

Course Identification Numbering (C-ID) System Work Plan



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Executive Summary

The Course Identification Numbering (C-ID) System Work Plan provides direction for the proposed work and scope of the C-ID system. The proposed Work Plan charts a course for the desired direction for the system to serve the needs of the California public education segments, including K-12, California community colleges, California State University, and the University of California.

C-ID is the backbone of articulation both between California Community Colleges and between community colleges and institutions of higher education, both public and private. C-ID is the basis for the creation of Associate Degrees for Transfer (AD-T) required by law and is a critical part of the system infrastructure to improve transfer and completion. The continuous review of curriculum required by regulation to ensure quality and rigorous preparation for the workforce and transfer occurs both at the local level in curriculum committees and at the state level through C-ID.

This Work Plan represents a culmination of ideas and input from a variety of internal constituents that comprise the C-ID Leadership Team. Representatives from the Academic Senate for California Community Colleges Executive Committee, faculty from the California community colleges, and C-ID staff developed the recommendations as set forth by the Work Plan. The Work Plan outlines the mechanisms necessary to improve the service of the colleges to the students of California engaged in higher education with goals of transfer and workforce readiness. That said, baseline funding of the infrastructure is necessary to continue to meet the current needs of the students of California.

To advance the work of the community colleges and better serve students, this Work Plan includes the desire to expand service in the areas of general education, credit for prior military service, Career Education curriculum at the degree and certificate level, and competency-based curriculum that aligns with Career Education outcomes. This is in addition to the ongoing infrastructure support of intersegmental and intrasegmental articulation.

The Work Plan is divided into four main categories:

1. Challenges – What challenges are currently facing the C-ID system that may hinder its success?
2. Opportunities – What opportunities are present for the C-ID system to leverage?
3. Recommendations – How can we address the challenges and use opportunities to benefit C-ID and the public higher education system as a whole?
4. Goals and Objectives – Proposed actions for change.

Each section discusses ways in which the C-ID system can improve and grow, exploring specific areas such as:

1. Career Technical Education
2. University of California System involvement
3. K-12 involvement
4. Technology and Improvements

5. C-ID Process
6. Sustainability and Ongoing Funding

Addressing the challenges that C-ID currently faces is of paramount importance in order to continue the work efficiently and successfully. Therefore, several suggestions are included below.

1. Adapting the review process for courses submitted for C-ID
2. Provide reassignment time or stipends to faculty involved in C-ID
3. Allocate adequate and predictable funding for C-ID
4. Negotiate with CSU and UC to contribute to funding C-ID
5. Create a marketing plan for C-ID
6. Continue funding for C-ID technology
7. Continue expansion of C-ID into CTE, Programs of Study, and UC

As the Work Plan suggests, changes are necessary to meet the dynamic goals and needs of the public higher education system. Therefore, it is important to implement a plan for C-ID that addresses existing issues, and is also aspirational in its strategies and goals for the future.

I.I Introduction

A. Mission

C-ID facilitates the transfer process for California's students by increasing and improving articulation between all postsecondary segments and institutions. Further, C-ID promotes and advances inter- and intra- segmental collaboration among the three public higher education institutions (California Community Colleges (CCC), California State University (CSU), and University of California (UC)), and private 4-year universities.

B. Background

In the beginning, faculty in California sought to establish a system that would simplify the process of identifying comparable courses, thus the California Articulation Number System (CAN) was implemented in 1985. CAN became the foundation for a statewide articulation numbering system. Expanding on the efforts of CAN, the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) brought together intersegmental discipline faculty from across the state to dialog regarding how best to prepare community college students to meet faculty expectations at the CSUs and UCs in terms of major preparation. The CSU system sought to improve the transfer pathway for community college students with the Lower Division Transfer Pattern (LDTP). LDTP expanded on the work of IMPAC by developing transfer pathways that were accepted by all CSUs. As a part of the LDTP process, the CSU developed a course descriptor for each course in LDTP.

In 2007, the Course Identification Numbering System (C-ID) began as a pilot project to improve on the organizational structures provided by CAN, the intersegmental faculty engagement process initiated with IMPAC, and the creation of descriptors as in LDTP. C-ID assigns numbers to significant transfer courses and identifies a lower-division, transferable course commonly articulated between the California Community Colleges, the California State Universities, and the University of California segments. The ultimate goal of C-ID is to facilitate the transfer process for California's students by increasing articulation among all postsecondary segments and institutions.

The C-ID number reflects a specific course descriptor, developed by intersegmental discipline faculty and reviewed statewide. Ultimately, it provides guidelines to students and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides guidelines for on-going curriculum development and revision of lower division courses. Once the numbers and descriptors for sets of courses have undergone wide discipline review, they will be posted for general information. Any community college course that bears the C-ID supranumber conveys that faculty have determined it meets the published standards of course content, rigor, and student learning outcomes or objectives.

