4Ed.org
- AB 798
- OpenStax <https://openstax.org>
- AB 1602 – provides grants to community college for development and implementation of A.S. degrees and CTE certificate programs earned entirely by completing courses that eliminate conventional textbook costs.

ZERO-TEXTBOOK-COST DEGREE GRANT PROGRAM (Z DEGREES)

Dolores Davison, ASCCC Executive Committee
LeBaron Woodyard, Dean, Chancellor's Office



Definition of Open Education Resources (OER)

- Education Code Section 78052 (b)(4)
- “Open educational resources” means high-quality teaching, learning, and research resources that reside in the public domain or have been released pursuant to an intellectual property license that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Background

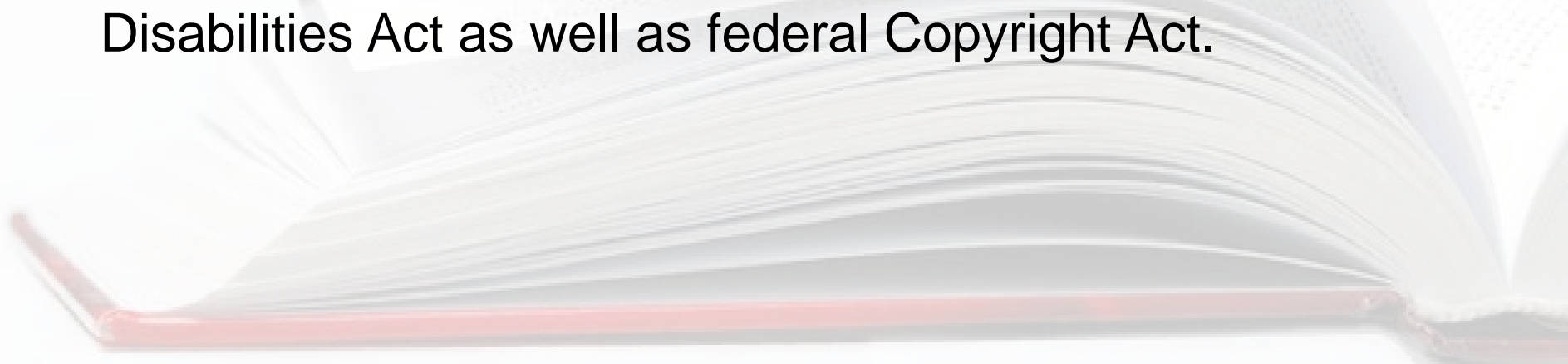
- AB 2261 (Ruskin, 2008) established the Open Educational Resources Center for California (OERCC) at Foothill College, calling for increased focus on OER.
- SB 1052 and 1053 (Steinberg, 2012) created the California Open Educational Resources Council (COERC) which had participants from all three higher education segments, as well as the California Open Online Library, or Cool4Ed.
- AB 798 (Bonilla, 2015) provided grant opportunities to CSU and CCC campuses that transitioned to OER textbooks in their courses and could demonstrate cost savings of at least 30% for students.

The Zero-Textbook-Cost Degree Program

- Created in 2016 in AB 1602 (Higher Education Trailer Bill)
- Provides grants to community college districts for” developing and implementing associate degrees and career technical education certificate programs earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies.”
- Intent of the bill is to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs.
- May also help with increasing equity, access, and success for students who might not otherwise afford materials

