

Chancellor's Office Updates

- Aisha Lowe, Vice Chancellor
Educational Services – Academic Affairs
- Rebecca Ruan-O'Shaughnessy, Vice Chancellor
Educational Services – Student Services



2021 CCCCO Priority Areas

- 1) Advance Guided Pathways
- 2) Equitable placement with fidelity
- 3) Fiscal health and resiliency
- 4) Financial Aid and Basic Needs
- 5) Innovations in Teaching and Learning



Guided Pathways

– From Launch to Impact

- Focus intent and activities to yield a stronger impact
- Make equity explicit in all aspects of implementation and activities
- Focus on the ensuring learning pillar
- Integrate key system reforms



New and Revised Regulations

- **Ethnic Studies:** Adds Ethnic Studies as a graduation requirement to title 5, section §55063.
- **Pass/No Pass:** title 5 § 55022 Removal of 30% of semester timeline.
- **Work Experience Education:** Includes noncredit students, updates terminology and paid and non-paid hours formula.
- **Equitable Placement Alignment:** A review of T5 for AB 705 alignment



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; and
- Coordinate with CSU for alignment.



Student Equity and Achievement Program: 2021-22 Milestones



Report Streamlining Project

– The change we are trying to make

- Generate fewer college reporting burdens
- Create holistic plans, budgets and reports to maximize impact of colleges' resources and time
- Collect better information to design, fund, execute and improve programs
- Use data that center the impact of efforts on student outcomes
- Model strategic risk-taking and continuous improvement
- Focus on Vision for Success core commitments and achieve Vision goals



 About

 Programs

 FAQs

Plans

Program List

Managed Programs

Articulation Addendum Annual Reporting	Incomplete
CAFYES-NextUP	Incomplete
CalWORKS	Incomplete
DSPS	Incomplete
Dual Enrollment Community Colleges: College and Career Access Pathways & STEM Academy Grant	Incomplete
EOPS & CARE	Incomplete
Historically Black Colleges & Universities Transfer Agreement Project	Incomplete
Hunger Free Campus	Incomplete
MCHS	Incomplete
MESA	Incomplete

Vision List

Select a vision goal to enter data.

- Vision Goal 1: Completion
- Vision Goal 2: Transfer
- Vision Goal 3: Unit Accumulation
- Vision Goal 4: Workforce

Provide feedback



Activity Breakdown for Vision Goal 1: Completion

[About](#)[Programs](#)[FAQs](#)[Program List](#) / [Vision Goal 1: Completion Activity Breakdown](#)

Purchase student supplies

This activity had both **direct** and **indirect** impact across programs.

Direct Impact

All student totals are the **MEDIAN** total across all activities and programs indicated as having an impact on the Vision Goal.

Students Served**750**Black or African
American 127

Hispanic 362

Economically
Disadvantaged 475

Programs

This activity was used in the list of programs below.

- Articulation Addendum Annual Reporting
- MCHS

Indirect Impact

All student totals are the **MEDIAN** total across all activities and programs indicated having an impact on the Vision Goal.

Students ServedBlack or African
American 250

Hispanic 500

Economically
Disadvantage

Programs

This activity was used in the list of programs below.

- Hunger Free Campus

Equitable Placement (AB 705)

- **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

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	Equitable Placement Dashboard Created
Spring 2021	ESL Data Analysis and Research
July 1, 2021	ESL Adoption Plans Due
July 9, 2021	AB 1805 Data Templates Due
Summer 2021	English and Math Validation of Practices Response to Colleges
Fall 2021	Update title 5 regulations
Fall 2021	Reconstitute Assessment Committee (September 10)
Fall 2021	Assess ESL Adoption Plans
Fall 2021	Develop ESL Equitable Placement Toolkit



ESL Updates

- Research results and guides forthcoming
- Current assessments will remain approved through the ESL innovation timeframe (2021-22 and 2022-23).
 - Prospective new assessments from Cambridge and Pearson were reviewed by the AB 705 ESL Implementation Committee and recommended for Assessment Committee review for potential provisional approval. These assessments will go before the Assessment Committee in September.
 - Current vendor assessments (CASAS, CELSA & Accuplacer) will come before the Assessment Committee for review this fall.
 - Review of current local assessments will commence in spring 2022.



