# Plenary Spring 2019
## Breakout Session notes
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**Equivalency to the Associates Degree**
https://www.asccc.org/content/equivalency-associates-degree

Goal of SWP task force: "Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

- Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards, but possess significant industry experience.
- Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.
- Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.
- Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or an equivalent."

Chancellor's Office created a CTE Minimum Qualifications Work Group.
- Created an equivalency tool kit
- Tool kit should be released in the next month or so

Why General Education?
- Purpose of GE is to produce a citizen who can interact effectively with the world around them based on critical thinking and reasoning, sound oral and written communication, an applied understanding of other peoples and cultures, and applied experiences with science and its impact on people.

What General Education is required for an Associate of Arts or Associate of Sciences?

GE for an AA degree includes demonstrated competencies in math and English along with 18 units in 5 areas:
- A. Natural Sciences
- B. Social and Behavioral Sciences
- C. Humanities
- D.1. Language and Rationality: English Composition
- D.2. Language and Rationality: Communication and Analytical Thinking

The rest of the session focused on looking at each area and how outside education and experience could be equivalent, or even more useful application of knowledge.

**The Future of Open Educational Resources (OER) in the California Community Colleges**

https://www.asccc.org/content/future-open-educational-resources-oer-california-community-colleges

OER, Student Success, and Equity
What is the connection between open educational resources, student success, and equity?
   Today's Learner: Student Views 2018 – Key Findings

- Textbook Purchases Increase Student Stress
- Students Sacrifice Food for Textbooks
- Minority Students Are Disproportionally Impacted
- Coping with the Financial Burden
- Digital Access Drives Success

https://news.cengage.com/wp-content/uploads/2018/07/CengageMC-Affordability-Survey-letter.pdf

ASCCC's OER Initiative

- A 5-year project to implement OER system-wide, coordinating state level activities to increase OER availability and supporting local OER implementation.
- At the end of the initial project period, the structure and accomplishments of the CCCOERI would be evaluated and future funding needs identified.
- Launched January 2019

OERI's Goals

- Ensure OER availability for at least 70% of all C-ID courses by the end of the 5-year term.
- Significantly reduce costs for students in at least 50% of the most highly enrolled courses.
- Develop systems to replace high-cost homework systems such as "My Math Lab" and other ancillary materials that facilitate faculty OER adoption.
- Establish a network of OER Liaisons to serve as local OER champions. ✔
- Develop OER resources for selected CTE areas.
- Leverage prior related work. ✔
- Facilitate achieving the goals of AB 705 and other legislation/initiatives. ✔

January through Plenary

- Identify and establish connection to existing OER and OER-related efforts
    - Coordinating committee convened
    - Identify opportunities to leverage efforts
    - Avoiding duplication
- Determining the "hows" of moving forward

- o Where will OER resources "live"?
- o How can discipline faculty conversations about OER be encouraged/supported?
- Identifying – and addressing – common institutional barriers/concerns

Implementation Challenges – How do we determine what is really needed?
- What "holes" in OER availability exist?
- Where an OER text-equivalent exists, what do faculty need to facilitate adoption of that resource?
- When you have 114 colleges that are each doing their own thing, how do you develop a comprehensive assessment of their needs that somehow corrects for lack of awareness?

What they have learned
- Determining needs is not easy
- Facilitating faculty adoption requires making OER adoption as easy as the adoption of a commercial text
- Local challenges/needs vary considerably

- Collection of resources
  - o General
  - o Discipline – based
    - What are your colleagues using?
    - Opportunity for discipline-based dialogue
- Additional information-gathering regarding OER needs (Cohort 2)
- Funded OER work – "Letters of Interest" due April 26
  - o Work to be completed in August or December

Goals for next year
- More outreach, support, etc…
- Identify platform(s) for OER curation/development – and train faculty
- Discipline convenings
- What can we do to support your use of OER?

