

CIAC Update CCC Chancellor's Office Spring 2024

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2024 Legislation Update

- [AB 1142 Fong](#)
 - This bill would establish the coordinating Commission for Postsecondary Education in California as the statewide postsecondary education oversight, coordination, and planning entity. The bill would provide that the commission is an independent state agency, and advisory to the Governor, the Legislature, other appropriate government officials, and institutions of postsecondary education.
 - The commission is responsible for coordinating public, independent, and private postsecondary education in this state and for providing independent policy analyses and recommendations to the Legislature and the Governor on postsecondary education issues.

2024 Legislation Update

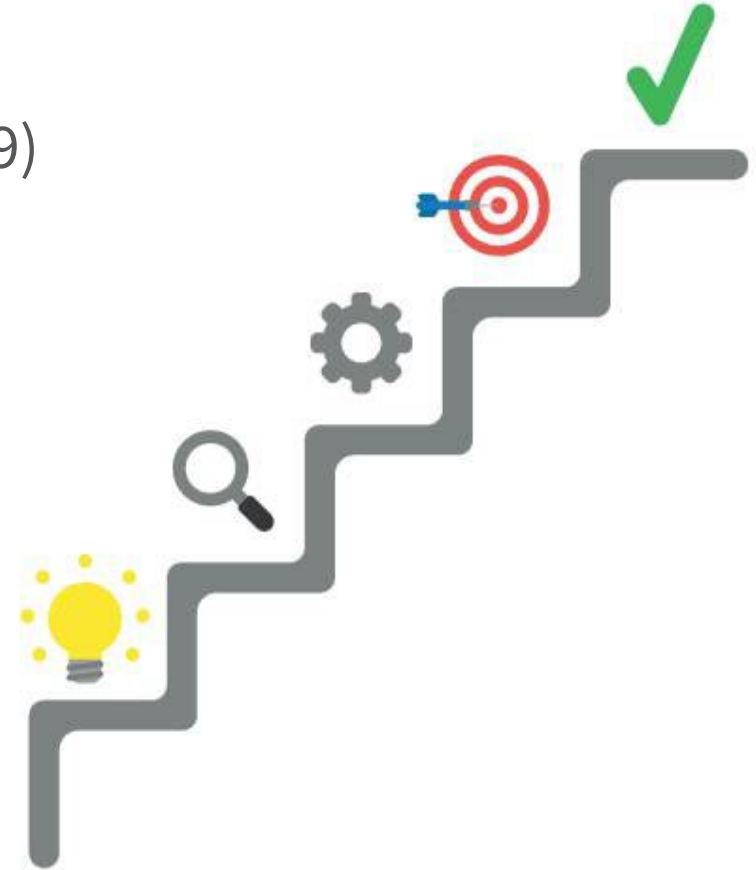
- [AB 2044 \(Chen\)](#) This bill would require the Chancellor of California Community Colleges to evaluate whether baccalaureate degree holders are paid more than associate degree holders in the same field prior to authorizing a community college district to eliminate an associate degree program in the same academic subject for which a baccalaureate degree program has been approved.
- [AB 2057 \(Berman\)](#) This bill would extend the operation of the Associate Degree for Transfer Intersegmental Implementation Committee indefinitely. (placeholder bill)
- [AB 2104 \(Soria\)](#) This bill authorizes the CCC system to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes select community college districts to offer a Bachelor of Science in Nursing. The bill would limit the pilot program to 15 community college districts statewide and would require the chancellor to identify eligible community college districts based on specified criteria. (See also SB 895)

