

District Academic Standards Meeting Minutes

Thursday, March 3, 2022

3:00-4:00pm

Zoom

Committee Members	Guests
<input checked="" type="checkbox"/> Brian Johnson (DCC Chair, MAT, NOR)	<input checked="" type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input type="checkbox"/> Jeannie Kim (DCC Co-Chair, VC Ed Services)	<input checked="" type="checkbox"/> Sabina Fernandez (Staff, MVC)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RCC)	<input type="checkbox"/> Casandra Greene (Staff, RCC)
<input checked="" type="checkbox"/> Ann Pfeifle (HIS, MOV)	<input checked="" type="checkbox"/> Nicole Brown (Staff, NOR)
<input checked="" type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)	
<input checked="" type="checkbox"/> Nick Franco (AO, NOR)	
<input checked="" type="checkbox"/> Jeanne Howard (AO, MVC)	
<input checked="" type="checkbox"/> Clara Lowden (KIN, RIV)	
<input type="checkbox"/> Lisa Martin (GUI, NOR)	
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MOV)	
Additional Guests:	

Zoom Information

<https://rccd-edu.zoom.us/j/99380776438?pwd=MC84Q1pWckJlNFdUZWV6TWR3LzZYZz09>

+1 669 900 6833 (US Toll)

Meeting ID: 993 8077 6438

Passcode: 600632

Discussion Items

1. Ethnic Studies and Title 5 Changes
 - a. There does not appear to be a timeline in the proposed revisions to Title 5 indicating when the changes will be finalized. The proposed revisions indicate the changes may require ‘satisfactory completion’ of an ethnic studies course, which seems similar to the competency requirements that already exist in the catalog and Title 5.
 - b. Does this mean that one of our courses that was not approved for CSU Area F would fulfill the requirements for a local degree?
 - i. This could be an interpretation, but the district may need to wait for the final details of the revision.
 - ii. Nick Franco – There is also a task force evaluating how to implement the changes, but it will probably be best to wait for the State Chancellor’s Office to provide guidance.
 - iii. Ellen Brown-Drinkwater – Taskforce may be concluding June 2022.
 - c. Kelly Douglass – One concern will be the review of ethnic studies courses that are crosslisted with other disciplines that are looking at potentially dropping the crosslisting. These are expected to come forward in September.

- d. Jeanne Howard – The [Board Policy 2100](#) on graduation requirements will need to be updated as it lists the competencies.
 - i. Kelly Douglass – May need to add ‘successful completion of ethnic studies’ or similar language to the Board policy.
 - e. Brian Johnson – Do we have a list of ETS courses that have some controversy?
 - i. Ann Pfeifle – Moreno Valley has some that are not approved for Area F, and for history there is some discussion about splitting currently crosslisted courses.
 - f. Standards will need to hold on this issue until final guidance is available, and clean up of the ethnic studies courses may need to take place prior to generating a tentative list of applicable courses. At the curriculum committee, colleagues should be encouraged to clean up the ethnic studies items in their area. However, the committees should be mindful that the district is currently hiring additional faculty.
 - g. Additional Documents (See Below)
 - i. Ethnic Studies Proposed Title 5 Revisions
 - ii. Ethnic Studies Taskforce Charter
 - iii. Ethnic Studies Implementation Memorandum
2. Area of Emphasis Degrees
- a. At the December meeting, the committee noted they would be beginning with a series of questions, rather than a position the committee wants to arrive at. At the previous meeting there was also good discussion regarding the streamlining the AOE's.
 - b. Ann Pfeifle – The data presented at the previous meeting refuted the argument that the AOE's do not serve students. On the contrary, they serve students who are most in need of services. We may need to stop having this discussion altogether until the district provides any data that supports their position, and we may need to state that Standards does not support the discontinuance of the AOE's based on the data provided. That being said, there may be parts of the AOE's that can be modified.
 - c. Ellen Brown-Drinkwater – The Vision for Success released at Riverside shows that as a whole the actual ADT's awarded surpasses the targets. The number of ADT's being awarded is increasing. Counseling across the district put together a document with a list of concerns. We may need to hold until the district has data that shows we should move forward.
 - d. Kelly Douglass – It's possible that Standards faculty colleagues have not seen the presentation provided by David Torres. As a committee, we should develop new research questions looking at what David Torres has already done alongside the counseling concerns. We can review the data again in preparation for the April DAS meeting, and then develop new research questions then.
 - i. Are there ways the AOE's can serve students better?
 - ii. Should students be limited in the number of AOE's they can earn?
 - iii. Can the course patterns be made more specific?
 - e. Nick Sinigaglia – Is there a written statement from the Chancellor?

- i. There does not appear to be at this time.
 - ii. Ann Pfeifle – It’s possible that one of the district’s concerns involves budget as there is a financial benefit for awarding ADTs versus certificates. ADT awarding is an admirable goal, but that is not the sole mission of the community colleges.
- f. Brian Johnson – There may also be a fundamental question of what an associate’s degree is and what the standards for the degree are. The AOE’s may just be one step away from being an accumulation of units because the areas are so broad. How beneficial is it to the student to actually have these AOE’s?
 - i. Jeanne Howard – Students who do not fit into an ADT or who want to go into a specific major like engineering at UC San Diego are placed on AOE’s.
 - ii. Ellen Brown-Drinkwater – All students must have an active area of study. If they are choosing a major for transfer, but we do not offer that program, counselors see where the student fits based on the AOE’s. Counselors look at the transfer and major requirements and they build the plan for the student, but the program the student is in is the AOE. We look at how the student can transfer through the AOE.
 - iii. Kelly Douglass – Associate’s degrees are also required for some employment, which may be a good enough reason for the student to attain one.
 - iv. Ellen Brown-Drinkwater – One example is law enforcement, as having an associate’s degree increases pay.
- g. Kelly Douglass – The link below provides information on the intent of general education. We may need to look at the general education to ensure courses are there accurately. It is not an accumulation of units, but an accumulation of general education around certain educational principles.
 - i. [https://govt.westlaw.com/calregs/Document/IBDBFD190D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default](https://govt.westlaw.com/calregs/Document/IBDBFD190D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

3. Math Competency

- a. Postponed to next meeting.

Supporting Documents

1. Ethnic Studies Proposed Title 5 Revisions
2. Ethnic Studies Taskforce Charter
3. Ethnic Studies Implementation Memorandum
4. AOE’s – District-wide Counseling Concerns
5. AOE’s – Outcome Data

Proposed Revisions to Title 5, Section 55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement)

This document contains underline and strikethrough text, which may require adjustments to screen reader settings.

SECTION 55063 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS REPEALED AND ADOPTED TO READ:

~~§ 55063. Minimum Requirements for the Associate Degree.~~

~~The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).~~

~~Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.~~

~~Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.~~

~~The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on~~

behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass no pass" basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and

(C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an

awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has met all requirements of this section.

(a) General unit requirements.

(1) The associate degree requires satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work accepted by the degree-granting college. Courses completed at other institutions that meet or exceed the standards of the California Community Colleges may be counted toward associate degree unit requirements. At least 12 semester or 18 quarter units must be completed in residence at the degree-granting college, unless the governing board excuses this requirement to alleviate injustice or undue hardship.

(2) "Satisfactory completion" means either credit earned on a "pass-no pass" basis, or with a grade point average of 2.0 or better in the associate degree community college credit courses.

(b) Major or area of emphasis requirement.

(1) A minimum of 18 semester units or 27 quarter units must be taken in a single discipline, or related disciplines, as listed in the community college's "Taxonomy of Programs," or in an area of emphasis involving lower division coursework to prepare students for a field of study or major at the University of California, or the California State University.

(2) For all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.

(c) General Education Requirements. A minimum of 18 semester units or 27 quarter units of general education coursework must be completed in the areas described in this subdivision (c), or as otherwise determined by the degree-granting college.

(1) Natural Sciences. Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. Such courses help students appreciate and understand the scientific method, and understand the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines. A minimum of three semester or four quarter units must be completed in this area.

(2) Social and Behavioral Sciences. Courses in the social and behavioral sciences focus on people as members of society. Such courses develop awareness of the method of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies, and promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics,

history, political science, psychology, sociology, and related disciplines. A minimum of three semester or four quarter units must be completed in this area.

(3) Humanities. Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop awareness of the ways in which people throughout the ages, and in different cultures, respond to themselves and the world around them in artistic and cultural creation, and develop aesthetic understanding and an ability to make value judgments. Such courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion. A minimum of three semester or four quarter units must be completed in this area.

(4) Language and Rationality. Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. This includes courses in both English Composition, and Communication and Analytical Thinking as follows:

(A) English Composition. Courses fulfilling the written composition requirement include both expository and argumentative writing, and may be taught in disciplines including, but not limited to, English and English as a Second Language. A minimum of three semester or four quarter units must be completed in this area.

(B) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include, but are not limited to, oral communication, mathematics, and quantitative reasoning courses such as logic, statistics, computer languages, programming, and related disciplines. A minimum of three semester or four quarter units must be completed in this area.

(d) Additional Requirements. The associate degree also requires demonstrated competence in reading, written expression, and mathematics, and satisfactory completion of a course in ethnic studies, as follows:

(1) Satisfactory completion of a course in English at the level of the course typically known as Freshman Composition. This requirement may also be met by satisfactory completion of an English course taught in another department or discipline that requires entrance skills at a level equivalent to those for Freshman Composition, or by demonstrating competency that is comparable to satisfactory completion of a specified English course. The equivalence of English coursework, and the methods of demonstrating comparable competency in written expression and reading is determined by the college/district.

(2) Satisfactory completion of a course in mathematics at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor, and with Elementary Algebra as a prerequisite, approved locally). This requirement may also be met by satisfactory completion of a mathematics course taught in another department or discipline that requires entrance skills at a level equivalent to Intermediate Algebra, or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate

Algebra. The equivalence of mathematics coursework, and the method of demonstrating comparable competency in mathematics is determined by the college/district.

(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.

(e) A course may satisfy more than one general education requirement, but course completion may be counted only once toward satisfying the 18 semester unit or 27 quarter unit general education requirement. A course may also satisfy both a general education requirement and a major or area of emphasis requirement, and course completion may be counted toward both requirements, depending upon college/district policy. Students may use the same course to meet a general education requirement for the associate degree, and to satisfy a general education requirement at the California State University or the University of California, if such course is accepted by that system to satisfy a general education requirement.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.



Ethnic Studies Taskforce Charter

September 2021

BACKGROUND

In 2020, the Academic Senate for California Community Colleges (ASCCC) adopted resolution [9.03](#) calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted resolution [S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the [California Community Colleges Ethnic Studies Faculty Council](#) (CCCESFC), consisting of 200 ethnic studies faculty from across the California Community Colleges (CCC), advocated for these ethnic studies reforms. There was a clear call from both faculty and students to implement an ethnic studies degree requirement.

ESTABLISHMENT AND AUTHORITY

The Chancellor's Office, in partnership with the California Community Colleges Curriculum Committee (5C), recommended revisions to Title 5, §55063 to incorporate ethnic studies as a minimum requirement for the Associate degree. Additionally, revisions were recommended to streamline the order and flow of this section of regulation. This recommendation went before the Consultation Council on March 18, 2021 for review and was presented to the Board of Governors on May 24, 2021 for a first reading. On July 12, 2021, the Board of Governors unanimously approved this regulatory revision, making an ethnic studies course an Associate degree graduation requirement.

The Chancellor's Office has established a short-term Ethnic Studies Taskforce to discuss and provide recommendations for implementation of this new requirement in the CCC system.

