

**Curriculum Committee Notes
February 18, 2010, Collins Conference Center**

Agenda Item	Discussion	Action
Approval of Minutes	The February 4, 2010 minutes were not ready for review.	A summary report was forwarded to the committee.
ANNOUNCEMENTS	The go live date for CurricUNET has been moved from February to May 9. Congratulations to Bernadette Towns on her appointment as Assessment Coordinator. Bernadette, Dawn, Rene, and Adie recently attended an assessment conference. Welcome Denise Mitchell, who will be joining the committee as a new rep for the English Department.	
CONSENT AGENDA – CURRICULUM	ENSL B71AN – Basic Listening and Speaking I ENSL B71CN – Basic Listening and Speaking II ENSL B80N – Preparation for Academic Writing	Approved by consent agenda.
CONSENT AGENDA – PREREQUISITES & ADVISORIES TO BE VOTED ON SEPARATELY	ENSL B71AN – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test. ENSL B71CN – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test. ENSL B80N – Recommended: Placement based on the Bakersfield College English as a Second Language Placement test.	Approved by consent agenda.

<p>CERTIFICATE UPDATE/BOARD OF TRUSTEES' CURRICULUM WORKSHOP</p>	<p>The Board of Trustees held a Curriculum workshop last Friday. Thirty-six Certificates of Proficiency were approved for 2009-10 and are posted on the web as a catalog addendum. Susan has not received a response from the District regarding the issue of whether minor curriculum changes (such as deletion of courses, changing textbooks) need to be approved by the Board of Trustees before processing the changes in Banner and the catalog.</p> <p>Nan advised that while curriculum changes go to the Board, in reality the catalog as a whole has not been going to the Board. This is the first time the Board has seen the certificates. The Board is asking what criteria are used when developing a certificate to make it meaningful to employers and valuable to students. When vocational education funding came through, there was an incentive to offer certificates. Departments responded by creating certificates, which were housed in Admissions & Records as official certificates. These certificates did not go through the Curriculum Committee for approval. The Certificates of Proficiency approved by the Board in December expire at the end of the spring semester; therefore it is imperative that we develop a form that addresses the Board's concerns.</p> <p>Because the certificates will go back to the Board for discussion, and the catalog is scheduled to go to the publisher June 1, timelines are short. Sue said that a good starting point would be to look at the certificate notebook housed in Admissions and Records that includes criteria for each of the certificates. She volunteered to make copies of that information. In addition, most of the vocational areas are aligned with advisory committees comprised of business people who would be able to determine skill levels and competencies required by employers.</p> <p>The committee was reminded that #14 on the course outline relates to vocational education courses and asks for advisory minutes along with completing a SCANS competency form which rates competencies and skills for occupational courses. Discussion ensued, and ideas and suggestions were brought forward to develop criteria that would include information to address the Board's concerns. Nan asked for volunteers to work on a task force to facilitate this process.</p>	<p>Susan McQuerrey and Duane Anderson will work with Nan Gomez-Heitzeberg to develop criteria for the low-unit certificates.</p>
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<p>PROGRAM RENEWAL/ CHANGES TO THE CURRENT CATALOG "GOLDENROD" FORM</p>	<p>Discussion regarding defining minor and major curriculum changes on the "goldenrod" form continued from the last meeting. Copies incorporating the changes from the last meeting were distributed and reviewed. The major issue discussed at the last meeting was the deep freeze category, and after careful thought and discussion, the committee eliminated course deep freeze. Susan shared this with the Academic Senate Executive Board. She reviewed the committee's rationale for eliminating deep freeze. The most salient reasons being that once courses are put in deep freeze, they are removed from the college catalog and lose articulation. To date, there are 100 courses in deep freeze, and the majority of them are not reactivated and are deleted after four years or more. The deep freeze process requires extensive tracking of courses. When a course that has been in deep freeze is reactivated, the department has to start all over again with updating the curriculum and requesting general education and articulation.</p> <p>There was discussion about whether it was necessary to send minor changes to the Board for approval which results in delays for processing those changes (deletion of courses, textbook changes, etc). Goldenrod changes are not voted on by the Curriculum Committee; they are forwarded as information only. The goldenrod form is posted in the meeting public folder, and a summary of all goldenrod changes is prepared for each meeting. In the past, the goldenrod changes, such as course deletions, have gone to the Board with the rest of the curriculum changes twice a year. However, changes were processed after each Curriculum Committee meeting in order to facilitate curriculum and scheduling changes. However, that process changed last year when the Board required that all curriculum changes, even minor changes, could not be processed until Board approval.</p> <p>A lengthy discussion ensued regarding whether Pass/No Pass Grading should be considered major or minor. A P/NP option does not change course content nor the grading standard. Is it really changing curriculum? Sue Vaughn said the P/NP option is not used widely. It is used mainly by students who are pursuing a particular degree and getting close to completion. They may not be strong in the sciences and request to take a lab science course on a P/NP option, while working hard to get the passing grade to obtain their degree.</p>	<p>Renewal was removed from the goldenrod form.</p> <p>A straw vote was taken, and the committee was in favor that the Pass/ No Pass grading option be considered a minor change. The committee voted to approve changes to the goldenrod form.</p>
<p>SLO UPDATE</p>	<p>Susan thanked Kimberly Van Horne for volunteering to help faculty with SLOs this past semester. Kimberly said that Student Learning Outcomes continues to be a challenge for faculty: how to write them, how to reflect them in their assignments, how to address critical thinking, while maintaining academic freedom.</p>	
<p>GENERAL EDUCATION UPDATE</p>	<p>Wally reported that the GE Committee is working to put together an explanation and clarification about general education so faculty will know what the committee is looking for with respect to GE courses. The committee is hosting a workshop on March 11. Committee members will be present to review each GE category and to answer questions for those going through curriculum review.</p>	<p>The workshop will be announced at the next FCDC meeting.</p>