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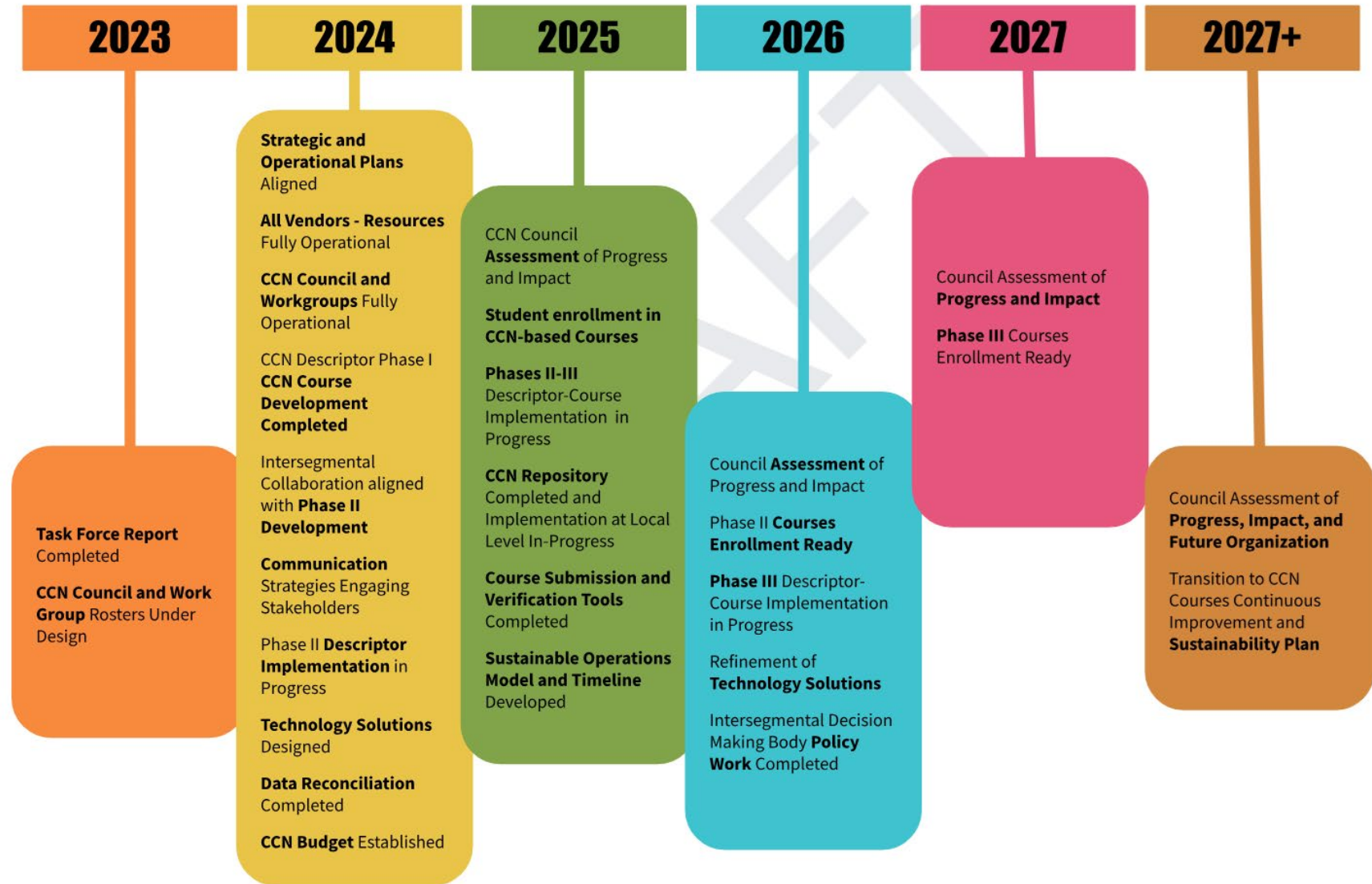
- [SB 995 \(Padilla\)](#) This bill requires the CSU, in consultation with the CCC, develop a five-year pilot program to commence with the 2025–26 school year, to recruit high-quality teaching candidates at three CSU campuses in partnership with three CCCs that apply to participate in the five-year pilot program.
- One pilot program shall be at a campus of the CSU that is located in a rural community.
- Each pilot program at a CSU campus shall partner with a CC district that has applied to participate in the pilot program and is within close proximity to the CSU campus.
- The pilot program shall establish transfer model curriculum and an associate degree for transfer at a community college campus that can then be completed at a campus of the CSU that will result in a participating student being awarded a baccalaureate degree and a teaching credential in four years.