Equitable placement results: Student outcomes have improved across all metrics

- When students are placed equitably their path to completion is expedited and persistent opportunity gaps are diminished.
- More students are taking and completing gateway math and English.
 - No matter their high school performance
 - Across all subgroups



Equitable placement is a VfS and GP strategy

Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

When students are placed equitably

their path to completion is expedited and persistent opportunity gaps are diminished.

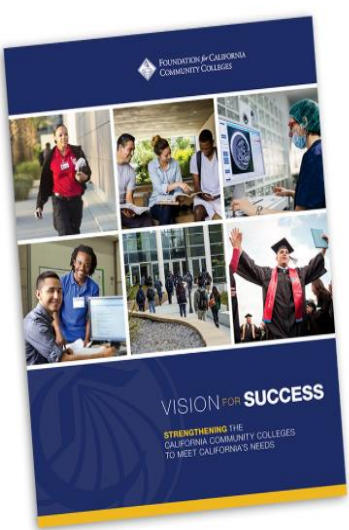
Guided Pathways
Pillar 4: Ensure Learning

Placement

Learning Journey

Assessment & Evaluation

Improvement & Innovation



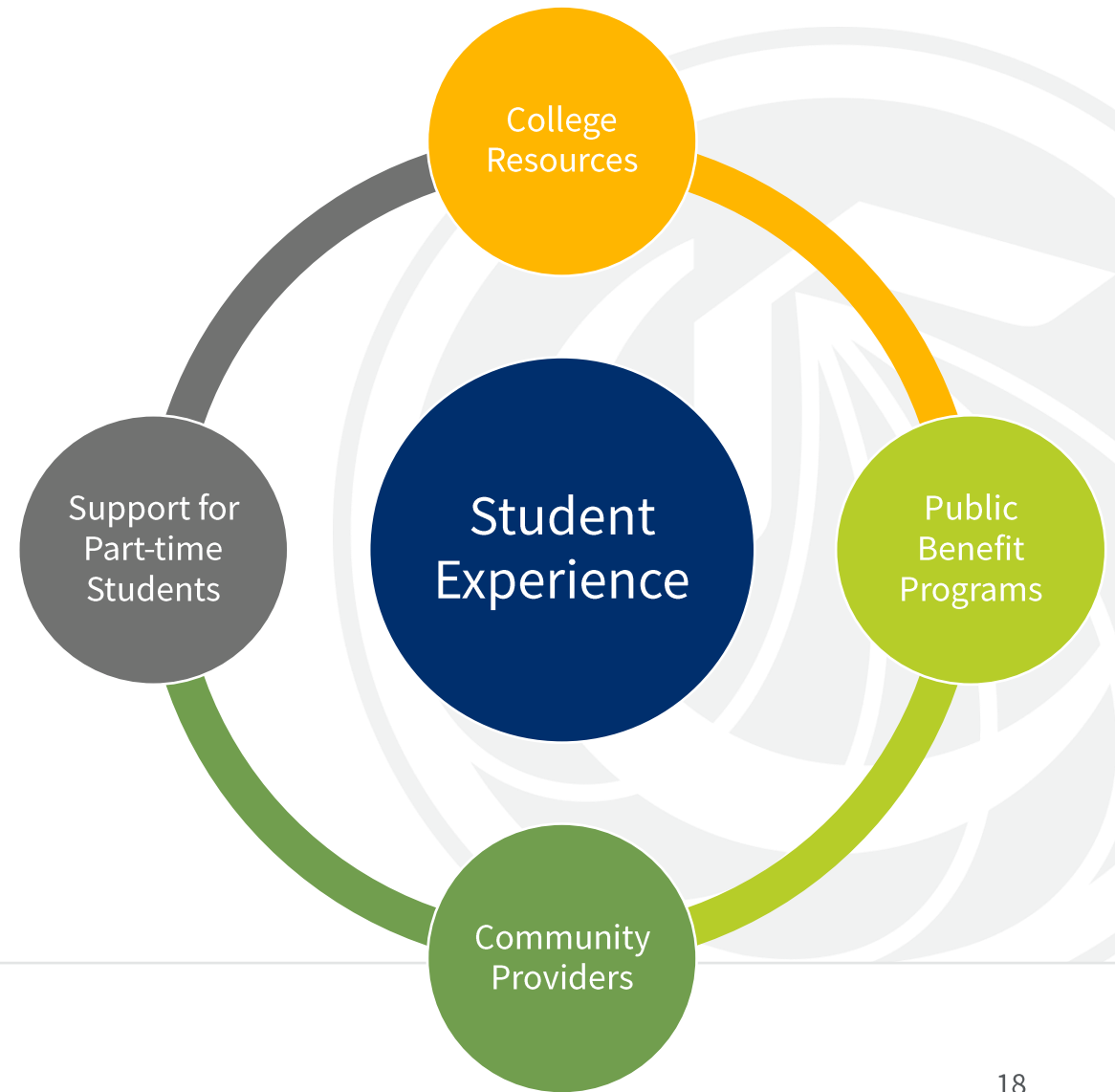
SCFF Dashboard Project

- Phase 1: Analysis and comparison of the prior funding formula and SCFF.
- Phase 2a: Analysis and trends in the SCFF supplemental and student success grants, and funding protections.
- Phase 2b (anticipated in summer 2021): Additional race and ethnicity data within the supplemental and student success funding metrics.
- Phase 3 (anticipated in late 2021): District planning tool.

