



California Community Colleges

**Brown Act and
Chancellor's Office
2022 Updates**



Why the Brown Act?

- “In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.”
- Courts and the CA Attorney General have sided in favor of greater public access and narrowly view exceptions.

Intent of the Brown Act

“The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.” **Government Code Section 54950**

Legislative Bodies

“All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.” **Government Code Section 54953(a)**

Why are Local Senates and Curriculum Committees subject to the Brown Act?

- Academic Senates are established through action of the local Board of Trustees in accordance with title 5 §53200.
- “The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite “formal action” contemplated by [the Brown Act].” - Attorney General Opinion No. 83-304 (1983)
- That local senates, as advisory bodies created by the local board, are subject to the Brown Act has been upheld in case law multiple times.

What committees are under the Brown Act?

- Standing Committees of a legislative body are always subject to the Brown Act.
- Standing committees, irrespective of composition, which have either: (1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.
- Examples: long-term committees on professional development or **curriculum**. Title 5 §55002 explicitly authorizes **Curriculum Committees** to make recommendations directly to local boards.

Brown Act Requirements: Effective Notice for Regular Meetings

Government Code §54954.2

Key Points

- Regular meeting agendas must be posted 72 hours.
- Must state meeting location and time.
- Must be “freely accessible to the public”.
- Cannot be posted *solely* on internet website.
- Agenda must contain short description of every item for action or discussion.

Effective Notice for Special Meetings

Government Code §54956

Key Points

- Special meeting agendas must be posted 24 hours prior to meeting.
- Must state meeting location and time.
- Must be “freely accessible to the public”.
- Must be posted “on the local agency’s Internet Web site, if the local agency has one.”

Emergency Meetings

Government Code §54956.5

Key Points

- Limited in nature, and will more than likely not apply to most Curriculum Committees and Local Academic Senates.
- “An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.”

COVID-19 and the Brown Act: Pre-COVID

Q: Ever wonder why legislative bodies largely meet in person?

A: Teleconferencing requires ([§54953b](#)):

- All votes by roll call
- Agendas posted at all teleconference locations
- Each teleconference location is identified in the agenda and notice of meeting.
- Each teleconference location is accessible to the public. Members of public may address the legislative body at each teleconference location.

COVID-19 and the Brown Act

- **Governor's Executive Order [N-25-20](#) (March 12, 2020). Suspension of teleconference requirements.**
- **Governor's Executive Order [N-29-20](#) (March 17, 2020). Clarified accessibility and notice requirements.**
- **Governor's Executive Order [N-08-21](#). Teleconference requirements suspensions applied through **September 30, 2021**. Enabled legislative bodies to conduct business online.**
 - Agenda and notice of meetings 72 hours in advance
 - Must also include info how public may observe and offer public comment
 - All votes by roll call
 - Other teleconference requirements suspended

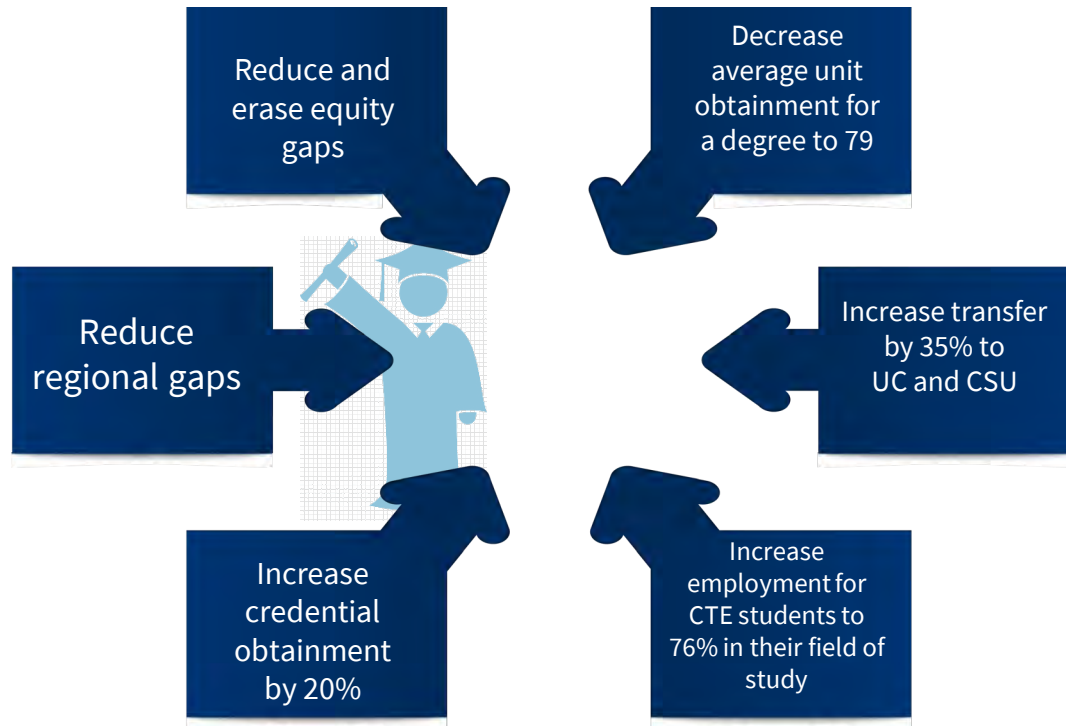
Brown Act: Teleconference Updates

- [AB361](#): Passed in October 2021
- Continued to suspend the portions of the Brown Act that would require posting all teleconference locations and making those locations available to the public, but only when:
 - There is a declared state of emergency under the California Emergency Services Act **AND**
 - Additional conditions are met, including that the legislative body has determined that as a result of the emergency meeting in person presents risks to health and safety.
- Bill contains sunset dates. [EO N-1-22](#) extended these to March 31, 2022 for state agencies.
- “Legislative bodies of a local agency” are authorized through January 1, 2024.

Brown Act: In-Progress Legislation

- [AB 2449](#): Proposed legislation to allow additional limited remote participation in meetings for “legislative bodies of local agencies.”
- Members requesting remote participation must show “just cause” or “emergency circumstances.”
- Number of meetings for remote participation is limited.
- This legislation is currently in committee.
- **Bottom Line: Be planning for transition back to in-person meetings.**

Vision for Success Goals



Commitments

1. Focus on students' goals
2. Design with the students' experience in mind
3. High expectations and high support
4. Foster use of data and evidence
5. Own student performance
6. Thoughtful innovation and action
7. Cross-system partnership

The Work Ahead: Roadmap to Equity

Continue to elevate the student voice and experiences. Chancellor's Office will continue to focus on regional barriers to implement the Vision and prioritize the student experience through campus listening tours.

Advance the Governor's Roadmap for California Community Colleges

The roadmap makes a state commitment to advance the *Vision for Success* goals and commitments. Our colleges play a critical role in achieving 70% postsecondary degree and certificate attainment among working-age Californians by 2030.