The C-ID infrastructure is also used to develop and vet the transfer model curriculum (TMC) in transfer majors and to develop descriptors for all required courses included in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number. Once a TMC is

drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their Associate Degree for Transfer (AD-T).

The C-ID system is the primary implementation mechanism for SB1440 (Padilla, 2010) and SB440 (Padilla, 2013). The ASCCC and California Community College system have worked tirelessly to enact these and other legislative mandates that serve the transfer preparation needs of students in all segments of higher education. In addition, C-ID was included in the California Board of Governor's *25 Strong Workforce Recommendations* as a way to address and strengthen the curriculum process and course portability for career technical education (CTE) courses, and address the workforce gap in California. C-ID facilitated this legislative and economic imperative through work on the creation and implementation of model curricula specific to CTE disciplines identified by the CCC Chancellor's Office Division of Workforce and Economic Development and the Academic Senate for California Community Colleges. Since 2013, over 30 CTE disciplines have convened to discuss the development of model curriculum and descriptors.

C. Purpose

As C-ID continues to grow, it is vital that a plan is implemented in order to identify long-term goals and direction for the system. As such, it is crucial that sustainable funding remains continuously available to ensure the permanence of the C-ID system. This Work Plan will review several key components of the C-ID system, outline future goals and trajectories, and will propose changes to the existing funding structure. This includes increased visibility to the public, technological improvements to the website, additional funding to support the work of the faculty review groups of each discipline, increased trainings available for new faculty, specifically with the future involvement of the University of California system, and C-ID's continued expansion into career technical education (CTE).

The Work Plan outlines the following six areas that will be reviewed and addressed: existing system, challenges, opportunities, goals and strategies, budget, and organization and management.

I.2. Existing System

The current C-ID process initially calls for a discipline input group (DIG) meeting to be convened for discipline faculty to come together to discuss the creation of the Transfer Model Curriculum (TMC), Model Curriculum (MC), and descriptors. Once the DIG is completed, faculty from the CCCs and the CSU are recruited and appointed by their respective Academic Senates to participate in the smaller faculty discipline review group (FDRG). Once the FDRG has draft documents available, the documents are placed on the C-ID website for a vetting period, at which time the general public is invited to participate in the review of the draft documents. This vetting period allows the public (specifically, faculty at colleges, administrators, and counselors/articulation officers) to provide their feedback and comment on the drafts written by the discipline faculty appointed to participate in C-ID. The FDRG will convene and review the feedback received and finalize once they are satisfied with the changes made. The finalized documents are reviewed and accepted by the appropriate advisory committees. The discipline FDRG is also responsible for the ongoing review of the TMC/MC and descriptors.

The existing C-ID System can be accessed through the public website [c-id.net maintained by the CCC Technology Center, contracted through the CCC Chancellor's Office](http://c-id.net). This website provides information regarding the documents created and drafted by faculty involved in C-ID, including descriptors, TMCs, and MCs. The website also outlines current policies for the project, members of the advisory committee, and general information for users, such as an FAQ page, information on approved courses, and newsletters. Additionally, the website is the launch site for faculty reviewers and discipline review group members (FDRG) to login and provide course reviews.

As of April 10, 2018, 368 finalized descriptors are available, with most forming the foundation for TMCs. More than 18,118 courses are approved for C-ID designation from 49 disciplines and 114 community colleges. There are 16 CSUs that deemed 1,660 courses as comparable to C-ID descriptors. Close to 800 faculty members in the California community colleges and the California State University systems participate in C-ID as either FDRG members or course reviewers. Currently, 40 finalized TMCs are available, with over 2,000 related Associate Degrees for Transfer created and approved by the CCC Chancellor's Office.

1.3 Challenges

While the C-ID System increased exponentially in its capacity over the last few years, the system faces six major challenges that will need to be addressed in order to continue to move forward effectively.

- Review Process and CSU faculty involvement
- Use of C-ID in Associate Degrees for Transfer (AD-T)
- On-going review of disciplines, both transfer and CTE
- Refinement of the CTE C-ID Process
- Sustainability (Funding)
- Technology

A. Review Process and CSU Involvement

During the early implementation stages of C-ID, faculty in the three public higher education segments and private universities identified the need to collaborate intersegmentally for the success of the system. The initial advisory committee recognized that in order for C-ID to thrive, it must be built on a foundation that is faculty driven, where faculty across California in their disciplines will be the voice and catalyst for change for matters related to curriculum and instruction. Much of the process that continues now predominantly relies on the participation of discipline faculty from the CCC and the CSU systems. Particularly, the course review process for transfer disciplines in C-ID calls for the review of two discipline faculty, one each from the CCC and CSU segments, with the final review provided by the CCC discipline faculty lead.