Grant Requirements –Sustainability

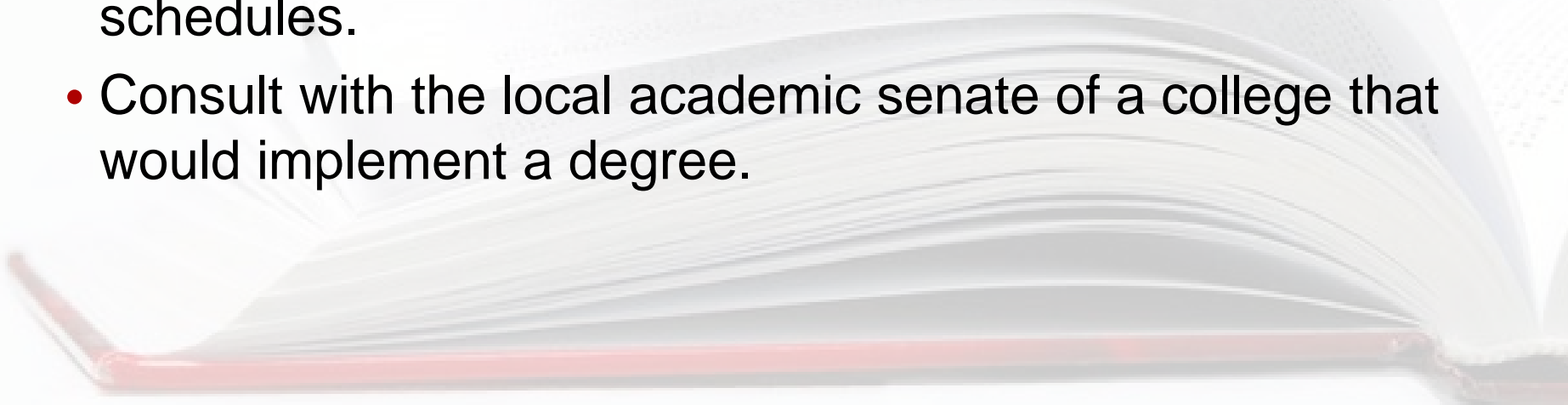
- Grants cannot result in the “development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students.”
- Degrees must be developed with “consideration for sustainability after grant funding is exhausted” and must ensure compliance with the federal Americans with Disabilities Act as well as federal Copyright Act.



Grant Requirements – Costs and Focus

- Develop and implement a degree from an existing associate degree or develop and implement a new or existing career technical education certificate program, that has high value in the regional market, as a zero-textbook-cost certificate program.
- Each degree developed and implemented within the district must contribute to the overall elimination of textbook costs for students.
- Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

Grant Requirements -- Logistics

- Develop and implement a minimum of one degree for each grant received.
 - Ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program.
 - Ensure that the degree developed and implemented is clearly identified in college catalogs and in class schedules.
 - Consult with the local academic senate of a college that would implement a degree.
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Grant Requirement -- Participation

Colleges/districts must use a multimember team approach to develop and implement a degree that includes

- faculty
- college administrators
- other content-focused staff, including, but not limited to,
 - Librarians
 - Instructional designers
 - Technology experts

These personnel could be from the college developing the degree, other colleges of the California community college system, and interested campuses of the California State University and the University of California.

Grant Requirements – Availability

- Develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor Internet Web site.
- All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408.

Grant Requirements – Professional Development and Assessment Materials

- Grant recipients may use funds to obtain professional development and technical assistance to assist in the development of degrees.
- Testing and assessment materials posted online as part of the clearinghouse will be safeguarded to insure the integrity of the materials.
- Faculty are not prohibited from providing sample test and assessment materials to students.

Specifics: Two Types of Grants

- Planning grants
 - Up to \$35,000 per college for planning the creation of Zero-Textbook-Cost degrees or career technical education certificates
 - Funding for first phase to run 1 January 2017-30 September 2017
- Implementation grants
 - Up to \$150,000 per college for implementing Zero-Textbook-Cost degrees or career technical education certificates
 - Colleges that are awarded these grants have either completed a planning grant process through the Zero-Textbook-Cost Degree Grant Program named above or have explored the development of these degrees through other grant programs or the use of local funds.
 - Funding for first phase to run 1 January 2017 to 31 December 2017

Specifics: Request for Application (RFA)

- Grants to colleges to a) plan and/or b) implement degrees and/or certificates
- Priority given to the implementation of this on existing associate degrees for transfer and for the adaption of existing OER rather than new content
- Total of \$4,500,000 is available for grants to the colleges
- Grants up to \$185,000 (one planning and one implementation grant)
- RFA was released 19 October
- Due date for applications is 12 December

Degree Implementation Date

- Strive to implement degrees by the first term of the 2018–19 academic year, or sooner, as determined by the Chancellor’s Office.
- Chancellor’s Office to provide information to the Legislature, Legislative Analyst’s Office, and Department of Finance by 30 June 2019.
- Information shall include:
 - Number of degrees developed and implemented per district
 - Estimated savings to students
 - Number of students that completed a ZTC degree program
 - Recommendations for increasing, expanding, or improving these efforts.