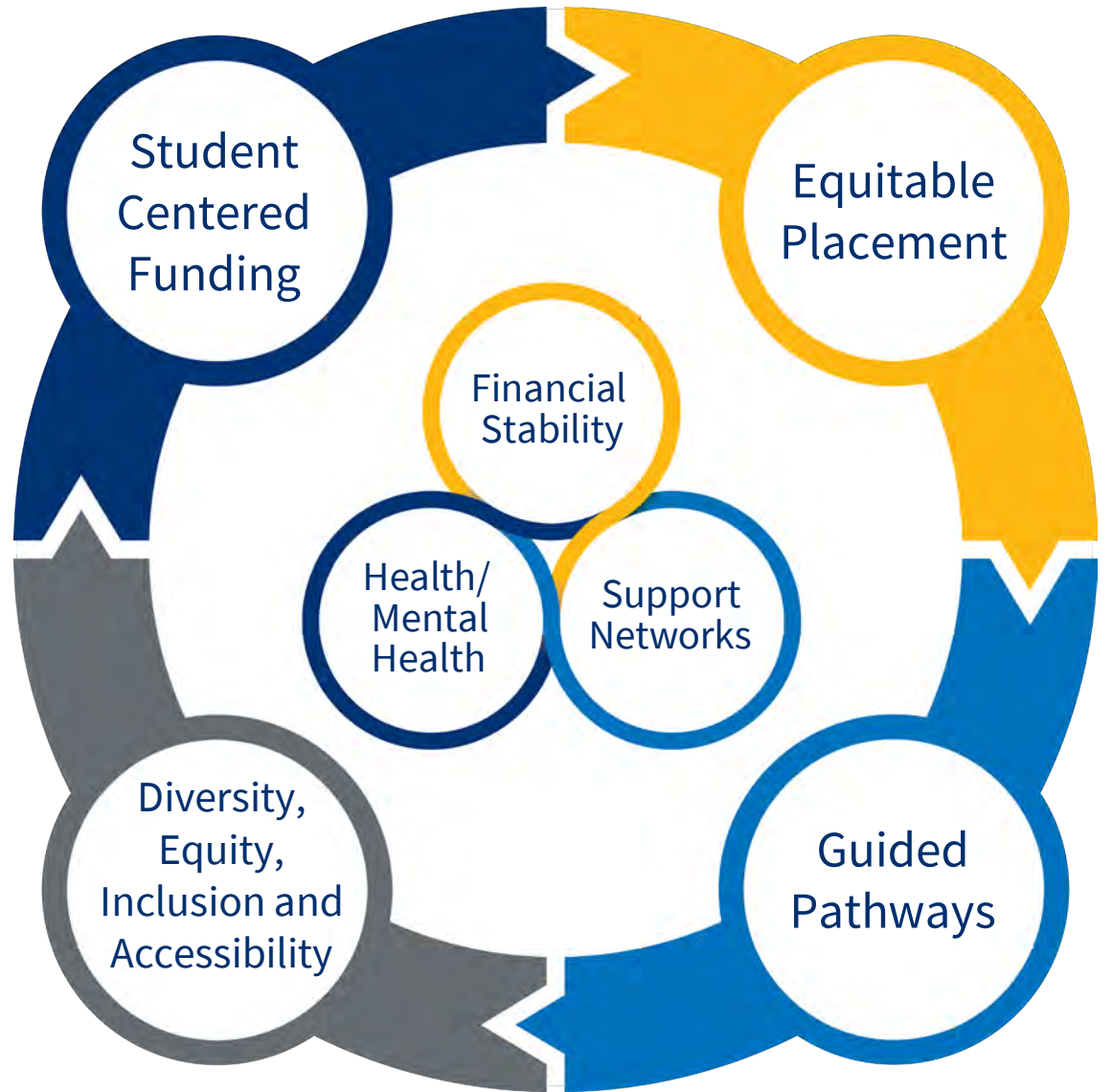


Policy Change with Fidelity: Full implementation of policy and fiscal tools that will advance equitable student outcomes and reduce regional gaps (e.g., Equitable Placement, Competency Based Education, and the Student-Centered Funding Formula.)

Structural implementation of the *Vision for Success*: Continue progress with expanded capacity in the Chancellor’s Office and help colleges advance Diversity Equity, Inclusion and Accessibility competencies, support inclusive and anti-racist campus culture, and continue to lead toward inclusive and flexible teaching modalities.

Intentional Student-Centered Design for an Equitable Recovery

- Clarify problems
- Maximize resources
- Shift structures



Aligning Resources & Programs to Put Students First



POLICY CONNECTIONS

Examples include Equitable Placement (AB705), Associate Degrees for Transfer, California Promise, and regulatory reforms.



FISCAL REFORM

Examples include Student Centered Funding Formula, Guided Pathways allocations, and Student Equity and Achievement Program.



PROGRAM ALIGNMENT & SUPPORT

Examples include Strong Workforce Program, Student Success Metrics, Vision Resource Center, investment in faculty and staff, regional support, and local board goals.

The Innovation Imperative

Teaching and learning must innovate to keep pace with advances in technology, shifting economic paradigms, modern employer demands, students' evolving needs (psychological, tactical & relational), and an expanding global society.

What's Blockbuster?



Key Updates



- 1) 5C Updates
- 2) Equitable Placement and Completion
- 3) Competency-based education
- 4) Credit for Prior Learning
- 5) Ethnic Studies Implementation
- 6) Baccalaureate Degree Implementation
- 7) Legislation Implementation

5C Updates

- **DEI in Curriculum Framework:** Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices published.
- **Work Experience Education:** Updated regulations went before the BOG for first read in May (2nd read in July).
- **PCAH:** Reviewed and finalizing PCAH revisions.
- **Upcoming:**
 - Updates to the AA degree regs and associated sections
 - Incorporating DEI in the COR regulations
 - Guidance & attendance accounting for Hy-flex
 - Guidance on cross listing
 - Title 5 revisions for AB 705 alignment

Equitable Placement and Completion (AB 705/1705)

- **Goal:** Maximize student success
- **Policy Reform:** Stipulates the time to enrollment & completion; what information can be used for placement; and the standard of proof for any BTL placements
- **Implementation:** Research to establish standards & best practices; Required adoption plans with a two-year innovation window; Required validation of practices; Enforcement of the law; Improvement plans; Continued evaluation and improvement

AB 705 is a historic reform to dismantle structural racism and classism barriers.

Implementation Progress

October 2017	Legislation Signed
March/July 2018	Default Placement Rules Established
March 2019	English and Math Regulations Approved
July 2019	English and Math Adoption Plans Submitted
Fall 2019	Implementation Deadline for English and Math
March 2020	ESL Regulations Approved
Spring 2020	ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation
Spring 2020	Published Equitable Placement Toolkit
Spring 2021	English and Math Validation of Practices Data Collected

Implementation Progress

Spring 2021	<u>Transfer Level Gateway Completion Dashboard Created</u>
Spring 2021	ESL Data Analysis and Research
July 1, 2021	ESL Adoption Plans Due
July 2021	Equitable Placement & Completion BOG Spotlight: Results of Validation of Practices
Fall 2021	Implementation Deadline for ESL
Fall 2021	Reconstituted Assessment Committee
Fall 2021	Assessing ESL Adoption Plans
Fall 2021	Equitable Placement & Completion Improvement Plans

What We Know

Evidence from numerous sources supports one key finding:

When local placement practices require, encourage, or allow students to enroll in pre-transfer level coursework, throughput is not being maximized.

Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.



- For all student groups
- No matter students' high school performance
- No matter how long students have been out of school
- No matter students' prior math completion

What We Know



Starting in transfer-level gives students the best chance of successfully completing transfer-level

Overall non-successful completions have declined post-AB 705 (not increased).

Even students who start and fail transfer-level are more likely to then pass transfer-level than if they had started below transfer-level.

Clarity

n. to be clear and easy to understand

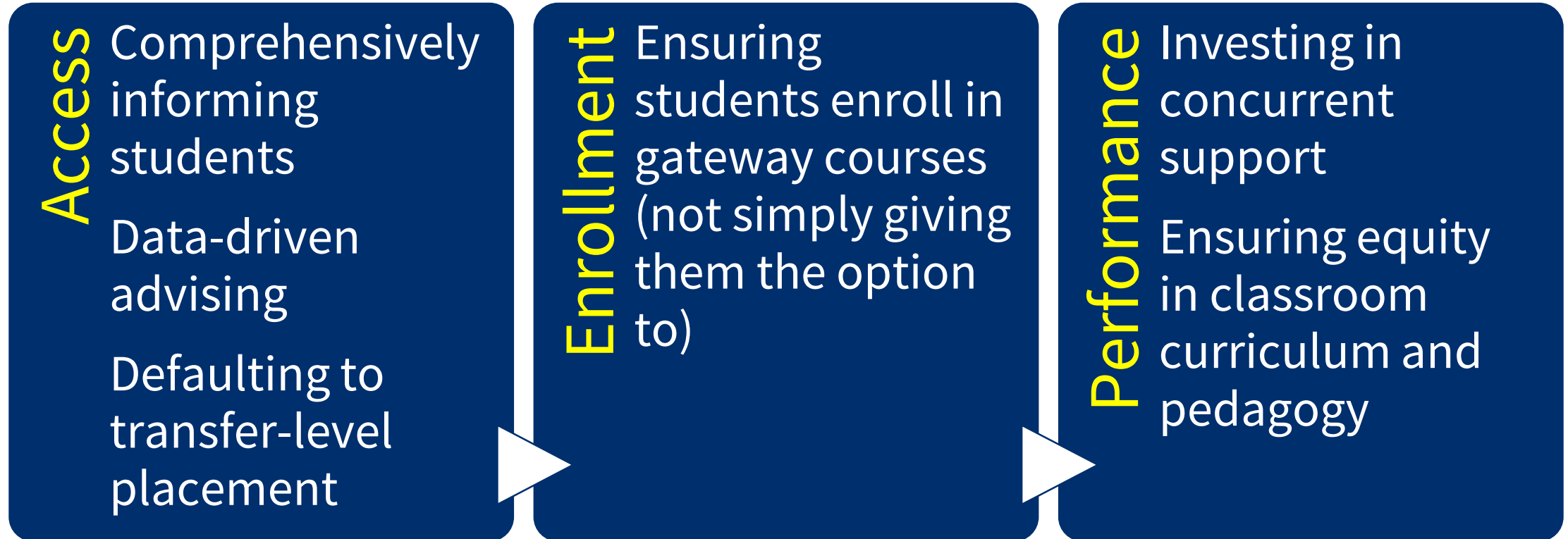
AB 1705 brings clarity



- AB 1705 clarifies vague or confusing aspects of AB 705
- The goals and standards of proof remain the same
- Important loopholes are closed

- Allowances for BTL course work are made clear:
 - Non U.S. high school graduates
 - Certain certificate programs
 - Noncredit ESL
 - Students with disabilities
 - Adult education
 - Dual enrollment
 - CTE
 - Where there is evidence of benefit to students

From Compliance to Continuous Improvement





Let's work together so that all students and colleges can be successful.

ESL Updates

- ESL innovation and experimentation should have been planned 2017-2020, and should be evaluated 2020-2023
 - There will be a similar validation of practices process in 2023
- Current assessments will remain approved through the ESL innovation timeframe (2021-22 and 2022-23)
- Assessment Advisory Committee recommendations approved by the BOG January 2022 (see BOG digest & <https://assessment.cccco.edu/assessment> for the list)
- Upcoming:
 - Review and revise standards (spring-fall 2022)
 - Review locally developed assessments (fall 2022)
 - Establish infrastructure for additional assessment review (i.e. guided/self-placement)

CPL and CBE: Separate but related strategies to serve working learners

Credit for Prior Learning and Competency-Based Education Definitions

<p>Credit for Prior Learning (CPL) awards and evaluates eligible credit to students for previous collegiate-level learning gained outside of a recognized college classroom. Types of people who would benefit include::</p>  <p>Military Veterans Tradespeople</p>	<p>Competency-Based Education (CBE) allows students to earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. Types of people who would benefit include:</p>  <p>Health Professionals Working Parents</p>
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- Shared central tenets:
- Giving credit where credit is due
 - Validate learning however it is achieved
 - Mastery rather than time on task
 - Flexibility

Competency-based Education

- **Direct assessment competency-based education** is an intentional outcomes-based and equity-minded approach to earning a **college degree** in which the expectations of learning are held constant, but time is variable through a flexible, self-paced, high-touch and innovative learning practice.
- Under Title 5 Regulations Direct Assessment Programs are Associate Degree Programs delivered through direct assessment (as defined by Federal Regulations); Programs are fully online or hybrid
- Direct Assessment differs from more generalized competency-based education which can be used for non-credit degree pathways.

Competency-Based Education requires that we dismantle the status quo.

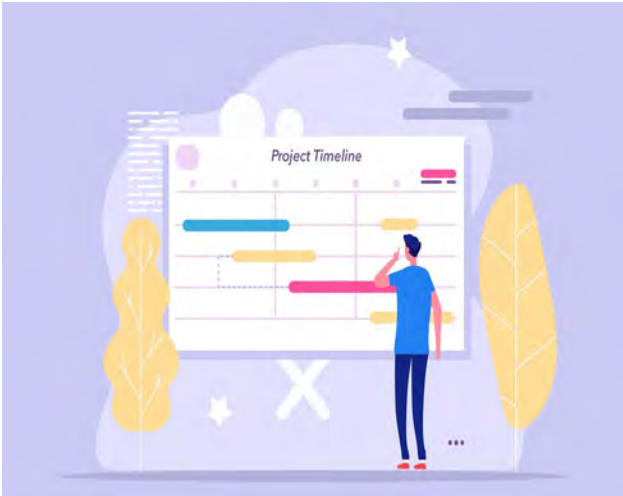
Reliance on time: seat time and out-of-the-classroom time

Reliance on traditional academic calendar: Semesters, Quarters, and Intersession

Limited access to student support services: Mon – Fri, 9 – 5, primarily in-person (pre-COVID)

Traditional grading: Focused on passing and grades, not mastery

CBE Implementation



- January 2020: Presentation to BOG
- January 2020 – June 2020: Partnered with 5C to establish Title 5 regulations
- September 2020: Presented regulations at Sept BOG meeting (1st Reading)
- November 2020: Regulations approved by the BOG
- December 2020: Collaborative RFA
- June 2021: Launched the Direct Assessment CBE Collaborative
- Spring/Fall 2022: Seek ACCJC approval
- Spring 2024: CBE programs launch

2021-2024 CBE Collaborative Pilot

A collaborative of campuses implementing direct assessment CBE programs.