CCN Update

- CCN Task Force Concluded Work December 2023
- [CCN Task Force Final Report Published](#) (Emailed 2/29)
- Implementation Phase Begins
- \$105M District Apportionment (Estimated Fall 2024)



Proposed Timeline (legislative extension requested)



Immediate Next Steps

- Convene the CCN Council and its Steering Committee;
- Kick off the work of the Work Groups;
- Communicate well with key leadership at the four-year transfer partners;
- Develop a detailed workplan for the coming years;
- Develop a strategic communications plan to share progress of the work;
- Confirm legislative extension request;
- Identify initial course cluster, begin descriptor work.

How Community College Partners Can Prepare

- As implementation begins, there are a few things that colleges can consider to prepare:
 - Recognize the implementation is a district and college responsibility based on processes established and approved through statewide collaboration.
 - Prepare governing bodies who need to be involved.
 - Consider the far-reaching local impact of CCN, review current processes, and make a plan for updating them, such as:
 - Consider expedited, local approval processes for CCN.
 - If not already in place, consider curriculum approval at every local governing board meeting.
 - Create capacity for staff and faculty engagement.

Expected Outcomes of CCN

The CCN Task Force's Summary Report articulated the following as its expected outcomes:

Easy Identification

For students that attend multiple CCCs, lower division GE and major prep will be easily identified within the CCCs as comparable in order to eliminate students unnecessarily retaking a course when taking courses across multiple community colleges.

Improved Articulation

Participation by the faculty at the CSU, UC, and independent colleges and universities can lead to the updating of current articulation practices in order for CCN to benefit students transferring to and from those institutions.

Statewide Collaboration

Resulting in:

- Increased transparency & efforts to address structural, systemic and intersegmental barriers that students face.
- Progress on *Vision for Success* goals.
- Attention and resources for improvements in related areas (e.g., technology).

Equitable Improvements

In concert with other important student success efforts underway across the state (e.g., guided pathways), disaggregated student outcomes data will demonstrate that equity gaps are closing and transfer student outcomes are improving.

Governance and Operations

The CCN Task Force's Summary Report recommended the following:

CCCCO

The CCCCCO is responsible for system-level support and coordination, with oversight of the dedicated resources for the administration and operational aspects of implementation.

CCN Council

Operating as a CCCCCO participatory governance group, sets strategic direction and goals, guides the work of the various implementation work groups, and identifies policy barriers to strong implementation of CCN.

CCN Council's Steering Committee

In coordination with the CCCCCO, informs the CCN Council's agenda and facilitates its work to ensure progressive movement through CCN implementation.

Work Groups

Two work groups wherein the detailed complexities of CCN implementation will be addressed:

- CCN Development Work Group; and
- CCN Technology and Processes Work Group.

