

Planning Agenda 2: Items 1-6

Evidence	Description	Page
PA Evidence 2.1.1	MS Access Training Session	2
PA Evidence 2.1.2	Pivot Table Class For Staff	3
PA Evidence 2.1.3	Sample Flex Cal Agenda, Spring 2013	4
PA Evidence 2.1.4	Office Hours & Training Emails	10
PA Evidence 2.1.5	Tableau Workbooks Instructional Guide	16
PA Evidence 2.2.1	Example Area Outcome Assessment	21
PA Evidence 2.2.2	Pages from IPP June 2013	23
PA Evidence 2.3.1	Planning Committee Structures	29
PA Evidence 2.3.2	Planning Review	30
PA Evidence 2.3.3	IPG Notes, June 3, 2014	31
PA Evidence 2.3.4	Assessment Committee Minutes, Apr. 1, 2014	34
PA Evidence 2.3.5	Strategic Planning SPC Presentation	38
PA Evidence 2.4.1	Example of Non Academic Program Review	60
PA Evidence 2.4.2	Fall 2014 Program Review Kickoff Email	68
PA Evidence 2.4.3	Completing a Program Review	70
PA Evidence 2.5.1	Excerpt from Title 5, Regulations Section 55003	79
PA Evidence 2.5.2	SCC District Procedure 6023	112
PA Evidence 2.5.3	Excerpt from Solano Curriculum Handbook	128
PA Evidence 2.5.4	Curriculum Review Timeline	180
PA Evidence 2.5.5	Sample Curriculum Committee Minutes Dec. 10, 2013, Nov.22, 2013, and Feb. 12, 2013	181
PA Evidence 2.5.6	Curriculum Committee Minutes Mar. 25, 2014 and Apr. 29, 2014	198
PA Evidence 2.5.7	Academic Senate Agenda Aug. 25, 2014	210
PA Evidence 2.6.1	SLO SAO Coordinator Directions	212
PA Evidence 2.6.2	SLO Coordinator Job Description	213
PA Evidence 2.6.3	School Coordinator Job Description	216
PA Evidence 2.6.4	Sample SLO Committee Agenda and Minutes Mar. 5, 2013	217
PA Evidence 2.6.5	Quality Rubric	219
PA Evidence 2.6.6	Assessment Committee Agenda and Minutes, May 6, 2014	220
PA Evidence 2.6.7	Assessment Committee Agenda and Minutes, Apr. 1, 2014	223
PA Evidence 2.6.8	Assessment Committee Agenda and Minutes, Mar. 18, 2014	227
PA Evidence 2.6.9	Assessment Workshop Announcement	229
PA Evidence 2.6.10	Sample Social Behavioral Sciences Minutes, Apr. 2, 2014	230
PA Evidence 2.6.11	Math 310 Common Assessment problems	233
PA Evidence 2.6.12	Math 310 SLO Questions	234
PA Evidence 2.6.13	Chemistry Program Assessment	236
PA Evidence 2.6.14	Fall 2014 Flex Presentation Outcomes and Assessments	239

From: Peter Cammish
To: [Andrea Uhl](#); [Debbie Luttrell-Williams](#); [Donna Meyer](#); [Janet Schwartz](#); [Jill Crompton](#); [Lisa Raquel](#); [Laurie Cheatham](#); [Barbara Fountain](#); [Lisa Abbott](#); [Pei-Lin Van't Hul](#); [Donna Laroski](#); [Shanna Ballard](#); [Judy Yu](#); [Hai-Yen Scoccia](#); [Eileen Amick](#); [Patrick Killingsworth](#); [Charo Albarran](#); [Immaculate Adesida](#); [Tina Abbate](#); [Lynette Gray](#); [Erin Moore](#); [Francesca Sisto](#); [Maureen Bates](#); [Leslie Almonte](#)
Cc: [DIVDEANS](#)
Subject: MS Access Training Session
Date: Monday, March 04, 2013 10:03:00 AM

Hello

Is anyone interested in learning a bit of MS Access. In particular focusing on importing spreadsheets, doing some standard manipulations and designing output reports.

This training would be beneficial to anyone who has to work with large datasets and produce reports or lists based on them. It will cover

- Importing a spreadsheet
- Designing basic queries
- Designing advanced queries
- Linking tables and queries
- Basic reports
- Advanced report design

While this does not cover everything MS Access can do it does cover the most important aspects of report creation that can save you many hours of work.

The class will primarily use student and course data as an example but the techniques are applicable to any large data set including financial aid, HR and fiscal.

The class will be informal in 103A on Friday afternoons from 2PM to 3PM starting this Friday.

Please let me know if you are interested – I want to limit the space to 10 people.

Many thanks ... Peter

***if I missed anyone of this distribution list please feel free to forward it to them**

If anyone is interested in any other data management/analysis training let me know

Peter Cammish
Director, Research and Planning

Solano Community College
4000 Suisan Valley Road
Fairfield, CA 94534

From: Peter Cammish
To: [ALG](#)
Cc: [Donna Laroski](#); [Hai-Yen Scoccia](#); [Judy Spencer](#)
Subject: Pivot Table Class for Staff
Date: Tuesday, July 01, 2014 1:31:00 PM
Attachments: [Week 4 - Pivot Tables and Charts.pdf](#)

Good morning

One of the most useful features of MS Excel is the ability to use pivot tables. These are particularly useful for people who work with large lists of data (finances, HR/people, students, etc). I am going to be running a 2 hour class on pivot tables and pivot charts in early August. Please let me know if you or **any of your staff** would be interested in attending. Once I get an idea of numbers I can set a time/location.

The attached PDF will give you an idea of the tasks we will be learning in the class.

Many thanks ... Peter

Peter Cammish
Dean, Research, Planning and Effectiveness

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SPRING 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

UPDATED 12/18/13

Thursday, January 9 (*optional day*)

Friday, January 10 (*required day*)

Tuesday, February 18 (*optional day*)



Images by Mary Weidig



Courtesy of SCC Photography Dept.

Solano Community College

Human Resources Department
360 Campus Lane
Fairfield, CA 94534-3197
(707) 864-7169
<http://www.solano.edu>

Workshops are first-come, first-served!

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

Small Group/Individual Projects/Student Info Tables - Prior approval from the Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.



Images by Sheila Williams

Courtesy of SCC Photography Dept.

**THURSDAY,
JANUARY 9, 2014
(Optional Day—6 hours)**

9:00 a.m. -12:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**
Academic Senate meeting, Susanna Gunther, Academic Senate President

9:00 a.m. - 12:00 p.m. (3 hour optional flex credit) **Building 1500, Room 1526/Capacity 40**
Math Basic Skills Workshop, Math Faculty
Basic Skills Instructors will make presentations based on their recent conference attendance to share best practices in Basic Skills Math. Recent SLO assessments will be analyzed and discussed. Finally, the group will create goals for the coming semester.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 800, Room 804/Capacity 54**
EEO/Selection Committee Training, Human Resources (RSVP to Eileen X 7169)
This workshop is designed to familiarize hiring committees charged to hire new staff and faculty with procedures related to areas of selection, diversity, Title V, and Equal Employment Opportunity (EEO) guidelines. Anyone who wishes to serve on a hiring committee must have this training.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 700, Room 705/Capacity 55**
Improving Students' Writing in Science Courses, Jack Shouten, English Professor and Brad Paschal, Biology Professor
This workshop is intended for English and biology faculty to discuss student writing in biology courses.

12:00 p.m. - 5:00 p.m. (5 hours optional flex credit) **Vacaville Center, conference room 232**
Joint Meeting of the Student Equity Committee and Equity and Inclusion Advisory Council:
Seminar on diversity and equity.
This session is for committee members only.

12:00 p.m. – 1:30 p.m. **Building 1400, Back half of the Cafeteria**
CSEA luncheon, RVSP to Lisa Raquel @ ext. 4615 or lraquel@solano.edu

1:00 p.m. – 4:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**
Academic Administrators and Academic Senate Meeting, Susanna Gunther, Academic Senate President

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) **Building 800, Room 804/Capacity 54**
Sexual Harassment Workshop, Human Resources (**RSVP to Eileen at X 7169**)

This workshop will meet the requirements of AB 1825, which requires community college employers to provide harassment prevention training and education to their new supervisory employees within 6 months of hire/promotion and to their current supervisory employees every two years. Faculties that have supervision over students are required to attend every two years, as well. Everyone is encouraged to attend this training as we all have interactions with faculty, staff, and students. This workshop provides information on how best to avoid liability based on alleged sexual and other forms of harassment, discrimination and retaliation in colleges. The focus of the workshop is practical, and includes discussions of hypothetical, but realistic, fact situations. This workshop will address harassment, discrimination, and retaliation between:

- Employees & Employees
- Employees & Students
- Students & Students
- Supervisors & Employees

1:00 p.m. – 3:00 p.m. (2 hr. optional flex) **Building 400, Room 446/Capacity 36**
CalSTRS Retirement Workshop
Charlene Bode, Benefits Counselor.
Client outreach and guidance.

1:00 p.m. - 2:00 p.m. (1 hour optional flex credit) **Building 400, Room 444/Capacity 36**
i>clickers: How I use them to teach Chemistry, Kathleen Conrad, Adjunct Chemistry Instructor
Using "clickers" in class is a great way to keep students interested and engaged during lectures, promote group interaction and learning, and a way to quickly assess student understanding of the concepts and materials presented in class. You can even use them to assess SLO's! An overview of how to set-up your lecture to use clickers using the FREE instructor kit given by the publisher (Macmillan), sample clicker questions (including how to take attendance using clickers), and how to view and immediately access student responses will be given. And no - you do NOT need to get IT involved! The system is "self-contained" using a base unit and memory stick that works with either your laptop or the campus computers.

1:00 p.m. – 3:00 p.m. **Building 400 Room 445/Capacity 42**
Understanding your CalPERS Rights & Rewards, Nadine Franklin, Sr. Member Benefits Coordinator, CSEA
If you are part of CalPERS you need to know how the system works, what benefits are available while you are employed and how to protect your retirement funds if you leave your current employment. You will learn what information CalPERS uses to calculate your retirement and how to find out if your contributions are correct so you will receive the maximum monthly retirement to which you are entitled. You will also learn what your beneficiary will receive if you are deceased before or after retirement. Your Social Security coordination with CalPERS will also be discussed. This fast paced seminar is packed with important information for employees of all ages. Booklets will be distributed and questions will be answered.



Images by Sheila Williams



Courtesy of SCC Photography Dept.

CANVAS TRAINING. All workshops in **Building 500, Room 503/Capacity 32**

Priority seating will be given to faculty planning to teach in Canvas in Fall semester 2014.

10:00 a.m. - 11:00 a.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 1: Getting Started in Online Teaching with Canvas

Topics covered:

- 1.1 What is Canvas?
- 1.2 Overview of the Canvas Workspace (from eCollege to Canvas)
- 1.3 Personalizing Canvas
- 1.4 Setting Up a Course Shell
- 1.5 Creating and Organizing Content

As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.

11:00 a.m. - 12:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 2: Building an Effective Online Course in Canvas,

Topics covered:

- 2.1 Using the Communication Tools
- 2.2 Creating & Managing Assignments
- 2.3 The Learning Outcomes Tool
- 2.4 Working with the Gradebook / Giving Feedback / Speed Grader

As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.

1:00 p.m. - 2:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 3: Creating Interactive, Engaging Online Learning Environments

- 3.1. Strategies for Engaging & Retaining Students in Online Courses
- 3.2 Creating an Interactive Learning Environment
- 3.3 Groups and Collaborations
- 3.4 Mobile Apps

2:00 p.m. - 3:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 4: DE Guidelines / ADA-508 / Student Support Services

- 4.1 Overview of DE Guidelines (ACCJC & Chancellor's Office)
- 4.2 ADA Guidelines; 508 Compliance & Best Practices
- 4.3 Student Support Services for Online Education

ADJUNCT SUPPORT CENTER-Adjunct Faculty Forum and Support Center Kickoff

6:00 p.m. – 8:00 p.m. (2 hours optional flex credit) **Building 100, Library Rotunda**

Adjunct Faculty Forum, Master of Ceremonies, Nick Perrone, Adjunct History Professor

Agenda:

- Tour of Adjunct Support Center
- Update on: Rehire Rights, Salary Increases, and Other Adjunct Issues
- Dinner and Refreshments
- Guests: Superintendent/President Jowel Laguerre; IVP Diane White; CTA President James DeKloe
- CTA Membership Forms Available for New Adjunct Faculty

FRIDAY, JANUARY 10, 2014
(Required Day—6 hours)

8:00 a.m. – 9:00 a.m. (1 hour optional flex credit) **Building 1400, Cafeteria**

Lite Breakfast, Sponsored by S/P office

Breakfast will include Presidential awards and recognize 10, 15, 20 yrs. of service for employees.

(2.5 hours required flex credit 9:15 a.m. – 12:00 p.m.)

These activities are in Building 1200, Theater

9:15 a.m. – 9:25 a.m.

Welcome, Janene Whitesell, Speech Professor

9:25 a.m. – 9:45 a.m.

State of the College, Dr. Jowel Laguerre, Superintendent-President

9:45 a.m. – 10:00 a.m.

Q & A with the Superintendent-President, Dr. Jowel Laguerre

10:00 a.m. – 12:00 p.m.

Student Success Discussion—"Conversations That We Don't Have But Should"

10:00-10:10 Introduction to the Student Success Initiative (SB1456)

10:10-10:30 TED TALK on Student Success

10:30-11:30 Breakout sessions: discussions about what our faculty/staff can do to help our students succeed.

11:30-12:00 Reassembly to share ideas and suggestions

12:00 p.m. – 1:00 p.m., **Building 1400, Cafeteria**
All College Lite Lunch, Sponsored by S/P office

(3.5 hours required flex credit 1:00 p.m. – 4:30 p.m.)

1:00 a.m. – 2:00 p.m. **Building 1500, Room 1530/Capacity 42**

The Brain that is Doing is the Brain that is Learning, Danielle Widemann, Geology Professor
The OnCourse Workshop taught me new skills to make my classroom more interactive. Students really do need to be interactive to learn. I was excited to see the students' scores improve and they really did! I will work with you on some of the methods through classroom simulations. Hopefully, you will leave with some new ways to teach a concept that you can use in your classroom next semester.

1:00 p.m. – 2:00 p.m. **Building 400, Room 446/Capacity 36**

Academic Calendar Development Workshop, Barbara Fountain Director, Admissions & Records
Hate the calendar? Confused by the calendar? Angry about the calendar? Join us for this workshop to learn the regulations that guide the development of the calendar as well as local challenges that contribute the final product. Get your questions answered. Contribute your ideas for improvement. This workshop will be recorded & will be available online. This will be offered again next semester also.

1:00 p.m. - 2:00 p.m. **Building 700, Room 713/Capacity 55**

Accreditation: What is next for SCC? SCC Accreditation: How to Stay off Warning, Probation, and All ACCJC Sanctions, Annette Dambrosio, Accreditation Coordinator
SCC has struggled off and on for the last few years to get off sanctions. What can we do to break the "on sanction" cycle and ensure compliance with SCC standards? Attend this session and voice your ideas. Our Self Study is on the horizon and we need all reasonable ideas!

1:00 p.m. - 2:00 p.m. **Building 800, Room 812/Capacity 55**

Program Review Training for the School of Social and Behavioral Sciences, Counseling and ½ School Math and Sciences, Amy Obegi, Child Development and Family Studies Professor; Peter Cammish, Dean Research and Planning; Pei-Lin Van't Hul, Lead Research Analyst
This workshop is designed for faculty who will be undergoing Program Review during the 2014-2015 academic year. We will discuss the process, review the self-study template, and discuss data collection.

2:00 p.m. – 3:30 p.m.

SLO and PLO Departmental Discussions.

Career Technical Education & Business, **Building 500, Room 505**
Counseling/DSP&S/Special Services, **Building 400, Room 445**
Human Performance & Development, **Building 1700, Room 1746**
Liberal Arts, **Building, 800, Room 812**
Math/Science, **Building 300, Room 308**
Social and Behavioral Sciences **Building 700, Room 703**
School of Health Sciences Room **Building 800, Room 807b**

3:30 p.m. – 4:30 p.m.