- Close coordination with the CCCCO
- Seed money to launch programs
- Program development support
- Research implementation process and program outcomes
- Recommendations for improvement
- Inform broader system implementation

CBE Collaborative Colleges

- Eight colleges
- 175 participants
- Monthly learning sessions
- Monthly leads' meetings
- Integrated Canvas course
- Key Partners: Foundation Success Center, Jobs for the Future (JFF), Competency Based Education Network (CBEN), RAND



CBE is a tool for campus-wide transformation



Dismantling silos to provide a tailored student experience leading to clearly defined competencies students can leverage in industry.

Credit for Prior Learning (CPL)



California Code of Regulations, Title 5 Section 55050. Districts must have a policy in place to award CPL by December 2020

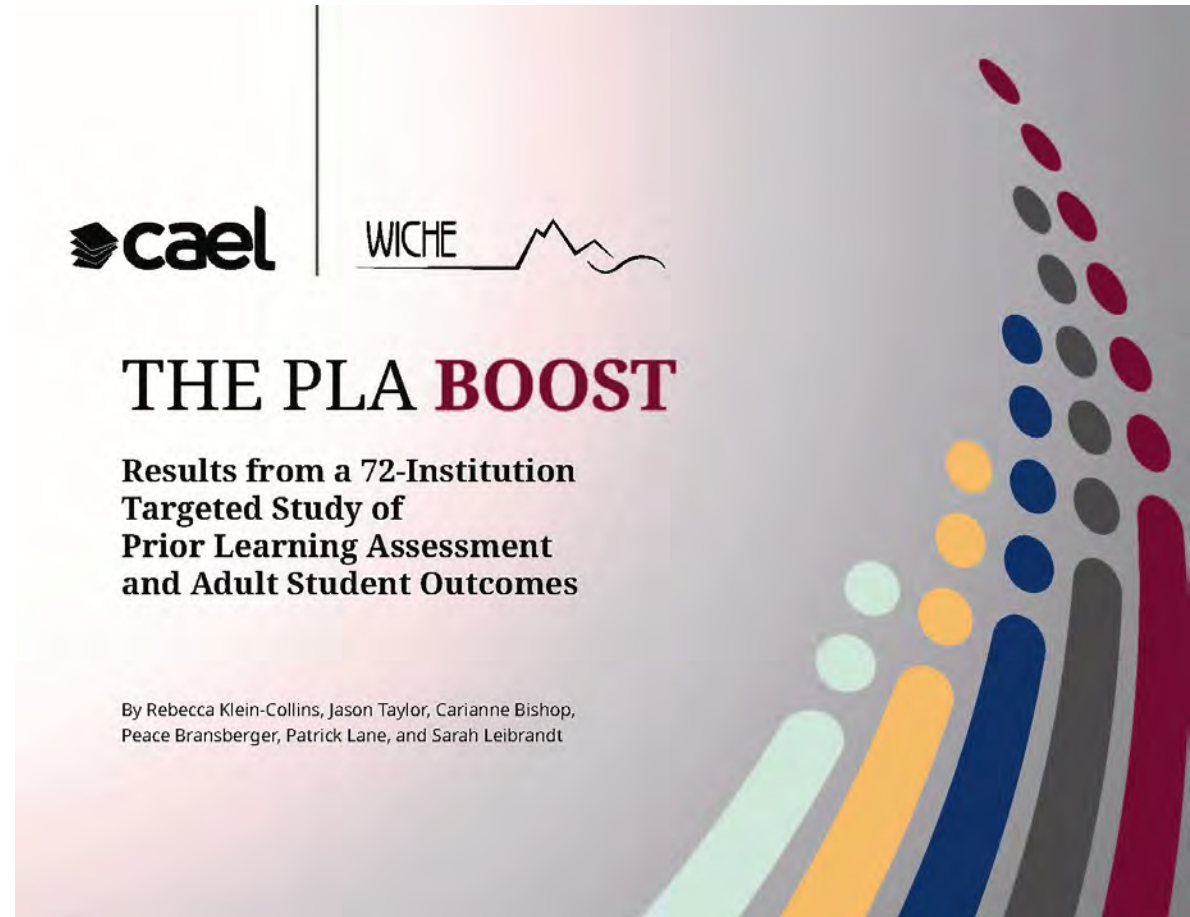
- Expansion of prior learning assessment beyond credit by exam
- Automatic referral for assessment for veteran/military and students with industry certifications
- Priority for credits that count towards completion and transfer (not electives)

Code of Federal Regulations, Title 38, Section 21.4253(d)(3). Colleges receiving federal veteran's funds must maintain a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training.

CPL: A credential completion tool

CPL boosts credential completion rates for adult students and has the potential to affect equity in educational attainment.

- When controlling for other factors, the boost for adult student completion is 16% for all prior learning assessment (PLA) methods. This includes a boost of 14% for Black adults, 24% for Hispanic adults, 33% for Pell Grant recipients, and 25% for adult students at community colleges.



CPL: Evidence-based Findings

- **CPL saves adult students both time and money.** Average adult student savings at public 2-year colleges is \$1,481. At 2-year public institutions, adult students saved an average of 14 months in the earning of an associate degree if they earned at least 12 CPL credits.
- **There is a strong business case for CPL.** On average, adult students that received CPL took 17.6 more credits at their institution than those who did not receive CPL, according to the data.
 - Rather than taking revenue away for CPL, colleges get a net tuition gain through continued course enrollment.
- **CPL attracts students who might not otherwise enroll.**
- **Uptake remains relatively low.** Only about 1 in 10 adult students received credit through CPL, according to the research. And, the rates at which students receive credit through CPL were lowest among Black students, Pell recipients, and those at community colleges.

Fully implementing CPL is a completion strategy.

CPL Resources

- CCC Vision Resource Center ([VRC](#))
 - Policy Guidance Memorandum
 - Implementation Toolkit (templates in appendix)
 - Community forum
 - Presentation archives
- Regional Equity and Recovery Partnerships (RERP) grants: for CPL, CBE & work-based learning; awards to be announced this fall
- Academic Senate for California Community Colleges CPL Resources:
 - Credit for Prior Learning as an Equity Lever [[article](#)](November 2020)
 - Implementing Credit for Prior Learning webinar [[recording](#)] (February 11, 2021)
 - CTE Liaison Coffee Hour webinar [[slides](#)] (March 18, 2021)

CPL Resources:

- Palomar College, CPL Resources Web Page
 - Innovative local implementation resources [<https://www.palomar.edu/cpl/>]
- Military Articulation Platform (MAP), Norco College
 - [Community College Voice Podcast: Military Articulation Platform \(MAP\) at Norco College on Apple Podcasts](#)
 - [American Association of Community Colleges \(AACCC\): Article on the California MAP Initiative](#)
 - [Workingnation: Article on the California MAP Initiative](#)
 - [3-Minute Introductory Video on MAP](#)
 - [MAP Website](#)

Ethnic Studies Implementation

Title 5, §55063

(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

Implementation:

- Define ethnic studies for the CCC System.
- Establish an Ethnic Studies Transfer Model Curriculum.
- Create the needed C-ID course descriptors.
- Examine and update ethnic studies minimum qualifications.
- Update the Program and Course Approval Handbook.
- Provide professional development to ensure ethnic studies is implemented with fidelity.
- Coordinate with CSU for alignment.