With the rapid expansion of C-ID into disciplines past the top 20 transfer majors, it became increasingly difficult to find CSU faculty to participate in the course review process. While a majority of the 37 existing transfer disciplines have sufficient CSU reviewers, there are four disciplines in particular in which colleges are waiting on the approval of their Associate Degrees for Transfer (AD-T) as a result of courses not getting reviewed and approved due to the lack of CSU reviewers: Agriculture, Film/TV/Electronic Media, Global Studies, and Social Justice Studies. Additionally, a number of disciplines are in need of specific CSU faculty that can review for specific descriptors, such as Information Systems Technology and Mathematics.

B. C-ID and Associate Degrees for Transfer (AD-T)

The passage of [SB 1440](#) mandated that California community colleges and California State Universities work together on the creation of an Associate Degree for Transfer (AD-T) in the top 20 transfer majors. Since the content of community college degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) took the lead in coordinating a statewide response to SB 1440 using the C-ID system. Rather than all 114 colleges developing 114 different degrees in each transfer major, a statewide response was initiated in the form of a transfer model curriculum (TMC) to best serve students with varying course taking patterns. The TMC defines the courses needed in a major and then provides options that colleges could select from as they design a degree that meets local needs. The goal was to effectively establish common major preparation while also allowing for some local flexibility.

The TMC/AD-T process relies heavily on the use of C-ID descriptors in the CORE and List A of the TMC. Previously, part of the process for the approval of an AD-T degree for a college is that the submitted degree must have all C-ID courses approved in the C-ID System in order for the Chancellor's Office to provide approval for the degree. As it relates to the first issue, colleges are having a difficult time getting courses approved due to a lack of CSU reviewers. As a result, college's degrees are being held for approval, resulting in students not having access to use the AD-T degree. This has also caused some colleges to deactivate degrees in which they do not have the necessary C-ID approvals.

A [Resolution](#) was presented during the Fall 2016 Plenary Session, requesting approval of associate degrees for transfer that include courses pending c-id approval. The Resolution passed and in order to address Resolution 15.02, the Chancellor's Office changed their policy with regarding to reviewing degree proposals such that "courses pending C-ID approval over 45 days may be included in the degree program if the application demonstrates evidence that those courses have been submitted to and are under review in the C-ID system". While the change may be welcomed by some colleges, it brings to light a different set of challenges resulting in the change, including uncertainty on the approval of courses after the degree is approved, and whether the degree will be nullified if a course that was in submitted status eventually earns a Not Approved status for C-ID.

C. CTE C-ID Process

In 2016, the California Board of Governors released the report titled *Task Force on Workforce Job Creation and a Strong Economy*, which provides 25 recommendations on how to address the growing workforce gap in California. The primary premise of the report was to leverage existing career technical education (CTE) programs across the CCC to increase student success, create career pathways for students to explore, strengthen curriculum and identify CTE faculty necessary to strengthen curriculum, and provide funding and regional coordination for community colleges.

C-ID was included in the taskforce recommendations to help address the curriculum comparability and portability. Through C-ID's partnership with the CCC Chancellor's Office Division of Workforce and Economic Development, the CTE disciplines were folded into the existing C-ID process for transfer disciplines. However, C-ID leadership recognized that while there should not be a distinction between CTE and transfer disciplines, the existing process for transfer disciplines does not suit the needs of CTE specific disciplines. As CTE continues to expand and work on model curriculum, model awards, certificates, and descriptors, C-ID will

need to refine its process to fit CTE disciplines. In particular, challenges that will need to be addressed are: number of faculty available in each discipline, resulting in a time commitment challenge for faculty to participate in the C-ID process; and the lack of established guarantees (similar to SB 1440 benefits) for acceptance of the model curriculum by colleges.

D. On-going Review of course descriptors and transfer model curriculum

The process for and development of discipline descriptors and the transfer model curriculum (TMC) are intended to ensure that the discipline captures the necessary major components of a discipline. Discipline faculty from the California community colleges and California State University come together to design the TMC which is subsequently used to create the Associate Degrees for Transfer (AD-T). C-ID recognizes that any change to a TMC could significantly affect the AD-Ts already approved at the 114 CCC and the designations of similar by the 23 campuses of the CSU. However, C-ID also recognizes that education is a dynamic enterprise, that knowledge evolves, and that the needs of students come before the need to preserve current transfer requirements. Therefore, the C-ID system built into its process a five-year review for all of its transfer disciplines. This review is a necessary component to keep discipline curriculum up to date and to ensure that the TMC remains appropriate.

The five-year review is an effort spearheaded by the discipline FDRG, going through a vetting process, reviewing the feedback from the field, and ultimately making the changes or updates requested and presenting to the Intersegmental Curriculum Workgroup for approval. This process is a lengthy process, given two years for completion and is an on-going review of the discipline. Resources, such as staff time dedicated to coordinating statewide vetting and FDRG meetings, are necessary to support the review. In addition, the six faculty members per discipline that comprise the FDRG may need to change, as faculty either retire, or become ineligible to participate in C-ID. Recruitment takes time and staff hours to train and replace FDRG members.