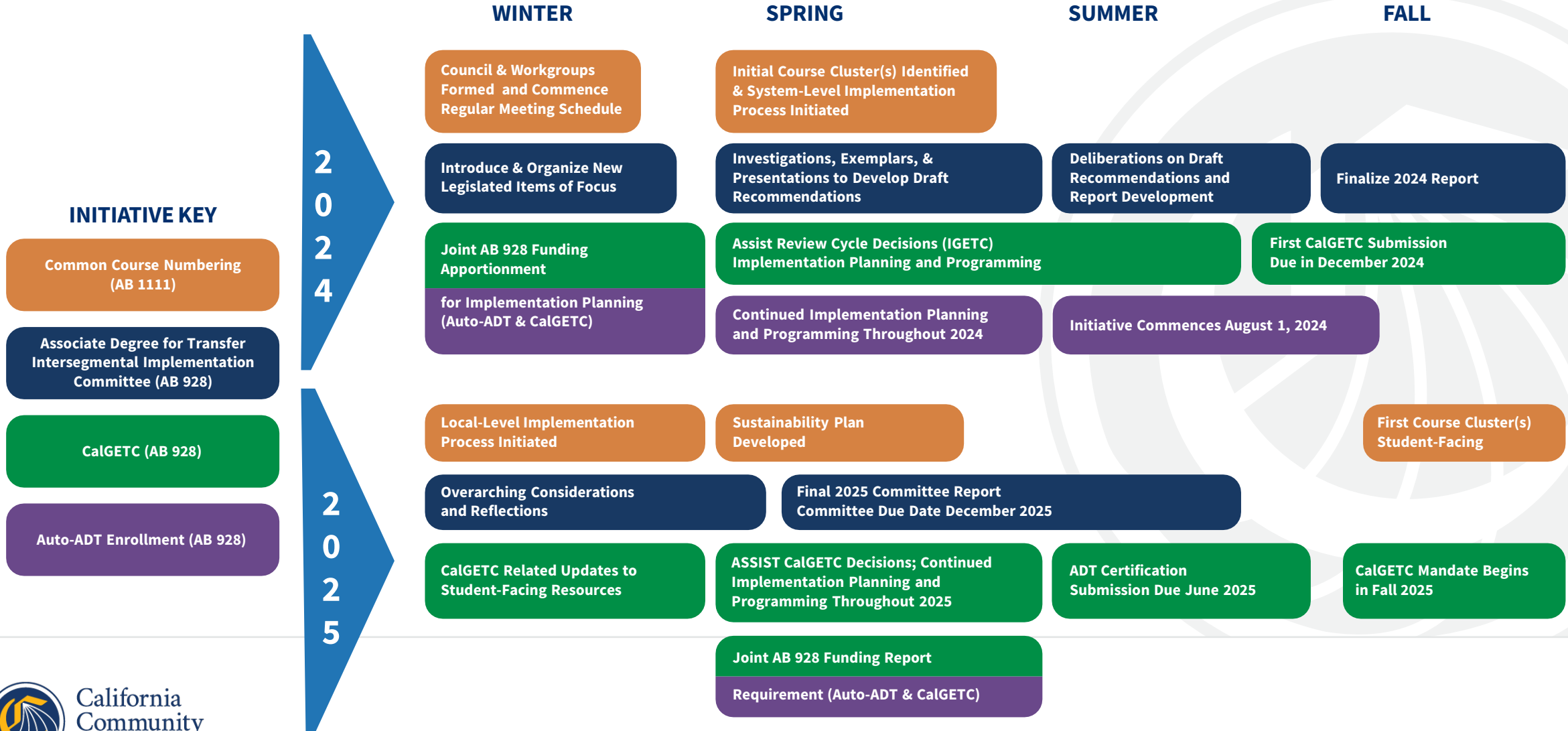
Communications

Communication work falls within the operational structure of the CCCCCO team, with consultation and advisement from appropriate members of the CCN Council, its Steering Committee, its work groups, and other stakeholders as needed.

AB 928 Cal-GETC

- [Apportionments Memorandum ESS 23-48](#) Released in December
- Joint [Memorandum](#) Released Administrative Implementation Guidance
 - Webinar Recording Available (soon) at ccctransfer.org
 - 750 Attendees! Your Qs were helpful, thank you!
- Cal-GETC Implementation Work Team & Work Group Continues
- 3rd Party Directed Memorandum March Release Planned
- Additional Guidance Planned Before Summer Break

Important Milestones for AB 1111 and AB 928 at a Two-Year Glance



Question Submitted (by NCIAC)

- Is there a way to view old versions of CCR 55063 to see what requirements were in effect for students with older catalog rights?
 - You can travel to the California State Law Library to view a collection of past CCR Supplements (Registers) going back to 1945 in a variety of media formats (microfiche, hard copy);
OR
 - Email transfer@cccco.edu and request the prior version

Questions Submitted (by SCIAC)

- CalGETC implementation - best practices, what steps do we need to be taking now?
- Title 5 changes implementation
- GE timeline processing
- Public Health ADT
- An overview of implementation timelines and requirements would be helpful since there are so many changes happening right now (title 5 revisions; AB 1705 - especially guidance around STEM requirements and timelines; AB 928/Cal-GETC; AB1111/CCN, etc.)
- For Schools who have not implemented the Ethnic Studies Requirement yet, will it the date be extended till Fall 2025.
- Title 5 CPL has changed, will there be a guidance memo with changes? Since AP, IB and CLEP is taken out because of their own Title 5 sections where do we place them in our board policies? Is it still under section AP 4235?

Please send questions or comments to

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Thank you!