CCC Ethnic Studies Implementation Taskforce Updates

Goal 1. To determine an implementation date for the new CCC ethnic studies requirement

- By fall 2024
- Timeline included in recent memo

Goal 2. To establish ethnic studies core competencies for the California Community Colleges

- Drafting CCC ethnic studies core competencies
- Will undergo a vetting process through C-ID in fall

Goal 3. To help coordinate professional development and technical assistance for the California Community Colleges to ensure ethnic studies is implemented with fidelity to the disciplines

- [CCC Ethnic Studies Requirement Professional Learning Survey](#) disseminated
- Vision Resource Center community created
- FAQ forthcoming

Goal 4. To coordinate with California State University for intersegmental alignment

- Aligning CCC core competencies with the CSU Area F and the UC IGETC Area 7
- Coordinating on potential shared professional development

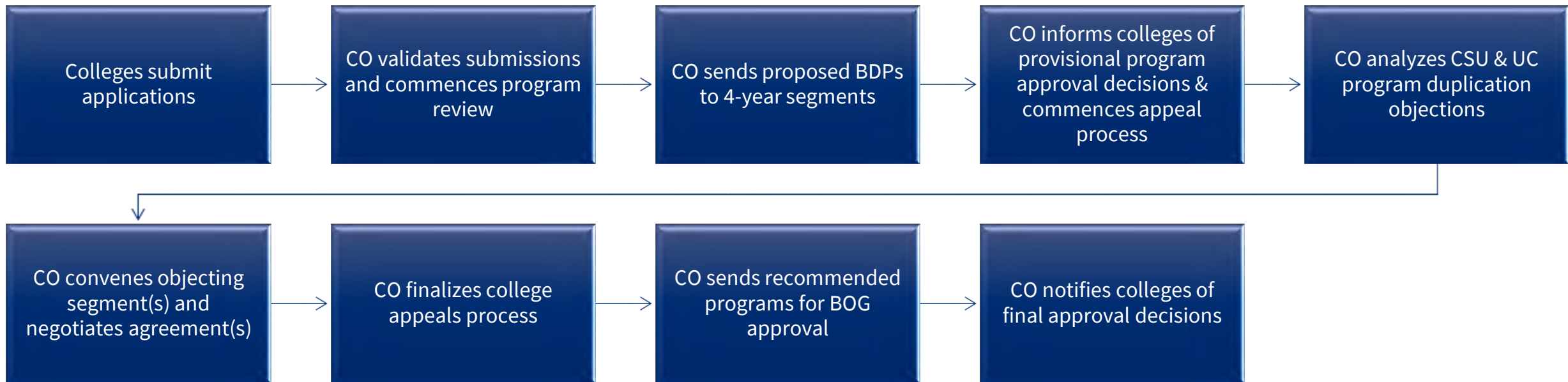
The taskforce will continue their work in 2022-2023.

Baccalaureate Degree Programs (BDP)

Goal: To increase the number of bachelor's degrees in high-demand workforce industries.

- Effective January 1, 2022 and chaptered into Education Code [§78040-78042](#).
- Makes permanent the existing 15 community college pilot sites authorized by SB 850 (2014).
- Allows an expansion of up to 30 community college baccalaureate degree programs per year.
- Requires two application cycles with very specific timelines

BDP Approval Process



December 2021 – June 2022 Implementation Progress

Infrastructure Building	Program Review & Approval	Intersegmental Coordination
<ul style="list-style-type: none"> • Designed and released BDP application and interest survey • Created new Chancellor’s Office Management Information System (COMIS) data element • Completed preliminary edits to Program Course Approval Handbook (PCAH) • Created BDP workgroup charter & convened group 	<ul style="list-style-type: none"> • Received and certified 10 BDP applications 	<ul style="list-style-type: none"> • Designed intersegmental duplication concerns processes and procedures • Convened Intersegmental Coordinating Committee • Designed and distributed Intersegmental Consultation Form • Distributed applications for intersegmental consultation review

July – December 2022 Implementation Pending Items

Infrastructure Building	Program Review & Approval	Intersegmental Coordination
<ul style="list-style-type: none"> • Establish BDP program review process • Design appeal process • Revise BDP online application • Update BDP Handbook • Update PCAH • Update Chancellor’s Office Curriculum Inventory system • Leverage COMIS data elements and develop a BDP research agenda • Create and update resources for colleges (e.g., CCCCCO website and Vision Resource Center) 	<ul style="list-style-type: none"> • Create and finalize application scoring rubric • Review and score January 2022 applications • Implement and manage appeal process • BOG review and approval of new BDPs • Notify colleges of approval decisions 	<ul style="list-style-type: none"> • Complete intersegmental duplication objection process for cycle one applications • Establish written agreements with segments regarding program duplication objections • Review and improve intersegmental review and duplication objection process

Legislation Implementation

- AB 928
- AB 1111 (Common Course Numbering)

Student Transfer Achievement Reform Act (AB 928)

- Requires Intersegmental Committee of Academic Senates (ICAS) to establish a singular lower division general education pathway. **Draft disseminated for feedback.**
- Establishes the ADT Intersegmental Implementation Committee. **Committee will begin this fall and be chaired by the CCCCCO.**
- Requires the CCCs to automatically place students on ADT pathways. **TBD**

2021

✓ October 6
Bill Signed into Law

✓ October 6
Ed Code 66725.5
Established

✓ Budget Act of 2021
\$10 million one-time
budget designated for
CCCCO to Establish CCN
Workgroup

2022



CCCCO to Convene CCN Workgroup

Workgroup to Inform Requirements & Process for
CCN Adoption (May use established C-ID as Desired)

✓ January 2022
Governor *proposes* \$105
million one-time funds
for CCN implementation
in 22-23 Budget Year

2023

2024

July 1 (On or Before)
All CCC's to Adopt CCN
System for GE required
Courses & Transfer
Pathway Courses

July 1 (On or Before)
All CCC Campuses to
Incorporate CCN into
Course Catalog

We are Here to Support You.