Overall Framework for the CCC Budget: 2021-2022 Equitable Recovery

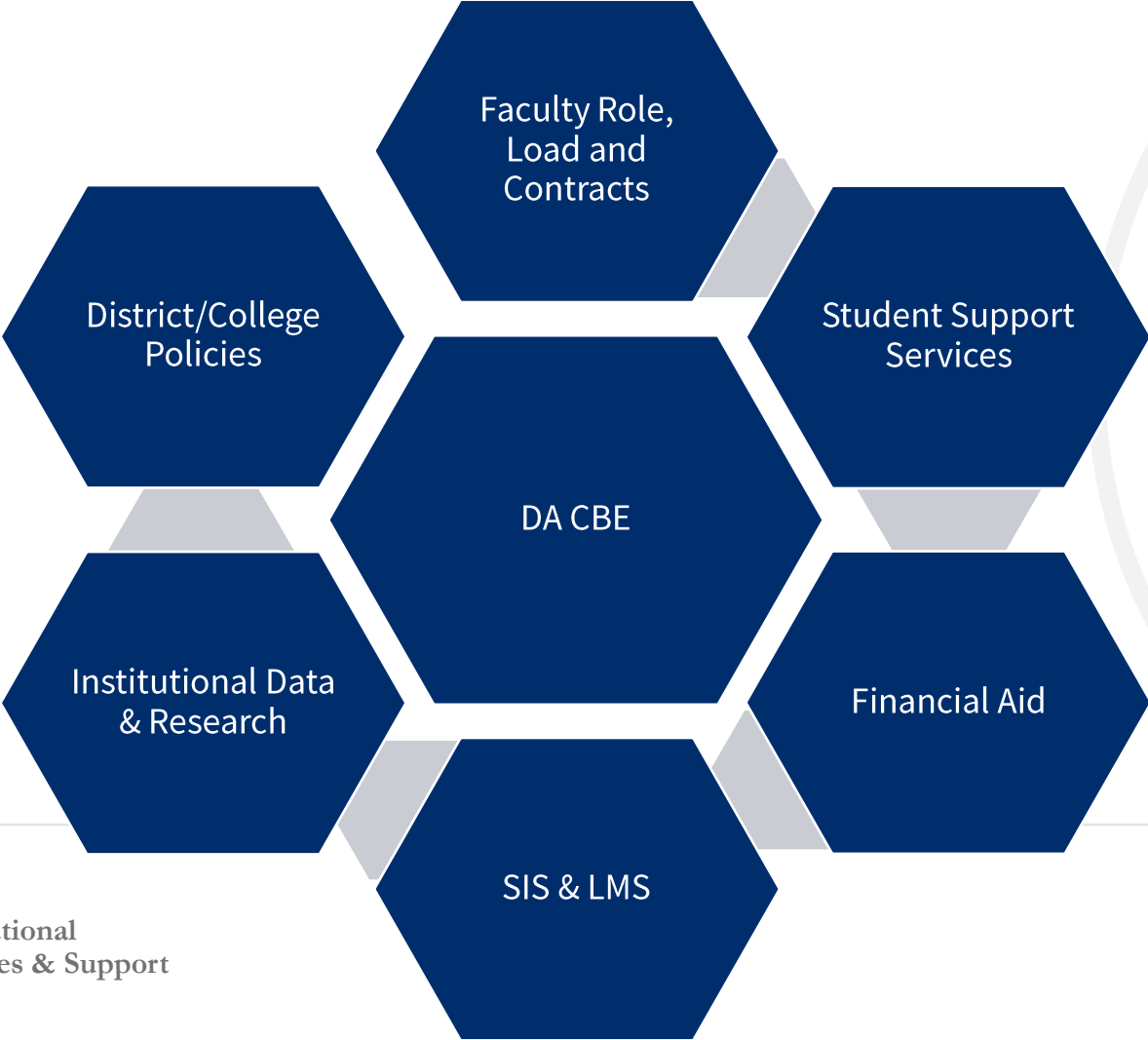


Reframing Financial Aid and Basic Needs



Competency-based Education

Direct assessment competency-based education is not another program. It is an innovation of teaching and learning leading to campus-wide transformation.



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

The CBE Collaborative

- 5C develops regulations 2019-2020
- CBE Collaborative interest form October 2020
- Regulations approved November 2020
- Collaborative applications February 2021
- Collaborative launch June 2021



CBE Breakout Session

Wednesday, July 7, 3:45-5:00

An Equity Framework for Competency Based Education

Randy Beach, Aisha Lowe, Chantee Guiney, Amparo Diaz and Nadia Leal-Carrillo

This breakout is for those who would like to learn more about CBE, how it is different from what we already do, and an overview of the Title 5 regulations to consider opportunities for CBE at your local college. Join us to learn about implementation of direct assessment competency based education in the California community colleges and engage in dialogue about the equity intent, expected impacts, and more