MEMBERSHIP

Voting Members

- Two representatives from the Educational Services and Support Division of the Chancellor's Office
- Two representatives from the Academic Senate for California Community Colleges
- One representative from the California Community Colleges Ethnic Studies Faculty Council
- Four Ethnic Studies faculty from the four core Ethnic Studies disciplines (appointed by the ASCCC)
- One representative from the California Community Colleges Curriculum Committee (5C)
- One student representative and one alternate (appointed by the Student Senate for California Community Colleges)
- One Articulation Officer (appointed by the ASCCC)

- One Admission & Records representative (appointed by the California Association of Community College Registrars and Admissions Officers)
- One Chief Instructional Officer/Vice President of Instruction/Vice President of Academic Affairs (appointed by the California Community Colleges Chief Instructional Officers organization)
- One Chief Student Services Officer/Vice President of Student Services (appointed by the Chief Student Services Officers Association)

Additional Chancellor's Office staff may attend Ethnic Studies Taskforce meetings at the discretion of the Vice Chancellor of Educational Services and Support.

LEADERSHIP

The California Community Colleges Ethnic Studies Taskforce is overseen by the Vice Chancellor of Educational Services and Support and is coordinated by a steering committee which consists of:

- the presiding Vice Chancellor of Educational Services and Support and a designated Dean of Educational Services and Support,
- the President and Vice President of ASCCC, and
- the co-chairs of the CCC Ethnic Studies Faculty Council.

PURPOSE AND RESPONSIBILITY

The purpose of the Ethnic Studies Taskforce is to support the implementation of the new revisions to title 5, section 55063. The Ethnic Studies Taskforce will coordinate with the Chancellor's Office to provide guidance and implementation support for the new Ethnic Studies course requirement.

The goals of the Ethnic Studies Taskforce are as follows:

- To determine an implementation date for the new requirement
- To determine if and how to establish a unified definition of Ethnic Studies and/or core competencies for the California Community Colleges
- To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
- To coordinate with CSU for intersegmental alignment

DECISION MAKING AND RECOMMENDATIONS

A quorum is more than 50% of the voting members present in person or by teleconference. Vacancies do not count toward the determination of the quorum. The Ethnic Studies Taskforce shall make every effort to reach consensus when making recommendations. If consensus is not reached, then recommendations shall be made by simple majority vote of the voting membership present.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs

FROM: Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, Academic Senate for California Community Colleges

RE: Ethnic Studies Implementation

This memorandum provides guidance regarding the California State University's (CSU) course review and approval process for the new Area F ethnic studies requirement (lower-division CSU general education requirement established to fulfill title 5, §89032) and an update on next steps for the implementation of the California Community Colleges' (CCC) ethnic studies graduation requirement.

CSU Area F Ethnic Studies Course Review and Approval

Assembly Bill 1460 was signed into law in August 2020. This legislation requires each CSU campus to offer courses in ethnic studies beginning fall 2021, and requires that “commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies.” Additionally, AB 1460 requires CSU “to develop core competencies to be achieved by students who complete an ethnic studies course.”

To comply with AB 1460, the CSU Office of the Chancellor (CSUCO) created a new GE Breadth Area F. Given the California Community Colleges essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the ethnic studies courses our students will now need to prepare them for transfer to the CSU system. For courses to fulfill Area F, the course must meet three of the five core competencies listed in the CSU Guiding Notes for GE Course Review as updated in December 2020 by the CSU Chancellor's Office, and have the appropriate prefix as stated in the Guiding Notes. Most community colleges submitted ethnic studies courses for review to the CSUCO by the extended deadline of February 5, 2021.

During the CSUCO course review process of the courses submitted by the February 5, 2021 deadline, many of the courses submitted by community colleges were not approved. For those courses that were denied, colleges had an opportunity to resubmit courses for re-review. During the re-review process, community colleges continued to face high levels of course disapprovals. In discussion with CSUCO regarding the causes of the high level of course disapprovals the below information was provided.

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The primary issues found with courses that were **not** approved were:

- The competencies were **not** listed within the Course Outline of Record (COR). CSUCO's feedback (as well as the instructions given throughout the process) clearly state that this information must be in the COR.
- The competencies **were** included in the COR, however, there was no clear link between the competencies and the course content described in the COR. In those instances, the CSUCO responded via feedback that colleges must make this connection more explicit and definitive.

The CSUCO is bound by the COR as the official document for the course. The key to successful approval of ethnic studies courses for the CSU Area F requirement is the Course Outline of Record. Even for courses that may have been previously or historically approved, community colleges must review and revise the COR to include the CSU ethnic studies core competencies (three of the five) and demonstrate alignment to those core competencies across the COR's content.

Community Colleges should make the necessary changes to CORs before submitting them for CSU review and approval during the next regular review cycle this December. The CSUCO has agreed to provide an additional re-review in late spring 2022 for courses not approved during the fall 2021 cycle. For courses approved through this late spring 2022 re-review, the approval will be backdated to a fall 2021 approval status.

Please also review CSU memorandum "Implementation Guidance for CSU General Education Policy and Transfer" disseminated by Dr. Alison Wrynn (CSU Associate Vice Chancellor, Academic Programs, Innovations and Faculty) and Dr. Suzanne Phillips (CSU Interim Associate Vice Chancellor, Student Affairs and Enrollment Management) which discusses the implications of the Area F Ethnic Studies requirement on catalog rights for California Community Colleges.

California Community Colleges Ethnic Studies Graduation Requirement Implementation

In June 2020, the Chancellor's Office released the Diversity, Equity and Inclusion (DEI) Call to Action which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racism curriculum. Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups—Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating anti-racism curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted [resolution S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges [Ethnic Studies Faculty Council](#), consisting of 200 ethnic studies faculty from across the CCC system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

The Chancellor's Office and the California Community Colleges Curriculum Committee (5C) responded to that call and developed revisions to title 5 regulations to implement an ethnic

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studies graduation requirement. At the July 2021 Board of Governors meeting the Board unanimously approved revisions to title 5, §55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. In collaboration with the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Ethnic Studies Faculty Council, a short-term (2021-2022) Ethnic Studies Taskforce has been established to support the implementation of the CCC ethnic studies graduation requirement.

The goals of the Ethnic Studies Taskforce are as follows:

- To determine an implementation date for the new requirement
- To determine if and how to establish a unified definition of ethnic studies and/or core competencies for the California Community Colleges
- To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
- To coordinate with CSU for intersegmental alignment

The Ethnic Studies Taskforce will begin meeting as soon as possible this term. We look forward to sharing further details about the work and results of this taskforce.

If you have any questions regarding this guidance, please contact Dean Dr. Candice Brooks (cbrooks@CCCCO.edu).

Attachments:

- CCC Memorandum ESS 21-300-001, Impact of AB 1460: Ethnic Studies Transfer Alignment (2/22/2021)
- CSU memorandum, Implementation Guidance for CSU General Education Policy and Transfer (8/31/2021)
- CCC Ethnic Studies Taskforce Charter

cc:

Dr. Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff

Importance of Maintaining AOE Degree Options for Students 10/21/21

2021-22

~~DRAFT~~ — Still waiting on Noreco College Input

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Key points to consider when discussing the removal of AOE degrees:

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1. An approved Transfer Model Curriculum (TMC) from the chancellor's office must be available before CCC's can develop an ADT. (Currently 48 available TMC's for CSU/Not all are possible)
2. Not all majors have an approved TMC available, therefore, colleges are unable to develop ADT's for all majors. As a district we have done a great job developing ADT's for most existing TMC's and will continue to develop additional as appropriate for each college.
 - a. When C-ID is required in template – the college must have approved C-ID courses to develop the ADT
 - b. Must have faculty to teach the courses required in each ADT
 - c. There is a need for wet lab space for science courses at MVC if we are to offer most science degrees.
 - d. Currently UC does not offer any guarantees to students who complete an ADT. Pathways exist but some require more than 60 units and does not fall within an ADT.
3. Currently, in order to transfer in areas not covered by ADT's, (OR Similar Majors at chosen CSU), many students choose a Program of Study (POS) in an AOE for the AA/AS degree which provides many advantages to the students.
 - a. They are broad so they cover curriculum found in a wide variety of transfer majors but they are also good for non-transfer students.
 - b. Example: If a student wishes to transfer as an engineering major to a UC they will be required to complete GE required and major prep at that institution – would most likely fall under the AS493C.
4. Are we being equity-minded?
 - a. Students must have an active POS for financial aid
 - b. Our advances in closing equity gaps could be reversed by removing AOE's because this limits options for students who are seeking a bachelor degree in areas that do not have an ADT
 - c. Forcing students to choose an option that is covered by an ADT that is not their first choice of major could negatively affect their success rates
5. RCCD will have a decrease in the amount of degrees awarded – many students transfer where there is no ADT option and therefore receive a degree in an AOE prior to transfer – if the AOE's are removed – degree completion will decrease
6. The RCCD Student
 - a. Transfer Students – addressed above
 - b. Not every student wants to transfer and some need a non-transfer liberal arts degree option. (An example would be those students seeking career advancement and just need the AA/AS to advance – no intent to transfer.)
 - c. Students are required to have active POS – we do not and cannot possibly have a POS for all majors to all UCs, CSU's, out of state, and private universities

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- d. Student athletes would be detrimentally impacted especially the 4:2:4 (Univ/RCC/Univ) as the NCAA mandates that these students must have AA/AS before being eligible to transfer back to university. This must happen in timely manner to maintain eligibility (before clock expires).
- e. Students wanting to apply to another program at sister college in district will complete prereqs and GE at home college and they must have POS which would most likely fall into an AOE until they are ready to switch home college to the college with the proposed degree – can only select POS that is active at home college. A good example is students who are pre-nursing or pre-dental hygiene.

7. ADTs are designed for specific majors at CSU campuses

- a. Not all CSU's accept each ADT. Not all ADTs are offered as similar majors at the various CSU's. (ie...ADT in ELED – not similar at CSUSB so the student will complete major prep and CSU GE and the POS would be AA499B or some other AOE)
- b. Not all CSU Majors have ADT that they align with (Communicative Disorders, Fashion Merchandising, Landscape Architecture, etc). (We offer ADT in Spanish but no ADT's available for other languages a student may wish to major/transfer)
- c. ADTs do not align with the transfer requirements at UC, private (there are exceptions of some private universities that accept the ADT), or out of state universities – these transfer students benefit from the AOE degrees
 - i. Which POS will students choose when they are transferring to a UC, out of state, or private university where the transfer requirements do not align with those found in existing ADT's?

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8. Concern with Numbers/Degree Completion (Student Centered Funding Formula Component)

- a. We expect the numbers to be high with students choosing AOE as Program of Study because there are many majors not addressed with ADT or specific transfer POS – see #
- b. Funding based on degree completion – removing degree options means less funding?
- b.c. There is not unit inflation with students completing an AOE – the unit inflation occurs with CTE programs (Data from IR supports this)

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With the Guided Pathways work, it is imperative, regardless of POS, that students are on a pathway to completion and this can/should include those students who have an active POS within one of RCCD's AOE for many of the reasons listed above. (You can have a broad AOE and still create pathways within each AOE based on transfer major – student educational plan outlines clear pathway.)

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RCC ~~Feedback from October 21 Counseling meeting~~Input

Riverside City College Counseling Department as a uniform voice opposes the removal of all AOE's. There are a couple AOE's that would make sense to review data and determine if a real need to maintain or delete: American Studies, Fine and ~~Performing-Applied~~ Arts, Administration and Information ~~Systems~~Studies.

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- Many students who choose or cannot transfer (financial limitations, undocumented, ESL, DRC, etc.) can work towards these degrees because of their subject variations, especially

for students looking for a broad program of study. Students who complete an AOE feel accomplished and validated for their time invested at RCCD.

- We are a COMMUNITY College and should offer a middle option in higher education. Not everyone needs/wants to transfer.
- Law enforcement doesn't require a bachelor's degree but benefit from AA499 for pay increases; same applies in other areas of government employment some students need AOE to keep their jobs in some cases
- They offer leverage over those without and intangibles, like self-confidence for example.
- In some fields a degree is required for employment, like education, a degree will help the student to secure a position as a Teacher's aide in K-12. Students that earn a degree can secure a position with higher pay while they complete their educational goals (better employment to support them while completing the ultimate goal).

Point to Consider

- Counseling does recognize the AOE degree alone will not secure a specific career or job, however, an Associate Degree in many careers will serve as advancement in pay and position and serve as entry into various positions. This is also true of ADT's – for students who do not end up transferring.