**Work Based Learning Paper Review and Local Next Steps**
https://www.asccc.org/content/work-based-learning-paper-review-and-local-next-steps

Resolution 13.05 (Spring 2018) requested the following of ASCCC:
Resolved, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.

Resolution 21.01 (Spring 2019)
Resolved, That the Academic Senate for California Community Colleges adopt the paper Work-Based Learning in California Community Colleges and upon its adoption disseminate it to local senates and curriculum committees.

Overview of Paper Organization
- Three Main Sections
  - Internships
  - Cooperative Work Experience
  - Apprenticeship
- Three parts in each section
  - Intent and Guiding Principles
  - Statutes and Regulations
  - Stakeholder Responsibilities
- Other Work-Based Learning
- Recommendations

Internship
- Any work-based learning opportunity that allows a student to apply learned skills and theories to a hands-on, paid or unpaid employment environment
- No specific California statute or regulation applies to internship but must all internships must comply with Federal Fair Labor Standards Act
- No funding specific to internships although colleges may utilize independent study to earn apportionment for students completing internships.

Cooperative Work Experience
- Hands-on work-based learning, either general or occupational, paid or unpaid, coordinated by colleges with students and employers
- Guided by California Education Code, California Code of Regulations Title 5, and Federal Fair Labor Standards Act
- Colleges earn FTES-based apportionment for CWE units completed by students

Apprenticeship

- Paid hands-on work-based learning, coordinated by employers or trades groups with students and colleges
- Guided by California Labor Code, California Code of Regulations Title 8, and Federal Fair Labor Standards Act
- Colleges may be given regular supplemental instruction (RSI or Montoya) funds by program sponsors. Some potential for apportionment

Clinicals/Practicum
- Unpaid hands-on work based learning completed as part of a course. Often utilized in allied health courses but may be used in other disciplines as well
- Regulations consistent with any lab-based curriculum, including required instructor supervision
- Colleges may earn FTES-based apportionment for discipline-specific course units completed by students

Preceptorships
- Hands-on work-based learning completed at the end of a program of study in coordination with employed professionals in the discipline. Common in registered nursing and other allied health programs but may apply to other disciplines as well
- Guided by California Code of Regulations §1426.1 & Board of Vocational Nursing, Preceptorship
- Funding varies depending on program

Work Study
- Federal Work Study is an educational financial aid program for students with demonstrated financial need while enrolled
- Guided by Federal Title IV Federal Student Aid, administered by the U.S. Department of Education
- Federal Work Study hours may be included as part of student financial aid packages. Funded by Title IV Federal Student Aid Funds

Recommendations for Board of Governors (BoG)
1. It is imperative that the California Community Colleges Board of Governors rely upon the Academic Senate for California Community Colleges to work with the Chancellor's Office, the California Internship and Work Experience Association (CIWEA), and other stakeholders to implement noncredit alternatives to cooperative work experience education opportunities.
2. Revise Title 5 to facilitate expansion of occupational cooperative work experience eligibility from CTE TOP Codes only to all TOP Codes, given that all programs are preparing students for careers and all students could benefit from program-specific cooperative work experience opportunities.

Recommendations for ASCCC & Colleges

- Assist colleges in recognizing the similarities and differences between types of work-based learning and to employ a common language and understanding of the applications of work-based learning within the California community college system.
- Provide more information about apprenticeship in California community colleges, including what structures and agreements are necessary to initiate apprenticeship agreements and instruction in collaboration with employer or labor groups.
- Together with CIWEA, disseminate information about the importance of work-based learning in students' preparation for work and about effective practices for incorporating work-based learning into local programs.