- AB 705 implementation: ab705@cccoco.edu
- Assessment Advisory Committee: AssessmentAdvisory@cccoco.edu
- Baccalaureate Degree Program: BDP@cccoco.edu
- Competency Based Education: CBE@cccoco.edu
- Ethnic Studies: EthnicStudies@cccoco.edu
- Articulation: Bob Quinn (bquinn@cccoco.edu)
- Curriculum: Raul Arambula (rarambula@cccoco.edu)
- Rising Scholars, Puente, Umoja, HBCU, MESA, or dual enrollment: LeBaron Woodyard (lwoodyar@cccoco.edu)
- Financial Aid: Gina Browne (gbrowne@cccoco.edu)
- Apportionment: Wrenna Finche (wfinche@cccoco.edu)

Equitable Placement and Completion 2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- February 14, 2022: Moving from Compliance to Ensuring Learning – Conducting Ongoing Examination, Evaluation and Reflection (recording in the VRC in EP&C community)
- March 24, 2022: Equitable and Complete Messaging and Communication to Guide Student Enrollment (recording in the VRC in EP&C community)
- May 9, 2022: ESL Adoption Plans & Promising Practices (recording in the VRC in EP&C community)

ESL Implementation Guides

- [Emerging Practices in ESL Guided Self Placement, January 2022](#)
Guide providing ESL community college stakeholders with key practices and strategies to assist in the development and implementation of a Guided Self Placement (GSP) model to effectively assess English Language Learners.
- **ESL College Spotlights**
College Spotlights feature ESL innovations taking place in California Community Colleges that support ESL student success. This includes an overview of key information relevant to other institutions that may be interested in implementing ESL course transferability practices.
 - [City College of San Francisco - Steps to Credit Program](#)
 - [College of San Mateo - Word Jam](#)
 - [Cypress College - ESL Course Transferability](#)
 - [Cypress College - ESL Milestone Certificates](#)
 - [Orange Coast College - SLO Assessments](#)

Equitable Placement and Completion Research Briefs

- **[English Learners: Pathways in California's Community Colleges Under AB 705](#)**
Publication in Policy Analysis for California Education (PACE). The brief highlights that ELs who graduated from a US high school and then enrolled in a community college experienced much higher throughput rates when allowed to enroll directly in transferable, college-level English composition than if they were directed to the ESL Pathway. It provides recommendations for community colleges to (a) improve placement for this subgroup of ELs, (b) integrate English support into academic instruction throughout college-level courses, and (c) better track the academic pathways of ELs from high school to college in administrative data sets.
- **[Transition in Math from High School to Community College Before and After AB 705, January 2022](#)**
Statewide analysis comparing high school to community college transitions in California before AB 705 came into effect in 2018 and post-implementation in fall 2019. Fewer students are repeating a math course which they successfully completed post-AB 705; However, many students continue to repeat such courses which requires additional exploration by colleges locally.

Equitable Placement and Completion Research Briefs

- **[Enrollment and Success in Transfer-Level English & Math for Special Populations, July 2021](#)**
Statewide analysis of the impact of AB 705 implementation on transfer-level enrollment and throughput rates for special student populations enrolled in either English or math for the first time from fall 2015 to fall 2019. Findings suggest throughput has increased for all special populations within the timeframe tracked.
- **[Assessment Measures for English as a Second Language Students in College: Summary of Relevant Literature, February 2021](#)**
Summary featuring recent ESL research on the benefits and challenges of different types of assessments as well as key considerations for colleges seeking to implement one or more of the main ESL assessment and placement strategies.

Equitable Placement and Completion Research Reports

- **Maximizing Completion of Transfer Level English/ESL for International Students in the California Community College System, Summer 2021; [Study updates](#)**
Study exploring the evidence regarding which pathways can maximize throughput for international students, including analysis of their country of origin, language group, assessment test scores, placement levels, and beginning pathway (i.e., English or ESL).
- **[Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School, August 2021](#)**
Report showing how the one-year math throughput rate of community college students varies according to the highest level of math completed in high school, with a focus on the impact of completing Algebra 2 while in high school. Findings suggest students who did not successfully complete Algebra 2 in high school have higher throughput when beginning at transferable, college-level math than intermediate Algebra.

Equitable Placement and Completion Research Reports

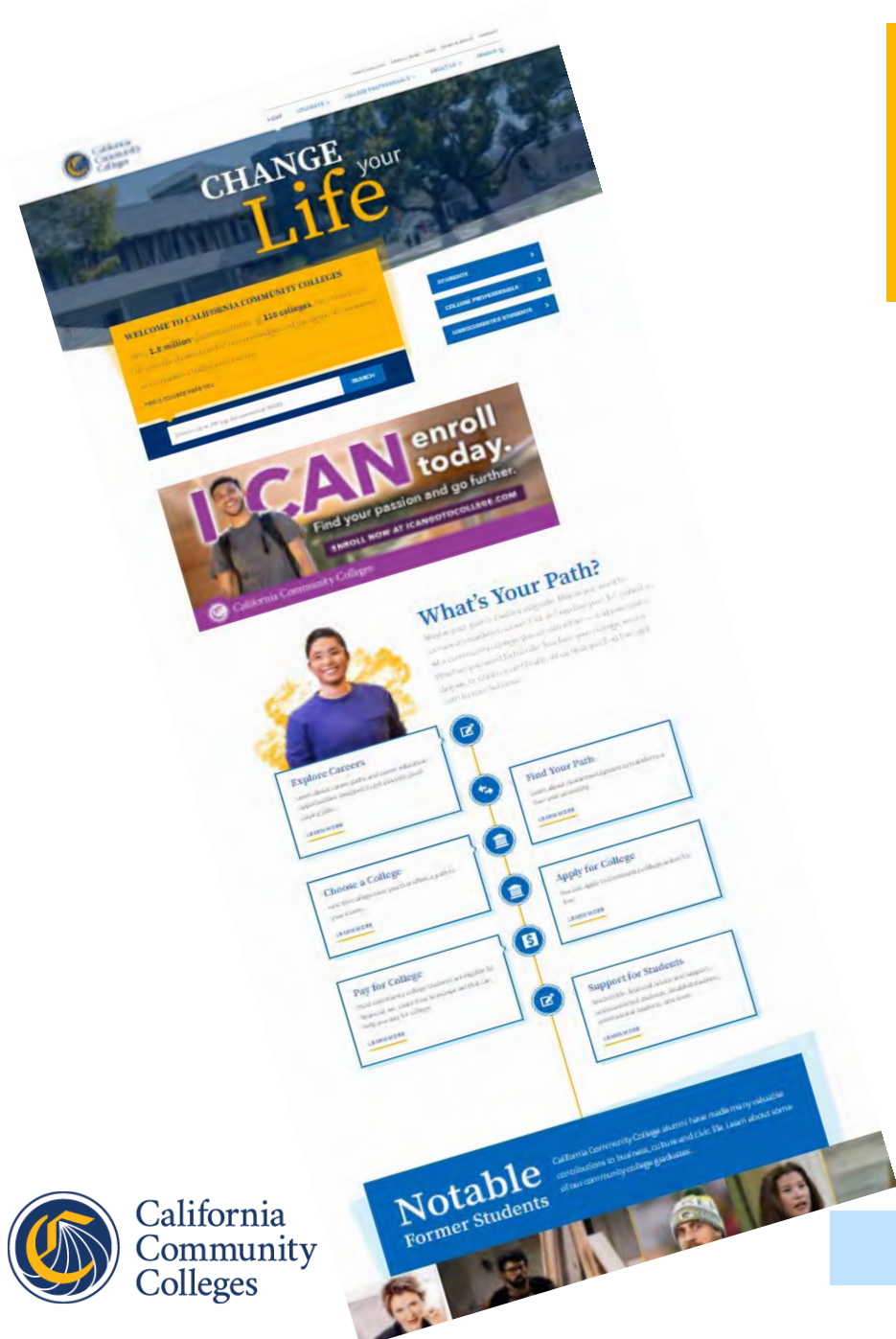
- **[Enrollment and Success in Transfer-Level English and Math in the California Community Colleges System, Fall 2015 to Fall 2019 Statewide Analysis, January 2021](#)**
Analysis of statewide transfer-level English and math enrollment and completion within one year, disaggregated by ethnicity and special populations. One year throughput rates show large improvements in completion of transfer level English and math for all groups.
- **[Maximizing English Language Learner's Completion of Transferable English Composition in Community College: A focus on US High School Graduates, September 2020](#)**
Report exploring ESL pathways that maximize throughput with a focus on US high school graduates. Historically, completion of transfer-level English for ELL US high school graduates has been higher for students on the English pathway.
- **[English or ESL Pathways for English Language Learners Who Are U.S. High School Graduates? Effective Community College Placement Strategies, September 2020](#)**
Infographic exploring ESL pathways that maximize throughput with a focus on US high school graduates.