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MVC Input

Additional Questions to consider:

1. If AOE's can be evaluated and redesigned to link to career would that be considered?
2. If an increased amount of students complete an ADT would CSUs have space for them, especially CSUSB?
3. Can the data and trends predict how this may impact enrollment?
4. Has Enrollment management been discussed?
5. Is the ADT accepted at the UC?
6. Will this increase time to completion?
7. Does the guarantee of no additional units help transfer to the UC?
8. With a downturn in enrollment should we be considering a remix of AOE to be more focused and still available to all students if they choose it?

Norco Input:

Although there are differing opinions on what future AOE's should look like there is consensus that we do not want to just get rid of the AOE's.

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Counselor feedback:

- It is not a good idea to get rid of them without having other programs to replace them with. This will impact many students.
- We need to have a program of study for students, so when we have the AOE, it's not an end-all for the student, but it allows the student to get started on a group of courses leading to something.
- We shouldn't get rid of them without creating other options. They need to be redefined and more focused. If they are going to be for Liberal Arts majors, then include the common courses for transfer student to not include every single course we have within a discipline or department.

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- Whatever consensus we come up with it would be great to reduce them and then create around 3 more broad-based degrees instead of more specific because then we are back at square one with the same issue. We could look at collapsing some of these degrees.
- In favor of keeping them. If we are going to take a few away, then why? Would like to see the data of how the students are earning these degrees and why we want to take them away as options from our students. For my students and it sounds like athletes, they are beneficial and not all of her students want to transfer.
- Several in the group feel the AOE's are beneficial for a variety of reasons as listed in the document and would like to keep them as they are currently constructed.
- It would be good to explore creating a Pre-Nursing or Pre-Allied Health Associate Degree.

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Possibilities for discussion moving forward:

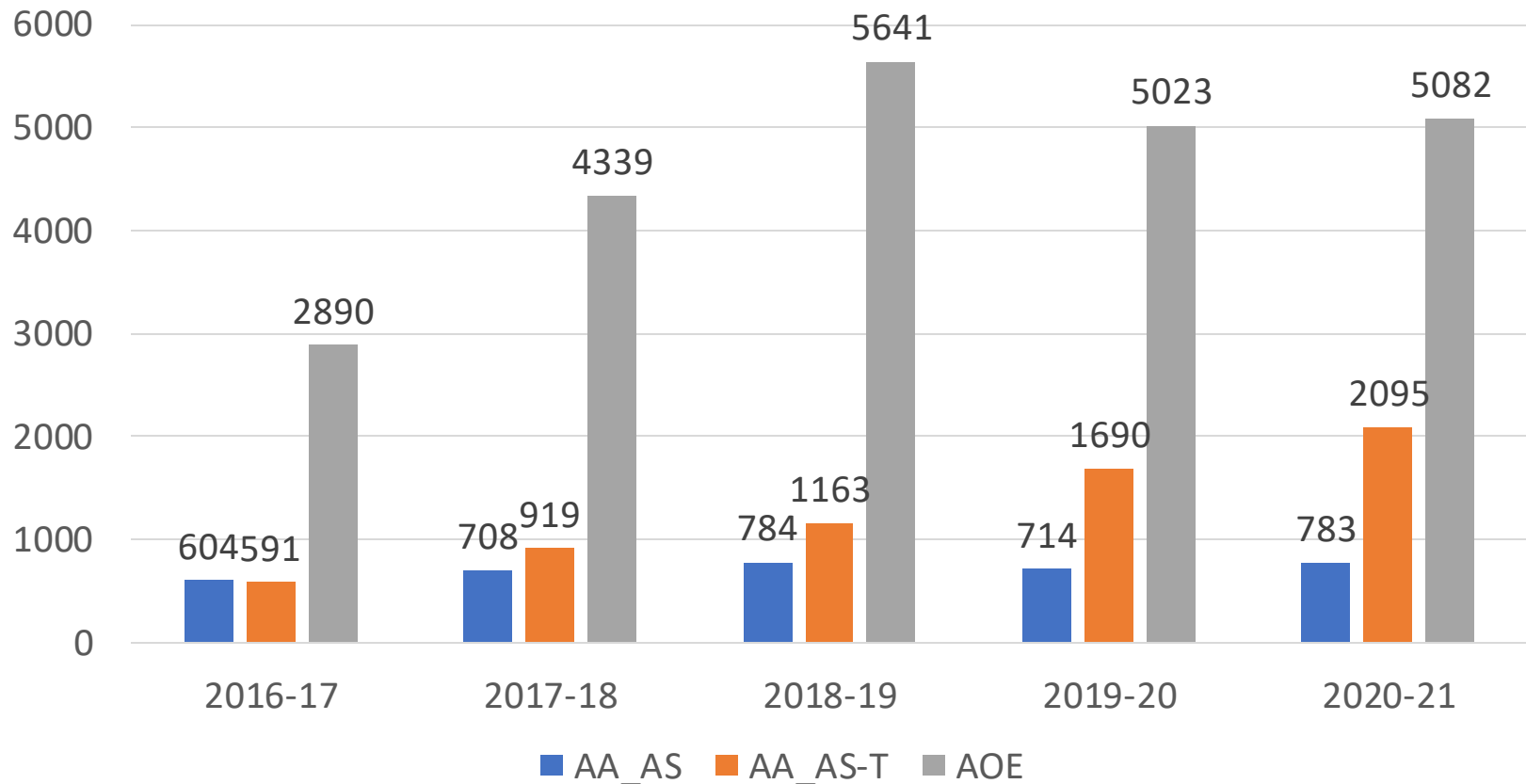
1. Data to determine AOE's not used: ie American Studies
2. Delete AOE's in phases – phase 1: American Studies...
3. Repackage/rewrite the Degrees as Liberal Studies Degrees with Area of Emphasis (Social and Behavioral, STEM, Communication and Languages)
4. Renew Certificates of Achievement for IGETC and CSU GE
5. Discuss limiting Limit students to ~~only~~ one AOE degree (different perspectives on this item RCC counseling)
6. Develop/explore the option of Pre-Programs – Nursing, Dental Hygiene, etc
7. Work with CSUSB on Assist.org Road Maps for certain majors not offered as ADTs

DRY

AA/AS, ADT, AOE Outcomes

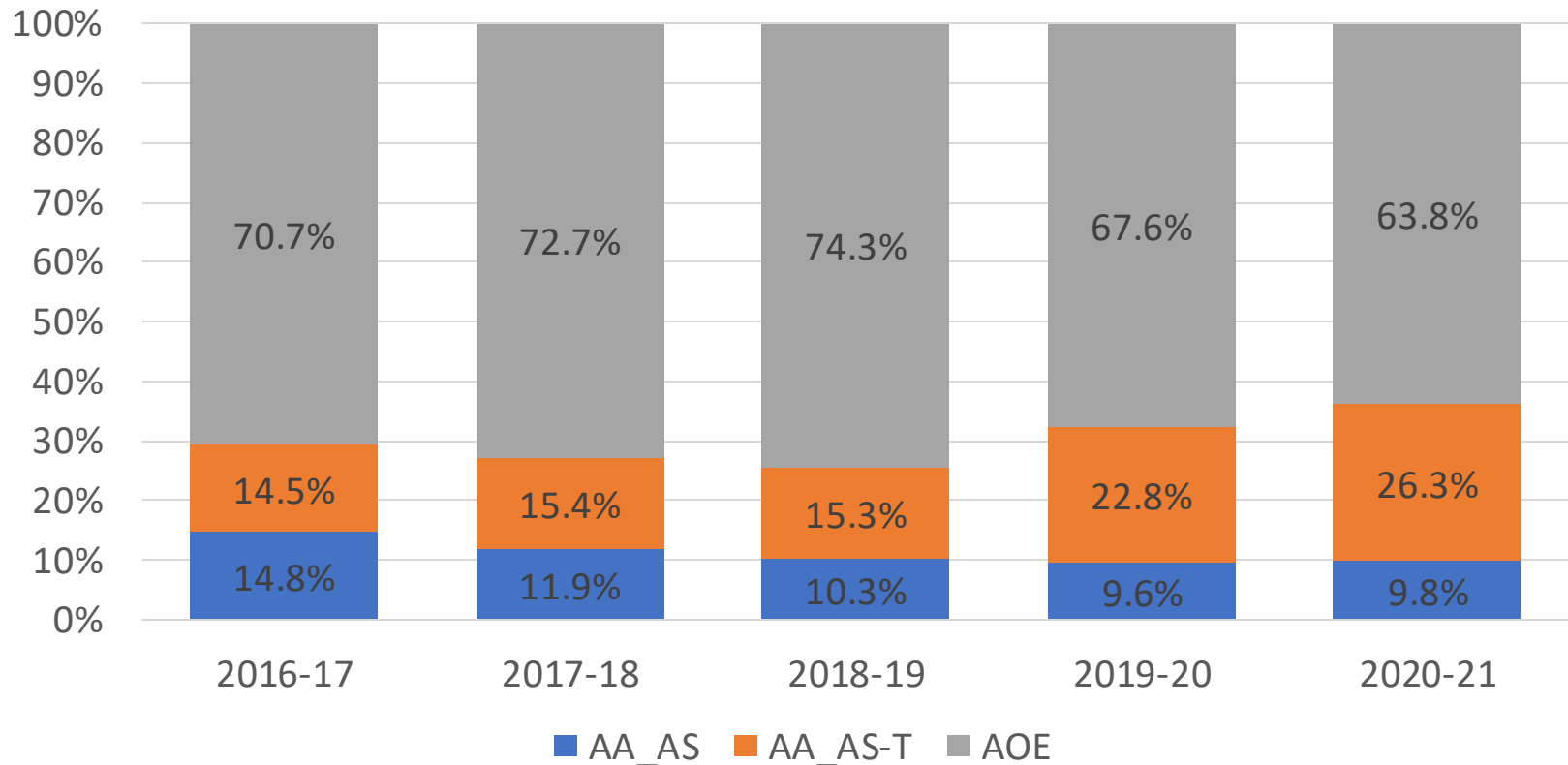
Presentation to District Curriculum Committee
November 16, 2021

