Meeting Summary from October 16, 2015—The October 16, 2015 Meeting Summary was approved with changes noted.

Chancellor’s Office Update:

- **Advanced Course Prerequisites for Police/Fire Academy Courses** – Forty of the 113 CCCs have police and/or fire academies. Prerequisites for advanced courses that require agency-specific, in-service training – such as Police Officer Standards & Training (POST) or basic firefighting that are only available for members of those agencies – conflict with Title 5 requirements that apportionment-generating courses must be open to all students. A workgroup, whose members included police and fire fighting academy directors, Commission on POST representatives, attorneys and Chancellor’s Office representatives, developed an updated Instructional Services Agreement as an alternative prerequisite for the advanced courses (i.e., students would have to possess a set of skills, rather than the agency-specific training, as a prerequisite for the advanced courses). In reviewing the draft language, SACC determined that the ISA language needed to reflect faculty/counselor input in the assessment of students’ skills through the local prerequisite clearance process. SACC developed and agreed upon alternative language after the meeting.

- **Baccalaureate Degree Pilot Program** – One application was received for the $750,000 implementation support grant. The Baccalaureate Degree Workgroup is developing a handbook that will address issues such as student services, application acceptance parameters, and minimum qualifications for faculty. The Board of Governors would like to have a first reading of the handbook in January with the goal of having it effective March 2016. The Academic Senate passed all of its resolutions regarding baccalaureate degree programs at its recent plenary session. Several colleges will be offering upper division courses this fall which will require MIS and curriculum inventory changes.

- **ADTs** – The total number of active ADTs is 1,973. Fifty-seven colleges have met SB 440 requirements. Of the 56 colleges that have not yet met the requirement, 27 colleges are one degree away, 19 are two
degrees away, six colleges are three degrees away, three colleges are four degrees away, and one college is six degrees away from meeting their respective ADT requirement. By discipline, the three most difficult degrees to develop ADTs for are Computer Science (28 degrees outstanding); Music (19 degrees outstanding); and Elementary Teacher Education (12 degrees outstanding). Chemistry and Biology are also a challenge. Colleges that are one or two degrees away from meeting their obligation cite five-unit mathematics courses as an obstacle because these courses put the degrees over the 60-unit limit. SACC discussed sending teams of experts to work with colleges that need help. Teams will include Articulation Officers who are experts in C-ID and ADT requirements. The Chancellor’s Office will identify the specific challenges faced by each college to help focus the teams’ efforts.

- **Inmate and Reentry Education** – A summit is scheduled for December 7-8 at the Sacramento Hilton, Arden West and has more than 200 registrations.

- **Military Credit and AB 2462** – A survey was sent to the field to determine the extent for which military credit is requested. Responses indicate that requests are relatively minor and infrequent, and typically in areas such as physical education and mechanics. In addition to AB2462 which was authored several years ago and requires the use of ACE guidelines (which do not always rely on content experts and the units don’t always match), the Online Education Initiative also addresses credit for prior learning, specifically with veterans in mind. Some colleges offer alternatives to awarding credit such as prerequisite challenges and courses that include credit for military experience or exams but the system lacks a common method for awarding credit. The awarding of credit also needs to consider the impact on students’ financial aid. The Chancellor’s Office (Academic Affairs and Government Relations) will have a discussion with Senator Block’s office. Another Veterans Summit will be held next summer.

- **Credit / Community Service Class Guidelines** – The Chancellor’s Office and ACCE will review the draft guidelines.

- **Stand Alone Course Approval** – The timeline for implementing a legislative request to restore standalone course approval is to add it to the legislative language that was recently submitted to the Board of Governors, have it approved in September 2016, and implemented in January 2017. SACC will establish a subcommittee to develop talking points to support the passage of new legislative language. In the meantime, standalone courses can be offered, but have to be submitted to the Chancellor’s Office for approval. Courses submitted for approval are in the queue for long periods. The original report included a random sample of courses, 20% of which are now part of programs (i.e., no longer standalone). There is nothing wrong with courses migrating from standalone to program applicable, but the colleges should change the record for these courses. Also, if the intent is for a course to be program applicable, it should be coded thusly from the very beginning. SACC noted that the proposed legislative language submitted to the BOG addressed changes to title 5 relative to auditing courses, but it still ties the auditing rate to the per unit credit rate rather than leaving it with language that would allow the colleges to set the fees at a rate that reflects the true cost of instruction.