Career Technical Education curriculum undergoes review every two years and is expected to respond to emerging industry needs. Our C-ID for CTE process must also be nimble enough to respond to industry and meet the needs of local colleges. The Model Curriculum Workgroup (MCW) has proposed a system of bringing industry leaders and faculty together to develop core competencies within certificates and degrees and providing a mechanism for local colleges to map their degrees and certificates to these competencies. This work is dependent upon resources to provide staff to coordinate meetings; faculty to serve as facilitators and potentially incentives to expedite work product.

E. Sustainability and Ongoing Funding

C-ID was initially funded by the CCC Chancellor's Office for a period of five years, starting in 2007. Community colleges and districts were given the opportunity to apply to the Chancellor's Office's Request for Application (RFA) for C-ID. Initially, the grant was awarded to the Los Rios Community College District (CCD), located in Sacramento, CA. The ASCCC was able to supplement the C-ID grant by applying and receiving the award for Complete College America, funded by the Bill and Melinda Gates Foundation, which awarded C-ID with a \$1 million dollar grant to continue the work on the creation of descriptors, and, since 2010, the Transfer Model Curriculum. The grant awarded to the Los Rios CCD was renewed yearly, starting in 2012, with the grant providing roughly \$200,000 per year to C-ID.

Since 2015, the C-ID system has not received stable and predictable funding. Each year, the ASCCC provides the initial funding for the C-ID system's operations and is reimbursed for expenses encumbered throughout the year. As a result, the ASCCC has previously operated under a deficit until such time that the funds are received from the fiscal agent. Historically, the average time for reimbursement was over six months. During the 2017-18 academic year, C-ID was included in the Governor's grant and received \$1 million dollars in funding, with roughly half going to support the CCC Technology Center's work on the website. The Chancellor's Office acted as the fiscal agent for C-ID, with the task of disbursing the funds. While the Governor's grant to C-ID was a welcome change, it is not a guaranteed nor sustained funding, and may not exist after the 17-18 fiscal year. The yearly allocation of funds is detrimental to the overall planning and success of C-ID due to the uncertainty of when funding would be available and awarded for the ASCCC to do the work. In order to continue the work of C-ID, funds need to be dedicated specifically to C-ID and made available at the beginning of each fiscal year.

F. Technology

The ASCCC, in collaboration with the C-ID Advisory Committee, began work on the website and data management system by hiring a software developer to work on the specifications needed for the system, as identified during the pilot phase of the project. Many conversations took place regarding the creation of the website, including the submission and review process, and the external website accessible to the public. While the committee and the ASCCC worked diligently on the creation of a robust system, it was not anticipated that the system would grow to the level it is currently at today. Since its inception, over 20,000 courses are submitted into the system and faculty participating in the C-ID review process have conducted thousands of reviews.

Because of the substantial growth of C-ID, the ASCCC recognized the need to create a more powerful website that can handle the increase in course submissions and review. In 2014, at the direction of the Chancellor's Office, a partnership began with the CCC Technology Center to develop the new website. This technological advancement is important to the work of C-ID as the system relies heavily on technology that is efficient and adaptable to the needs of the users (faculty, articulation officers, administrators, counselors, students, and the public at large). In addition, the introduction of Guided Pathways, the CCCs ability to offer students four-year degrees, Career Technical Education, and the integration between C-ID and ASSIST, have put additional focus on C-ID technology and the maintenance thereof. Therefore, it is necessary for C-ID to have continued support on the development of the new website along with a guarantee of future support once the new website is built.

1.4. Opportunities

The C-ID system is a unique and robust system that, over the last 10 years, worked to increase transfer and articulation in California's public higher education system. As the system continues to change, there are increased opportunities to advance the work of C-ID, which in turn, advances the goals of the California community colleges. As the public higher education system of California evolves, so too must the ways in which C-ID addresses any identified needs. Below are several key opportunities that C-ID can and should leverage in the future.

A. University of California

The University of California system expressed interest in participating in C-ID and several key conversations have taken place, discussing the ways in which the UC can leverage the existing C-ID system, including utilizing the existing discipline descriptors as a way to identify comparable courses in the UC, and utilizing the existing TMCs as a basis for the UC Transfer Pathways. In one particular instance, the University of California, Irvine, began to augment their existing articulation process for their Engineering programs by using the Engineering C-ID descriptors and model curriculum, as a means to identify and admit students.

Additionally, the Academic Senates for both segments worked to address issues in the disciplines of chemistry and physics to facilitate transfer to the UC system. In 2017, C-ID, the Academic Senate for California Community Colleges, and the Academic Senate of the University of California, hosted a meeting to explore the possibilities of guaranteed admission to the UC system. As a result of the meeting, both segments agreed to a pilot program that would guarantee admission to the UC system for students completing a degree aligned with a UC Transfer Pathway in the disciplines of physics and chemistry. On April 11, 2018, the CCC Chancellor's Office and the UC Office of the President signed the memorandum of understanding (MOU) "Enhancing Student Transfer". The MOU "immediately initiates a comprehensive effort to guarantee admission for all qualifying California community college transfer students to the University of California's system of nine undergraduate campuses." Under the MOU, students who complete one of the UC pathways and achieve the requisite GPA will be guaranteed a place within the UC system. These guarantees will be in place for students beginning community college in fall 2019.