Resources

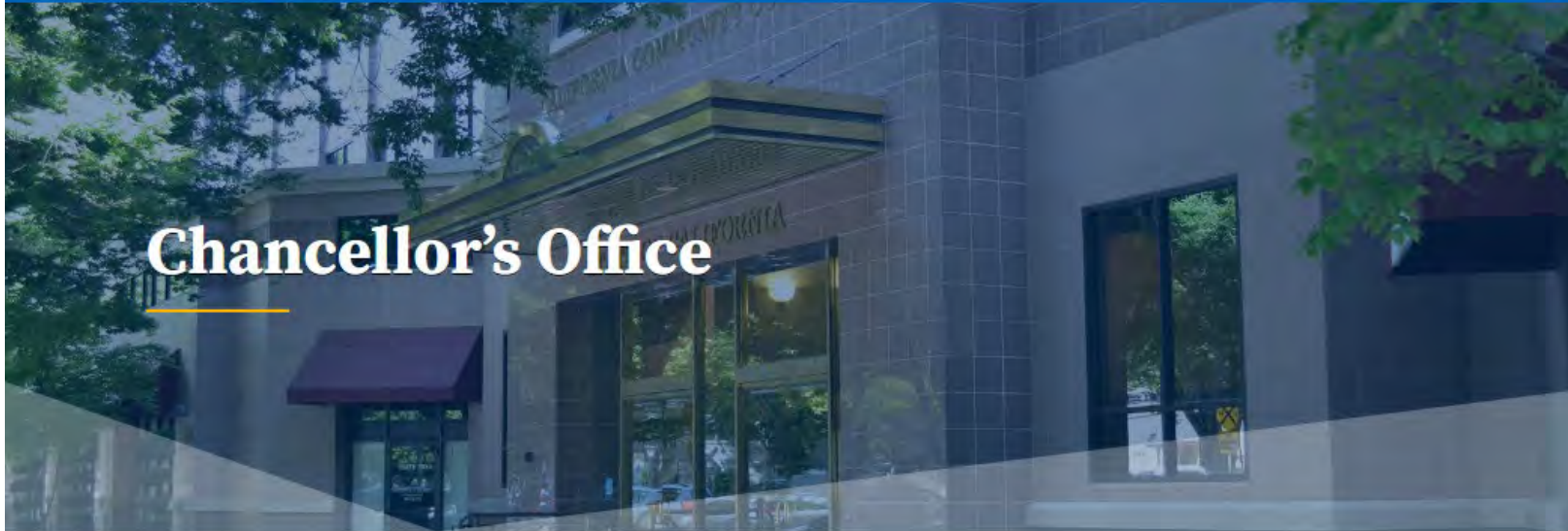
Resources

- EDCODE
- Title V
- PCAH
- TOP code manual
- The Data Element Dictionary
- Guide

<https://www.cccco.edu>



California
Community
Colleges



Guiding your success at the California Community Colleges is California Community Colleges Chancellor Eloy Ortiz Oakley, who serves as the CEO of the Board of Governors and oversees the system's executive office.

Division vice chancellors supervise the nine divisions of the Chancellor's Office that are geared toward helping you reach your goals.

Deputy Chancellor Dr. Daisy Gonzales oversees the divisions of [Educational Services and Support](#); [Workforce & Economic Development](#); [College Finance & Facilities Planning](#); and [Internal Operations](#).



Educational Services and Support



Educational Services & Support

The Educational Services and Support Division is committed to students getting the high-quality curriculum, support and instructional services that they deserve. The division is responsible for providing leadership, oversight and assistance in the following areas:

- [Baccalaureate Degree Program](#)
- [Basic Skills and English as a Second Language](#)
- [Curriculum and Instruction](#)
- [Distance Education](#)
- [Flexible Calendaring](#)
- [Guided Pathways](#)
- [Library and Learning Resources](#)
- [Mathematics, Engineering and Science Achievement \(MESA\)](#)
- [Memos and Official Documents](#)
- [Middle College High School](#)
- [Minimum Qualifications](#)
- [Noncredit Education](#)
- [Open Education Resources](#)
- [Rising Scholars](#)
- [The Puente Project](#)
- [Templates for Approved Transfer Model Curriculum under the Associate Degree for Transfer](#)

Financial Aid Forms and Reports

[2022-2023 California College Promise Grant Application English \(PDF\)](#)

[2022-2023 California College Promise Grant Application Spanish \(PDF\)](#)

[2021-2022 California College Promise Grant Application English \(PDF\)](#)

[2021-2022 California College Promise Grant Application Spanish \(PDF\)](#)

[2022-23 California College Promise Grant Income Maximums \(PDF\)](#)

COVID-19 Resources

[Emergency Planning for Instructional Interruptions \(PDF\)](#)

Educational Services & Support

[Vice Chancellors for Educational Services and Support](#)

[Assessment Advisory Committee](#)

[ESS Memos](#)

[What We Do](#)

[Student Service](#)

[SB 206 NIL Working Group](#)

[Open Education Resources](#)

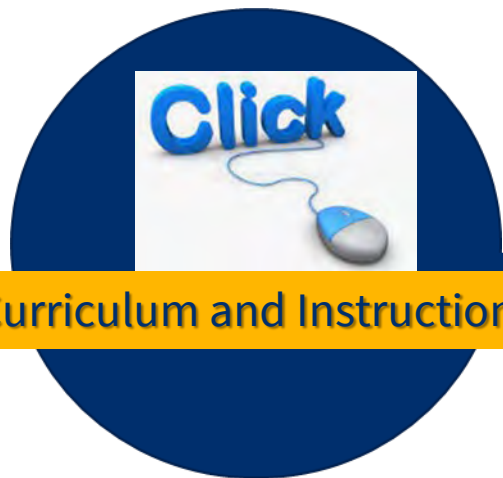
[Flexible Calendar](#)