School Meetings

Career Technical Education & Business, **Building 500, Room 505**
Counseling/DSP&S/Special Services **Building 400, Room 445**
Human Performance & Development **Building 1700, Room 1746**
Liberal Arts **Building 800, Room 812**
Math/Science **Building 300, Room 308**
Social and Behavioral Sciences **Building 700, Room 703**
School of Health Sciences **Building 800, Room 807b**

Monday, September 22, 2014 3:31 PM

Good Afternoon,

A quick note to let you know that the Office of Institutional Research and Planning and myself will be hosting open program review office hours this **Friday, September 26th from 12:30-1:30pm in Room 503**. If your discipline is undergoing review and faculty have questions about writing the self-study, finding data, etc., we encourage you to stop by.

We will hold another office hour on **Tuesday October 14th, also from 12:30-1:30**, location to be determined.

Best,

Amy Obegi, MS

Child Development and Family Studies Instructor

Academic Program Review Faculty Coordinator

Solano College

4000 Suisun Valley Road

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(707) 864-7000 x. 5045

amy.obegi@solano.edu

To: \$SOCIAL-BEHAVIORAL-SCIENCES-DEPT; \$MATH-SCIENC-REG; Health Science; \$HUMAN-PERFORM&DEV-DEPT; Kathleen Callison
Cc: DIVDEANS; Diane White; Peter Cammish
Sent Items, Inbox

Thursday, March 20, 2014 11:53 AM

Good Afternoon,

Peter Cammish and I will be holding open office hours for Program Review next **Thursday March 27th from 1-2pm in Room 103A**. Please feel free to drop in if you have questions about writing your program review, finding data, analyzing data, developing a student survey, etc. If this time doesn't work for you and you have questions, please contact me so we can arrange another time.

Also note there are now samples of two completed program reviews (ECE and Interior Design) posted online under "2011 to current" for your reference. Do note however, they were done in the format of the original pilot and the new template has some variations:

http://solano.edu/research_planning/program_review.php The new template is also posted on this same Program Review page.

Best,

Amy Obegi, MS

Child Development and Family Studies Instructor

Academic Program Review Faculty Coordinator

Solano College

4000 Suisun Valley Road

Fairfield, CA 94534

(707) 864-7000 x. 5045

amy.obegi@solano.edu

From: Amy Obegi

Sent: Tuesday, September 10, 2013 4:47 PM

To: Samantha Dorger; Ken Williams; Ian McIver; Ron Zak; Curtiss Brown; Ginger Cain; Salvador Codina; Ferdinanda Florence; Roy Pike; \$CTE&BUS-DEPT; Saki Cabrera

Cc: Maire Morinec; Peter Cammish; Diane White

Subject: Program Review Open Office Hours

Good evening,

In addition to the support times offered by Dean Morinec, Peter Cammish and I will hold a few open office hours for Program Review. These office hours will be a time for last minute questions, support, data finding, etc.

We will hold these sessions on:

Monday September 23rd from 4-5:30pm in Room 503

Thursday September 26th from 12:30-1:30pm in Room 414

Continue to feel free to call or email questions you might have in the mean time.

Best,

Amy Obegi, MS

Child Development and Family Studies Instructor

Academic Program Review Faculty Coordinator

Solano College

4000 Suisun Valley Road

Fairfield, CA 94534

(707) 864-7000 x. 5045

amy.obegi@solano.edu

From: Amy Obegi

Sent: Tuesday, September 10, 2013 4:47 PM

To: Samantha Dorger; Ken Williams; Ian McIver; Ron Zak; Curtiss Brown; Ginger Cain; Salvador Codina; Ferdinanda Florence; Roy Pike; \$CTE&BUS-DEPT; Saki Cabrera

Cc: Maire Morinec; Peter Cammish; Diane White

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Continue to feel free to call or email questions you might have in the mean time.

Best,
Amy Obegi, MS
Child Development and Family Studies Instructor
Academic Program Review Faculty Coordinator
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(707) 864-7000 x. 5045
amy.obegi@solano.edu

From: Amy Obegi
Sent: Tuesday, March 19, 2013 12:41 PM
To: \$CTE&BUS-DEPT
Cc: Maire Morinec; Peter Cammish; Pei-Lin Van't Hul
Subject: Program Review Open Office Hours Tomorrow

Good afternoon CTE & Business,
We will be holding our second open office hours for Program Review tomorrow, Wednesday March 20th from 1-3pm in Room 503. Stop by if you would like to talk with Peter, Pei-Lin or myself about program review (data, feedback on content, etc.).

Respectfully,
Amy Obegi, MS
Early Childhood Education/Human Development Instructor

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(707) 864-7000 x. 5045
amy.obegi@solano.edu

From: Amy Obegi
Sent: Tuesday, February 26, 2013 1:24 PM
To: \$CTE&BUS-DEPT
Cc: Maire Morinec; Peter Cammish; Pei-Lin Van't Hul
Subject: Program Review Open Office Hours Tomorrow

Good afternoon CTE & Business,
We will be holding our first open office hours for Program Review tomorrow, Wednesday February 27th from 1-3pm in Room 503. Stop by if you would like to talk with Peter, Pei-Lin or myself about program review (data, feedback on content, etc.).

Respectfully,
Amy Obegi, MS
Early Childhood Education/Human Development Instructor
Solano College
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From: Amy Obegi
Sent: Wednesday, February 13, 2013 9:48 AM
To: \$CTE&BUS-REG
Cc: Maire Morinec; Peter Cammish; Pei-Lin Van't Hul; Diane White
Subject: Program Review Support "Office Hours"

Good Morning CTE & Business,

As we learned at the accreditation forum on Monday, our new program review process - particularly how it will be linked to integrated planning- is being closely monitored by the accreditors. It is one of the items that we were put on "warning" for last cycle, and they are watching for our progress. I am hopeful that with all our hard work, they will be impressed with the outcomes!

In an effort to support your work and to answer questions you might have, Peter, Pei-Lin and I have decided to host optional open office hours for Program Review. If you choose, you can come in with portions of completed work that you want more eyes to look at, or if you need help finding/analyzing portions of data we can help with that (if you know in advance what info you need - let us know so we can be prepared to make the best use of your time). It can also just be dedicated time to work with your colleagues on the report and if questions arise, we will be available.

Optional Program Review Open Office hours will be held in Room 503 on Wednesdays from 1-3pm on:
February 27, 2013
March 20, 2013
April 17, 2013

If you aren't available during these times, don't hesitate to contact us with questions you have.

Respectfully,
Amy Obegi, Peter Cammish, & Pei-Lin Van't Hul

Course Enrollment Data

Using Tableau Reader

Tableau Reader is a free software download that will allow you to view and interact with Tableau worksheets.

The software can be downloaded here.

<http://www.tableausoftware.com/products/reader>



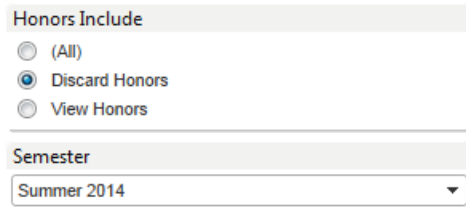
Sorting Data

**Avg %
Fill
Rate**



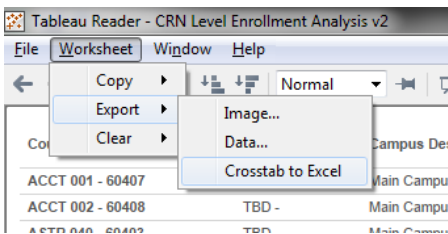
Click on the top of any column heading to quickly sort data ascending or descending.

Using Filters



You can use filters to select specific populations and filter data based on those selections.

Export to Excel

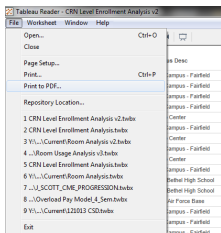


Select

Worksheet > Export > Crosstab to Excel

This will open the selected table in Excel

Print to PDF

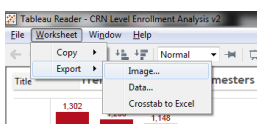


Select

File > Print to PDF

This will open the selected table in a PDF file

Export Image



Select

Worksheet > Export > Image

This will export the selected sheet to a JPEG file

Course Enrollment Data



Detail List

This list shows all of the courses by CRN for the selected filter group in table format. The purpose of this sheet is to allow for easy sorting of filtered data and export to MS Excel. All of the filters selected on this sheet carry on to all of the other sheets so it can also be used to define and confirm the selection of sections used in subsequent sheets.

The semester filter will not carry on to the trend sheets which look across multiple semesters.

Column Data (from L to R)

- Course ID and CRN
- Primary Instructor Name
- Campus of Delivery
- Census Date of CRN
- Course Duration
- Day or Evening Description
- Census Enrollment (totals on median)
- CRN Fill Rate (totals on average)
- Fulltime equivalent faculty—FTEF (totals on sum)
- Total FTES (totals on sum)
- Load (totals on median)
- Max Enrol (totals on median)
- Contact hours (totals on media)

Filters

Filter Data on this sheet by

- X List Status: Primary will only show one section per X List, H List will show X Listed courses (without data) and (All) will show all.
- Honors Include: Discard Honors will remove honors courses from the table, View Honors will show Honors courses only and (All) will show all.
- Semester: Select semester to view
- Division: Filters course list by division
- Campus Filters course list by campus course id offered at
- Subject Area: Filters course list by specific subject area
- Basic Skills Level: Filters course list by basic skills level of course (where appropriate)
- Course ID: Use this filter to select a specific course to view
- Primary Instructor: Filter list by primary instructor of record for the course.

9 or Fewer and 90% and Above Full

The next 2 sheets “9 or Fewer” and “90% and Above Full” are designed for quick reference of those classes that have a census enrollment below 9 or have a fill rate above 90%. These two sheets are important as these criteria are often the basis of enrollment management decisions

Course Enrollment Data

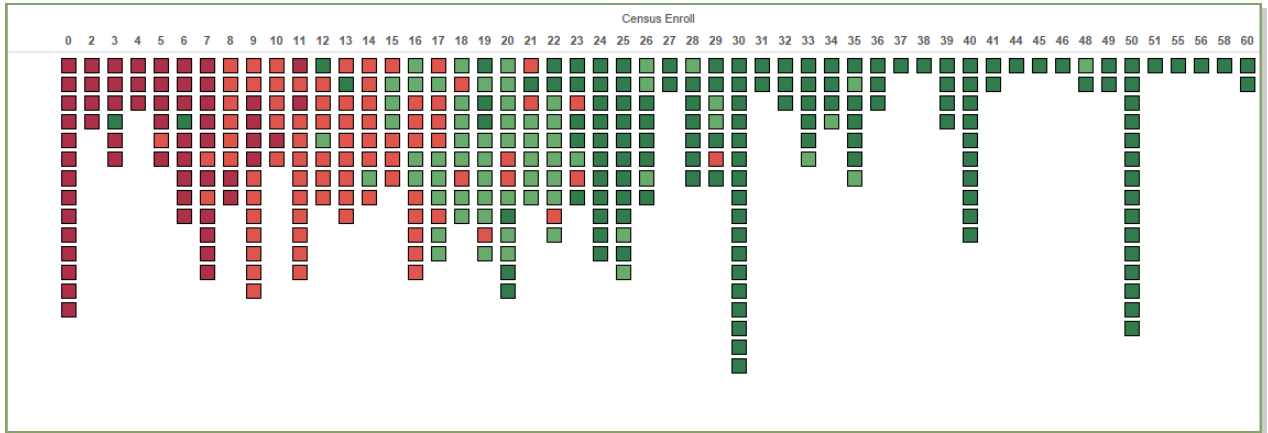


Enrollment Distribution

This sheet shows a square for each section based on census enrollment. The color of the square will give an indication of the % fill rate of the class based on the color key. This view is filtered on the selection made on detail list.

You can 'mouse over' any square to see further details of that particular section. This chart has use in locating sections that are almost full (regardless of enrollment) as well as finding disparities between fill rate and enrollment.

Color	Fill Rate
■	<25%
■	25%-50%
■	50%-75%
■	>75%



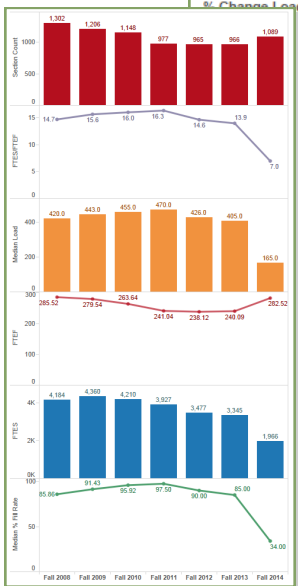
Trend Data Table and Charts

This table provides summary data on whatever group is selected on "Detail List" tab. Instead of looking at a single semester this sheet focuses on trend data across multiple semesters.

Trend Data Table for Fall Semesters							
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Section Count	1,302	1,206	1,148	977	965	966	1,089
% Change in Section Count		-7.37%	-4.81%	-14.90%	-1.23%	0.10%	12.73%
FTEF	286	280	264	241	238	240	283
% Change in FTEF		-2.09%	-5.69%	-8.57%	-1.21%	0.83%	17.67%
Total FTES	4,184	4,360	4,210	3,927	3,477	3,345	1,966
% Change FTES		4.20%	-3.45%	-6.73%	-11.45%	-3.80%	-41.24%
Census Enroll	28	30	31	34	30	28	14
% Change Avg Enroll		7.34%	4.25%	6.53%	-10.85%	-5.33%	-52.16%
FTES/FTEF	14.66	15.60	15.97	16.29	14.60	13.93	6.96
Load	455	479	463	504	442	420	212
% Change Load		5.27%	-3.34%	8.82%	-12.32%	-4.95%	-49.48%
Rate		11.30%	3.72%	6.30%	-11.03%	-1.63%	-51.84%
WSCH	125,911	131,042	126,572	118,187	104,632	100,654	58,979
% Change WSCH		4.08%	-3.41%	-6.62%	-11.47%	-3.80%	-41.40%
Act Hrs	2.90	2.95	3.01	3.03	3.09	3.12	3.17
Enroll	74	77	78	73	72	72	74
Enroll/FTEF	53	53	53	53	53	53	53
Enroll/Section	3.21	3.62	3.67	4.02	3.60	3.46	1.81

Column Data

- Section counts
- % change in section counts
- FTEF: Full time equivalent faculty
- % change in FTEF
- Total FTES
- % change in total FTES
- Average census enrollment
- % Change in average census enrollment
- FTES per FTEF
- Load: WSCH/FTEF
- % Change in Load
- Average fill rate
- % change in average fill rate
- WSCH: Weekly student contact hours
- % Change in WSCH
- Average course units
- Contact hours
- FTES per section

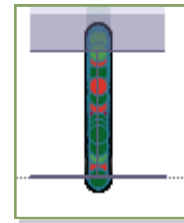
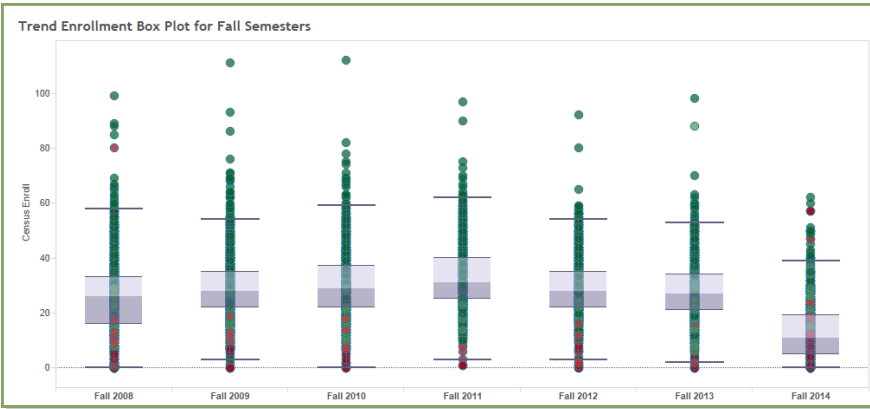


Data is also presented in chart form for visual analysis. As with all charts this view is filtered on whatever selection is made on the "Detail List"

Course Enrollment Data

Trend Enrollment Boxplot.

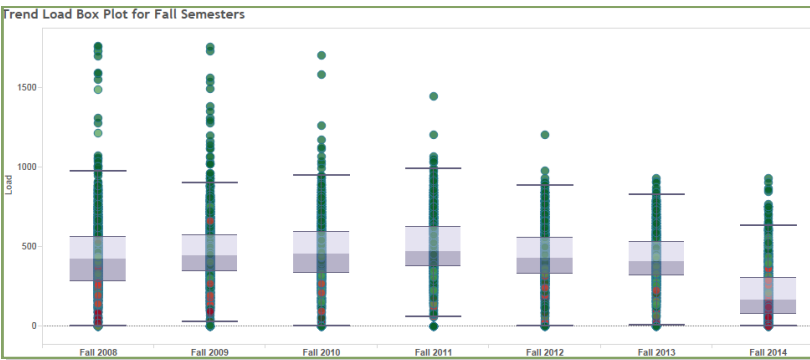
A boxplot is extremely useful for looking at the distribution or spread of data. In this chart we are looking at census enrollment. Each dot represents a particular section (note dots may overlap), with this chart we can easily view sections that are outside the 'normal' range for census enrollment.