Five-Year Trends of AA/AS/ADT

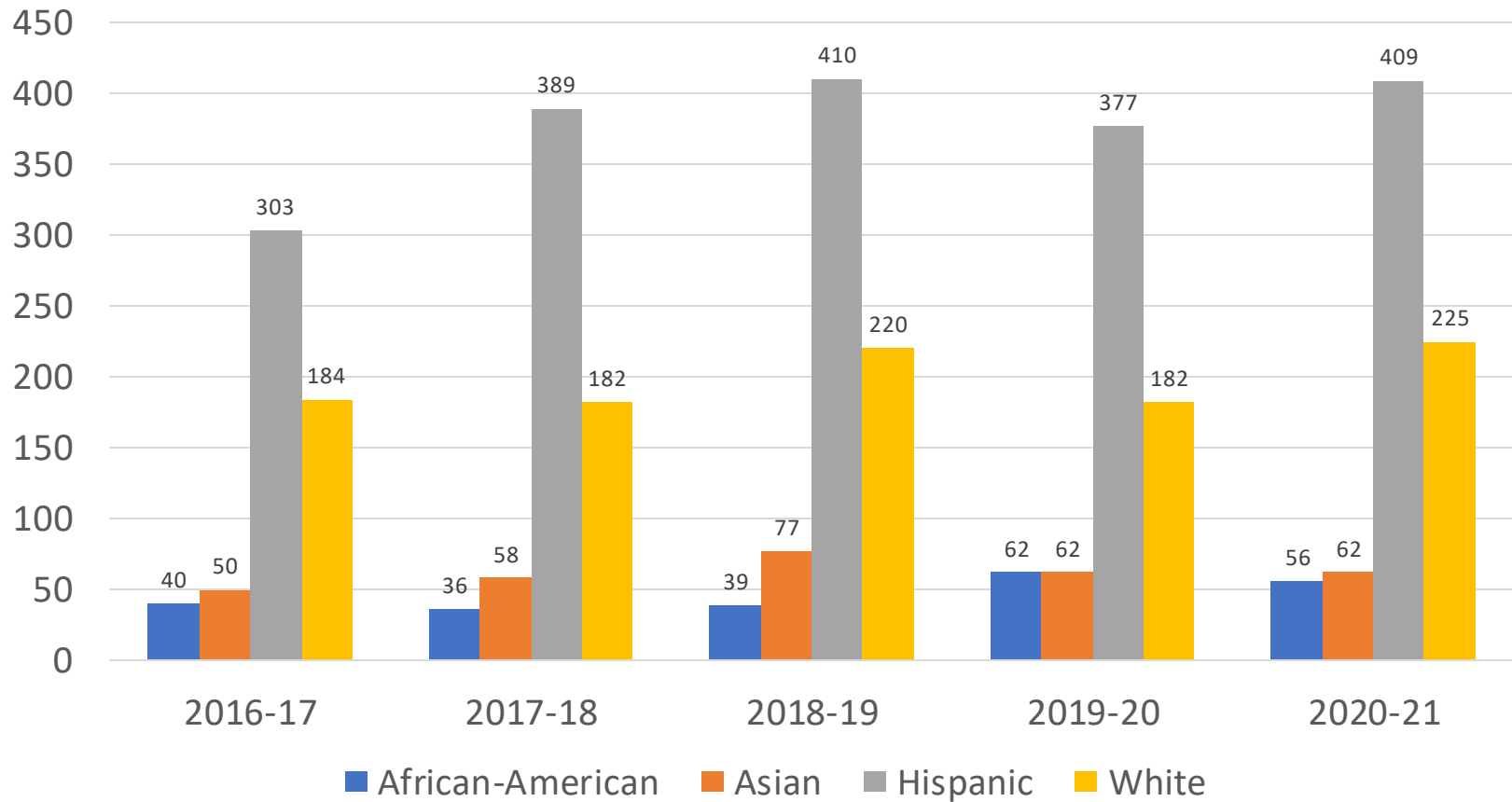


Five-Year Shares of AA/AS/ADT

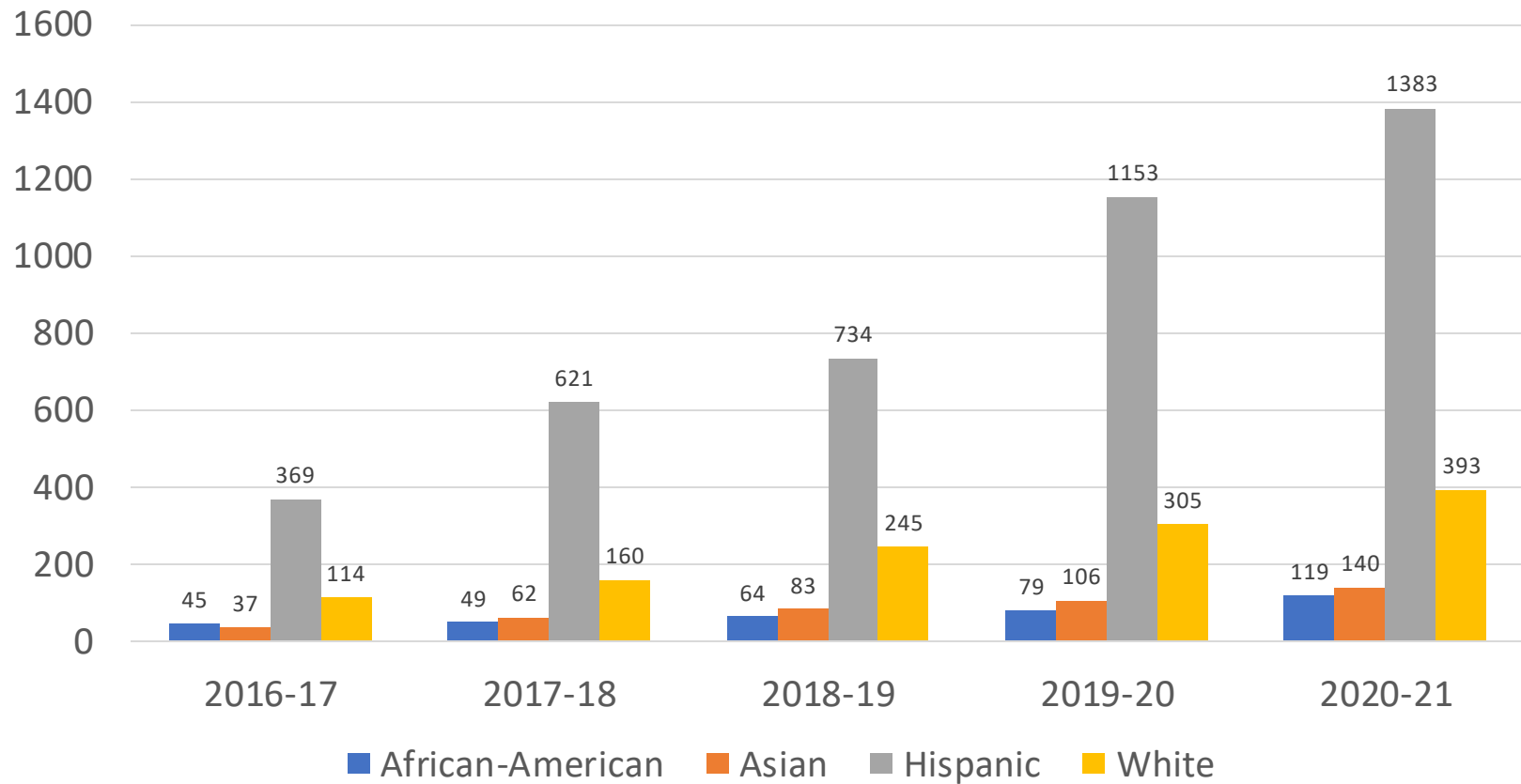
Share of Award by Type



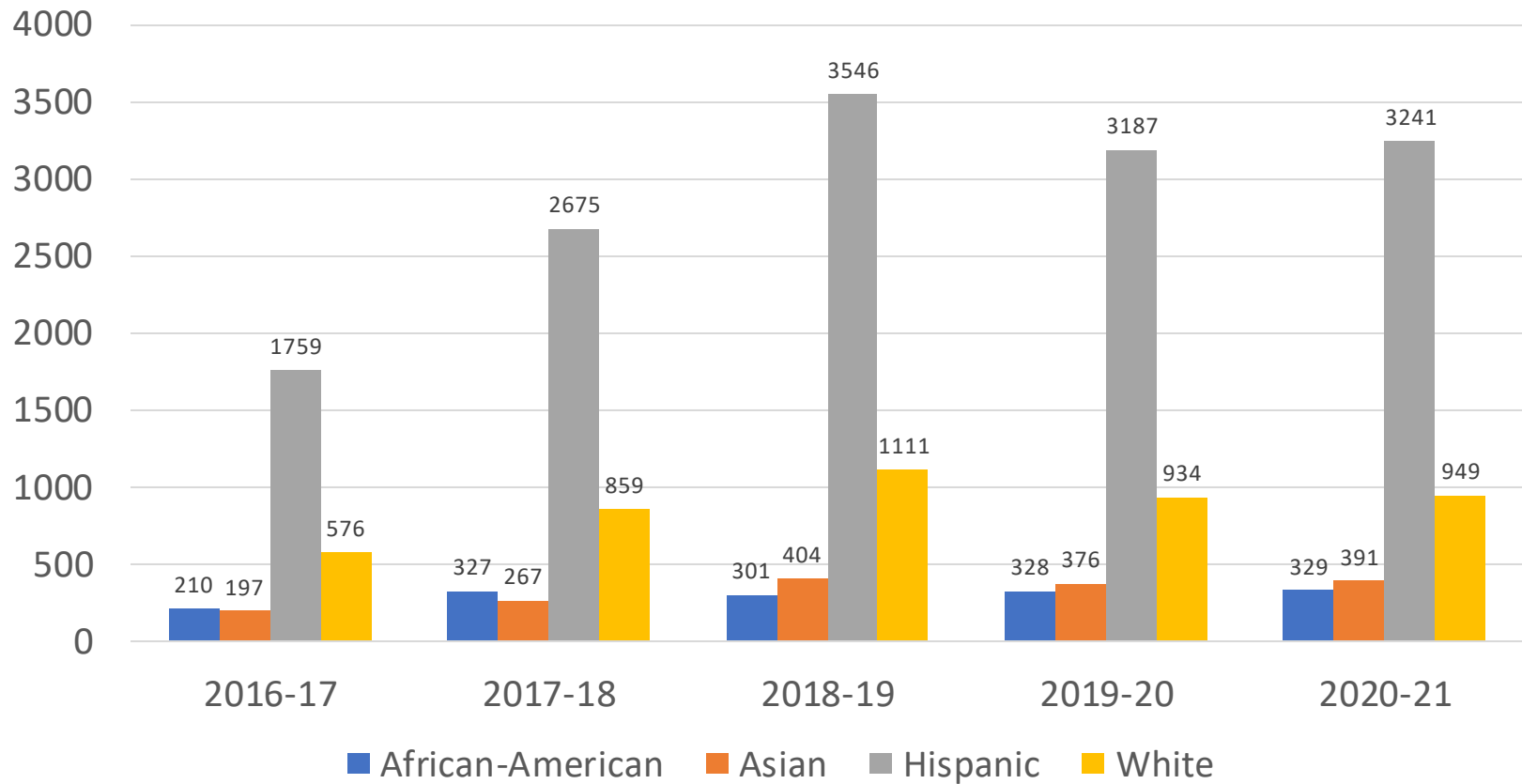
AA/AS Awards by Major Ethnic Group



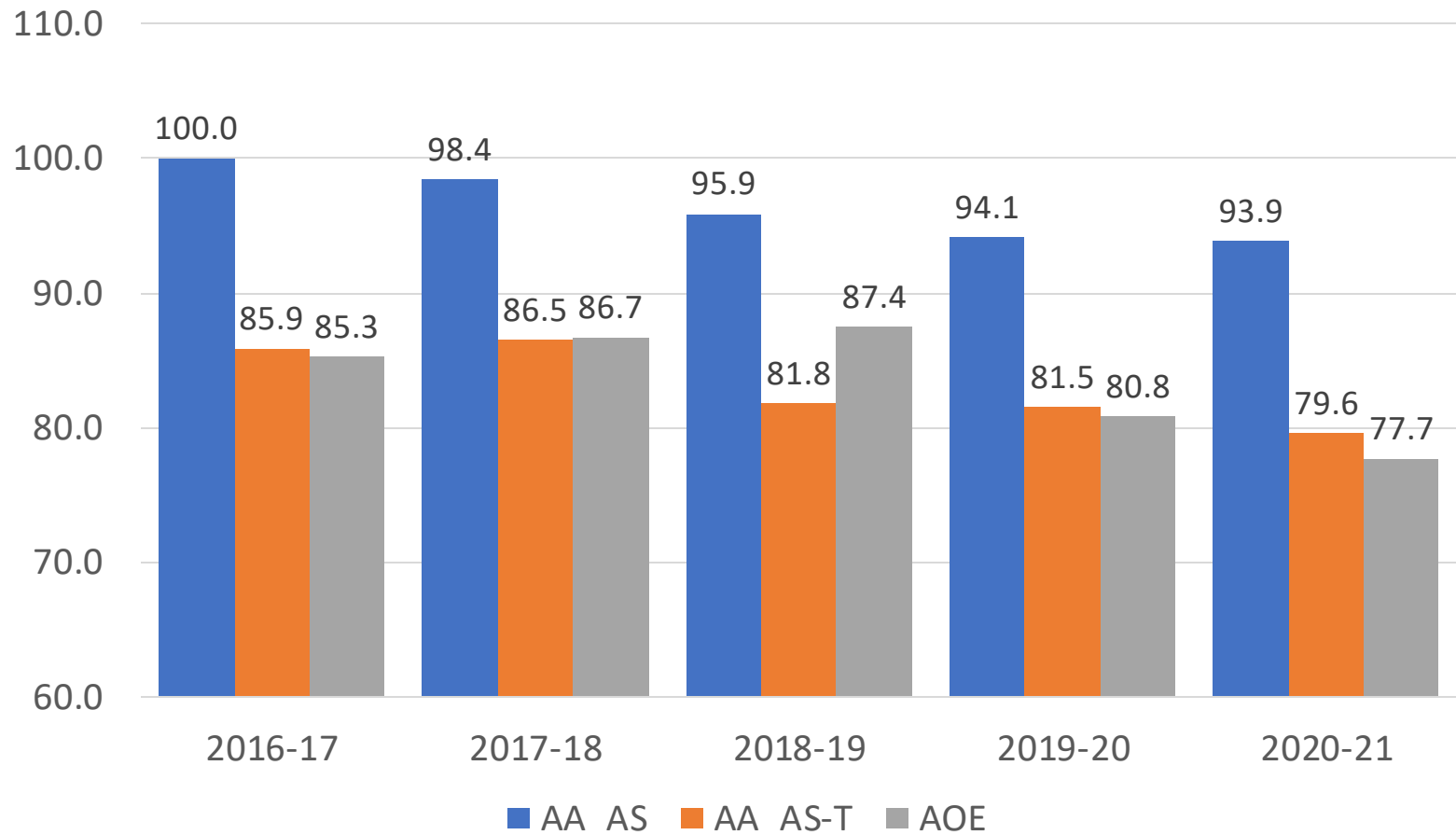
