System Advisory Committee on Curriculum (SACC)
April 11, 2013 Meeting Summary

Committee Members Present:  
ASCCC: Julie Bruno, Kim Harrell, Cori Burns, David Morse, Erik Shearer; Cynthia Rico  
CCCCIO: Randy Lawson, Erica LeBlanc (ACCE), Kim Schenk (CCCAOE)  
CCCCO: Barry Russell, Elisa Orosco Anders; Sally Montemayor Lenz

Committee Members Absent:  
CCCCIO: Sharon Lowry,  
SSCCC: Chuck Stevens

Guests:  
CSSO: Erika Endrijonas (by phone)  
CCCCO: Michelle Goldberg

Meeting Chair: Randy Lawson

Meeting Location: CCCCCO

Meeting Summary from March 1, 2013 Meeting—The March 1, 2013 Meeting Summary was approved.

Announcements and Updates

- **Proposed Legislation:** Online Education legislation which would result in the development of system wide distance education programs has been written. The Academic Senate has established an Open Educational Resources (OER) Committee and is crafting language to inform the authors of the legislation that individual community colleges have well-developed distance education programs and the proposed new distance education systems developed for the three systems (CCCs, UCs and CSUs) must not detract from those programs. Other legislation has been proposed to change how Adult Education is provided in the state. Opposition from California Department of Education and K-12 Adult Education groups to the Governor’s budget trailer bill language has focused attention on other proposed legislation (SB 173 (Liu)). It is evident that changes will be made in how Adult Education services are delivered, but hopefully these changes will include a reasonable period of time to implement those changes.

- **Scorecard:** The Chancellor’s Office released the Student Success Scorecard. Although concern was expressed that the media might use it as a tool for ranking colleges, it has generated a positive reaction in the media and support for its transparency. A video explaining the Student Success Scorecard has been posted to the Chancellor’s Office website.

- **AA-T/AS-T Degree Approvals Status/Update:** The AA-T/AS-T status report is submitted to the Board of Governors at each meeting. Common questions include accuracy of the number of AA-T/AS-T degrees offered by individual colleges and their respective targets. Colleges can resubmit their data if the numbers are inaccurate. The CCCCCO anticipates the development of 1,657 degrees and more than 1,000 degrees are in development. The column on the far left of the report lists the 553 new AA-T/AS-T degrees (i.e., AA-T/AS-T degrees never before offered as a traditional AA/AS degree) that are in development. The Intersegmental Oversight Committee (IOC) and the Intersegmental Curriculum Workgroup (ICW) are focused on the number of AA-
T/AS-T degrees to be offered by Fall 2014. The CCCC0 is working with the Academic Senate and Governet to develop a “real time” interface so that changing conditions in degree approval status are reflected in real time.

Concerns about the lack of CSU reviewers and ongoing C-ID sustainability were discussed. Some colleges have reported that their local curriculum committees are eliminating existing AA/AS degrees and only offering the corresponding new transfer degrees, but there is no requirement to do so (i.e., colleges may elect to offer both the transfer degree and the “traditional” AA/AS degree). Whether students are earning the transfer degrees also needs to be tracked. Legislation (SB 440) has been written to address concerns that CSUs are only accepting some transfer degrees or have two transfer tracks (one being the so called “BS light” degree). A question was raised regarding whether CSUs have the right defer acceptance of students who have earned the transfer degree.

- **Student Success Task Force:** Efforts to implement the Student Success Act (SB 1456) are underway. Final documents will be submitted to the Consultation Council next week. Informing students of their responsibilities is a consistent theme threaded through the documents. Some funding may be tied to performance in terms of the number of Student Education Plans that are developed.

- **Spring 2013 Conference Updates**
  - CCCAOE Spring Conference, March 20-22, Oakland Marriott. The Conference was extremely successful, with the highest attendance ever. The program included a breakout session on the deputy navigators and other new terminology. The “Fireside Chat” with Van Ton-Quinlivan was very productive. The CCCAOE Fall Conference will be in Palm Springs in October.
  - CCCCIO: April 3-5, San Francisco (Financial District) Hilton. The CIOs also enjoyed a very successful conference, which was also well attended. The CCCCO update was very effective and included plenty of time for discussion and a Q&A session. The “411 Academy” was attended by an engaged group of new and aspiring CIOs. Barbara Beno (ACCJC) presented on accreditation trends and new requirements. The CCCCIO Fall conference will be in San Diego, toward the end of October.
  - ASCCCC Plenary Session: April 18-20, San Francisco Airport Westin. The theme is “Rising to the Challenge: Responding to Disruptive Forces.” The program and speakers are being finalized. Breakouts will address when—and when not—to call the CCCCO, a history and intent of AB 1725, and a variety of “hot topics” (e.g., repeatability and methods for strengthening the relationship between the academic senate and local curriculum committees). Joint sessions with the CCCCO may include an overview of the PCAH and local grant funding processes. The Summer Curriculum Institute will focus on control of local curriculum.