By having the UC segment involved, it allows greater flexibility for students to determine where they want to go upon transfer (CSU or UC). It would be particularly beneficial for students who are interested in using an existing AD-T to gain acceptance into either the CSU (through the SB 1440 process) or to the UC (using the new UC Transfer Pathways programs).

B. Programs of Study (High School Pathways)

In addition to working with the University of California in C-ID, it is also important to leverage the existing Programs of Study, through the Statewide Career Pathways project, to pull in high school courses and articulation. The [Statewide Career Pathways project](#), funded by SB70 through 2014, provided a "framework to assist high school and college faculty to collaborate and develop programs of study that include articulation of high school coursework". The project developed a database of articulation agreements across the state; developed discipline-specific programs of study; and provided an online Counselor Toolkit that allowed high school counselors to create customizable templates specific to each student, to assist in the development of a tailored school plan.

C-ID's collaboration began with Statewide Career Pathways through the development of the Programs of Study. Similar to the faculty discipline review group model, the Discipline Workgroups (DWGs) included high school teachers and college faculty who worked together to create the Programs of Study templates, identifying high school course work and courses that would articulate and/or allow for dual-enrollment in the CCC. By creating the Programs of Study, in conjunction with the TMC for the discipline, a clear pathway was created for students to follow, from high school, to community college, to transfer or employment. Re-starting the

Statewide Career Pathways project would allow C-ID to connect college courses and high school programs more efficiently, allowing the clear pathways to exist for students.

C. CTE and Emerging Disciplines

As noted in section [1.3.C](#), C-ID is being used to implement part of the Board of Governor's 25 Workforce taskforce recommendations to help enhance the curriculum process for CTE disciplines in California, which will in turn address the workforce gap. Over 30 CTE disciplines have developed the descriptors and model curriculum or certificates through the C-ID system. In order to respond to the workforce needs of California, C-ID must identify and stay ahead of industry trends, by focusing on emerging disciplines and programs. The identification of emerging disciplines would allow C-ID to come up with statewide models that can be used by colleges to create new local programs addressing the need. To identify the key disciplines and programs that would benefit from a streamlined pathway, C-ID works in collaboration with the Academic Senate for California Community Colleges, Sector Navigators, and Regional Consortia. Additionally, C-ID recently developed and implemented a C-ID CTE Statewide Framework Process, which outlines the steps to implementation once a discipline has been identified.

Furthermore, as C-ID continues to expand into CTE disciplines, so does its library of descriptors and courses identified as comparable. This extensive database makes C-ID an ideal tool for assisting future efforts to adopt Open Educational Resources (OER) throughout the CCC system. The C-ID library and discipline-based listservs can be used to facilitate collaborative efforts to identify, adapt, and develop OER.

D. Technology

In collaboration with the CCC Technology Center, the C-ID website is currently undergoing major renovation and an overhaul of the existing system to a new platform. By migrating the website and information, the C-ID system can utilize several new and promising technological advances that have become available since C-ID's inception. Using the power of technology, C-ID could greatly enhance the user experience and the system's ability to gather, utilize, and keep data.

The CCC Technology Center is working on enhancing the course submission and review process for the system. Through the years, several key features were identified as either necessary or desirable to improve the C-ID system and work has now commenced to include the updates and enhancements. The development of the new C-ID website is also happening in parallel with the building and development of the new ASSIST Next Generation [website](#). Since the inception of C-ID and the course submission process, articulation officers (college faculty or staff that submit courses for C-ID) have asked for the integration of the C-ID submission process into ASSIST, as ASSIST is also the means by which courses are submitted for [CSUGE Breadth and IGETC](#).

i. Digital Badging

As part of the efforts on the development of CTE descriptors for Office Technology, C-ID's partnership with the Doing What Matters Business Information Worker (BIW) pathways determined that the new platform of "digital badging" could be beneficial to students who complete the pathway. Digital badging is a validated indicator of accomplishment, skill, quality, or interest that can be earned in many learning environments and can typically be displayed on online websites, such as LinkedIn, Twitter, or Facebook. Digital badging would allow students to share their

accomplishments in a more convenient and portable way. C-ID is exploring ways in which the system can utilize existing digital badging software to integrate into the C-ID process.

E. A-G Courses and C-ID

The intent of the University of California “A-G” subject requirement is to ensure that “students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study” (UCOP.edu). An opportunity was presented to C-ID to determine whether C-ID should submit a package of descriptors to the UC A-G courses list on the UCOP website. The packaged set of descriptors would create a program that the community college system would then be able to submit to the UC system for approval and use for A-G requirements. It would identify and use C-ID descriptors for each category (A-G) to create a course list. Once the course list is approved by the UC, high schools could then build articulation agreements with their local college based on the C-ID descriptors.