ADT Awards by Major Ethnic Group



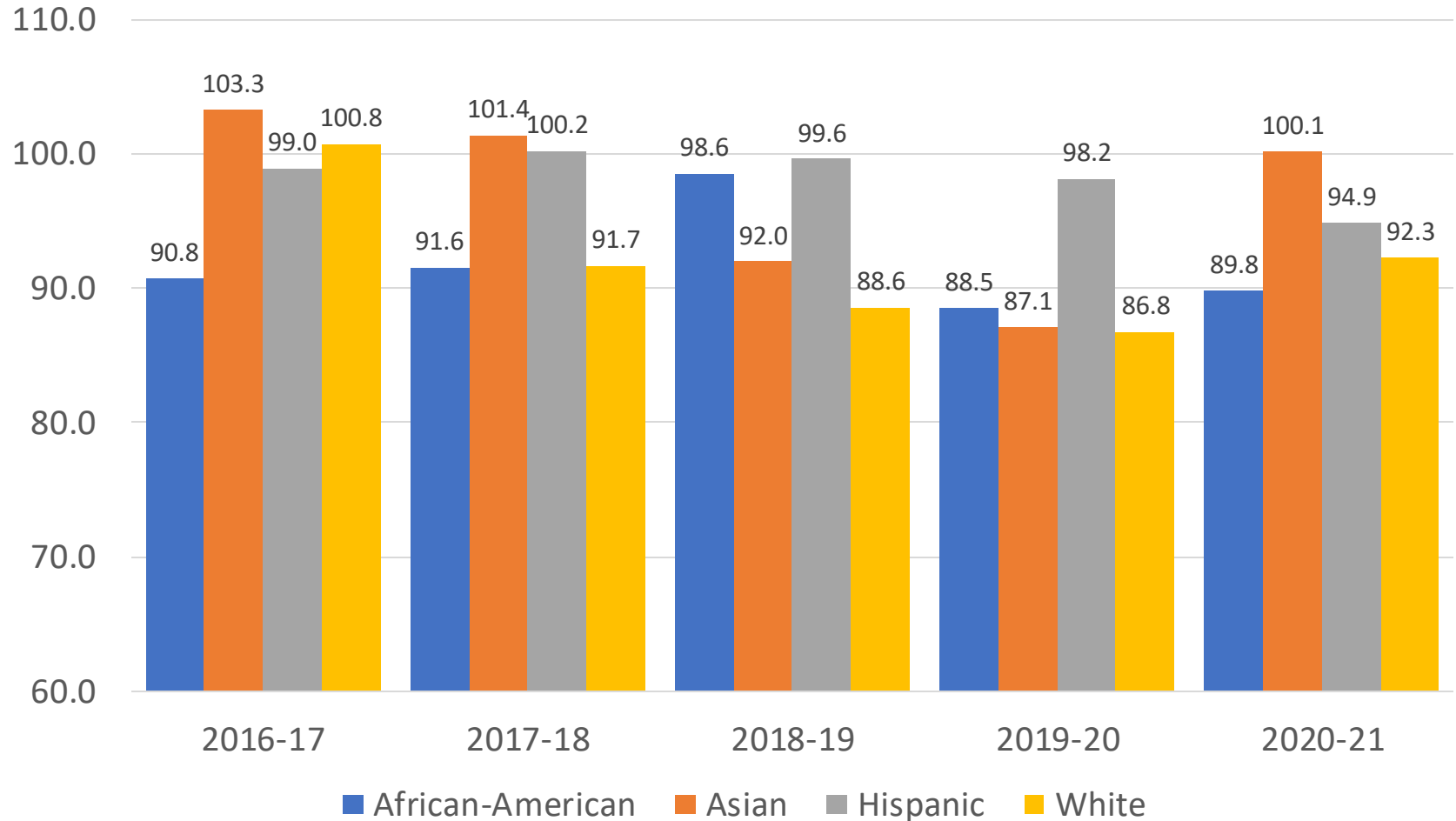
AOE Awards by Major Ethnic Group



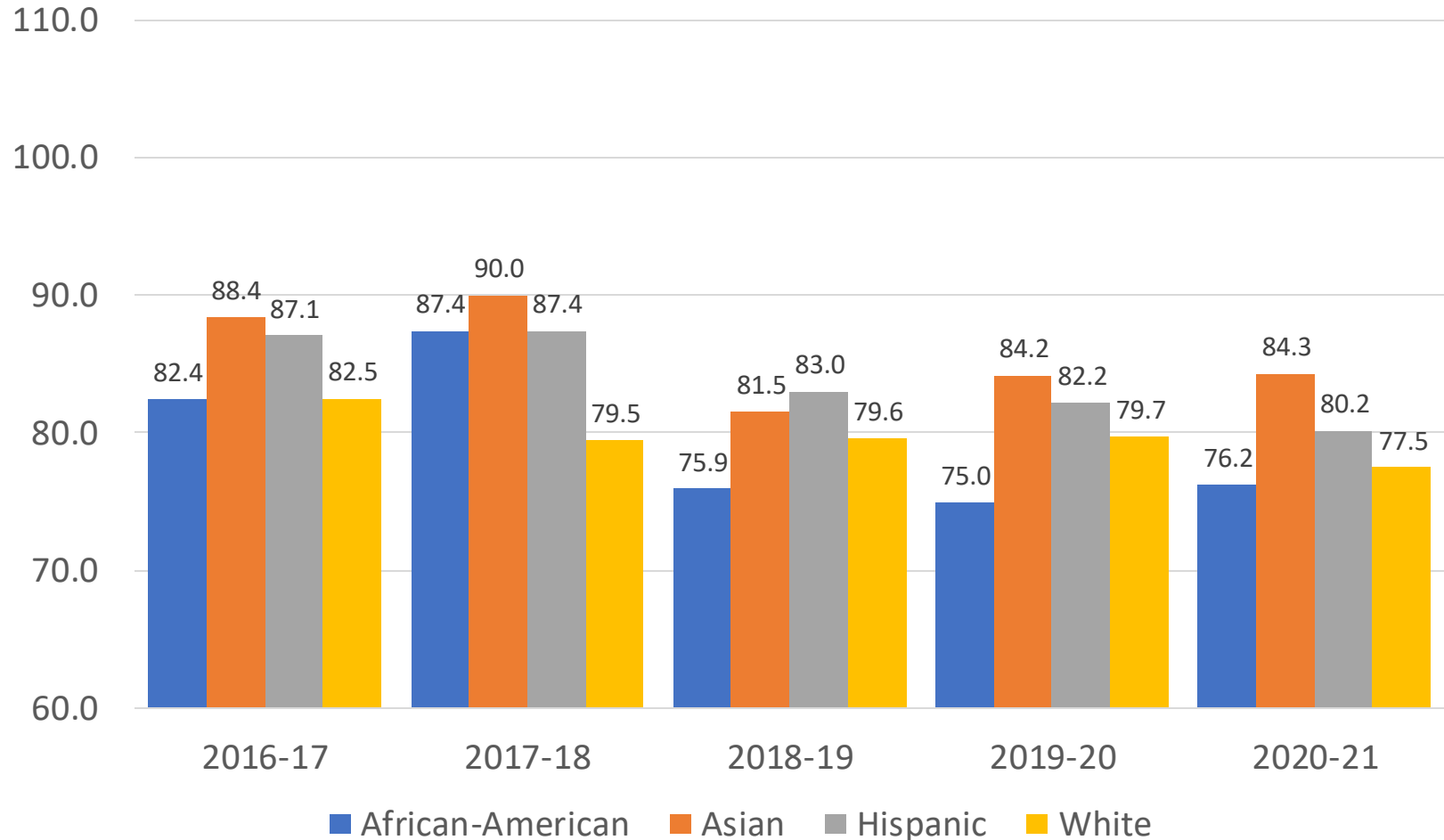
Average Units Earned by Award Type



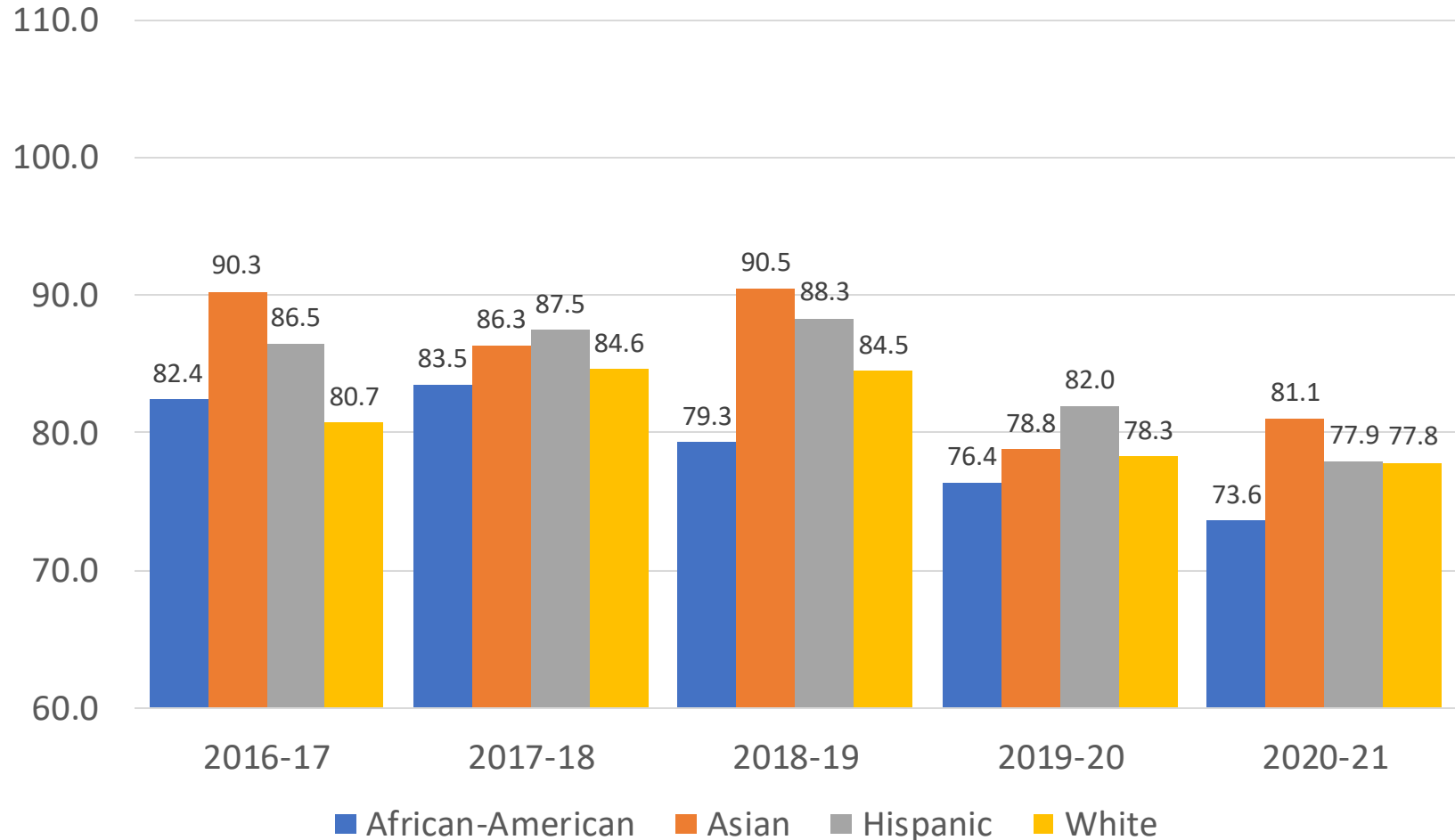
Average Units Earned - AA/AS by Major Ethnic Group