- **ACCE Spring Conferences—February 27, CCCCO and March 14, Mission Inn Riverside.** Attendance was excellent at both conferences and many participants were new to noncredit, community education or both. Participants’ feedback overwhelmingly favored a return to a multi-day conference format; the 2014 annual conference will be in San Francisco.

- **CCC Curriculum Inventory Implementation Status/Update:** Implementation of some system enhancements has been delayed due to personnel changes at Governet. The CCCCO is still fielding questions about locally implemented CurricUNET systems. These should be directed to Governet.
• **Credit/Community Services Combination Classes and Auditing Changes:** The CCCCO has determined that it is not legal to combine Community Services and credit classes. No progress has been made in changing title 5 language regarding the auditing fee, but this needs to be addressed as an alternative to repeatability limitations, especially in performing arts, CTE, and other areas. There has been pushback from the Department of Finance when this concept has been introduced. Dan Troy and Michael McGee will be asked to attend future SACC meetings to hear arguments in favor of making these changes.

**Draft Guidelines for Repeatability Changes**—(Guest: Michelle Goldberg, Legal Affairs): The language in title 5 sections 55041, 55042 and 55044 was modified to clarify and clean up the previous regulation changes. Title 5 revisions will be submitted to Consultation Council next week and to the Board of Governors. Assuming no changes are made, the revisions will be adopted by the Board of Governors at the July meeting and made effective 90 days after the adoption. The guidelines will be introduced to the system at the summer Curriculum Institute.

According to the CCCCO, course leveling has increased substantially, but this is a needed option for colleges to deal with repeatability limitations. Leveling should reflect the inclusion of new concepts and objectives that are added to each successive course level (i.e., each class level should build on the previous one), not just more skill “practice.” Some colleges, however, have submitted an excessive number of curriculum outlines for multiple course levels, giving the appearance that little thought was given to justifying the development of course levels. The committee agreed that Vice Chancellor Russell, ASCCC Curriculum Chair Bruno, and possibly the SACC co-chairs would consider writing a joint memo to address this issue.

**Noncredit Progress Indicators:** The Academic Senate passed a resolution to develop a system of indicators for noncredit courses to respond to accountability issues (i.e., ARCC data did not adequately or accurately reflect student progress because noncredit courses (with only a few exceptions) do not collect grades or other indicators of success and progress). The CCCCO MIS staff needs to have a conversation with SACC regarding the impact of this. Concern regarding this implementation also extends to repetition, but the need for progress indicators was identified and explored by the Progress Indicator Task Force prior to the identification of repetition issues. SACC will invite Janet Fulks, the task force lead, to attend a future meeting and speak for the purpose and intent of the Noncredit Progress Indicators.

**Review of Student Letter to Chancellor Harris:** SACC discussed a letter of complaint that was sent to Chancellor Harris about regulatory changes regarding course repetition.

**Math Prerequisites:** The CCCCO and the ASCCC have had separate discussions regarding the issue of math prerequisites and whether courses should be developed to allow students to demonstrate mathematics abilities through statistics courses rather than algebra. The UC and CSU systems still require statistics courses to have a background of algebra. However, some fields of study do not require algebra, and a non-algebra-based statistics course may suffice. While this is perhaps a nationwide movement, it is not being pursued in California, other than a pilot underway in some majors. Colleges developing alternatives to the algebra prerequisite (e.g., allowing students to take challenge exams for a course with algebra as a prerequisite to suffice for the algebra requirement) may be risking loss of articulation for statistics courses. The CCCCO will issue a letter to the field cautioning against the practice of using the challenge examination to get around the graduation/transfer requirement.
Credit by Examination—Credit by examination is included in proposed legislation for Distance Education. The CCCCO is trying to use the military credit as a model for dealing with this. The ability to offer credit by examination already exists in title 5, and SACC may want to consider developing information for the field on how to implement or expand the capacity to offer credit by examination. The federal government is moving towards competency-based credit and, while the CCC system isn’t there yet, it may be a good idea for colleges to move toward this concept. The notion that credit by examination has no cost impact is a myth: there is a cost to develop and administer the examinations, track them, etc.

Draft Credit Course Proposal Guide (Appendix A): SACC briefly discussed the origin and use of the PCAH guideline of 75% in terms of the percentage of major requirements that articulate with university lower division degree requirements in the approval process for traditional associate degrees categorized as “transfer.”

Spring Meeting Dates

- May 17, 2013
- June 21, 2013

Next Meeting Date—May 17, 2013