The creation of the CCC Program Status for UC A-G is a great opportunity that C-ID should leverage as it will provide incentive for high schools to create or adopt based on the C-ID descriptor. Further, high schools would not have to be individually approved by the UC since the UC system would already have granted approval to the CCC Program Status for A-G use. This is also a benefit for students as using the CCC Program Status courses would provide them with an additional GPA bump when being reviewed by the UC. Additionally, it would expand the types of classes high school students can take that will satisfy the A-G requirements and promotes CTE classes as equal to AP classes for satisfying A-G.

F. General Education Pattern

Several conversations have taken place regarding the use of C-ID descriptors to articulate to general education categories. The proposal is to recognize that courses submitted by community colleges to C-ID descriptors would be matched to a general education requirement (either IGETC or CSU-GE Breadth). By doing so, it would eliminate the need to have individual colleges prove that their course meets the GE requirements, and would instead allow dual usage of their approved C-ID course for major and general education requirements. The current process requires a college to submit a course to C-ID (a continuous process), CSU-GE Review Committee (a once per year review process), and the UC GE Review (a separate once per year review process). To improve efficiency, speed of review, and therefore better serve students, a single continuous process through the C-ID system permits community colleges to better serve students more quickly.

G. Awarding College Credit for Prior Military Experience (AB 2462)

In July 2012, the legislature passed and the governor signed AB 2462 (Block) on the awarding of college credit for prior military experience. The bill requires that the Chancellor’s Office “using common course descriptors and pertinent recommendations of the American Council on Education, shall determine for which courses credit should be awarded for prior military experience.” In response to this bill, the Chancellor’s Office survey the field to gather information regarding trends and practices for awarding college credit for prior military service. The Chancellor’s Office found that of the 96 colleges who participated, 102 unduplicated courses were reported as courses that students with prior military experience were granted college credit mostly in Administration of Justice, Business and Management, and Information

Technology. C-ID could explore ways to identify courses to facilitate the awarding of prior military experience.

1.5. Recommendations

Addressing the challenges that C-ID currently faces is of paramount importance in order to continue the work efficiently and successfully. Therefore, several suggestions are included below. The recommendations below are just that: recommendations. C-ID's interest is in ensuring the quality and efficacy of the program and the recommendations are simply ideas to begin the conversation.

A. Adapt the review process of courses

C-ID is proposing an adaptation to the review process for disciplines that have a backlog due to the lack of CSU reviewers such that instead of one community college and one CSU reviewer, C-ID would allow any two discipline reviewers to review the submission, with the final determination given by the Primary Reviewer. The proposal to adapt the review process would provide C-ID with a means to address the challenge of having a lack of CSU reviewers. As C-ID continues to work with the CSU Chancellor's Office and CSU Academic Senate on the appointments of CSU faculty reviewers, a recommendation is to have an open dialogue with C-ID Leadership and the ASCCC regarding changing the criteria by which CSU faculty are appointed to review. The criteria set forth by the CSU Academic Senate is a known barrier for getting CSU appointments to review. By considering changing the criteria, it may alleviate the backlog in some disciplines.

B. Provide reassignment time or stipends to faculty involved in C-ID

I. Faculty Discipline Review Group (FDRG)

The reason most often provided by faculty who wish to be involved in C-ID but who then decline to continue participation is that they have too many commitment on campus that would allow them the time to participate in C-ID. Often times, the faculty members are willing to contribute, but cannot due to time or resource constraints. For example, many of the faculty invited and who attend the DIGs who are then asked to participate on the FDRG indicate they are unable to as they are the only faculty member in their department, they are part-time faculty, or already participate in other committees and organizations on their campus. C-ID should offer stipends to faculty involved in the creation of discipline descriptors and model curriculum or Transfer Model Curriculum to provide compensation for the time they spend away from their on-campus duties on the development of the documents.

II. Primary Reviewers

Disciplines that are severely backlogged and have a large number of course submissions are typically those disciplines that are included in many TMCs (e.g. Mathematics). C-ID recognizes that the work involved with assigning courses, managing reviewers, and answering questions from the field is time consuming and takes faculty away from their responsibilities on campus. C-ID is proposing to allow disciplines that are identified as

having a heavy load to provide the Primary Reviewer reassignment time in order to free some time for the faculty member to dedicate specifically to their C-ID work.