California
Community
Colleges

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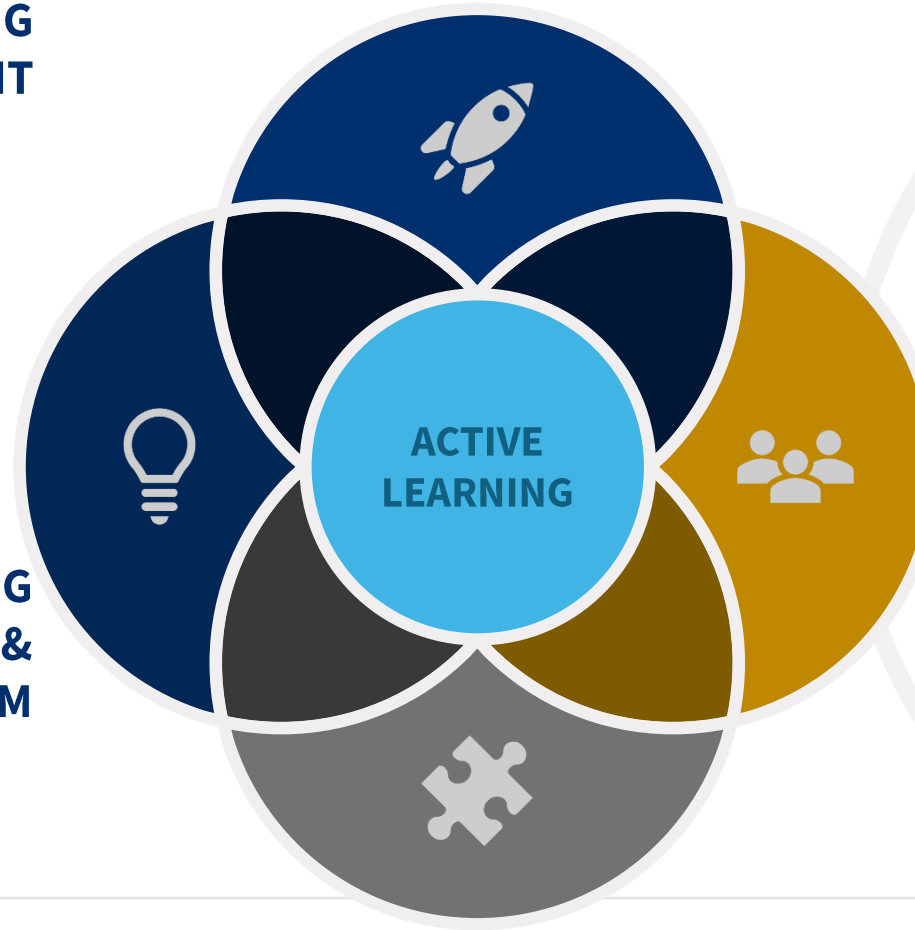
Ensuring Learning with Equity Strategy

LEARNING ENVIRONMENT

LEARNING TEAMS

LEARNING MATERIALS & CURRICULUM

LEARNING OUTCOMES DATA



California
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Curriculum Institute Sessions

- Wednesday, July 7, 2:00-3:15: TOP to CIP
- Wednesday, July 7, 2:00-3:15: Online/Distance Education-Accessibility, Equity & Diversity
- Wednesday, July 7, 3:45-5:00: An Equity Framework for Competency Based Education
- Thursday, July 8, 9:00-10:15: Credit for Prior Learning
- Thursday, July 8, 10:45-12:00: Leveraging Student Services for Student Success
- Thursday, July 8, 1:00-2:30: Legislation and Curriculum: Keeping it Student-Centered
- Friday, July 9, 11:00am-12:15am: General Session 3: Certification Training and Training Local Committees

We are Here to Support You

- Noncredit – Neil Kelly (nkelly@cccco.edu)
- ADTs – Njeri Griffin (ngriffin@cccco.edu)
- Financial Aid – Gina Browne (gbrowne@cccco.edu)
- Apportionment - Wrenna Finche (wfinche@cccco.edu)
- Articulation – Bob Quinn (bquinn@cccco.edu); Devin Rodriguez (drodriguez@cccco.edu)
- Competency Based Education – Chantee Guiney (cguiney@cccco.edu)
- Credit for Prior Learning – Chantee Guiney (cguiney@cccco.edu)



Curriculum Team by Region

Name and Email	Region
Patti Blank pblank@cccoco.edu	Macro Region A (Northern Inland, Northern Coastal, Lake Tahoe) and Macro Region B (North Bay, Mid-Peninsula)
David Garcia dgarcia@cccoco.edu	Macro Region A (Greater Sacramento), Macro Region E (San Diego/Imperial) Region D (South Central Coast) and Region F (Inland Empire/Desert)
Njeri Griffin ngriffin@cccoco.edu	Region G (Los Angeles/Orange County)
Zitlali Torres ztorres@cccoco.edu	Region B (East Bay, Silicon Valley, Santa Cruz/Monterey)
Kevin Lovelace klovelace@cccoco.edu	Region C (Central Valley)



We'd love to hear from you

- Aisha Lowe: alowe@cccco.edu
- Rebecca Ruan-O'Shaughnessy: rruan-oshaughnessy@cccco.edu



Thank You!