Select any group of points on the boxplot to view the detail records and associated data in the detail table below.

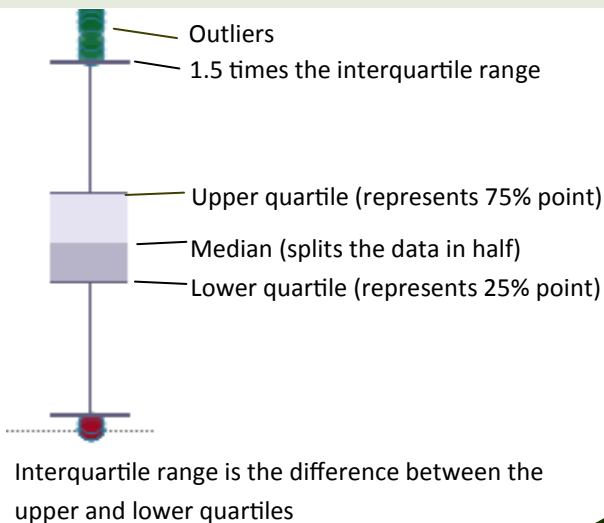
Course ID	Course Label	Primary Instructor	Campus	Dec	Semester	M Can	Avg %	FTEP	FTES	Median	Max	Contact
						enroll	Fill Rate			Load	Enroll	Hours
CO3M 110 - 81463	TBD		Main Campus - Fairfield	Fall	Fall 2012	0	0.0	0.00	0.0	0.0	25	402.5
ECE 067 - 89693	Course M		Main Campus - Fairfield	Fall	Fall 2012	0	0.0	0.00	0.0	0.0	15	338.0
TUTR 500 - 88092	Espresso L		Main Campus - Fairfield	Fall	Fall 2012	0	0.0	0.00	0.0	0.0	400	268.5
CO3M 103B - 81630	Shiva/Altanese B		Main Campus - Fairfield	Fall	Fall 2012	1	4.0	0.00	0.26	0.0	25	136.0

Trend Load Boxplot.

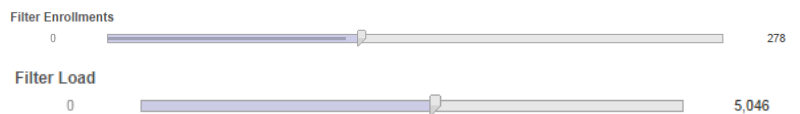


This boxplot shows the trend in load (or efficiency) over time. Again, each dot represents a particular section that can be viewed in the detail list or using 'mouse over'. This chart is useful for examining changes in load as well as any particular sections that occur outside of 'normal' range.

Interpreting a boxplot



Filters and Key



Because we have a number of sections that show abnormal values due to scheduling pattern. (For example ENGL 370L shows an enrollment of over 600 students) these sheets contain filters to allow you to remove these out of range values.

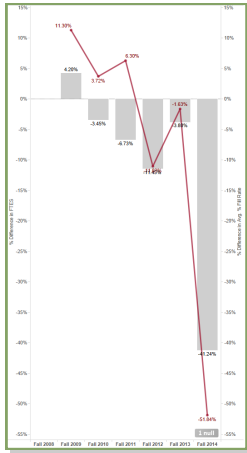
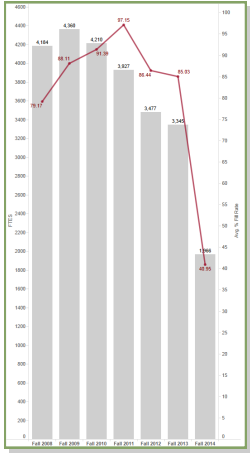
Each dot (representing a section) is colored representing a particular fill rate.

Color	Fill Rate
Red	<25%
Orange	25%-50%
Green	50%-75%
Dark Green	>75%

Course Enrollment Data



Trend FTES and Fill Rate Charts



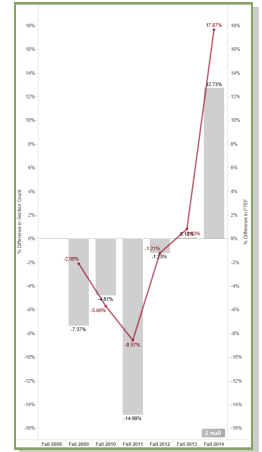
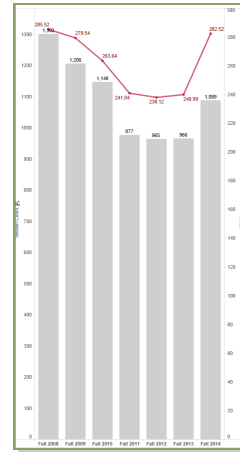
This is a series of 2 dual axis charts that look at the total FTES produced (grey columns) as well as average fill rate (red line) for whatever selection is made on the sheet "Detail List" across all semesters specified on the "Trend Data Table".

The first chart shows the actuals while the second chart plots % change from previous semester.

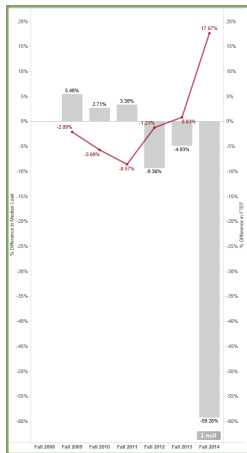
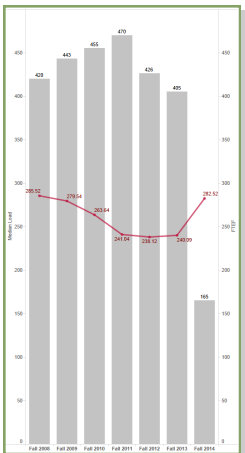
Trend FTES and Fill Rate Charts

This is a series of 2 dual axis charts that look at the total number of section (grey columns) as well as total FTEF (red line) for whatever selection is made on the sheet "Detail List"

The first chart shows the actuals while the second chart plots % change from previous semester.



Trend FTES and Fill Rate Charts



This is a series of 2 dual axis charts that look at the median load (grey columns) as well as total FTEF (red line) for whatever selection is made on the sheet "Detail List" across all semesters specified on the "Trend Data Table".

The first chart shows the actuals while the second chart plots % change from previous semester.

Outcomes Assessment

Satisfactory Academic Progress (SAP)

Outcome Description

Students will learn and understand the Qualitative and Quantative requirements to meet Satisfactory Academic Progress (SAP) standards and maintain financial aid eligibility by completing a mandatory online workshop.

First assessed on
Fall 2012

Links to ILOs

IIB - Computation

IID - Problem Solving

IVA - Self Management & Self Awareness

Last Assessed On
Fall 2012

Links to Strategic Outcomes

1.1 Student Learning Environment

2.5 Effective Enrollment Management

Assessment Strategy

Online Quiz /Survey once a year.

Success Criteria

Students response meets 80% of SAP quiz.

Assessment Date	Assessment Results	Next Steps
Fall 2012	February 2012 Survey reflects some students havinf difficulty with clarity of financial aid informaiton.	Developed FA-TV and counselling tool will likely help with this. Monitor next survey results to check for improvement.

Financial Aid Overview

Outcome Description

Prospective students and current students will understand the types, sources and amounts of financial aid available; the applications required and deadline dates.

First assessed on
Spring 2013

Links to ILOs

IID - Analysis

IVA - Self Management & Self Awareness

Last Assessed On
Spring 2013

Links to Strategic Outcomes

1.1 Student Learning Environment

2.5 Effective Enrollment Management

Assessment Strategy

Online survey once a year.

Success Criteria

75% will indicate they have a good understanding of the financial aid resources available.

Assessment Date	Assessment Results	Next Steps
Spring 2013	Areas of concern have been discussed with FA staff	Implementation of improved process for 2013/2014 academic year

Responsible Borrowing

Outcome Description

Students will increase their understanding of responsible borrowing practices by utilizing the tools and resources available through the financial aid website.

First assessed on

Spring 2012

Links to ILOs

IIC - Research

IID - Problem Solving

IVA - Self Management & Self Awareness

Last Assessed On

Spring 2012

Links to Strategic Outcomes

1.1 Student Learning Environment

4.2 Maximize Institutional Effectiveness

Assessment Strategy

Entrance and Exit mandatory quiz.

Success Criteria

Annual reductions in default rate.

Assessment Date	Assessment Results	Next Steps
Spring 2012	Default rate was reduced from last notification from DOE , May 2012; Chancellor's Office excused SCC from doing extra measures to limits levels.	Monitor FA-TV for Loan Counseling and up-dates.

SERVICE LEVEL OUTCOMES AND ASSESSMENT

WHAT IS THE SERVICE LEVEL?

Service level outcomes and assessment is simply any outcome assessment activity that occurs within Service Areas. The Service Level is the level of the organization where specific services are delivered. Service Areas are typically the main units represented by Administrative Leadership Group (ALG). Service Areas can also include large committees and some institutional level plans that have a wide, cross-cutting impact.

SERVICE AREA OUTCOMES

Service Area Outcomes represent the lowest level by which things we wish to achieve are articulated. The outcomes at this level are defined as:

The observable effects of completing the departments work

Each Service Area should have a set of outcomes that reflect the vast majority of the core work it completes (there will always be the potential for smaller or one-time projects that fall outside of the normal scope of work).

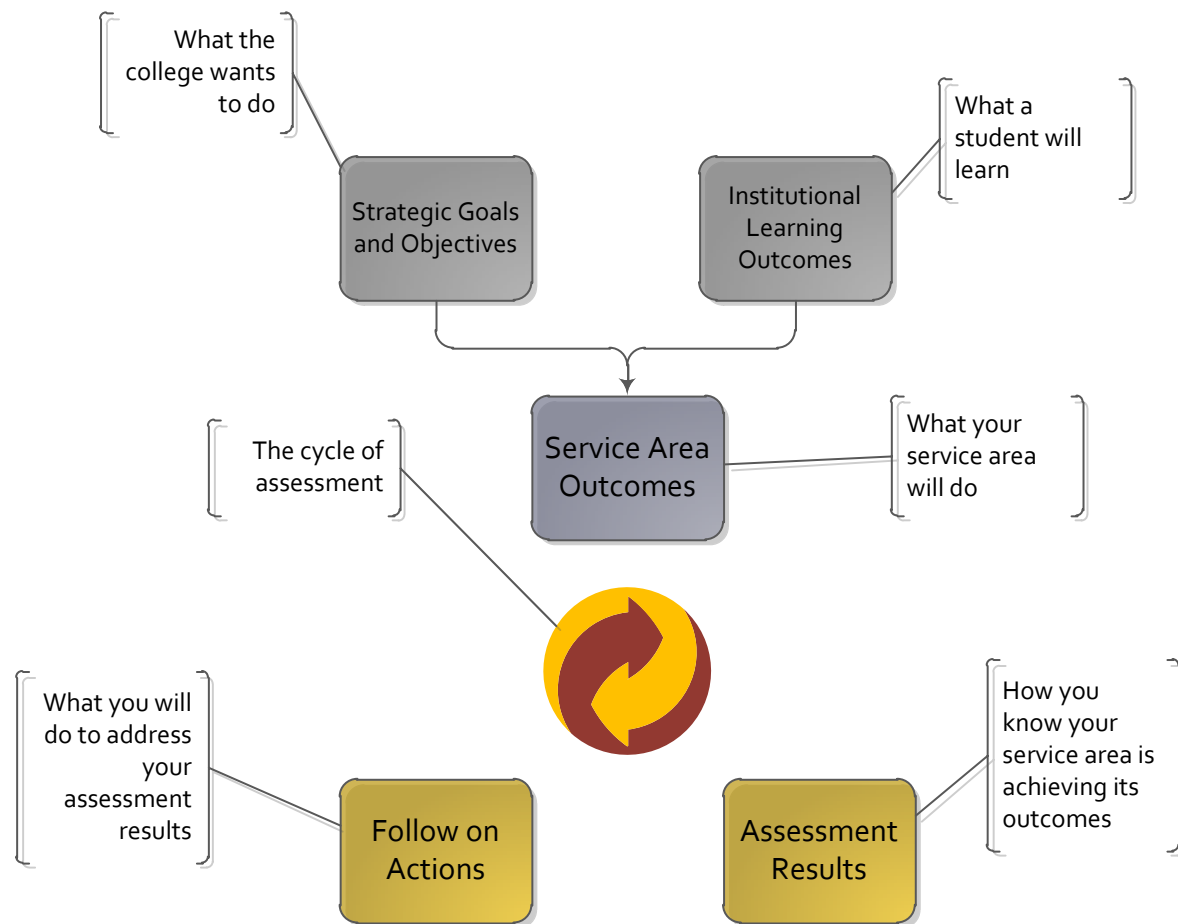
The level of outcomes should not really deal with minute details but are generally fairly high level. An area should ideally have three or four major outcomes. This is an important aspect to consider; if you produce outcomes that are too low level you will find that you have way too many outcomes to cover all of the work that you do. Conversely, if you write the outcomes at too high a level that they are virtually impossible to assess accurately.

A good way to help develop outcomes at the appropriate level is to write a mission statement for your area. This will naturally be quite broad in scope, however, you can think about the three or four major pieces of work that can be used to fulfill the mission.

Another technique would be to think of all the major pieces of work that are completed in your area and group them together under 3 or 4 outcomes.

However outcomes are developed, the process should be inclusive. Managers should involve staff in developing the outcomes and gain their insight not only on the work that is being completed but also on the appropriateness of the outcomes for the service area as a whole.

OUTCOMES AND THE CYCLE OF ASSESSMENT



BUILDING OUTCOMES

If you are having trouble writing some outcome statements for your particular area, think of an outcome statement as composed of 4 main elements.

- Audience: Who is affected by your outcome? This may be students, faculty staff, the campus as a whole or other specialist groups.
- Action verb: provides the verb for describing what the target group is expected to do.
- Learning/value statement: Provides the actual substance of what the target audience is expected to do.
- Criterion: Limits or otherwise clarifies conditions on audience actions.

EXAMPLE OUTCOMES

<i>Audience</i>	<i>Action verb</i>	<i>Learning/value statement</i>	<i>Criterion</i>
<i>Student</i>	<i>recognizes</i>	<i>differences between prokaryotic and eukaryotic cells</i>	<i>in terms of molecular biochemistry</i>
<i>Institution</i>	<i>participates</i>	<i>In all mandated state and federal requirements</i>	<i>accurately and on reporting time</i>
<i>Faculty</i>	<i>review</i>	<i>training needs and produce written training plan</i>	<i>every 2 years</i>
<i>Campus</i>	<i>continues</i>	<i>as a crime free and safe environment</i>	<i>all the time</i>

LEVEL OF OUTCOME STATEMENTS

The level of outcomes should not really deal with minute details but are generally fairly high level. An area should ideally have three or four major outcomes. This is an important aspect to consider; if you produce outcomes that are too low level you will find that you have way too many outcomes to cover all of the work that you do. Conversely, if you write the outcomes at too high a level that they are virtually impossible to assess accurately.

A good way to help develop outcomes at the appropriate level is to write a mission statement for your area. This will naturally be quite broad in scope, however, you can think about the three or four major pieces of work that can be used to fulfill the mission.

OUTCOME ASSESSMENT STRATEGY

Now that we have a defined outcome we need to think about how we are planning to assess it. This is the how and when of assessment.

It is important to think in advance how we intend to assess an outcome since some outcomes may require work to be started early for assessment. An example of this may be if an academic area is to assess student learning outcomes using pre and post tests.

You may also find that some of your outcomes are difficult to assess. This raises a bit of a conundrum. We do not want to define our outcomes in terms of things that are easy to assess but neither do we want a list of outcomes that are impossible to assess. Writing an assessment strategy statement will help us to see if our outcomes have been written in such a way that they are fairly straightforward to assess. If an outcome seems impossible to assess you may want to research online or talk to colleagues about potential assessment strategies before you go ahead and modify the outcome.

Some examples of assessment methods include

- Tests
- Questionnaires and opinion surveys

- Performance data

Some outcomes may be assessed every semester, some on a yearly basis. Deciding on a timeline for assessment should form part of the assessment strategy statement. Do not make the timeline too difficult to complete, you do not want to spend all of your time measuring and leave no time for corrective action.