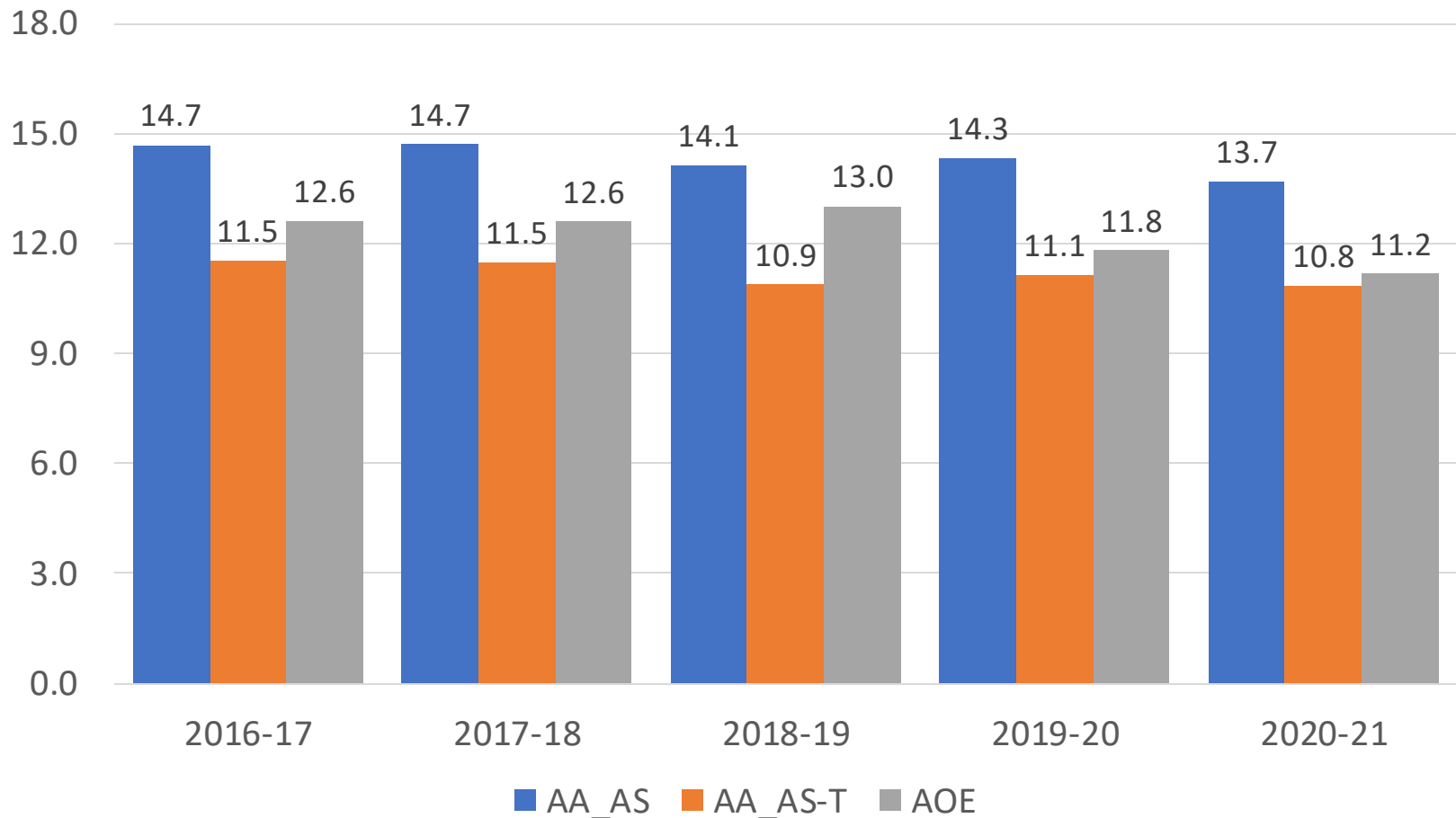
Average Units Earned - ADTs by Major Ethnic Group



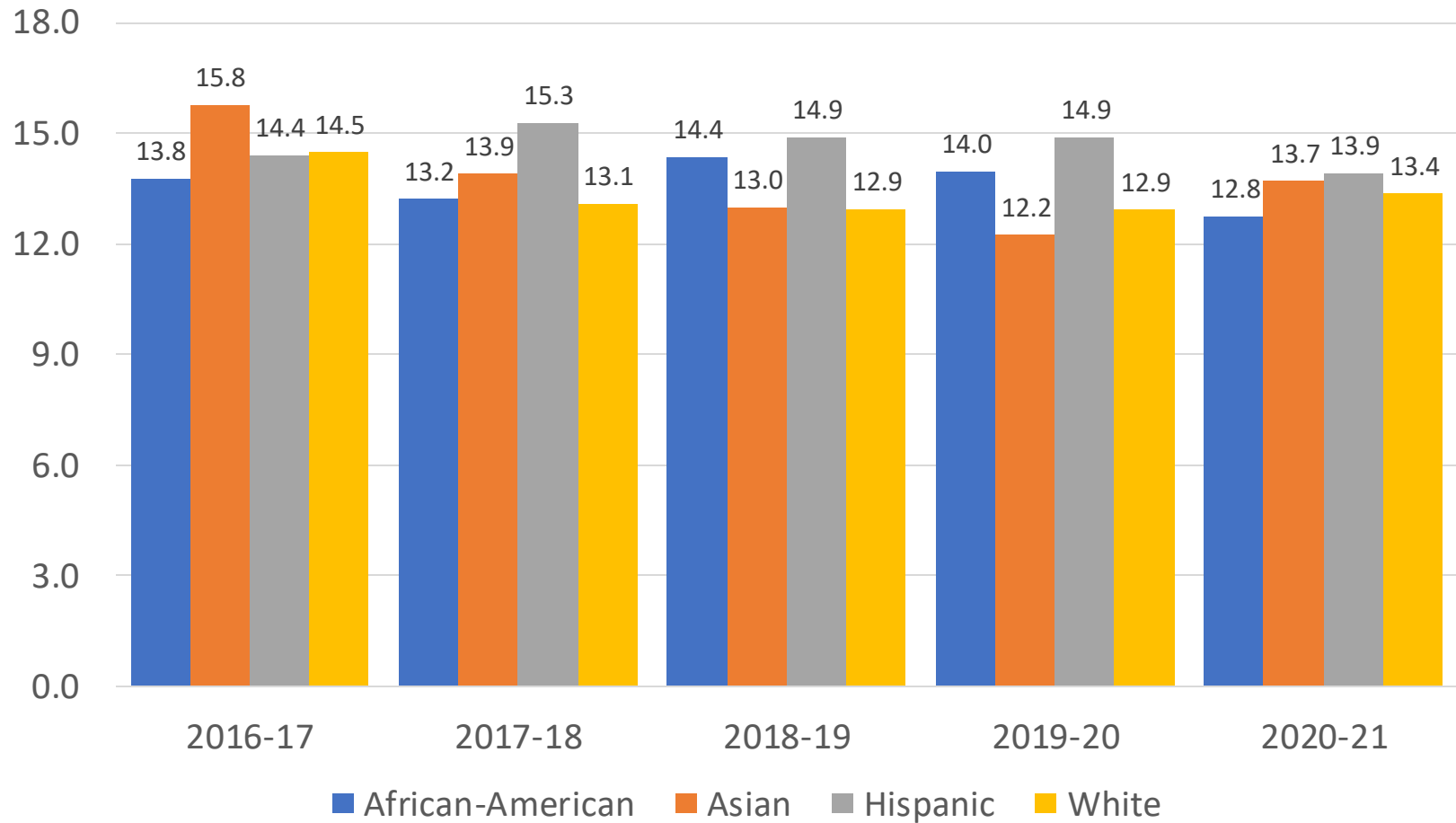
Average Units Earned - AOE's by Major Ethnic Group



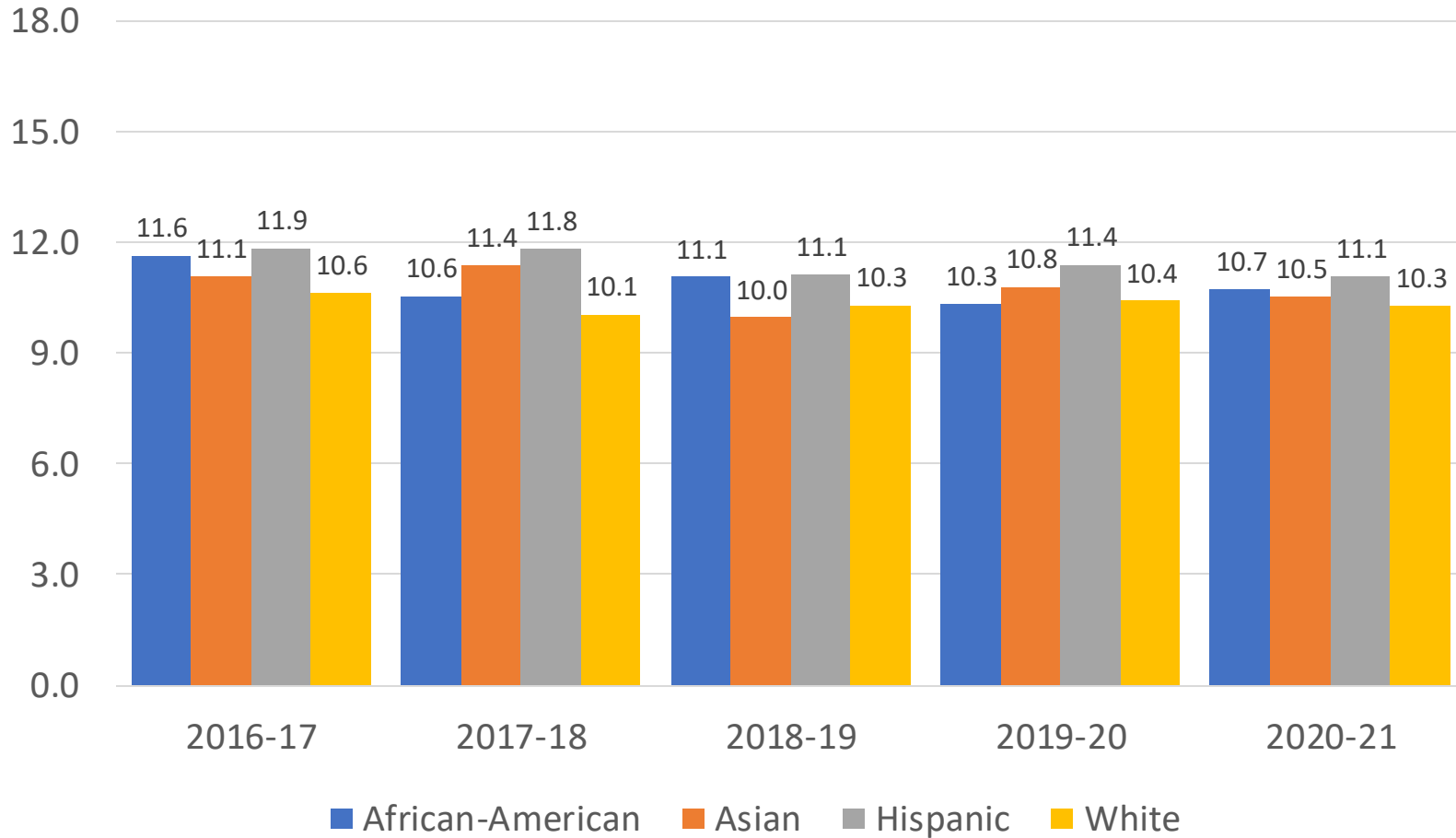
Average Terms Enrolled at Graduation, by Award