To Be Continued...

- Questions?

Thank You!

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DUAL ENROLLMENT – WHAT NEXT?

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What Is Dual/Concurrent Enrollment?

- Dual enrollment is specifically and defined in legislation (Holden, 2015) and is the term now being used.
- High school students enroll in college classes, typically on the college campus or online
- Targeted primarily advanced students who wanted to take courses beyond the high school's offerings.
- Based on an MOU or other agreement between the college and the high school,

Benefits to Students

- Complete high school and college credits at same time
- Introduction to/preparation for college life for a smoother transition to college
- More time for career and/or college major exploration
- Address skills gaps and improve study skills/academic knowledge
- Increased confidence and motivation to persist
- Students experience the benefits of a college education

AB 288 (Holden, 2015) is a Game Changer

- College and Career Access Partnerships (CCAP)
 - District level agreement to offer Dual Enrollment
 - Intended to reach broader range of students, not just highly gifted or advanced scholastic or vocational work
 - Emphasis on college and career readiness and CTE and transfer pathways
 - Reduce the number of students needing remedial math and English instruction at the community college level

College and Career Access Partnerships (CCAP)

- Adds a new option for Dual Enrollment
- Does not replace existing models
- Colleges can continue with existing dual enrollment programs
- Colleges can continue with existing and have CCAPs

What does CCAP allow that is different?

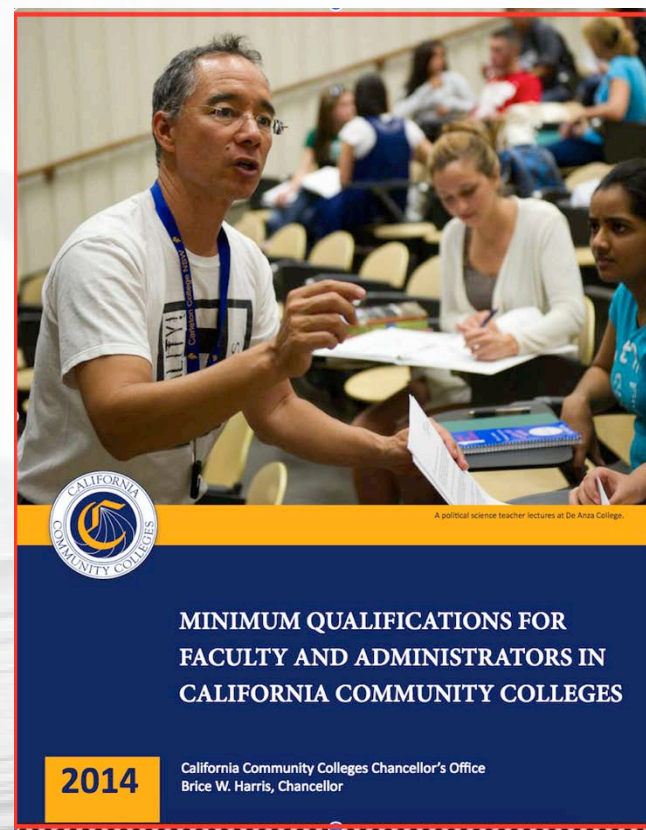
- Provides added flexibility in three areas
 - Limit enrollment in college courses taught on high school campus to high school students
 - Raise maximum units per term for special high school admits to 15 college credits (but no more than 4 courses)
 - Provide CCAP students same enrollment priority as Middle College High School students

What does a CCAP agreement require?

- In exchange for added flexibility, districts must...
 - Review and approve CCAP agreements in two open board meetings of **both** districts
 - Comply with all existing state and federal reporting requirements and local collective bargaining agreements
 - Ensure faculty are not displaced and that “traditional” community college students have access to the courses they need
 - Report on student outcomes in CCAP courses

CCAPs DoNOT Change Faculty Requirements

- Instructor must meet MQs
- Who teaches class?
 - High school teacher
 - College teacher
 - What's the difference?



Provisions of Note

- A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils
- A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established
- A community college district participating in a CCAP partnership is not required to provide the same services at the high school campus that are on the college campus (but may choose to do so).