SUCCESS CRITERIA

Since you have already defined how an outcome has been measure the next step is to note what constitutes the outcome being met. This is what Success Criteria are. Since success criteria are measured they are typically quantitative in nature. That does not mean that success criteria cannot contain qualitative elements. For example, you may say that 80% of employees surveyed feel safe on campus. This type of statement would obviously be assessed through a survey where you could gather the qualitative opinion and quantify the number of respondents.

It is important that what you feel constitutes a success is realistic but it should also represent an ideal, something that you can work towards. If, after completing a number of assessments, you note that your success criteria are constantly being met then you may want to 'raise the bar' a bit in terms of what constitutes a success. You can improve your area if you first identify areas for improvement and you can only do this if you identify areas of weakness. Do not be afraid to report or lack of success or areas of weakness, this is totally normal and does not reflect on anything other than a current situation. As a leader what is important is how you can progress.

LINKING OUTCOMES

Outcomes should be linked to the goals and strategic objectives of the college as a whole.

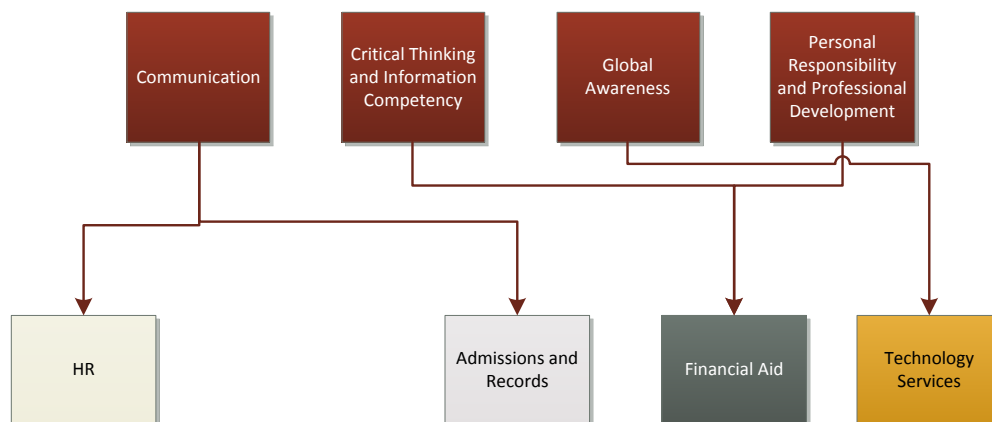
This is important as a check to make sure the college is completing work that it feels is important. Most service areas will link to strategic objectives of the college. Any outcomes that indicate a student will

learn something should also link to the core competencies of the college. This process of linking the work you do to the goals and aspirations of the institution as a whole allows institution leaders to view the work you are doing in terms of the wider picture. This will be beneficial for future prioritization and resource allocation exercises.

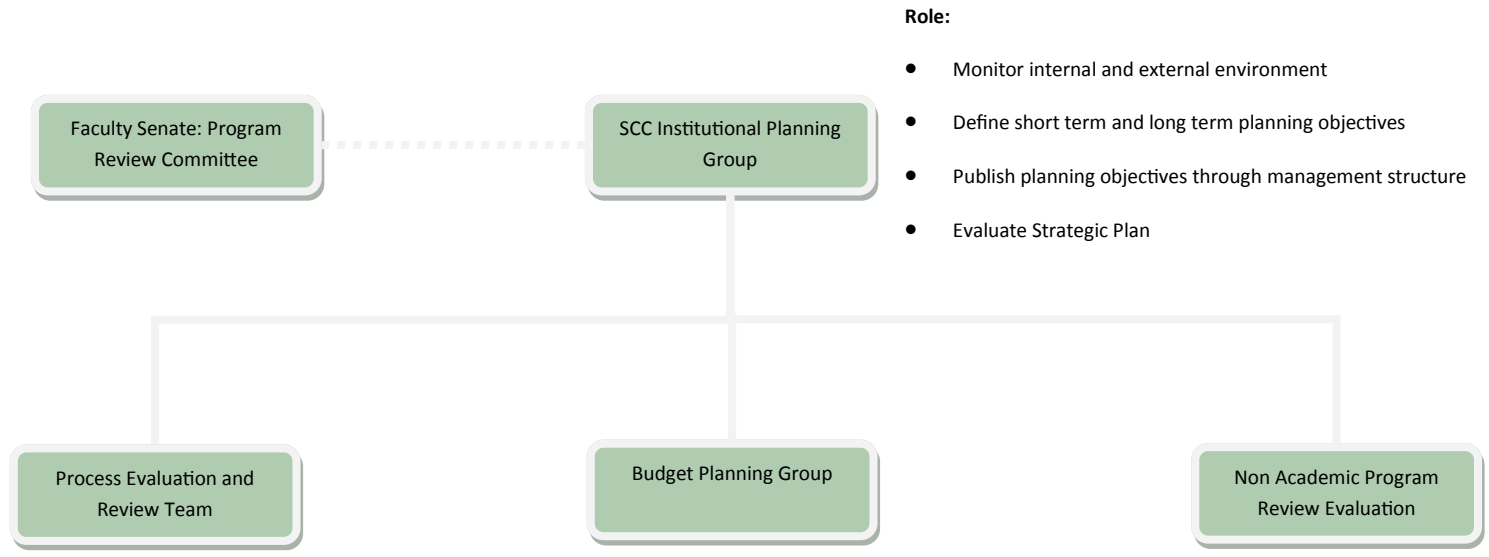
SLOS AND SERVICE AREA

Although student learning at the district is primarily a classroom function a lot of service areas have direct contact with students and want a student to learn something as a result of that contact. An example of this may be Financial Aid. Financial Aid may want student to learn the procedures and implications surrounding financial aid. In this case the outcomes of the department are best expressed not in terms of linking to strategic goals and objectives but as linked to Institutional Learning Outcomes (ILOs).

EXAMPLE RELATIONSHIPS BETWEEN ILOS AND SERVICE AREAS



Planning Committee Structures



- Role:**
- Monitor internal and external environment
 - Define short term and long term planning objectives
 - Publish planning objectives through management structure
 - Evaluate Strategic Plan

- Role:**
- Review previous year planning process
 - Solicit feedback from wider college on planning processes
 - Suggest improvements to planning process

- Role:**
- Develop easily understood financial metrics used for planning
 - Promote awareness of long term financial implications
 - Refine integration of budgeting and planning

- Role:**
- Review non –academic program reviews
 - Provide constructive feedback to PR authors
 - Develop training materials for PR authors

Membership

SCC Institutional Planning Group	Process Evaluation and Review Team	Budget Planning Group	Non Academic Program Review Evaluation
SP, Chief Student Services Officer, VP AA, VP Finance, Academic Senate president, president ASSC. IR Rep as resource	Dean Research and Planning, Director of HR, Chief technology Officer, Student Services management Rep, CSEA Rep, Local 39 Rep, Faculty Rep.	Director of Fiscal Services, Dean Research and Planning, Lead Research Analyst, SGC Reps	Subcommittee of ALG

From: Peter Cammish
To: [Annette Dambrosio](#); [Cynthia Simon](#); [Connie Barron-Griffin](#); [Rachel Ancheta](#); [Roger Clague](#); [Shirley Lewis](#); [Thomas Watkins](#)
Subject: Planning Review
Date: Tuesday, May 27, 2014 8:01:00 PM

Thank you all for your input today – these processes are not easy to get adjusted but I think we identified some great areas for improvement.

The areas for improvement were

Strategic Proposals

- Must end by early April (confirmation of results sent by then)
- The process is losing focus on the “Strategic” part – we will encourage SPC to define strategic goals and encourage proposals related to that.
- Look to value innovation in the process
- Remove instructional equipment portion and fund through deans
- Look to rate proposals on ‘opportunity savings’

Hiring Process

- We saw a mix of re-org positions, positions approved and not hired and a few that followed process – this suggests the process is easy to work around if need be.
- Start earlier - positions need to be available for advertisement before July 1st if need be.
- Ask SPC to help define the additional areas that include staffing requests (re orgs).
- Possible solution of ALL management areas submit staffing plan tied to program review that justifies current positions and additional positions. Additional positions removed and follow current process as described.
- Must be a process for exceptions – although this should be rare.

Peter Cammish
Dean, Research, Planning and Effectiveness

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INSTITUTIONAL PLANNING GROUP MEETING NOTES

2nd July 2014

Attended: Jowel Laguerre, Diane White, Michael Wyly, Peter Cammish, Naser Baig

Absent: Yulian Ligioso, Shirley Lewis

ED MASTER PLANNING TIMELINE

Talked about the cyclical need for EMP planning. Proposed time line was

Early Fall: Complete and document Outcome assessments (course and program)

Late Fall: Incorporate assessment results into EMP projects and activities

Early Spring: Report EMP revisions

TASKS

- Diane, Deans and Assessment Committee to draft process with Academic Senate

STRATEGIC PROPOSALS

Talked about need for

Separation of strategic funding and equipment supplies funding

Reducing number of potential forms to be completed for funding

Communicating funding routes in easy to understand

Process for making strategic funding proposals permanent

Revising strategic proposal rubric to encourage efficiency projects

Staffing components of strategic proposals

Strategic ideas and immediate goals to be communicated via SPC

TASKS

- Peter to work with deans to approve process for division level equipment funding
- Peter to work with BSI to see if we can incorporate BSI funding into process
- Peter to produce fact sheet showing funding processes and timelines
- Peter to canvas SGC for ideas on process for institutionalizing strategic proposals
- Peter to revise Strategic Proposal rubric
- Peter to work with HR/Unions to clear any staffing issues
- SPC to decide on role in strategic proposal process

NON FACULTY HIRING

Talked about

Problems with people using “re-orgs” to circumvent hiring processes

Lack of documented process for “re-orgs”

Need for staffing plans that identify

Current staff

Additional staff required

Re-organisation plans

Training plan for staff

TASKS

- Peter to work with PERT and HR to produce staffing plan process for approval

NON ACADEMIC PROGRAM REVIEW

Talked about

Problems with quality (missing information)

Lack of top down direction being given to managers

TASKS

- Peter to distribute nonacademic program review ratings with SPC
- Peter to discuss with PERT method for increasing VP level involvement

Assessment Committee Meeting

Tuesday, April 1, 2014

3-4 p.m. Room 414

- I. Approval of agenda
- II. Minutes of March 18, 2014 next meeting
- III. Old Business
 - A. Assessment workshop by Rick Bullis
 - B. Dale Crandell-Bear will set up shell; I need to meet with him.
 - C. Getting Fall 2013 assessments into database; 18 percent are in the database! (I'm sure more done, but not yet in the database. Others?!)
- IV. New Business
 - A. We need to document curricular/program changes based on course assessments; good example from chemistry department; copy attached (pages 2 and 3). Separate database?
 - B. GE outcomes (Diane)

Chemistry Department

Date of Assessment: 8/29/2013

Assessments Performed By: Chemistry Department

All planned actions and timelines are at the end of the PLO list.

PLO 1: Develop various lab techniques.

→ Results: Students in Chem. 001, Chem. 002, Chem. 003, and Chem. 004 courses were assessed in the use of different lab techniques. Most of the students demonstrated correct use of techniques measured.

PLO 2: Formulate and write names for chemical compounds

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was some improvement in Chem. 004 from the previous assessment.

PLO 3: Analyze chemical problems.

→ Results: This PLO links with Chem. 001, Chem. 002 and Chem. 004. Students met the success criteria for the courses.

PLO 4: Interpret and Analyze chemical data.

→ Results: Students have been writing Lab Reports on Titration experiments in Chem. 001, Spectrophotometry experiment in Chem. 002 and "Determining the Melting Point" experiment in Chem. 004. The students seem to enjoy the hands on activities and the majority of them have written excellent lab reports.

PLO 5: Apply chemical bonding knowledge to structural analysis.

→ Results: This PLO links with Chem. 001, Chem. 003 and Chem. 004. Students met the success criteria for these courses.

PLO 6: Construct balanced equations for chemical reactions.

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was a marked improvement in Chem. 003 from the previous assessment.

→ **Planned actions:** The following are our planned actions based on all our PLO results.

- Chemistry used to offer Open Lab time for students to use the computer tutorials on the lab computers. The Organic Chemistry students took advantage of this time to work on the computer simulated software in the lab. The software tutorial should be purchased, installed and maintained in the Main campus library's student computers and provide access to the students at both Centers. (For PLO 1, PLO 2, PLO 3, PLO 5, and PLO 6)
- Organic Chemistry, Chem. 003 and Chem. 004, impart unique lab techniques to the students. These techniques require proper ventilation and adequate work space which we do not have. A new "dedicated Organic Chemistry" lab facility is needed for these courses. (For PLO 1 and PLO 4)
- Organic Chemistry, Chem. 003 and Chem. 004, use instrumentation for the identification of the compounds produced in the lab. Through a strategic proposal submitted in spring 2013, we acquired some instruments. We will apply again for funding if monies are available. Nonetheless, Organic Chemistry labs are deficient of much needed instrumentation. (For PLO 1 and PLO 4)
- We need to increase the number of full-time chemistry faculty from five to seven, to provide continuity and to provide at least one full-time faculty at each center. (for PLO 1, PLO 3 and PLO 6)

- All of these courses have publisher provided online homework. All of the faculty should be encouraging online homework to the students based on the success we see as a result of the online homework. (for PLO 1, PLO 2, PLO 3 and PLO 6)
- The chemistry lab computers at the Main campus and both centers need to be maintained and updated. We have asked for a 0.25 time computer tech to be assigned to Science and this is becoming more imperative as updates become available for the programs used, mostly in drawing in Chemistry. (for PLO 1, PLO2, PLO 3, PLO 4, PLO 5, and PLO 6)
- As Chemistry software becomes available, the department needs an increase in its budget for purchasing and making it available at all of our facilities. The CCC software we use is quite old and has many software flaws, e.g., computer locks up on a certain question, and evaluation says a correct answer is incorrect. We either need to get newest available software, or find something else that works better, serving the same purpose. (for PLO 1, PLO 2, PLO 3, and PLO 6)
- To provide our students with the best hands-on experience we need to fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus. (PLO 4)

→ **Timeline for Planned action:**

- 2013-2014: inventory and evaluate the chemistry tutorials available outside of the chemistry lab rooms. Seek funding to acquire more software and replace the old tutorials as well as monies for installation of it at various campus sites.
- 2013: obtain the data and write the justification to hire one additional full-time chemistry faculty. 2014: repeat until the dept. has seven full-time Chemistry faculty.
- 2013: have a chem. group meeting about online homework and share the information with our adjunct faculty.
- 2013: request the 0.25 time computer technician yet again.
- 2013-2014: write a strategic proposal or a grant to purchase some or all of the required instrumentation.
- 2014-2015: request full time laboratory technicians at both centers and a half-time laboratory technician on main campus, a position that was approved and filled, then not filled a couple of years ago for some reason.

Narrative: The Chemistry curriculum is current and effective. We use current textbooks to ensure our curriculum is up to date and many of our faculty are using online homework and quizzes. These online activities can measure student learning outcomes comparative to other colleges nationwide. Our program courses; Chem. 001, 002, 003, and 004 are articulated and count for credit at CSU and UC level. Student performance on the assessment tools in all of our courses was generally good with scores meeting the success criteria. However, there was room for improvement because not all students met the success criteria for the course. As funding becomes available the Chemistry department will continue to acquire equipment. The Chemistry department will continue to work hard for the success of the students in our program.

Draft Minutes
Assessment Committee Meeting
Tuesday, April 1, 2014
3-4 p.m. Room 414

Present: Diane White, Richard Harris, Curtiss Brown, Michael Wyly, LaNae Jaimez, Diana Reed, Rick Burris, Gene Thomas

- I. Approval of agenda: Motion Diane White, Second Curtiss Brown, Approved
- II. Gene Thomas stated that he would get minutes for the March 18th meeting to the Committee at its next meeting.
- III. Old Business
 - A. Rick Bullis reported that about 15 faculty attended the assessment workshops he provided on March 25th and 27th; attendees reported that the workshop was very useful. Rick can send the PowerPoint he used to Committee members (done on April 9, 2014).
 - B. Getting Fall 2013 assessments into database. Michael Wyly suggested that a YouTube video be made to help faculty with assessments; all agreed this was a good idea. Rick generously volunteered to do it with content help from Gene; it could include the quality rubric. It will be made over the summer and presented at Fall Flex. Diane suggested that the quality rubric could be covered at School meetings. Rick thought that some of the success criteria were arbitrary and that a five percent increase might be reasonable. LaNae Jaimez stated that some classes were good while others were not. Gene mentioned that the Commission is expecting common assessments and rubrics for all sections of the same course. An assessment schedule needs to be set, possibly tied to a two-year scheduling model.
- IV. New Business
 - A. Program outcomes: There was not much discussion on this topic. Transfer degree requirements could be used as PLOs. Rick mentioned that there are 8 to 11 for theatre.
 - B. GE outcomes: Diane stated that these are now part of the annual report required by ACCJC. As this is a new area for Solano, maybe the work of other community colleges (Diablo Valley College and Santa Rosa) could be used to get us going. GE requirements of IGETC/CSU are different than local requirements, e.g., cultural diversity or reading/writing lab.
 - C. Since the third Tuesday occurred during spring break, the Committee decided to meet April 22nd (though that meeting was cancelled).