## Credit for Prior Learning and Military Service
https://www.asccc.org/content/credit-prior-learning-and-military-service-moving-needle

CPL Convergence in California
Various CCC projects looking for ways to uncover CPL opportunities for students:
- Veterans and military students (AB 2462)
- Bachelor's Degree Pilot
- Nursing and military students (SB 466)
- Workforce and Career/Technical
  (Doing What Matters for Jobs and the Economy)
- Online process to connect students with CPL opportunities (Online Education Initiative)

CPL Workgroups, Reports and Advisories
- CPL Workgroup
  - Formed during Spring 2016
  - CCCCO, ASCCC, Colleges, Faculty Advisory Committees, CACCRAO, Financial Aid, Statewide Initiatives
- Report of Survey Findings
- Chancellor's Office Advisory on Awarding
  Credit for Prior Learning:
  *AB 2462 (Military Experience)*

ASCCC: 7.01 S16 Costs Associated with Prior Military Experience Credit
Resolved, That the [ASCCC], in conjunction with the Chancellor's Office and other system partners, research the costs of implementation of credit for prior military experience; and

Resolved, That the [ASCCC], in conjunction with the Chancellor's Office and other system partners, work to secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience.

ASCCC: 7.02 S16 Awarding Credit for Prior Learning Experience

Resolved, That the [ASCCC] work with the
Chancellor's Office and other interested stakeholders to develop effective practices for the
awarding of credit for prior military learning and experience; and

Resolved, That the [ASCCC] work with the Chancellor's Office and other interested
stakeholders to explore the option of awarding credit for forms of prior learning and
experience outside of those involving military experience.

CCCCO College Survey
- 113 colleges surveyed (Compton not in system at that time)
- 3 surveys conducted Nov 2014 to Mar 2016
- 96 colleges participated
- 102 unduplicated courses reported
- Units of Credit Awarded:  0.5 to 10
- Top 3 Reported
    - Physical Education
    - Administration of Justice
    - Information Technology

Goals of the Project
1. Minimize CTE and Transfer Pathways for Veterans to Maximize Use of VA Benefits in the Public CA Systems
2. Increase Intersegmental Dialog and Collaboration
3. Enhance Understanding of DoD Training and Experiences by IHLs and Workforce
4. Enhance Understanding of ACE
5. Build Trust Across Sectors

CCCCO CPL Advisory Group
- Convening of stakeholders under a grant from Lumina.
- Three in-person meetings to create suggested revisions to Title 5 language around credit by exam and credit for prior learning, to discuss recommendations for colleges in terms of procedures and policies, and to create a potential pilot involving colleges and disciplines.
- Recruitment letters will be going out to the disciplines next week seeking faculty to be involved in the pilot.

Disciplines Within the Pilot
The pilot will result in cross-walks in a total of seven (7) disciplines that can be shared with statewide faculty and used for multiple students with the same training credentials, and a model process that can be applied by faculty across disciplines. The disciplines are:
- Administration of justice
- Automotive technology
- Business administration and management

- Cybersecurity
- Fire science
- Health
- Information Technology

## C-ID, MCW, Reimagining CTE Portability in a GP Framework
https://www.asccc.org/content/c-id-mcw-reimagining-cte-portability-gp-framework

C-ID Basics
- Began in 2007 as a pilot project to replace CAN (California Articulation Number) and provide a response to the call for a "common course numbering system"
- Faculty-based system of common course identifiers and descriptors
- Provides a mechanism for identifying required courses in Associate Degrees for Transfer (ADTs)
    - Descriptors: sets expectations for course content, rigor, and student learning outcomes or objectives.
    - Receipt of a C-ID designation confirms a course meets the published standards of course content, rigor, and student learning outcomes or objectives.