C. Allocate adequate and predictable funding for C-ID

The sustainability and prolonged existence of the C-ID system truly relies on the availability of long-term and predictable funding of the project. In order to eliminate the need to find a college or district to apply and be approved for the Request for Application, it is highly recommended that the funding be provided directly to the Academic Senate for California Community Colleges (ASCCC). The ASCCC currently manages operation of C-ID and the lack of predictable funding has forced the ASCCC to dip into funding reserves to support the continuous and expanding work of C-ID. Additionally, the ASCCC is the best equipped at reaching a broad audience and encouraging participation by statewide faculty as the organization is the voice and representative of all faculty in the California Community College System and has an ongoing professional relationship with CSU and UC through the Intersegmental Committee of Academic Senates. The success of C-ID hinges on ASCCC involvement and oversight as well as on the relationships with faculty that ASCCC cultivated in all three segments of higher education. If funding cannot be directly provided to the ASCCC, then it is suggested that the CCC Chancellor's Office identify a college or district that has the capacity to support C-ID, will remain the fiscal agent for an extended period of time, and provides the ASCCC with the fiscal support and autonomy required to ensure the viability of C-ID.

D. Negotiate with CSU and UC to contribute to funding C-ID

As C-ID is beginning to be used in both the California State University and University of California segments, it is recommended that both public higher education segments provide and identify a funding stream dedicated to the C-ID system. As noted in section [1.4.A](#), the use of C-ID is no longer limited to the articulation and portability within the community colleges, but is also now being identified within the UC system, via the UC Transfer Pathways. The recognition of C-ID in the UC system signals strength of the program and it is highly recommended that funding be made available by all public higher education segments in order to make certain the continued success of C-ID.

It would be beneficial for the partnership with the CSU and UC if each segment were able to allocate specific funding for appointed faculty to the C-ID system, such as travel reimbursement for CSU/UC faculty who participate on the advisory committees, stipends for course review, and stipends for attending the discipline input group (DIG) meetings. In that way, faculty are compensated for their time and reimbursed for travel encumbered conducting C-ID related work.

E. Marketing

An opportunity and recommendation for the C-ID system is to create and implement a robust marketing plan in order to advertise the successes of the program and demonstrate the usefulness of the C-ID System in the California higher education system. Through numerous conversations by the oversight committee, it was identified that a main improvement that the C-ID system could make is to have a more visible public presence. Funding a marketing strategy would allow C-ID to create promotional materials that can be distributed to colleges, universities and the public as well as training resources for faculty, counselors, and articulation officers.

F. Continued funding for C-ID technology

As mentioned in sections [1.3.E](#), and [1.4.D](#), maintaining and providing continued development support to the C-ID system is of great importance, as C-ID relies heavily on a working website and data management system. While the work on the new C-ID website is well underway, on-going maintenance and development is still necessary. It is recommended that the CCC Chancellor's Office, working with the CCC Technology Center, guarantee funding allocated to the on-going support for C-ID technology.

G. Expansion of C-ID into CTE, Programs of Study, and UC

C-ID is now a recognized and integral part of the California community college system and continues to expand into the California State University system, University of California system and the K-12 public school system. While C-ID's main goal continues to be to ease the transfer and articulation burden in the higher education system, we must recognize that the same goal can be adapted to meet the needs of other areas. C-ID's inclusion in the report *Task Force on Workforce Job Creation and a Strong Economy* recognizes the contribution that C-ID can make to expand the current role and scope of CTE curriculum in the community college system by creating statewide model curriculum templates for CTE programs. The creation of the statewide templates allows CTE programs that were once regional to be accessible to all colleges, which would support the educational goals of a broader range of students across the state.

The connection between the Programs of Study (Statewide Career Pathways) and C-ID was also a proven and effective partnership with the K-12 system and the California community colleges. Numerous templates and articulation agreements are already in existence that can serve high school students transitioning into community college to identify courses within a career pathway. The partnership between Statewide Career Pathways and C-ID also establishes relationships with college faculty and high school teachers who work in tandem to identify and work on curriculum to benefit the students. In turn, this partnership between the two systems allowed for the creation of the Programs of Study toolkit, designed to assist high school counselors to direct their students into an area of study. This collaboration should continue and be encouraged and funded in order to better serve students.

It was previously stated that the University of California system is interested in participating in C-ID in a variety of ways, such as considering the existing Transfer Model Curriculum in relation to the UC Transfer Pathways, individual colleges using model curriculum and descriptors as a means to admit students into programs such as Engineering, and the potential to use a package of descriptors to meet the A-G requirements. A recognized partnership with C-ID and the UC system can provide additional transfer options for students transferring from community college into a 4-year institution.

1.6. Goals and Objectives

The following are the five year goals and objectives for the C-ID system to address the issues identified under section [1.3](#) and to continue with the enhancement of the existing system.

Objective 1: Identify long-term C-ID funding

Goal: Identify sustainable and predictable funding structure for the C-ID project.

Activity: Work in partnership with the CCC Chancellor's Office on identifying long-term funding for the C-ID program.

Activity: Work with the CCC Chancellor's Office to include reassignment time as part of the funding stream.

Objective 2: Sustain existing C-ID system created for transfer disciplines

Goal: Continue supporting the work of transfer disciplines within C-ID.