Strategic Planning

Peter Cammish

Vision

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

Mission Statement

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*

Academic Aspects

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in **basic skills education, workforce development and training, and transfer-level** education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*

Student Services Aspects

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and **services that are responsive to the complex needs of all students.***

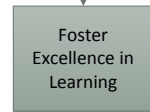
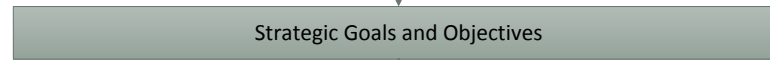
Non Academic Side?

- Support Academics and Student Services

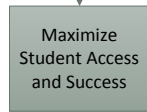
What we do, what we want to do and the guiding philosophy for achieving it



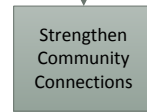
How we deliver the mission and strive for the vision



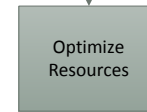
- Obj. 1.1 — Create an environment that is conducive to student learning.
- Obj. 1.2 — Create an environment that supports quality teaching.
- Obj. 1.3 — Optimize student performance on Institutional Core Competencies



- Obj. 2.1 — Identify and provide appropriate support for underprepared students.
- Obj. 2.2 — Update and strengthen career/technical curricula.
- Obj. 2.3 — Identify and provide appropriate support for transfer students.
- Obj. 2.4 — Improve student access to college facilities and services for students.
- Obj. 2.5 — Develop and implement an effective Enrollment Management Plan



- Obj. 3.1 — Respond to community needs.
- Obj. 3.2 — Expand ties to the community.



- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions

Goals and Objectives

- Foster Excellence in Learning
 - Obj. 1.1 — Create an environment that is conducive to student learning.
 - Obj. 1.2 — Create an environment that supports quality teaching.
 - Obj. 1.3 — Optimize student performance on Institutional Core Competencies

Goals and Objectives

- Maximize Student Access & Success
 - Obj. 2.1 — Identify and provide appropriate support for underprepared students.
 - Obj. 2.2 — Update and strengthen career/technical curricula.
 - Obj. 2.3 — Identify and provide appropriate support for transfer students.
 - Obj. 2.4 — Improve student access to college facilities and services for students.
 - Obj. 2.5 — Develop and implement an effective Enrollment Management Plan

Goals and Objectives

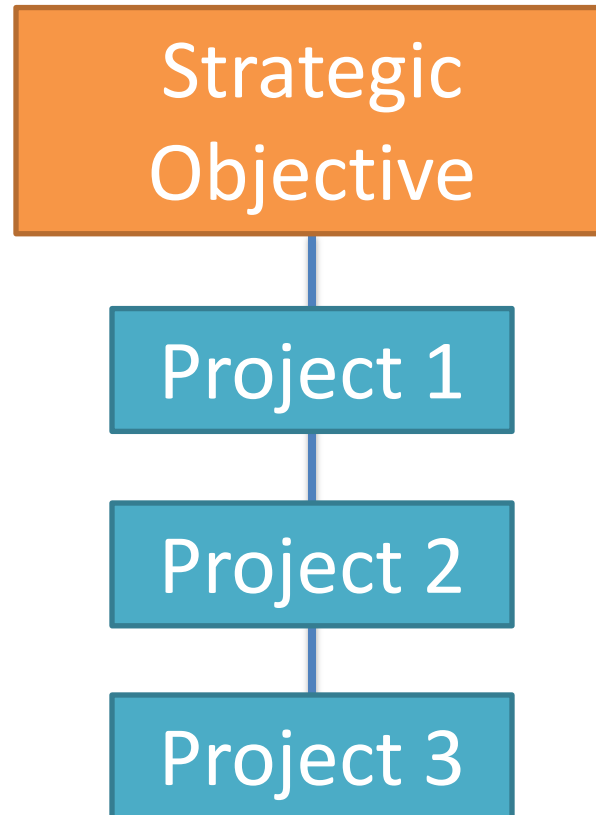
- Strengthen Community Connections
 - Obj. 3.1 — Respond to community needs.
 - Obj. 3.2 — Expand ties to the community.

Goals and Objectives

- Optimize Resources

- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions.

How do we organize planning?



What is a project?

- **Defined beginning, end and schedule**
- **Use limited resources specifically allocated to the work**
- **End results have specific goals (time, cost, performance/quality)**
- **Follows planned, organized approach**

Difference from operations

- Operations are ongoing and repetitive
- Projects are temporary and unique
- Example Projects
 - Developing new product or service
 - Effecting staffing change
 - New construction, IT or business processes

Accountability

- Projects have an end date
- Projects have a 'manager'
- Timelines – can identify problems early

How system works

- Planning Database

How is that reported to you?

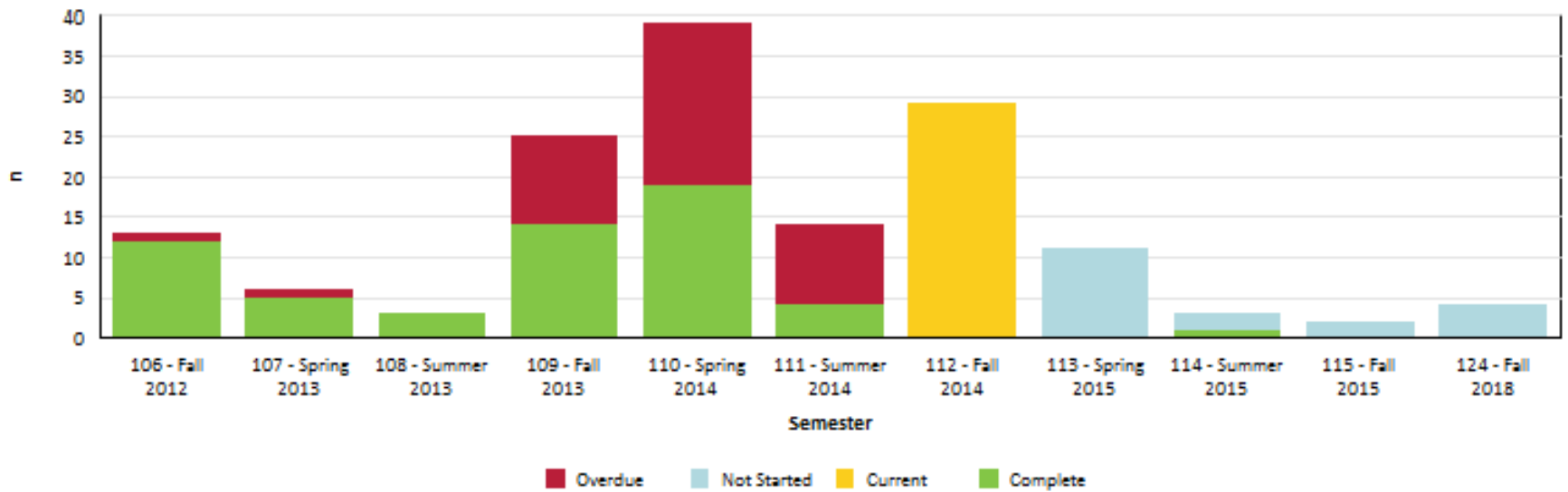
Chief Student Services Officer

Plan Summary

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	* Fall 2014	Spring 2015	Summer 2015	Fall 2015	Fall 2018
Summary for Chief Student Services Officer		92% 13	83% 6	100% 3	56% 25	49% 39	29% 14	3% 29	0% 11	33% 3	0% 2	0% 4
Admissions and Records	Total	86% 7	50% 2		20% 5	0% 8	0% 1	0% 4				
	Database Management	100% 2										
	Service to Students	100% 2			33% 3	0% 8	0% 1	0% 3				
	Staff Training	67% 3	50% 2		0% 2			0% 1				

Project Activities

For Chief Student Services Officer



2. Maximize Student Access and Success

Project: EOPS Recruitment Spring 2014 (2.1 Support Underprepared Students) Incomplete

Recruitment of new students to the EOPS Program by high school visitation at local high schools.

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	Increase the EOPS students served for 2013-14.	Complete
Spring 2014	Campus In-Reach	Complete
Summer 2014	Visit local high schools	Overdue

Project: EOPS Program will continue to increase admission of Hispanic and African-American males (2.1 Support Underprepared Students) Incomplete

The EOPS Program will continue to increase the number of Hispanic (males and females) and African-American males.

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	Work with Financial Aid Staff collaborative efforts	Complete
Spring 2014	In-reach recruitment for new EOPS students	Complete
Spring 2014	Increase the number of underrepresented students in the EOPS Program for the 2013-14 ac	Complete
Spring 2015	Continue this activity for the 2014-15	Not Started

Project: Increase the retention and persistence rates of continuing EOPS students (2.1 Support Underprepared Students) Incomplete

The EOPS Program will continue working with EOPS students that are making academic progress during the 2013-14 academic year. The EOPS Program will also continue to work with EOPS students that have encountered "academic challenges" during the prior sem

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	EOPS Mutual Responsibility Contract accessible on the EOPS website	Complete
Spring 2014	EOPS Lab	Complete
Spring 2014	Monthly monitoring of EOPS students on "probation"	Complete
Spring 2014	EOPS News Bulletin	Complete
Spring 2014	EOPS "probation and academic" workshops	Overdue
Spring 2015	E-Blast communications to EOPS students	Not Started
Spring 2015	Basic Skills tutoring for EOPS students (Math and English)	Not Started

What is important?

- Guidance from above
- What we are doing linked to mission
- Projects are well written
- Regularly assess progress
- Governance

What are we doing?

- Accreditation
- Education Master Plan
- Facilities Master Plan
- 3SP Plan
- Student Equity Plan
- Presidents Remarks

Timeline

- 28th August 2014: SPC start strategic planning
- 4th September: Communicate key initiatives to appropriate managers
- 8th September: Managers start annual non academic program review
- 29th September: Non academic program reviews sent for VP sign off
- 6th October: VP/SP sign off on non academic program review
- 7th October: Strategic Plan prepared
- 8th October: Strategic Plan sent to SGC for comment
- 12th November: Strategic Plan approved with possible recommendations by SGC
- 17th November: Strategic Plan⁵⁸ approved by SPC

Start Planning



Financial Aid

Program Review

Fall 2013

Prepared by Robin Darcangelo

The mission of Solano Community College's Financial Aid Office is to be an active part in our student's educational journey. Our goal is to create change in students' lives by providing services, resources, and opportunities that minimizes financial barriers to higher education. We serve a diverse population with integrity, sensitivity, and respect, while maintaining the confidentiality of our students and their families. Our commitment is to comply with federal and state regulations as well as institutional policies and procedures.

Section 1: Completed and Current Projects Evaluation

Fall 2012	Previous Semester
<u>Project Title</u> FA-TV for Mobil Devices	Complete
<u>Project Description</u>	Provide access to all students to download FA Counseling from any/all mobil device.
<u>Strategic Outcome Supported</u>	2.5 Effective Enrollment Management
<u>Area Outcome Supported</u>	Satisfactory Academic Progress (SAP)
<u>How is Outcome Supported</u>	Our outcome is supported by the SCC Website marketing, bookmarks being handed out to students, and posters.
<u>Project Outcomes</u>	Outcome "Students are privy to the FATV videos, and portal as well as the counseling tools. Now available for all mobil devices."
<u>Evaluation Results</u>	
QR Code with FA-TV Counseling tool created on SCC Website, bookmarks, and posters that hang throughout campus.	

Major Accomplishments

Promoted Awareness by creating a SAP Counseling tracking tool for all FA students.
 Promoted awareness with FATV; created videos for portal, added flatscreen tv and videos to all three campuses.
 Created QR code and promoted marketing materials which included posters, bookmarks, website, catalog, and mobil phone device access. XAP was implemented for on-line fee waivers.

Section 2: Outcomes Assessment

Satisfactory Academic Progress (SAP)

<u>Outcome Description</u>	Students will learn and understand the Qualitative and Quantative requirements to meet Satisfactory Academic Progress (SAP) standards and maintain financial aid eligibility by completing a mandatory online workshop.
<u>Assessment Strategy</u>	Online Quiz /Survey once a year.
<u>Success Criteria</u>	Students response meets 80% of SAP quiz.
<u>Strat Objective Supported</u>	2.5 Effective Enrollment Management

Outcomes Assessment and Actions

<u>Assessment Date</u>	<u>Assessment Results</u>
Fall 2012	February 2012 Survey reflects some students havinf difficulty with clarity of financial aid informaiton.
<u>Next Steps</u>	
Developed FA-TV and counselling tool will likely help with this. Monitor next survey results to check for improvement.	

Supporting Projects

Project Title	End Semester	Status
SAP 101	Spring 2014	Incomplete
FA-TV for Mobil Devices	Fall 2012	Complete

Financial Aid Overview

<u>Outcome Description</u>	Prospective students and current students will understand the types, sources and amounts of financial aid available; the applications required and deadline dates.
<u>Assessment Strategy</u>	Online survey once a year.
<u>Success Criteria</u>	75% will indicate they have a good understanding of the financial aid resources available.
<u>Strat Objective Supported</u>	2.5 Effective Enrollment Management

Outcomes Assessment and Actions

<u>Assessment Date</u>	<u>Assessment Results</u>
Spring 2013	Areas of concern have been discussed with FA staff
<u>Next Steps</u>	
Implementation of improved process for 2013/2014 academic year	

Supporting Projects

Project Title	End Semester	Status
CCC Apply BOGG	Spring 2014	Incomplete
Implement Banner Applications	Fall 2014	Incomplete
FA Supervisor/ALG position and additional staff to serve students	Summer 2015	Incomplete
Merge Financial Aid & EOPS/CARE and Marketing strategies	Summer 2015	Incomplete
Financial Aid Orientation	Summer 2015	Incomplete
Policies & Procedures Manual	Summer 2014	Incomplete

Areas of Concern

Students did not understand SAP requirements.
 A lack of communication for student understanding the financial aid programs.
 A need for more access.

Section 3: Planned Work

Possible Future Projects

To create FA Orientation and highlight HO card activation.

Fall 2014

Project Title **Direct Loans** **Incomplete**

Project Description Contact delinquent and current borrowers to increase awareness of options available.

Strategic Outcome Supported 4.2 Maximize Institutional Effectiveness

Area Outcome Supported Responsible Borrowing

How is Outcome Supported no outcome

Project Outcomes Outcome
Will provide further project outcomes once new Default Prevention Program is implemented.

Project Activities

Activity Title	Completion Date	Complete
Loan Procedures	Spring 2012	<input checked="" type="checkbox"/>
Implement DeFault Management Program with Chancellor's Office	Fall 2014	<input type="checkbox"/>

Project Title **Implement Banner Applications** **Incomplete**

Project Description Implement Banner workflow applications to strengthen and streamline Banner functionality and FA efficiencies

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Implementation for Workflow timeline	Fall 2013	<input checked="" type="checkbox"/>
BDMS	Summer 2014	<input type="checkbox"/>
Argos /ODS/Discover Reporting Tools	Fall 2014	<input type="checkbox"/>

Spring 2014

Project Title **SAP 101** **Incomplete**

Project Description Satisfactory Academic Progress (SAP) awareness for Student Services areas.

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Satisfactory Academic Progress (SAP)

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Umoja Presentation	Summer 2012	<input checked="" type="checkbox"/>
Board Presentation	Fall 2012	<input checked="" type="checkbox"/>
Presentation to Counseling Staff	Spring 2013	<input checked="" type="checkbox"/>
Student Forum	Spring 2014	<input type="checkbox"/>

Project Title **CCC Apply BOGG** **Incomplete**

Project Description Students apply online for BOGG

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Work with IT and XAP on development	Fall 2012	<input checked="" type="checkbox"/>
Develop data download process	Summer 2013	<input checked="" type="checkbox"/>
Streamline processes	Fall 2013	<input checked="" type="checkbox"/>
Transitioning from XAP to CCCApply	Spring 2014	<input type="checkbox"/>

Project Title **Better Security for Higher One ATM Machines** **Incomplete**

Project Description Work with HO Management Team to create some additional security measures for students using ATM Machines on campus and at Centers.