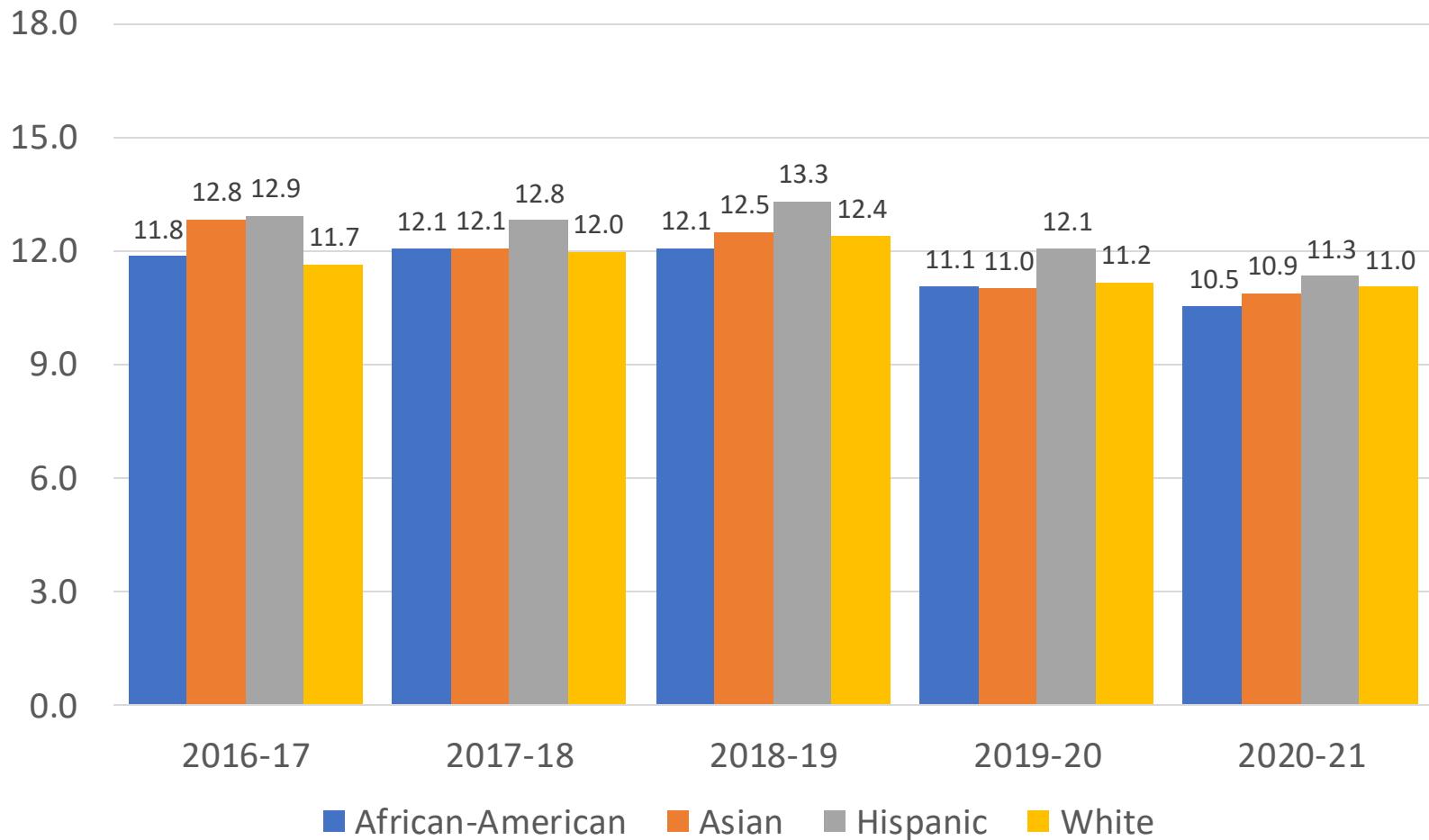
Average Terms Enrolled for AA/AS by Major Ethnic Groups



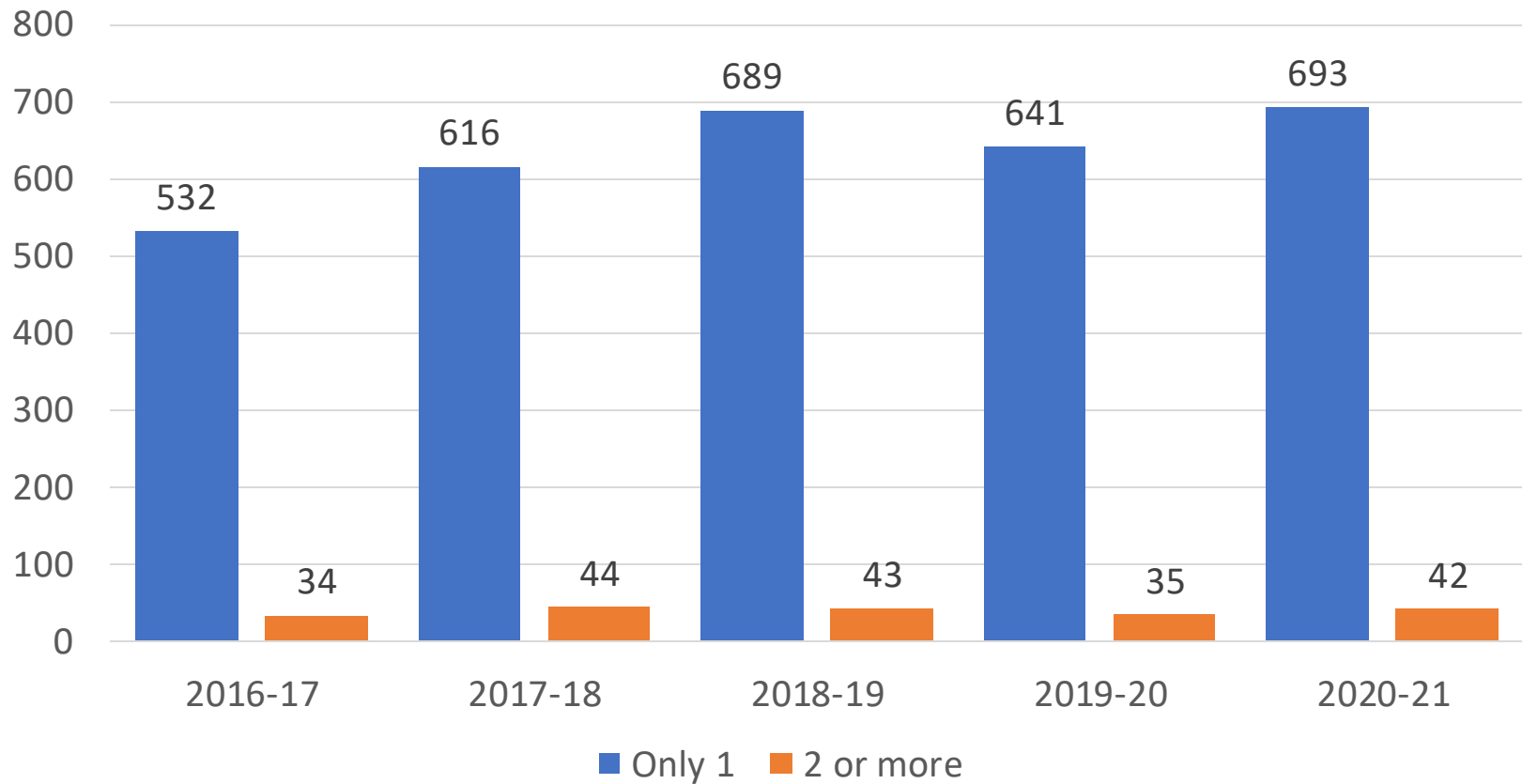
Average Terms Enrolled for ADTs by Major Ethnic Groups



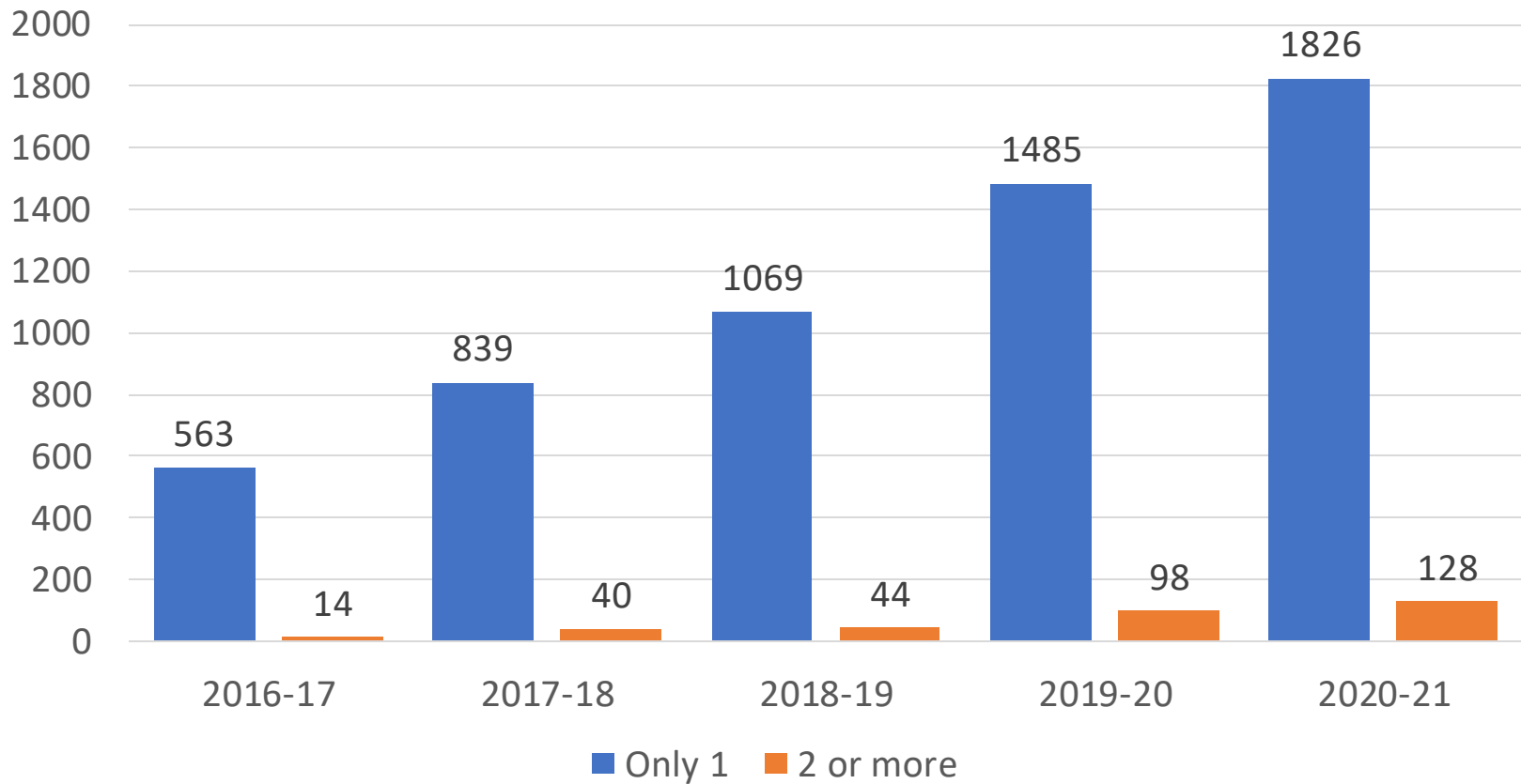
Average Terms Enrolled for AOE's by Major Ethnic Groups