- **Articulation of High School and Cooperative Work Experience courses** – The Chancellor’s Office will address this at future SACC meetings.

- **Curriculum Inventory** – A correction will be issued to the field regarding recent announcements regarding the Curriculum Inventory and Stand Alone courses. The Chancellor’s Office will ask for a one-time signature from the CIOs in December with an annual renewal at the beginning of the year. The Chancellor’s Office is working on a new curriculum inventory system.

**Constituent Group Reports: CIO, ASCCC, CCCAOE**

- **CIOs**: The CIOs conference was largely attended and very successful. The Chancellor’s Office and Academic Senate representatives’ participation was appreciated. The spring conference will be held jointly with the other groups at the Sacramento Conference Center. Sessions provided by the CIOs will include those that are legislatively driven (e.g., dual enrollment, ADT implementation).

- **ASCCC**: The Academic Senate’s Plenary was held in early November and all baccalaureate degree resolutions were approved, including one urging colleges to support their programs with appropriate
resources. Curriculum regionals were held at Solano and Mt. SAC, with more than 100 attendees at each event. Upcoming events include the Instructional Design Institute January 21-23 in Riverside; the CTE Curriculum Academy in Napa, also in January (this event requires an application); the Accreditation Institute at the Marriott Mission Valley (San Diego) in February; the Online Education Regional meetings in April; and the Spring Conference in Sacramento. Program for Instructional Design and Innovation Event will include topics on basic skills, technology integration, student services, innovations and mobile learning; colleges can use their Equity funds to support travel costs for this event.

- **CCCAOE:** The fall conference was a sell-out and included sessions on the integration of Economic and Workforce Development efforts with CTE programs. The CCCAOE spring conference will also take place in Sacramento along with the CIOs, ASCCC and other groups. The organization has established a paid executive director position to provide leadership consistency.

- **ACCE:** The one-day workshop at NOCCCD’s School of Continuing Education was well attended and the Chancellor’s Office support was greatly appreciated by the attendees. The spring conference will be held in Monterey, CA (February 24 – 26).

**Collaborative Programs: Guidelines** – This will be addressed at future meetings. SACC will consider its original recommendations and where this language might be incorporated into the PCAH guidelines.

**Curriculum Inventory Implementation** – The transition from the old Curriculum Inventory system to the new one was discussed with representatives from the Technology Center. Ensuring that a working system exists before the transfer takes place is essential. SACC discussed the perception that if a course isn’t included in the inventory that it can’t be taught or that apportionment can’t be collected for those courses. There are also issues where courses were approved prior to the implementation of certain requirements (e.g., LMI, narrative, minutes, etc.). Other issues to be addressed include the interaction between technology systems (i.e., ASSIST, C-ID, CI); the interaction between planned system architecture and approval process/timelines; and concerns from field about data transition goals and timeline. A pilot testing period will take place to ensure a smooth transition from the current inventory system to the new one. Similarly, colleges who are moving to the Canvas learning management system for their online programs are allowing for an 18 month transition period, leaving their old system up and running to ensure a seamless migration. SACC discussed having its members be beta testers for the new curriculum inventory system. SACC and the Chancellor’s Office will develop a message for the field regarding the new inventory system and a definition of what needs to be on the Course Outline of Record.

**Low Unit Certificates** – SACC reviewed notes from the workgroup which addressed the kinds of data to request from the field in a survey and how the data would be used. Data to be collected include the areas where low unit certificates are needed (e.g., automotive and bookkeeping), the need for transcription of the low unit certificates, and the lower unit limits. SACC also discussed scaffold certificates that would allow students to build their skill sets with multiple certificates. Colleges can report certificates that are 12 units and higher; the workgroup will determine how many colleges have low unit certificate programs but don’t report them. The Chancellor’s Office will distribute the survey once it is finalized by the workgroup.

**Membership and Bylaws** – SACC continued its discussion on adding a Curriculum Specialist as a liaison representative on SACC and the possibility of having representatives from groups “rotate in” to SACC on an as needed basis.

**PCAH Update and Discussion** – The timeline for the fourth draft is to have it reviewed and endorsed by the Chancellor’s Office and SACC by January so that it can be submitted to Consultation in February and to the Board of Governors in March for the first of two readings. SACC members will also solicit input from their respective constituent groups and will craft a survey to guide input from the field.

**Next Meeting: December 10, 2015**