Strategic Outcome Supported 4.2 Maximize Institutional Effectiveness

Area Outcome Supported Responsible Borrowing

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Contact Higher One Team	Spring 2014	<input type="checkbox"/>
Implement additional security for ATM Machines	Spring 2014	<input type="checkbox"/>

Summer 2014

Project Title **Policies & Procedures Manual** **Incomplete**

Project Description Review and update Policies & Procedures Manual for FAO.

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Research IFAP & NASFAA Templates	Summer 2014	<input type="checkbox"/>

Summer 2015

Project Title **FA Supervisor/ALG position and additional staff to serve students** **Incomplete**

Project Description Improve financial aid administrative capacity.
FA Supervisor/ALG position and additional staff to serve students

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Collect data and evaluate program needs for FA/EOPS & CARE/Veterans	Summer 2014	<input type="checkbox"/>
Evaluate Program budgets and needs	Summer 2014	<input type="checkbox"/>
Create New position or reclass existing position for ALG	Summer 2015	<input type="checkbox"/>

Project Title **Merge Financial Aid & EOPS/CARE and Marketing strategies** **Incomplete**

Project Description Develop marketing materials and communications for FA & EOPS/CARE programs.

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
FATV	Summer 2014	<input type="checkbox"/>
College Visits	Summer 2014	<input type="checkbox"/>
EOPS Tracking requirement	Summer 2014	<input type="checkbox"/>
In-Reach and Out-reach events.	Summer 2015	<input type="checkbox"/>

Project Title **Financial Aid Orientation** **Incomplete**

Project Description Develop Orientation tool and communication through different mediam; Include HO Card activation.

Strategic Outcome Supported 2.5 Effective Enrollment Management

Area Outcome Supported Financial Aid Overview

How is Outcome Supported

Project Outcomes

Project Activities

Activity Title	Completion Date	Complete
Create Orientation Outline	Fall 2013	<input type="checkbox"/>
Survey	Summer 2014	<input type="checkbox"/>
Tracking requirements for new students	Summer 2015	<input type="checkbox"/>

Other Notes

We addressed the SAP issue by implementing the Counseling tool. The positive feedback has generated some additional ideas for educating students and we will move forward with specific plans in the future. Financial Aid TV has proven to be a great resource for students and parents. Implementing the QR code has greatly increased mobile access for students.

From: Peter Cammish
To: [Wade Larson](#); [Rachel Ancheta](#); [Shemila Johnson](#); [Cynthia Simon](#); [Marie Mayne](#); [Barbara Fountain](#); [Amy Utt](#); [Rischa Slade](#); [Shemila Johnson](#); [Robin Darcangelo](#); [Roger Clague](#); [Marcie McDaniels](#); [Karen McCord](#); [Jocelyn Mouton](#); [Patricia Young](#); [Robin Arie-Donch](#); [Leigh Sata](#); [Peter Cammish](#); [Jowel Laguerre](#); [Cynthia Garcia](#); [Curt Johnston](#); [Thomas Watkins](#); [Charles Rieger](#); [Thomas "Jerry" Kea](#); [Maire Morinec](#); [Jose Ballesteros](#); [Deborah Mann](#); [Diane White](#); [Christie Speck](#); [Patrick Killingsworth](#); [Dwight Calloway](#); [Eric Thelen](#); [Janie Sinkewiz](#)
Cc: [Jowel Laguerre](#); [Diane White](#); [Jocelyn Mouton](#); [Wade Larson](#); [Yulian Ligioso](#); [Roger Clague](#); [Shirley Lewis](#); [Leigh Sata](#); [Judy Spencer](#); [Annette Dambrosio](#)
Subject: PROGRAM REVIEW (Deadline 29th September)
Date: Tuesday, September 09, 2014 3:02:00 PM
Attachments: [Completing a Program Review.pdf](#)
[PR Governance.xlsx](#)
[Planning Database v3.1.accdb](#)
Importance: High

Good afternoon

You are receiving this email because you are responsible for completing a program review for your service area. The attached file PR Governance shows all of the areas and managers responsible for completing a program review.

If you have been keeping your outcomes, assessments and project plans up to date then completing the program review will be a 30 minute task. If you have not kept these up to date then you will need to do that first.

Please refer to the attached guide **“Completing a Program Review”** for full instructions on getting started.

This year the process is particularly important as what you plan in your program review will become part of the Strategic Plan presented to the Board of Trustees in November.

If all of this is new to you please make an appointment with me (my Outlook is kept up to date) and I can install the system and get you started.

Many thanks ... Peter

Timeline

- 9th September: Managers start annual non academic program review
- 29th September: Non academic program reviews sent for VP sign off
- 6th October: VP/SP sign off on non academic program review
- 7th October: Strategic Plan prepared
- 8th October: Strategic Plan sent to SGC for comment
- 12th November: Strategic Plan approved with possible recommendations by SGC

- 17th November: Strategic Plan approved by SPC
- 19th November: Present to Board of Trustees for information

Peter Cammish
Dean, Research, Planning and Effectiveness

Solano Community College
4000 Suisan Valley Road
Fairfield, CA 94534

t: (707) 864-7278

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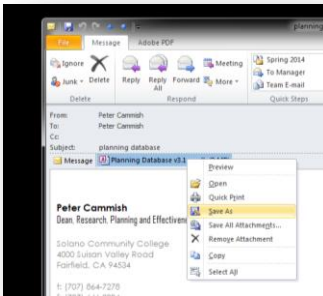
e: peter.cammish@solano.edu

It is better to create than to learn! Creating is the essence of life.

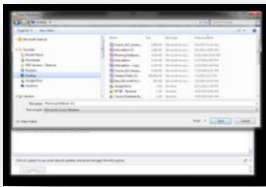
COMPLETING A PROGRAM REVIEW

ACCESSING THE PLANNING DATABASE

- Right-click on the attachment on the email
- Select **Save As**



Navigate to the desktop of your computer and click **Save**

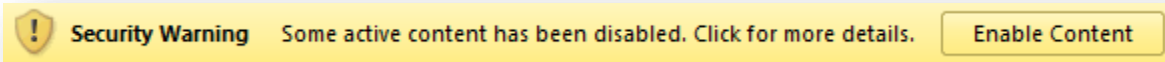


The database icon should now be on your desktop



- Double click on the database icon to launch the database

The very first time you access the database you will notice the Security Warning

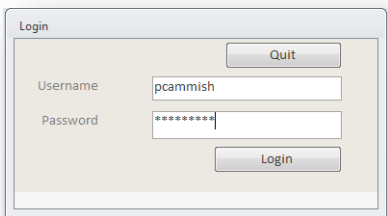


- Click **Enable Content**

ACCESSING YOUR PROGRAM REVIEW

- Open the Planning Database from the desktop icon

You will now be presented with the Login screen

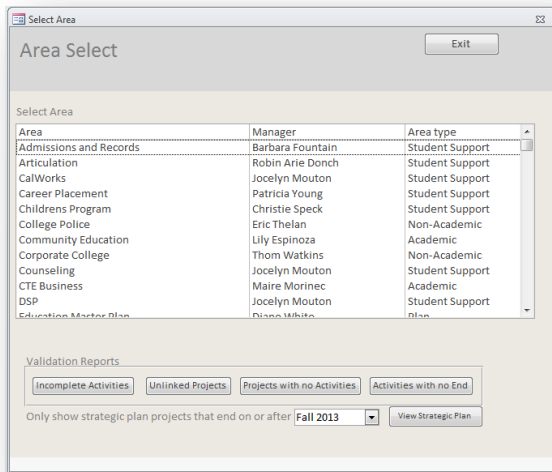
A login window titled "Login". It contains two input fields: "Username" with the text "pcammish" and "Password" with "*****". There are three buttons: "Quit" at the top right, "Login" at the bottom center, and a small "Login" label above the "Login" button.

- Enter your username and password

If you are unsure of your username and password please contact Peter Cammish on ext: 7278

- Press the **Login** button

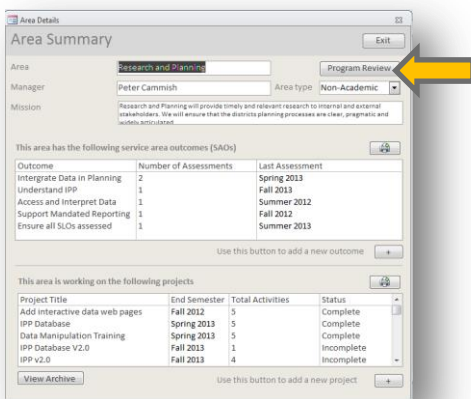
You will now see the Area Select screen



- Click on the Area from the list which you want to complete a program review

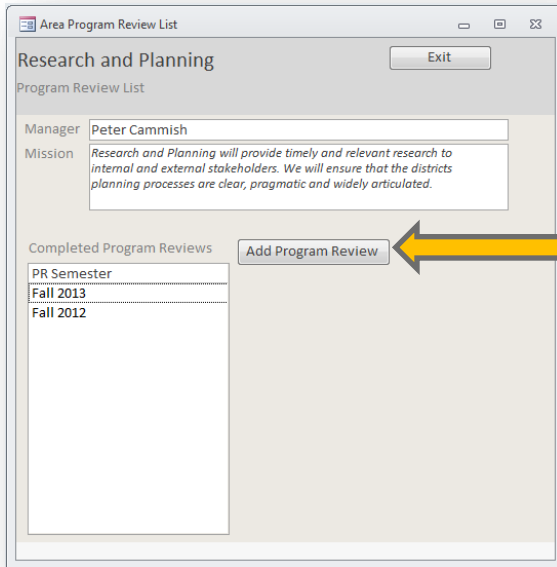
This will open the Area Summary screen

- Click on the **Program Review** button



This will open up your Program Review list

- Click the **Add Program Review** button



This will open a blank Program Review form

- First select your **Program Review Semester** (in this case Fall 2014)

You will also need to select the number of semesters to 'go back' for example, if your program review is looking back over the last year you would select to include the last 3 semesters.

This means that the database will include in your program review any projects that were complete in the last 3 semesters as well as any outcomes assessments complete in the last 3 semesters

Completing a program review involves 5 main activities

- Reflecting on completed projects and writing a narrative on major projects completed
- Reviewing outcomes assessments and completed project evaluation and writing a narrative that identifies areas of concern
- Reflecting on areas of concern and completed work and writing a narrative on possible future projects
- Adding plans for future projects to the database
- Adding any additional notes and SPC comments to the program review

The grey boxes in your program review show information that will automatically be included in your program review. You add narrative to white boxes

This box shows any complete or current projects that will be included in your program review. It will include any that were complete in the Program Review semester or 3 semesters back

This box shows any complete outcomes assessments from the selected time period

This box shows any projects due to be completed AFTER the selected time period

- When you have finished updating your program review press **Exit** (Save is automatic)

This will return you to the Program Review list

If you want to make edits or amendments to your program review click on the program review in the list

You can edit any section of your program review and print your program review from this screen

The screenshot shows a web-based application window titled "Program Review". At the top, there are buttons for "Print Program Review" and "Exit". Below these, there are dropdown menus for "Program Review Semester" (set to "Fall 2013") and "Include last" (set to "4"), followed by the text "semesters". A "Delete Program Review" button is also present.

The main content area is divided into several sections:

- Included Projects:** A table with columns "Project Title", "Status", and "End Semester".

Project Title	Status	End Semester
Add interactive data web pages	Complete	Fall 2012
IPP Database	Complete	Spring 2013
Data Manipulation Training	Complete	Spring 2013
- What were the major accomplishments in your area since the last program review?** A text box containing: "Research and Planning has completed 2 major projects in the last year. These include Interactive Web Pages and Data Manipulation training. 2 major projects are currently underway. These are redesigning the Integrated Planning Process and updating the Planning Database to include program review functionality."
- Included Outcomes Assessments:** A table with columns "Outcome Title" and "Semester".

Outcome Title	Semester
Integrate Data in Planning	Summer 2012
Access and Interpret Data	Summer 2012
- Did your assessments or project evaluations highlight any areas of concern?** A text box containing: "One area of concern was the attendance of staff training for data manipulation. We need to ensure that these training are better attended and focus more on practical skills that are suited to a lower level. Interactive Web pages have become too difficult to maintain and we will explore using alternative software"
- Did your assessments or project evaluations highlight any potential future projects?** A text box containing: "Redesign Staff Data Training
Consolidate reporting databases so maintenance of reports and interactive web pages is easier
Explore alternatives for interactive web pages"
- Already Planned Future Projects:** A table with columns "Project Title", "Status", and "End Semester".

Project Title	Status	End Semester
Consolidate Reporting Databases for Advance	Incomplete	Spring 2014
Public Data Reports	Incomplete	Spring 2014
- Do you have any other notes or comments to add to your program review?** A large empty text box.

At the bottom of the window, there is a note: "Your representative on SPC will provide comments below".

PRINTING A PROGRAM REVIEW

From the Program Review screen press the Print program Review button

Print Program Review

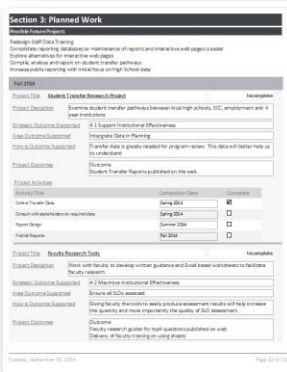
COVER PAGE:

- Area Name
- Semester of Program Review
- Area Manager Name
- Area Mission Statement
- Area SAOs



SECTION 3: PLANNED WORK

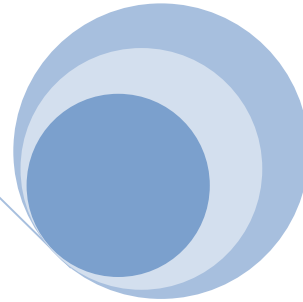
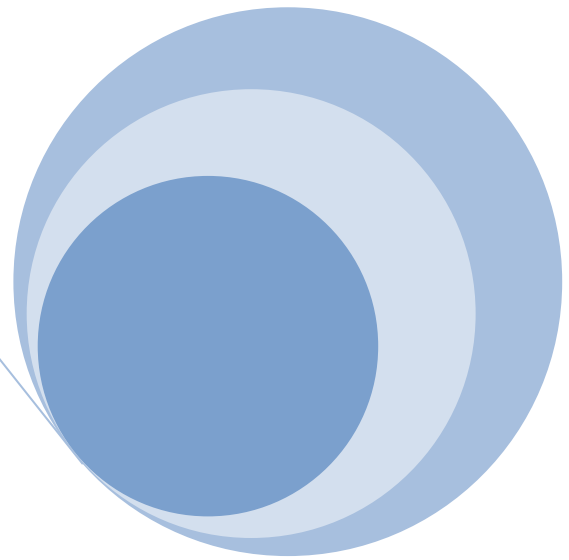
- Possible future projects narrative
- Any projects planned to end after program review date



SECTION 4: FINAL COMMENTS

- Other notes narrative
- SPC comments narrative





**Guidelines for
Title 5 Regulations
Section 55003
*Policies for Prerequisites,
Corequisites and Advisories on
Recommended Preparation***

Adopted by the California Community Colleges
Board of Governors March 2011

Chancellor's Office, California Community Colleges
February 3, 2012

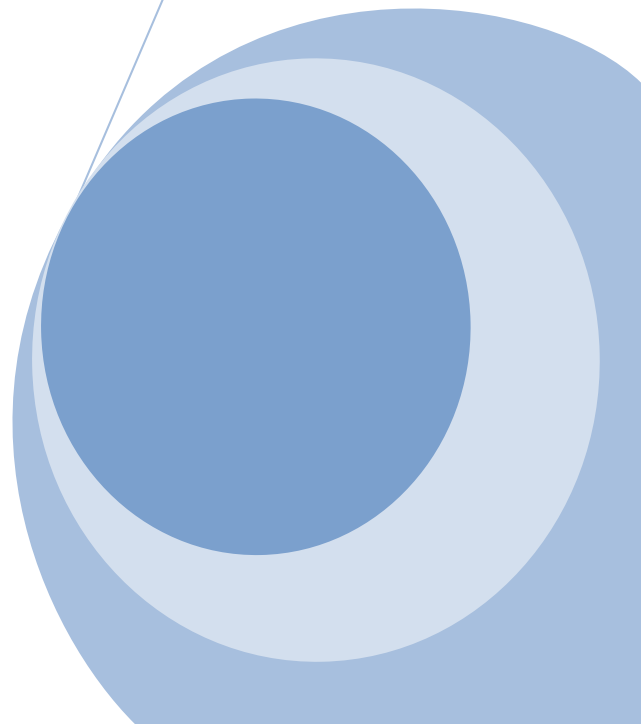


Table of Contents

Introduction.....	2
Definitions.....	2
Overview of Regulations Regarding Prerequisites, Corequisites and Advisories	3
§55003(a) Permission to use Content Review with Statistical Validation or Content Review Alone.....	5
§55003(b) Board Policies	8
§55003(c) Requirements before Implementing Content Review Only	9
§55003(d) Establishing Prerequisites and Corequisites*.....	11
§55003(e) Courses Exempt from Content Review	12
§55003(f) Definition of Content Review with Statistical Validation	12
§55003(g) Application of the Regulation regarding Content Review with Statistical Validation.....	13
§55003(h) Publication of Prerequisites, Corequisites and Advisories*.....	13
§55003(i) Reporting of the Establishment of Prerequisites, Corequisites and Advisories to the State.....	14
§55003(j) Prerequisites across the Entire Curriculum*	14
§55003(k) Requirement for Multiple Measures in Assessment as a Prerequisite	14
§55003(l) Monitoring the Impact of Prerequisites and Corequisites.....	15
§55003(m) Sufficient Course Sections to Meet Corequisite*	16
§55003(n) Exit Tests*	17
§55003(o) Student Failure to Meet a Prerequisite or Corequisite	17
§55003(p) and (q) Student Challenge of Prerequisites or Corequisites*.....	17
Appendix A: Frequently Asked Questions	19
Appendix B: §55003 in its entirety.....	27
Appendix C: References	32

*There are no changes to these sections but they are included for your convenience.