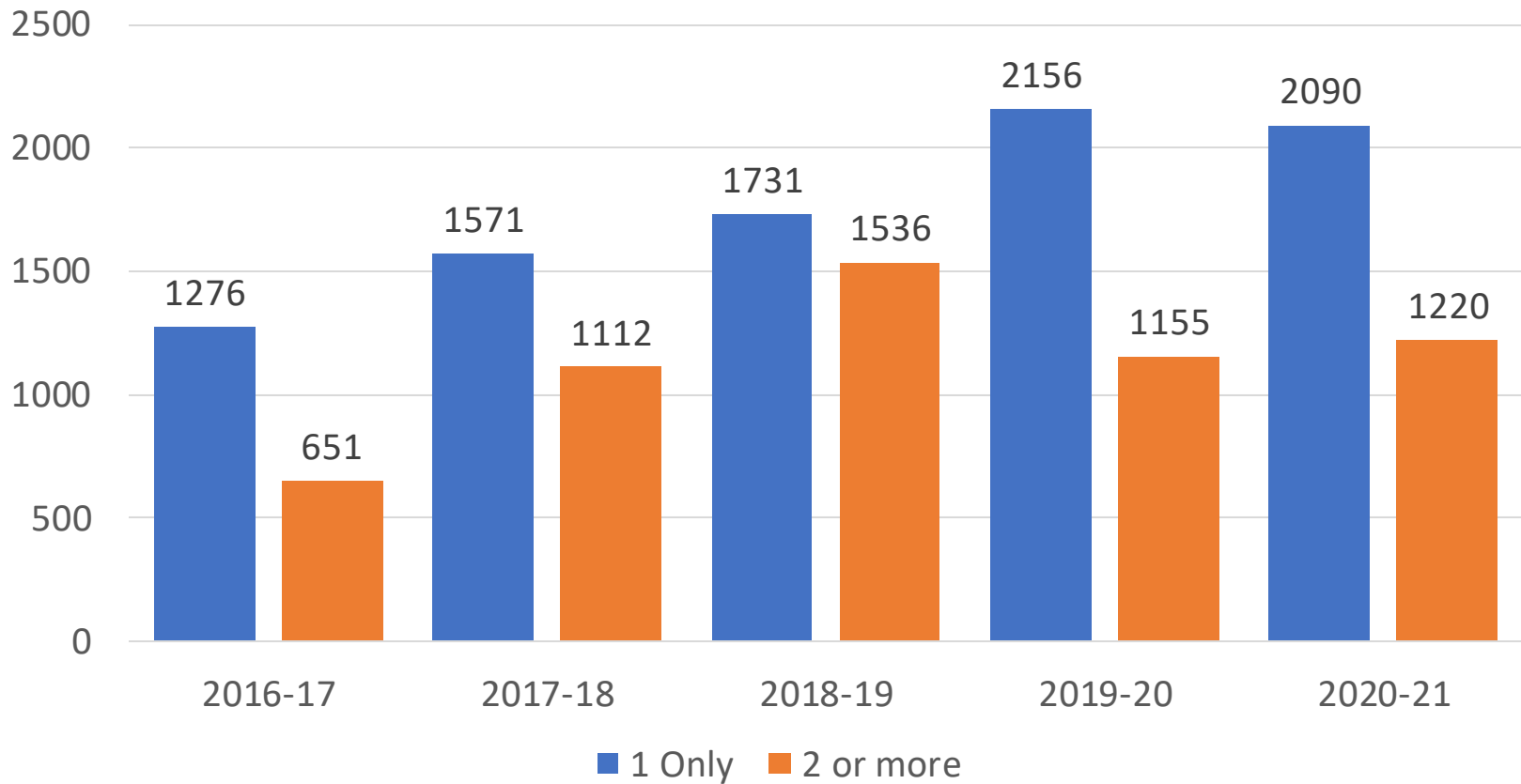
Multiple AA/AS Awards to Students



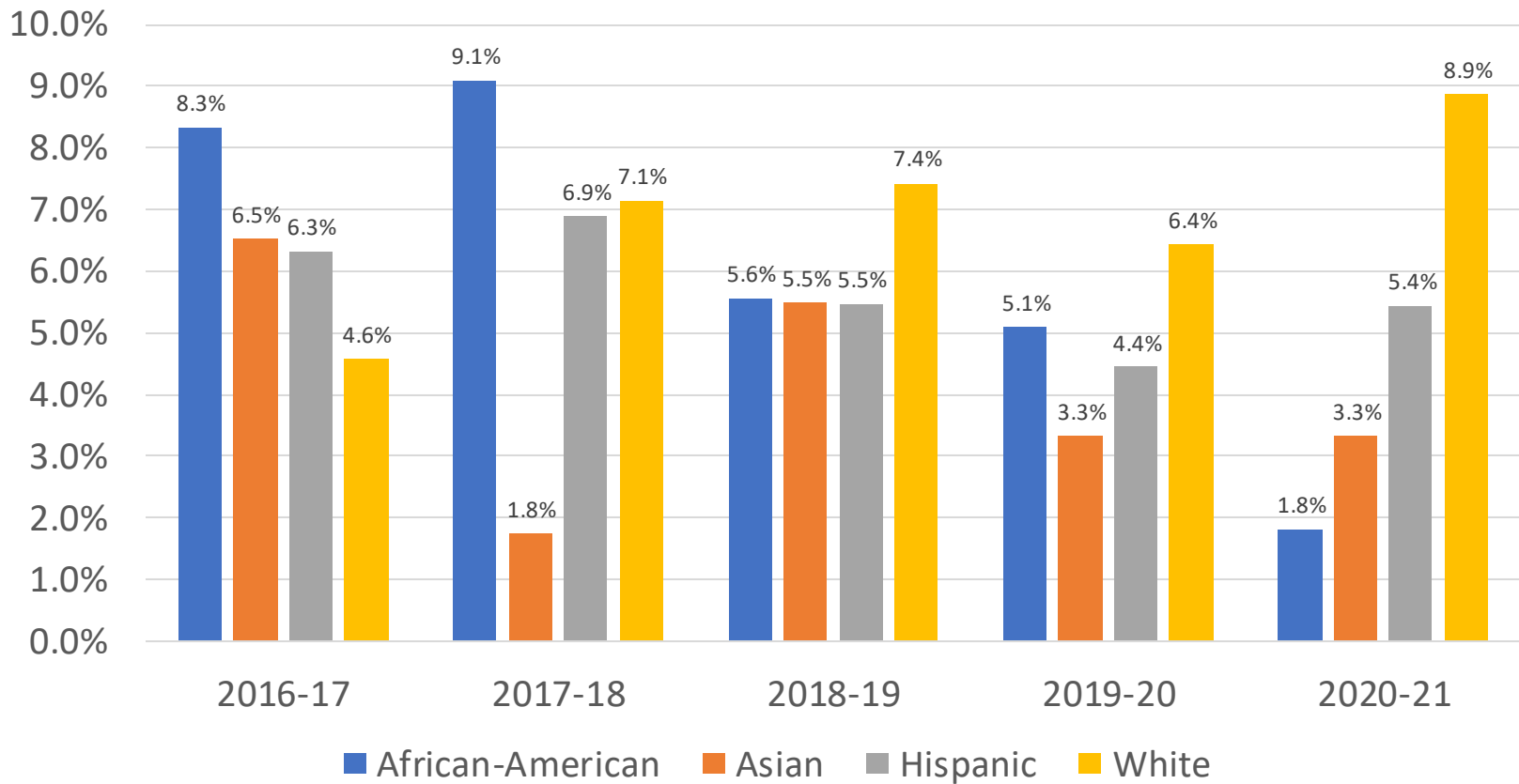
Multiple ADT Awards to Unique Students



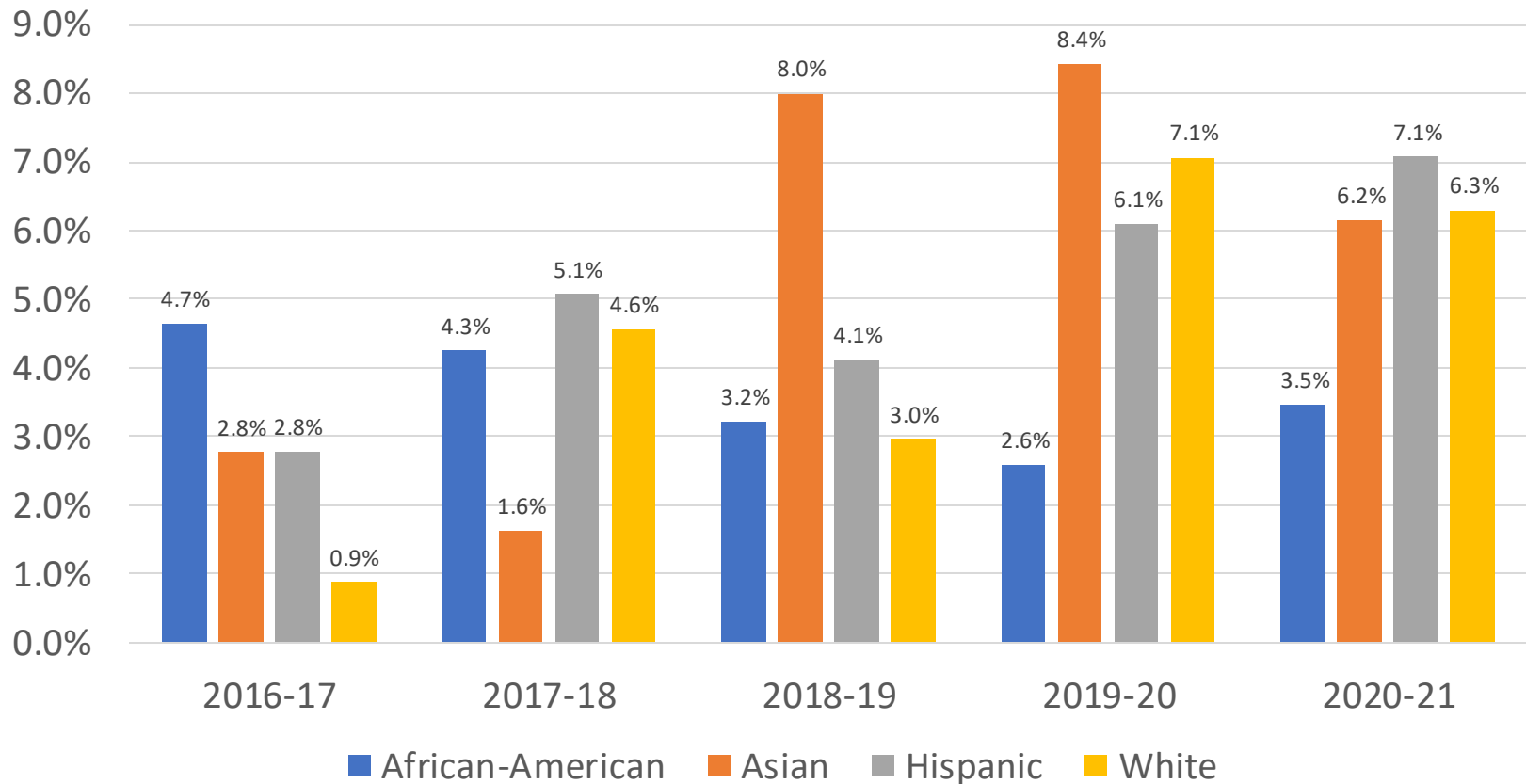
Multiple AOE Awards to Unique Students



2+ AA/AS to Unique Students, by Major Ethnic Groups



2+ ADTs to Unique Students, by Major Ethnic Groups



2+ AOEEs to Unique Students, by Major Ethnic Groups