[Transfer and Articulation Program](#)

[Transfer Level Gateway Completion Dashboard](#)

QUICK SEARCH

[SEARCH MEMOS AND OFFICIAL DOCUMENTS](#)



Curriculum and Instruction





Curriculum and Instruction Unit

Curriculum and Instruction

Under the direction of the Dean, the Intersegmental Programs & Credit Curriculum Unit's primary responsibilities for curriculum for all 116 community colleges and available resources include:

- [Adult High School Diploma Program \(AHSD\)](#)
- [Career Development and College Preparation \(CDCP\)](#)
- [Community Services Offerings \(fee based not-for-credit courses that do not generate state apportionments\)](#)
- Program and Course (Credit and [Stand-alone](#)) Approval

Additional responsibilities of the unit are as follows:

- Legislative and Policy Guidelines and Resources
 - [California Code of Regulations \(CCR\) title 5](#)
- [Curriculum Inventory \(requires login\)](#)
- [California Community College Curriculum Committee \(5C\)](#)

Tools:

- [ADT Double Count Document](#)
- [ADT Reviewer Checklist](#)

Curriculum and Instruction Unit

California Community College Curriculum Committee

Curriculum

Fund for Student Success (FSS)

Mathematics, Engineering, Science Achievement

Middle College High School

Puente Project

Stand-Alone Credit Course Approval

Templates for Approved Transfer Model Curriculum

CONTACT INFORMATION

For assistance, please submit your written inquiry to:

Technical Questions
cociappsupport@openccc.zendesk.com

Curriculum and Instruction Unit webpage



PCAH

- Education Code
- title 5
- Submission Guidelines



CCCCO Course Calculations

- Know the calculation
- Memo from CCCCO
- Local Policy



Guidelines

- Guidelines for Excused Withdrawal [\[pdf\]](#) ~ March 15, 2019
- Credit Course Repetition Guidelines [\[pdf\]](#) ~ Final November 2013
- Instructional Materials Guidelines [\[pdf\]](#) ~ January 2013
- Community Services Offering [\[pdf\]](#) ~ September 2012
 - Common Concerns and Questions related to Community Services Offerings [\[pdf\]](#) ~ September 2012
- Guidelines for title 5 Regulations, Section 55003: Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation [\[pdf\]](#) ~ February 2012
- Memo AA 19-45:Guidance for CCR title 5 section 58170 Enabling Students to Self-Refer for Apportionment-Based Supervised Tutoring) [\[pdf\]](#) ~ November 2019
- Supplemental Learning Assistance and Tutoring Regulations and Guidelines [\[pdf\]](#) ~ April 2006

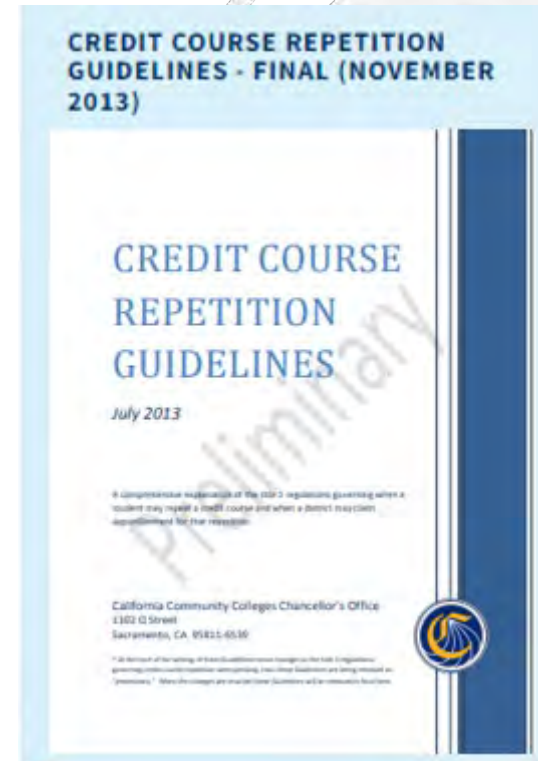
cociappsupport@openccc.zendesk.com

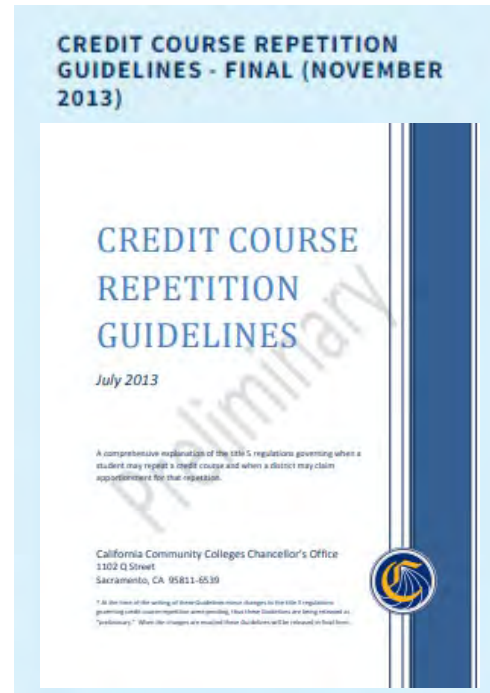
PROGRAM AND COURSE APPROVAL HANDBOOK, 7TH EDITION



Regulations

- [California Education Code \[CEC\]](#)
 - Title 3, Division 7, Part 48, Chapter 1, Article 1, § 78015-78016.5
- [California Code of Regulations \[CCR\]](#)
 - Title 5 - Education, Division 6 ~ California Community Colleges
 - Chapter 6 ~ Curriculum and Instruction
 - Chapter 7 ~ Special Programs
 - Title 5 Revision Clarification - *December 2007*
- [College MIS Codes](#)
- [TOP-CIP Crosswalk ~ June 2020](#)
- [TOP Code Manual](#)
- Data Element Dictionary
 - [CB03 - Course TOP Code](#)
 - [CB09 - Course SAM Priority Code](#)
 - [CB11 - Course Classification Status](#)
 - [CB22 - Course Noncredit Category](#)
- [General Studies Basic Skills/ESL Top Codes ~ Revised November 2009](#)
- [The Course Outline of Record: A Curriculum Reference Guide ~ Spring 2017](#)
- [The RP Group Guide to Prerequisite Research](#)





NOTES AND NEWS

- Annual Curriculum Approval Certification ESS 21-400-003 - October 06, 2021
- Updated Business Administration Transfer Model Curriculum ESS 21-300-004 - February 05, 2021
- Noncredit Advanced and Specialized Public Safety Curriculum Proposals ~ April 12, 2019
- Requirement Changes to Certificate of Achievements [pdf] ~ March 5, 2019
- Curriculum and Instruction Support Regional Assignments [pdf]
- Advanced Placement Credit Policy Frequently Asked Questions Memo [pdf] or [Word] and FAQs [pdf] or [Word]
- Policy Change: Advanced Placement Credit [pdf] or [Word] ~ March 30, 2017

Questions





California Community Colleges

Thank you!

www.cccco.edu