**California Community Colleges
California Code of Regulations
Title 5, Section 55003
Policies for Prerequisites, Corequisites and Advisories
on Recommended Preparation**

Introduction

Student success at California community colleges is of great importance to the future of the state. Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate information about the appropriate preparation needed to succeed in courses. Prerequisites, corequisites and advisories are one method used to provide this information. Given the impact that prerequisites, corequisites and advisories can have on a student's ability to pursue a course of study, the establishment of the same must be implemented with careful consideration of both student access and student success.

The California Community Colleges Board of Governors adopted new title 5 regulations on prerequisites, corequisites and advisories on March 8, 2011, to allow faculty to base their determination for prerequisites and corequisites in English, reading, or mathematics for college-level courses outside of an English, reading, or mathematics sequence on content review alone or on content review with statistical validation. Previously, establishing prerequisites and corequisites for non-sequence courses had only one option for scrutiny - the use of statistical validation with content review methodology. Moving forward, if a college intends to establish prerequisites or corequisites by content review only, the new regulatory provisions require colleges to adopt a local, board approved plan that addresses specific criteria.

While the primary focus of these guidelines is to address the substantive changes made to title 5, section 55003¹ in March 2011, we include foundational information about the process of establishment of prerequisites, corequisites and advisories for the convenience of the reader and user of this document. The non-substantive changes made to section 55003, consisting of renumbering of subdivisions and deletion of redundant or unneeded references, are not addressed. For ease of reference, changes are noted in the italicized regulation language as underlined text. The complete text of section 55003 is found in appendix A.

Definitions

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

¹All section references in this document are to title 5 of the California Code of Regulations, unless otherwise indicated.

Corequisites also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Advisories signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

The curriculum committee at each college is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation to courses offered by a community college during the approval process according to standards and criteria established in title 5, section 55002.

Overview of Regulations Regarding Prerequisites and Corequisites

Establishing prerequisites and corequisites

Title 5, section 55003(d) delineates the four purposes for which prerequisites and corequisites may be established:

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2. The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Requirements for establishing prerequisites, corequisites and advisories

Prerequisites and corequisites shall be made on a course-by-course or program-by-program basis; colleges can choose to use either content review with statistical validation or content review alone to adopt prerequisites or corequisites, or conceivably both, and must then meet the requirements for adoption by either option. No matter the method of scrutiny, when a college chooses to adopt course prerequisites, colleges are required to meet the following requirements:

- Adopt policies on how the college plans to adopt only those prerequisites, corequisites, and advisories on recommended preparation that the college determines are “necessary and appropriate for achieving the purpose for which it is established;” [§ 55003(b)(1)]
- Adopt procedures to assure that “courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record;” [§ 55003(b)(2)]

- Adopt policies to ensure that “each section of the prerequisite or corequisites is to be taught by a qualified instructor” and in accordance with the course outline of record; [§ 55003(b)(3)]
- Adopt a process for the review of prerequisites and corequisites at least once every six years to assure they remain necessary and appropriate. For vocational courses or programs, title 5 requires prerequisites and corequisites to be reviewed every two years. Advisories are subject to periodic review. [§ 55003(b)(4)]
- Establish the basis and process for students to challenge the application of a prerequisite or corequisites consistent with section 55003(p). [§§ 55003(b)(5) and (p)]
- Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis; [§ 55003(j)]
- Determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures; [§ 55003(k)], and
- Ensure that no exit test may be required to satisfy the prerequisite or corequisite unless incorporated into the grading for the course. [§ 55003(n)]

Additional requirements for certain types of prerequisites

For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), districts must also:

- Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites; [§ 55003(l)(1)]
- Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan, in consultation with the Chancellor’s Office, to correct the disproportionate impact. [§ 55003(l)(2)(A) and (B)]

Additional requirements for districts conducting content review alone

In addition to the foregoing, districts establishing prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence using content review alone (without statistical validations), must also adopt a plan that specifies:

- the method used to determine which courses might be the most compelling candidates for new prerequisites and corequisites
- the provision of appropriate numbers of prerequisite and corequisite course sections
- the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- training for the curriculum committee, and

- the use of research to evaluate the effect of new prerequisites and corequisites on student success; particular attention should be given to disproportionate impact.

See section 55003(c) below for more information about plan requirements.

Prerequisites and Monitoring Disproportionate Impact through College Student Equity Plans

Title 5, section 55003(l)(2) ties the establishment of prerequisites and corequisites requiring precollegiate skills in reading, written expression, or mathematics with the student equity plan provisions of section 54220 to ensure that prerequisite and corequisite requirements do not have a disproportionate impact on particular groups of student in terms of race, ethnicity, gender, age, or disability. Section 54220 delineates the requirements for college student equity plans and identifies five broad areas that colleges are required to address: (1) access, (2) retention, (3) degree and certificate completion, (4) ESL and basic skills completion, and (5) transfer.

Matriculation Plans and Prerequisite Policies and Procedures

Although not originally a part of matriculation, title 5 was later amended to include the college’s review and student challenge policy and process for prerequisites and corequisites as the eighth component of the matriculation plan. Section 55510(a)(6) and (7) requires college matriculation plans to include “procedures for establishing and periodically reviewing prerequisites pursuant to section 55003” and “procedures for considering student challenges to prerequisites established pursuant to section 55003.” As colleges develop new or revise existing policies and procedures related to the establishment of prerequisites and corequisites, it is important to note that each college is responsible for certifying the adoption of policies and procedures that are consistent with the requirements of title 5 in the college’s Matriculation plan. You can access information regarding requirements for Matriculation plans and certification on the Chancellor’s Office website under Student Services.

Title 5, section 55003 - Subsection by Subsection Guidelines

Section 55003(a)

Permission to use Content Review with Statistical Validation or Content Review Alone

Subdivision (a) of section 55003 allows either content review alone or content review with statistical validation as options that the governing board of a community college district may allow to be used in order to establish prerequisites, corequisites, and advisories on recommended preparation to any course. Section 55003(a) states:

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and

advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.(Emphasis added.)

Guidelines: The following sections provide guidance to colleges on the requirements for establishing prerequisites, corequisites and advisories using the two options for scrutiny: content review only and content review with statistical validation. With the exception of the specific requirements in subdivisions (c) and (l) below, the regulations in section 55003 pertain to all prerequisites and corequisites and not just to those in reading, written expression or mathematics.

Establishing Prerequisites and Corequisites Based on Content Review Only

Title 5 regulations allowing colleges to adopt prerequisites and corequisites by a content review process only is new and the following sections are intended to provide in-depth guidance on the requirements that colleges are expected to meet to adopt prerequisites and corequisites using this methodology.

“Content review” is defined in title 5, section 55000(c) as:

a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

In other words, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the Course Outline of Record (COR).

Content Review and the Course Outline of Record

The content review process begins with a review of the Course Outline of Record (COR). The COR delineates not only the content of the course, but also the competencies a student is expected to achieve (objectives and/or student learning outcomes), the assignments to be completed (e.g., reading assignments, projects, and reports), and the assessments that will be used to measure student performance. During the initial approval of a course and subsequent revisions, a content review is conducted. The COR is examined and the skills and knowledge a student needs for success are identified. When faculty determine that content knowledge within the discipline is necessary for success, content review has always sufficed for the establishment of a prerequisite or corequisite. For example, if a biological psychology course presumes student understanding of basic psychology concepts, the faculty have always been able to establish a

psychology course as a prerequisite. Similarly, math and English coursework typically consists of intradisciplinary sequenced courses that build upon one another.

However, a more complex, interdisciplinary content review process is needed to determine that an English or reading prerequisite or corequisite is appropriate for a psychology, history, or political science course or that a math prerequisite or corequisite is appropriate for an economics or automotive course. Such a review process should also take into consideration, as far as possible, the diversity of the students in the classroom, including learning styles, prior knowledge, and cultural background.

As a starting point for ensuring that local content review processes are sufficiently rigorous for use in establishing prerequisites and corequisites, one may consider this description of content review, which emphasizes that faculty in the discipline must:

1. Approve the course; and,
2. As a separate action, approve any prerequisite or corequisite, only if:
 - i. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - a. involvement of faculty with appropriate expertise;
 - b. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
 - c. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - d. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - e. identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under d.
 - f. matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.); and
 - g. maintain documentation that the above steps were taken.

Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation

In addition to the content review described in the section above, statistical validation of a prerequisite or corequisite requires research. Data should be gathered according to sound research practices in at least one of the following areas:

- a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to corequisite is necessary.
- b. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
- c. Comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite.
- d. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question.

The standard for any comparison shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or corequisite as an advisory and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable college policies.

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses.

Section 55003(b) Board Policies

- (b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:*
- (1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to*

be necessary and appropriate for achieving the purpose for which it is being established.

- (2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.*
- (3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.*
- (4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.*
- (5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.*

Guidelines: Subdivision (b) of section 55003 lists the provisions required in policies adopted by a district governing board choosing to establish prerequisites, corequisites, and advisories on recommended preparation. Subdivision (b)(3) was added to specify that instructor qualifications and standards for course outlines of record must comply with title 5 section 55002 for all courses.

The guidelines for subdivision (a) emphasize the role of the course outline of record (COR) in the content review process. Content review is only valid if the elements of the COR are followed, and then only by a qualified instructor.

Section 55003(c)

Requirements before Implementing Content Review Only

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

- (3) provisions for training for the curriculum committee; and
(4) the research to be used to determine the impact of new prerequisites based on content review.

Guidelines: Subdivision (c) applies only to the establishment of prerequisites or corequisites in reading, written expression or mathematics for courses that are not in a sequence. If district governing boards choose to use content review (without statistical validation), the board must first adopt a plan that specifies how courses to which prerequisites and corequisites are applied are identified; that assures that the prerequisite or corequisite courses and courses that do not require prerequisites or corequisites will be reasonably available; that details the training for the curriculum committee on the establishment of prerequisites and corequisites; and that lays out the research that needs to be conducted regarding the impact of the new prerequisites and corequisites established using content review (without statistical validation).

The requirement that colleges develop an implementation plan should have the effect of bringing together discipline faculty, curriculum committee members, senate leaders, and key administrators to identify parts of the curriculum in which the introduction of a prerequisite or corequisite might significantly improve student success². The new regulatory elements require that the college have developed an intentional strategy of identifying such courses and that the curriculum committee be trained before new prerequisites or corequisites may be applied. Additionally, those responsible for enrollment management must assure that students have opportunities to reach their educational goals by making adequate provision for both prerequisite and corequisite courses and degree-applicable courses that do not require prerequisites, corequisites.

Data and other forms of evidence will be a critical element in a college's development of its prerequisite plan and useful to discipline faculty as they prioritize which courses should be considered for the establishment of new prerequisites and corequisites. Quantitative and qualitative data may help to establish trends or patterns of success that may be affected by student preparation for a course. Examining success rates for all students in all courses in a discipline can help faculty identify the course with the lowest student success as measured by withdrawal and pass rates. This course may be the best and first to consider for a prerequisite or corequisite in the discipline. Alternatively, courses where students are generally more prepared may also be viable candidates; if a course has a high pass rate due to students generally being more prepared, proper signaling of a required level of preparation may protect students from enrolling in a course in which they have little chance of success.

Both regulatory language and common sense require that the addition of new prerequisites and corequisites be phased in at an appropriate pace that does not unreasonably impede student progress or unduly disrupt college-scheduling decisions. One approach to expanding the use of prerequisites and corequisites may be to determine which disciplines feel that prerequisites or corequisites are needed for their courses and then to identify one course in each of those disciplines that most warrants a prerequisite or corequisite. After each discipline that perceives a need for prerequisites or corequisites identifies one course with the lowest rates of student

²This sentence and the remainder of this section is adapted from *Implementing Content Review for Communication and Computation Prerequisites* (Academic Senate for California Community Colleges, 2011).

success, then curriculum committees could prepare to assist faculty with the next steps to confirm that a prerequisite or corequisite is warranted and that it is the correct level or course for the prerequisite or corequisite. This approach to prioritization will assist in planning and enrollment management for the college and workload management for the curriculum committee.

Other forms of evidence that faculty may want to consider in determining the need for a prerequisite or corequisite include the use of existing support provided to students in particular courses such as tutoring services on campus. Tutoring centers and labs may have data on student use of services, the type of tutoring received, and other information that may inform the discussions about a need for a communication or computation prerequisite or corequisite.

The assessment for placement process is another source of data which may contribute to an understanding of the preparation of students and the need for establishing prerequisites or corequisites. Assessment office staff can provide information on the number of students placing into basic skills courses below transfer which can give a sense of the number of basic skills sections required to meet student need. In addition, success rates of students placed into basic skills courses can be tracked to the types of degree applicable or transfer level courses in which they register and their success in those courses. Courses where students have low success rates may be courses where student placement scores are also low. Researchers may also be able to assist with analyzing assessment for placement scores. Success rates and placement into basic skills sequences are related measures that can inform the prioritization of courses for prerequisites or corequisites.

By considering factors determined through data analysis and strategies in place at the college, faculty can move thoughtfully to the next step in the process, which involves participating in the content review of courses and using faculty's professional expertise to determine the best preparation for students.

Once the prerequisite or corequisite is established, data on student success must be tracked. The initial collection and review of data prior to establishing the prerequisite or corequisite will form the baseline for future comparisons. Prerequisites and corequisites must be reviewed every six years (or two years for career technical education courses and programs), but student performance should be monitored much more frequently in order to ensure that the identified prerequisite or corequisite is having the anticipated impact on student success and not creating an unwarranted barrier to access. Curriculum committees, as well as discipline faculty, will want assistance from researchers to find the best means to track student performance in courses with newly established prerequisites and corequisites.

Section 55003(d)
Establishing Prerequisites and Corequisites

- (d) Prerequisites or corequisites may be established only for any of the following purposes:

- (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
- (2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
- (3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
- (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

Guidelines: No changes were made to section (d). This section is included here for ease of reference.

Section 55003(e) Courses Exempt from Content Review

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

- (1) it is required by statute or regulation; or*
- (2) it is part of a closely-related lecture-laboratory course pairing within a discipline;*
or
- (3) it is required by four-year institutions.; or*
- (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.*

Guidelines: Subdivision (e) of section 55003 specifies the conditions under which a prerequisite or corequisite does not need to be subject to either content review or content review with statistical validation. Subdivision (e)(4) is moved from existing subdivision (e)(1) to be included as one of the specified circumstances under which scrutiny is not required.