Activity: Continue with the implementation of the C-ID 5-year review process.

Activity: Continue funding to bring together faculty discipline review groups (FDRGs) to complete the 5-year reviews.

Activity: Work with the Academic Senate of the CSU (ASCSU) to identify additional faculty to be appointed to existing FDRGs for the review process.

Objective 3: Ensure C-ID maintains an effective submission and review system

Goal: Increase the number of 4-year faculty involved in the review process.

Activity: Work with the ASCSU to identify and increase the number of CSU faculty involved in C-ID

Activity: Work with the Academic Senate of the UC to identify and increase the number of UC faculty involved in C-ID.

Goal: Refine the existing review process and identify opportunities for systematic improvement.

Activity: Review the CTE C-ID submission process and refine the process to work better for CTE submissions

Goal: Continue enhancing the C-ID system technology to keep up with the needs of the colleges to submit courses.

Activity: Work with the CCC Technology Center and ASSIST Next Generation on website and technological enhancements to create a more streamlined submission and review process

Objective 4: Expand on the work of the CTE C-ID

Goal: Identify future disciplines for C-ID.

Activity: Work closely with discipline faculty, ASCCC CTE Leadership Committee, CCCAOE as well as Sector Navigators to identify disciplines (emerging and existing) to bring into C-ID.

Activity: Identify the main goal for CTE C-ID disciplines.

Activity: Review the existing C-ID process to ensure that it fits and works with the goals of CTE C-ID.

Activity: Work with the Chancellor's Office on the approval process for any model curriculum or certificate created for CTE C-ID.

Objective 5: Build a marketing plan for C-ID

Goal: Create a public marketing plan C-ID.

Activity: Work with the CCC Chancellor's Office to include a line item in the budget for marketing.

Activity: Work with a marketing vendor to develop a marketing plan.

Activity: Develop collateral materials that can be distributed to colleges to promote the work of C-ID.

Goal: Increase trainings available for counselors and articulation officers on how to use the system.

Activity: Create training modules and presentations for counselors and articulation officers on how to use the C-ID system.

1.7. Budget

Historically, the C-ID system received yearly funding ranging between \$200,000 - \$325,000 per academic year. The breakdown of the costs for the 2015-16 year is as follows:

Category	Budget Allocated	Actual Expense
1100 Instructional Salaries	\$34,965	\$58,254
2100 Non-instructional Salaries	\$89,608	\$74,360
3000 Employee Benefits	\$19,714	\$21,908
5000 Other Operating Expenses (OOE) and Services	\$140,650	\$66,958
Travel and Meeting Expenses	\$3,000	\$0
Faculty Stipends	\$36,840	\$77,670
Other Outgo	\$0	\$0
Total	\$324,777	\$299,150

In 2017-18, C-ID received a one-time Governor's grant of \$1 million dollars, roughly half of which was ear-marked for the CCC Technology Center for the work they are doing on the C-ID website.

In order for C-ID to accomplish its goals in the coming years, base ongoing funding is requested in the amount of **\$685,000** per year. See the breakdown associated with the costs below:

Item	Classification	Requested Funds
1000	Instructional	\$98,000
	C-ID Transfer Director	
	C-ID CTE Director	
	C-ID Data and Review Director	
2000	Non-Instructional	\$155,000
	ASCCC Associate Director (40%)	
	C-ID Program Manager (100%)	
	(2) C-ID Administrative Assistant (100%)	
3000	Operating Expenses: Administrative Overhead at 40%	\$62,000
4000	Operating Expenses:	
	Discipline Input Group (DIG) Meetings	\$80,000
	Advisory Committee Meetings	\$13,400
	Faculty Discipline Review Group Meetings	\$30,200
	C-ID Related Travel Expenses:	
	Development Team	\$7,500
	Staff	\$1,000
	ASCCC President, Vice President, and Executive Director	\$2,100
	Stipend Payments	\$100,000

	One-time Stipend (6 FDRG members x 25 FDRGs)	\$75,000
	Primary Reviewer Reassignment Time (5) x 10% reassignment	\$20,000
5000	Marketing & Public Outreach	\$40,000
	Total Funding Request:	\$685,000

1.8. Organization and Management

The C-ID system currently operates under the Academic Senate for California Community Colleges (ASCCC), and is led by the ASCCC Executive Director, ASCCC Associate Director, and supported by two Administrative Assistants. Under the leadership of the ASCCC and in collaboration with the ASCCC Executive Committee, two advisory committees oversee the project plan of C-ID: the Intersegmental Curriculum Workgroup (ICW), and the C-ID Advisory Committee. Both committees are comprised of faculty from CCC/CSU, CCC/CSU representatives from each respective Academic Senate, CCC/CSU Chancellor's Office representatives, Articulation Officers/Counselors, and representatives from the California Intersegmental Articulation Council (CIAC), and the Association of Independent California Colleges and Universities (AICCU).