C-ID: Intersegmental vs Intrasegmental
Initial Goal of C-ID: Facilitate transfer process for California students by increasing articulation between postsecondary education segments and institutions
- Intrasegmental Articulation
    - Between CCCs
- Intersegmental Articulation
    - CSU – TMCs > ADTs
    - UC Transfer Pathways
    - System transfer agreements with HBCUs, CA Independent Colleges & Universities
    - Articulation & transfer agreements with local colleges & universities – any entity can articulate with all CCCs by agreeing to articulate a C-ID descriptor

C-ID and Career Education: Process
Prior to a Discipline Input Group (DIG) meeting:
- C-ID works with Sector Navigators (SNs) and Deputy Sector Navigators (DSNs) to identify disciplines to bring together for DIG meetings
- Sector Navigators contact industry partners and seek input on existing community college programs
- SNs and DSNs are invited to attend the DIG
- Faculty register to attend the DIG meeting, bringing with them materials from their local college to review with colleagues during the meeting

At DIG meetings
- Faculty develop descriptors and model curriculum
- Industry input is provided through the industry survey and via the SNs/DSNs in attendance

After DIG meetings
- Faculty discipline review group (FDRG) is convened for the discipline. The group reviews and finalizes drafts of model curriculum and descriptors for statewide vetting.
- Industry partners, faculty, articulation officers, and other interested parties are asked to provide input on the draft documents
- FDRG reviews vetted materials and finalizes documents

Result: Statewide model curriculum and descriptors

C-ID and Career Ed: Descriptors & Model Curriculum
- Working with 31 CTE disciplines
  - 114 finalized descriptors
    - 75 descriptors in progress
    - 27 draft descriptors
- 12 finalized Model Curricula (MC)
  - 3 Intersegmental, 9 CCC
  - 22 MC in progress, 9 draft MC
- Office Technology / Business Information Worker
  - Finalized 22 descriptors and 3 MC in Fall 2018
  - These align with the Business Information Worker Pathway to Success, part of the CCC Doing What Matters Initiative
- Four disciplines are working to align MC to the CCC baccalaureate programs
  - Target: completed and available by fall 2019.
  - Disciplines are: Respiratory Care, Biomanufacturing, Automotive Technology, and Dental Hygiene.

C-ID and Career Education: Challenges
- Regional differences in faculty and industry perceptions around curriculum
- Benefit to students is less apparent than with ADTs based on C-ID descriptors
- Creating and maintaining meaningful connections with industry, including employers, SNs, and DSNs
- Internal committee structure for CTE Curriculum
- Some articulation officers involved with C-ID submission for transfer only or don't have enough time to assist CTE faculty with the alignment process

C-ID and Career Education: Responding to Challenges
- Streamlined descriptor and model curricula approval process (distinct from transfer model curriculum)
- Revised MCW membership

- • CCCAOE input (CTE faculty & deans)
    - • More CTE faculty
- • 10+1 Reasons to use model curriculum
- • Training for ASCCC CTE Liaisons
    - • Encourage faculty peers to participate in DIGs, descriptor and MC feedback, and FDRGs
- • Potential for regionally-developed MC
- • Potential for curriculum streamlining for C-ID-aligned CTE programs

10+1 Reasons to Use Model Curriculum
1. Providing students with the skills to fill employer needs for specified training.
2. Establishing appropriate program consistency in awards across the colleges.
3. Facilitating student goal completion and simplifying student movement between colleges by establishing intra-segmental (within the CCCs) articulation.
4. Increasing student access to statewide offerings of C-ID aligned online CTE courses applicable to programs at their local college.
5. Increasing faculty access to C-ID model curricula and descriptors to assist in developing or updating courses and programs.
6. Providing a benchmark for quality and currency, C-ID descriptors and model curricula are regularly reviewed and developed with input from faculty and industry, benefiting faculty, students, and industry.
7. Enabling CTE disciplines to participate in Open Educational Resources Initiative (OERI), Guided Pathways, and other critical statewide initiatives.
8. Increasing opportunities for students through the development of C-ID model curricula articulated to Bachelor's Degrees in the CCCs or other colleges or universities.
9. Allowing for "one-to-many" articulation or acceptance by industry partners by establishing that a C-ID descriptor or model curricula fills a transfer or employer need.
10. Leveraging C-ID alignment to support increased funding for programs to ensure currency of instructional equipment.

+1. Providing an opportunity for a community of faculty to engage in dialogue impacting programs.