ROLE OF ASSESSMENT IN CURRICULUM	<p>Bernadette Towns, the newly-appointed Assessment Coordinator, introduced Adie Geiser, Dawn Dobie and Rene Trujillo, who will be working as a team along with Dr. Bonnie Suderman to look at SLOs. Bernadette has been advising departments to submit SLOs to the Assessment team <i>before</i> forwarding the course outline for review. She distributed and discussed materials the group developed to help with the assessment process. The handouts include a course level and program SLO assessment checklist, a course level SLO and assessment plan matrix, an instructional program level SLO and assessment plan, and a course “skeleton” chart. The idea of attaching the course level SLO and assessment plan matrix and the instructional program level SLO and assessment plan to the course outline as an addendum is under discussion. There was discussion, and Bernadette responded to questions. Will this new process take the place of the assessment plan that is done in conjunction with the unit plan each spring? Bernadette said we wanted it to take the place of that because program review occurs every six years, and we really need something that shows more frequent assessment. Nan remarked that it was her understanding it would be part of the curriculum process. The current course outline includes columns for SLOs, a GE category, and methods of evaluation and assessment. The new matrix would add a results/decisions category.</p>	<p>Duane Anderson moved, and Kris Staller seconded, to approve the appointment of Adie Geiser, Dawn Dobie, Rene Trujillo, and Bernadette Towns to the Assessment Task Force.</p>
IMPLEMENTATION OF NEW CONTENT REVIEW SKILLS	<p>Sue Vaughn reported that an error was discovered when comparing the new content review skill charts with placement scores. The subcommittee is meeting to correct that and to finalize the skill charts. A timeline for implementing the new content review skills needs to be determined. Kimberly explained that the purpose of the new skill sets is to develop a consistent set of skills students will need for specific English, Math, and Writing levels and to make sure they match all the placement levels and corresponding college forms. Because faculty are working on curriculum on a continuous basis, and curriculum is in various stages of completion, it was suggested that the new process commence for the next catalog year.</p>	<p>The committee will continue to meet to correct any inconsistencies and revise the content review skill sheets.</p>
ADDITION OF “C” GRADE OR BETTER TO PREREQUISITES & CERTIFICATES	<p>Sue Vaughn shared a handout listing a sampling of prerequisite statements as listed in the catalog. Banner requires that a minimum grade and/or minimum test score be entered to enforce prerequisites. At present much of what is entered into Banner is not reflected in the catalog. She learned from Mary Jane Johnson a grade of C is put in banner for prerequisites most of the time; however, we don’t tell the students that. She is suggesting that prerequisite courses listed in the catalog state a minimum grade or better. Sometimes a “B” grade is considered successful completion; sometimes a course is listed with no grade, or equivalent. She discussed some of the inconsistent catalog statements, and stated the need to define “certification.” A lot of these statements as listed in the catalog were written years ago before the Banner implementation. There are enrollment exceptions that require sign off by the Dean after an instructor evaluation has taken place. For example, a student who has worked in an automotive shop for five years might meet an automotive prerequisite through job experience.</p>	<p>Sue will prepare a questionnaire for department chairs and forward it to Nan and Susan for distribution. If we receive immediate feedback, it could be corrected for next year’s catalog. More complicated issues could be addressed over time.</p>
ADJOURNMENT	<p>Meeting was adjourned at 4:00 p.m.</p>	

:Janna Oldham