A Major Change in “Remedial” Course Offerings

- The CCAP partnership agreement shall certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon graduation

Why Does This Matter?

- Research has demonstrated that dual enrollment participants, even those who are from traditionally underrepresented groups, do as well or better than their non-dual enrolled peers in a range of areas, including:
 - High school graduation rates;
 - High school grade point average;
 - High school on-time graduation rates;
 - Assessment into college courses;
 - College GPA and credit accrual; and
 - Community College enrollment, retention, and persistence rates.
- Summary of these results can be found at:
<http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>
as well as the Dual Enrollment Toolkit
<http://www.careerladdersproject.org/cccode/>

Academic and Professional Considerations

- Curriculum
- Graduation requirements
- Minimum qualifications and equivalency
- Professional development
- Student preparation and success
- Permanency of student records
- Concerns regarding displacement of faculty and importance of bargaining units in discussions

The Tale of One College -- Solano

- Admin Goals vs. Faculty Concerns?
 - Admin motivations (HS partnerships; FTES increase)
 - Senate concerns (curriculum; min. quals; student prep & success)
 - Association concerns (CBA; impact on adjuncts)
- Resolution to Concerns:
 - Formation of joint taskforce (senate; association; management)
 - Charge: to consult the campus community as well as other CA CCs to develop recommendations for implementation
- Taskforce Recommendations
 - **Rec. One:** to pilot a select course(s) during high school hours and taught by a high school instructor who meets min. quals to allow the College to refine related processes and practices as needed, and to make an educated decision about our capacity to scale
 - **Rec. Two:** to pilot select course(s) outside of regular high school hours and taught by College faculty. The priority would be to offer courses that are the next step following a previously offered articulated course.
 - **Rec. Three:** to work collaboratively with one high school to offer “Get Focused, Stay Focused” as a one week, for-credit opportunity.
- Reflection of Recommendations: Modest pilot with the opportunity to scale
 - “As a taskforce, we are in unanimous agreement that removing barriers for Solano County high school students is a priority. Each scenario identified above will allow us to test our ability as a College to develop procedures and to establish systems. Furthermore, each of these plans represents a thoughtful approach that will enable high school instructors and college faculty to work harmoniously while expanding opportunities for students.”
- Process: Senate approval; Faculty Association approval; College-wide buy-in and Dual Enrollment Pilot, 2016-2017
- Update on Current Efforts

Early ASCCC Positions on Dual Enrollment

- Resolution 4.01 F07 – encourage expansion of concurrent enrollment opportunities
- Resolution 4.02 F07 – local senates encouraged to engage in discussions about concurrent enrollment opportunities, faculty voice essential
- Resolution 4.01 S08 - legislation regarding concurrent enrollment needs to be consistent with the recommendations in the ASCCC paper "Minors on Campus" (fall 2006)
- Resolution 15.02 S09 – clear and appropriate limits on concurrent enrollment opportunities at colleges (concern about skewing curriculum too much towards basic skills courses)
- Resolution 13.04 F14 – requests regulatory guidance, examples of effective practices and glossary of terms regarding high schools students in college classes

Recent ASCCC Positions

Resolution 6.03 (S15):

Resolved, That the Academic Senate for California Community Colleges support the legislative intent of AB 288 (Holden, as of March 23, 2015) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students.

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning "instructional activities" in the proposed new Education Code §76004(I), and promote the fulfillment of accountability requirements and incentives for both college and school districts.

Resources

- Dual Enrollment Toolkit Resources: <http://www.careerladdersproject.org/ccccode/>
- CCRC: What We Know About Dual Enrollment: <http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html>
- Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)
<http://www.rpgroup.org/projects/dual-enrollment-guide-2014>
http://www.rpgroup.org/system/files/High-School-Transition-Brief_0.pdf
- Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
<http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative>
- Career Ladders Project: HS to College Transition Web Resources
<http://www.careerladdersproject.org/high-school-to-college-transition-tools/early-college-experiences-and-transition-support/>
- Santa Barbara City College: Dual Enrollment Program Resources
<http://www.sbccc.edu/dualenrollment/programresources.php>
- Dual/Concurrent Enrollment Conference (Sacramento, January 30th)
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/MiddleCollegeHighSchool/DualEnrollmentSummit.aspx>

Questions? Thank You!

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