Section 55003(f) Definition of Content Review with Statistical Validation

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to

sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

Guidelines: Subdivision (f) of section 55003 provides a clear definition of content review with statistical validation. For more information about statistical validation, refer to *Establishing Prerequisites and Corequisites Based on Content Review with Statistical Validation* under the guidelines for subdivision (a) above.

Section 55003(g)

Application of the Regulation regarding Content Review with Statistical Validation

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

Guidelines: The small change to the first sentence of subdivision (g) of section 55003 clarifies that the exceptions set forth therein are applicable only to prerequisites or corequisites that have been established using content review with statistical validation and not those established using solely content review.

Section 55003(h)

Publication of Prerequisites, Corequisites and Advisories

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

Guidelines: No changes were made to section (h). This section is included here for ease of reference.

Section 55003(i)

Reporting of the Establishment of Prerequisites, Corequisites and Advisories to the State

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

Guidelines: Subdivision (i) of section 55003 requires that districts establishing prerequisites, corequisites or advisories report to the Chancellor's Office new prerequisites and corequisites established during the year as part of the annual MIS data collection cycle for districts. This data can then be used to report student progress in course offerings, student demographics and assess potential disproportionate impacts.

The evaluation of the effect of new prerequisites should be especially manageable because the Chancellor's Office will use data from the curriculum inventory to track newly developed prerequisites. These data will allow evaluation of the effect of new prerequisites not only at the campus level but at the regional and state level as well.

Section 55003(j)

Prerequisites across the Entire Curriculum

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

Guidelines: No changes were made to section (j). This section is included here for ease of reference.

Section 55003(k)

Requirement for Multiple Measures in Assessment as a Prerequisite

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be

selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

Guidelines: Reference to section 55521(a)(3) makes clear that multiple measures are not satisfied by the use of two or more instruments that are highly correlated. *Multiple Measures and Other Sorrows* (Chancellor's Office, 1998) provides a succinct explanation of the issue.

Title 5 does not prohibit using two tests. It does, though, prohibit using two or more tests that are *highly correlated*. When tests are highly correlated, they are essentially testing the same skills or knowledge. Therefore, you wouldn't really have multiple measures, you would have two instruments yielding the same information. Faculty at the Center for Educational Testing and Evaluation at the University of Kansas (assessment consultants to the Chancellor's Office) have identified a correlation of .75 or higher as the standard for determining whether or not two or more instruments are highly correlated.

Section 55003(1)

Monitoring the Impact of Prerequisites and Corequisites

(1) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

Guidelines: Subdivision (1)(2) of section 55003 requires that districts establishing prerequisites or corequisites monitor whether or not the prerequisites or corequisites have a disproportionate impact on particular groups of students. As with subdivision (c) above, this regulation pertains only to prerequisites in reading, written expression, or mathematics.

Section 55502(d) states that “ ‘Disproportionate impact’ occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment

instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” This definition serves well as a general definition for the broader topics of prerequisites and corequisites.

At the current time, the Board of Governors has identified the following subgroups for the purposes of MIS reporting: African-American, American Indian/Alaskan Native, Asian, Filipino, Hispanic, Pacific Islander, and White Non-Hispanic; 19 or less, 20-24, 25-29, 30-34, 35-39, 40-49, 50 and above; male and female. This information is provided for reference. A college may define its subgroups in a different way to address specific local circumstances.

To assess impact, colleges currently collect disaggregated student success data to ascertain whether any specific cohort of students is struggling with success. Such data can be correlated with specific courses and the data from the curriculum inventory which tracks newly implemented prerequisites or corequisites. However, coming to an understanding of what exactly constitutes “student equity” is more of a challenge.

As stated in the Academic Senate paper *Student Equity: From Dialog and Access to Action* (2010), “Equitable does not mean equal, but it does require that the results are close enough to the percentages of the original cohort group to be acceptable.” It is with this concept of equity in mind that the Academic Senate makes the following recommendations for action:

- Agree upon a statistical definition of equity that will be used by the district or college researchers or whoever is providing student equity data.
- Develop an expanded definition of equity based on the college mission, community needs, or other criteria relevant to students.
- Disseminate the definitions of student equity to all campus constituents.
- Agree upon categories of cohorts of students that are important to track, starting with the historically underrepresented groups required in title 5.
- Disaggregate data by relevant groups or cohorts for all data sets.
- Examine data and evidence deeply and critically when there appears to be a disproportional impact.

Section 55003(m)

Sufficient Course Sections to Meet Corequisite

- (m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

Guidelines: No changes were made to section (m). This section is included here for ease of reference.

Section 55003(n)

Exit Tests

- (n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

Guidelines: No changes were made to section (n). This section is included here for ease of reference.

Section 55003(o)

Student Failure to Meet a Prerequisite or Corequisite

- (o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.*

Guidelines: Subdivision (o) of section 55003 clarifies that students who are dropped due to failure to meet a prerequisite or corequisite shall receive a prompt refund of the applicable enrollment fees.

The timing of the actions outlined in this subdivision reinforces the need to have clearly delineated and efficient processes in place for verifying whether or not a student has met a prerequisite or corequisite.

Section 55003(p) and (q)

Student Challenge of Prerequisites or Corequisites

- (p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
 - (2) The prerequisite or corequisite is in violation of this section;
 - (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
 - (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
 - (6) Such other grounds for challenge as may be established by the district governing board.
- (q) In the case of a challenge under subdivision p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

Guidelines: No changes were made to sections (p) and (q). These sections are included here for ease of reference.

Appendix A

Frequently Asked Questions

The following are common questions and answers on the implementation of title 5 requirements related to the establishment of course prerequisites, corequisites and advisories. Originally published in 1997, the Q&A document has been updated to correct regulatory citations and to reflect the new changes to California Code of Regulations, title 5, section 55003 adopted by the Board of Governors in March 2011 that allow colleges the option of establishing prerequisites by content review with statistical validation or content review only.

In a collegial effort to fully inform colleges regarding the development and implementation of prerequisites, corequisites, and advisories on recommended preparation, the state Chancellor's Office and the System Advisory Committee on Curriculum are issuing this and a companion guidelines document that discuss these issues in greater detail.

1. What are prerequisites?

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the courses, skills, or body of knowledge described in the prerequisite are **essential** to the success of the student in that course and that it is **highly unlikely** that a student who has not met the prerequisite will receive a satisfactory grade in the course (or at least one course in the program) for which the prerequisite has been established.

2. When must a course have a prerequisite or corequisite?

There are several purposes for which districts may choose to adopt policies for establishing prerequisites or corequisites. Title 5, section 55003(d) states that prerequisites or corequisites may be established for any of the following purposes:

- a) The prerequisite or corequisite assures that students without specified skills, concepts, or information necessary for success in the "target" course are highly unlikely to receive a satisfactory grade without meeting the prerequisite or corequisite. There are at least two situations in which to apply this principle: One would rest upon the students' communication or computational skills and their application in the course for which the prerequisite is established; and the other would rest upon the students' subject knowledge or mastery derived from previous courses or experiences. Faculty in the discipline under review and the curriculum committee must play major roles in the establishment of prerequisites and corequisites as well as the determination of the factors affecting a student's likelihood of succeeding in a course without the specified prerequisite or corequisite.
- b) **The prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.** Some courses include forms of student participation that require significant vigilance to assure that no harm comes to the student or others. In many cases, the course design and teaching methodology may successfully address any health and safety issues so that they need not be stated as prerequisites. Sometimes, however, the course design cannot ensure that students will consistently learn safe practices because of time constraints or circumstances that make learning these skill

problematic. In this situation, it may be necessary to establish a safety demonstration as a prerequisite to enrollment, consistent with title 5, sections 55003(d)(4) and 58106(b).

This provision for establishing a link between safety and prerequisites and corequisites should not be used as a means for barring a student from courses because the student's primary language is not English, or because of fears or stereotypes concerning problems that may result from a student's disability. If language is an issue and a college (and district) wishes to establish a communication prerequisite, colleges must meet the levels of scrutiny described in title 5, section 55003(a) and (g).

Additional discussion of the prudent use of health and safety prerequisites occurs in the Academic Senate document, *Good Practices for the Implementation of Prerequisites* (pp. 9-10).

However, a district governing board is **required** to establish prerequisites in the following circumstances:

- a) The district and/or college curriculum committee(s) has determined that a student is highly unlikely to receive a satisfactory grade in a course without knowledge or skills acquired outside the course.
- b) **The prerequisite is expressly required by statute or regulation.** It is often the case that accrediting or licensing bodies with oversight responsibilities for particular subject matter curricula in community college courses have specific statutory or regulatory requirements for enrollment in some courses.

3. Does establishing a prerequisite or corequisite for a course mean that colleges must restrict the enrollment in the course to students who meet the prerequisite or corequisite?

Yes, it does. A course that has a prerequisite or corequisite signifies that a district has carefully reviewed course content and requirements, entrance and exit skills, and the knowledge necessary for the student to achieve a satisfactory grade in the course for which the prerequisite or corequisite is obligatory. On the basis of this review, a determination has been made that a student without this prerequisite or corequisite would not have a high expectation of success in the course. Moreover, the very definitions of the terms "prerequisite" and "corequisite" make clear that it is a condition of enrollment that a student is required to meet. Consequently, once a prerequisite or corequisite has been established, it must be uniformly enforced. Students who believe that they are able to meet the prerequisite or corequisite in a different manner should be informed of the district's procedures for challenging the prerequisite or corequisite.

4. Should instructors be responsible for assuring that students in their courses have met established prerequisites or corequisites?

This is not the preferred practice. In the beginning, when the colleges are initializing their enforcement procedures, while it may be necessary to utilize instructors in this manner, the obligation to assure that prerequisites and corequisites have been met is an institutional one, and individual instructors should not be solely expected to bear responsible for this function except, perhaps, on an interim basis while the colleges' computer systems are upgraded to address this responsibility electronically. Additionally, although many colleges have elected to implement

automated computer prerequisite/corequisite checks, it should be kept in mind that while a computer check is surely a convenient method for the prerequisite/corequisite check activity, there is no requirement that colleges **must** rely upon computers if they do not choose to do so. Please see the Academic Senate document, *Good Practices for the Implementation of Prerequisites* (p. 19) for another discussion of this subject.

5. Who is responsible for implementing prerequisites and corequisites, once they've been established in accordance with title 5 and our district policy?

The intent of establishing prerequisites and corequisites is to help to assure student success; therefore, all college staff who work directly with students have a responsibility to be knowledgeable about the district's prerequisite and corequisite policy and its implementation, at least to a degree commensurate with their level of contact with students. This can be made most effective by having prerequisite and corequisite policies and procedures, descriptions, and definitions written in clear, understandable language and widely distributed to the student body in catalogs, schedules of classes, student handbooks, flyers, signs, etc.

This "whole campus community" approach to prerequisite and corequisite information should be reinforced by staff and faculty training so that staff to whom students turn for information on courses (e.g., admissions and registration staff, assessment staff, orientation providers, counselors, instructors, and faculty advisors) can explain the concept of prerequisites and corequisites and how they are applied at the college, the manner in which challenges may be made, and where students can go for more detailed information. This type of staff training also helps to ensure that information provided to students on prerequisites and corequisites will be consistent. Consistency in the implementation of prerequisites and corequisites is crucial if students are to take the need for academic preparation seriously and realize their responsibility in the overall success of the prerequisite and corequisite process.

6. Can a staff or faculty member "waive" an enrollment requirement for a student who wishes to enroll in a course that has an established prerequisite or corequisite?

No they cannot. Once a prerequisite or corequisite has been legally established and adopted for a course, all students wishing to enroll in that course must meet the prerequisite or corequisite, and this requirement must be applied consistently. As mentioned above, title 5 [§ 55003(b)(5) and (p)] requires colleges to establish procedures by which students may challenge prerequisites and corequisites and describes the grounds on which such challenges may be based. If the challenge is subsequently upheld, the student will be permitted to enroll in the course.

7. If a college uses content review with statistical validation to establish a prerequisite or corequisite, does a college have two years to collect data for a new prerequisite or corequisite for an established course, and can students be required to meet the new prerequisite or corequisite during this time period?

No, it does not. Districts and colleges wishing to add a new prerequisite or corequisite to an **existing** course do not have a two-year "window of opportunity" for affixing a new condition of enrollment here. The research showing this prerequisite or corequisite to be necessary for student success must be conducted **prior** to students being expected to meet it. This may be done by using the college's historical data on student performance and student completion/non-completion of the proposed prerequisite and correlated with student performance and

completion/non-completion of the “target” course. These data should be available in the college’s database and other student records. Note that when colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program, the data collection requirement does not apply.

It may be discovered that the new prerequisite can be met by the college’s assessment and placement processes. If this appears to be a viable approach, instructional faculty in the discipline(s) should meet with the counseling faculty to identify with them the student attributes and abilities to be used as complementary, appropriate multiple measures in union with an approved testing instrument to determine a student’s readiness for entrance into a target course. Additionally, cut scores or ranges would need to be reviewed to ensure that they remain useful in determining skill levels for meeting prerequisites. For a new prerequisite, these may be initially arrived at through a well-documented empirical or judgmental approach by faculty in the discipline as described in *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*.

Data analysis is not required when prerequisites or corequisites are subject to approval by a state agency other than the Chancellor’s Office.

8. Do courses without prerequisites, corequisites or advisories on recommended preparation have to undergo a content review?

No, they do not. Title 5 does not require content review for courses without a prerequisite, corequisite, or advisory.

9. What is a minimal description of the process for performing a content review?

The content review process should, at a minimum, be comprised of the following steps:

- a) Faculty in the discipline should review the course;
- b) The process should be based on the examination of the course outline of record, course syllabi, texts, tests, and other grading criteria;
- c) The body of knowledge or skills determined as necessary and appropriate for a student to be successful in the “targeted” course should be documented;
- d) A course that develops the substantive skills or body of knowledge required by the target course should be identified, then reviewed for exit knowledge and skills; or an assessment process should be identified that could measure the necessary skills or body of knowledge; and,
- e) A systematic matching of the knowledge and skills between those required in the targeted course and those developed or measured by the proposed prerequisite or corequisite should be documented to determine whether a rational basis exists for requiring the course or assessment procedure as a prerequisite or corequisite.

10. What requirements must a college satisfy in order to establish prerequisites or corequisites using a “content review only” methodology?

The Board of Governors adopted title 5 changes in March 2011 that allow colleges to establish reading, written expression and mathematics prerequisites and corequisites for college level courses not in a sequence using content review only. In addition to the policies required for

either level of scrutiny – content review with statistical validation or content review only – for content review only, a college’s governing board must also first adopt a plan that specifies:

- the method used to determine which courses might be the most compelling candidates for new prerequisites or corequisites
- the provision of appropriate numbers of prerequisite or corequisite course sections
- the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- training for the curriculum committee, and
- the use of research to evaluate the effect of new prerequisites on student success, with particular attention to disproportionate impact.

In addition, colleges must ensure they meet the following general requirements that are applicable to both the establishment of prerequisites and corequisites using content review only or content review with statistical validation methodologies:

- Adopt policies on how the college plans to adopt only those prerequisites, corequisites, and advisories on recommended preparation that the college determines are “necessary and appropriate for achieving the purpose for which it is established;” [§ 55003(b)(1)]
- Adopt procedures to assure that “courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record;” [§ 55003(b)(2)]
- Adopt policies to ensure that “each section of the prerequisite or corequisites is to be taught by a qualified instructor” and in accordance with the course outline of record; [§ 55003(b)(3)]
- Adopt a process for the review of prerequisites and corequisites at least once every six years and periodic review of advisories to assure they remain necessary and appropriate. For vocational courses or programs, title 5 requires prerequisites and corequisites to be reviewed every two years; [§ 55003(b)(4)]
- Establish the basis and process for students to challenge the application of a prerequisite or corequisites consistent with 55003(p). [§ 55003(b)(5) and (p)]
- Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis; [§ 55003(j)]
- Determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures; [§ 55003(k)]
- Ensure that courses and sections designed to teach the requisite precollegiate skills in reading, written expression, or mathematics are available with reasonable frequency based on the number of students who are required to meet the prerequisites or corequisites; [§ 55003(l)(1)]
- For precollegiate courses in reading, written expression or mathematics, conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact; Where there is disproportionate impact, develop and

implement a plan, in consultation with the Chancellor's Office, to correct the disproportionate impact; [§ 55003(l)(2)(A) and (B)]

- Ensure that, no exit test be required to satisfy the prerequisite or corequisite unless incorporated into the grading for the course; [§ 55003(n)]

Note: *the above also applies for establishing prerequisites for courses in a sequence, with the exception of having to evaluate disproportionate impact.*

11. How should colleges monitor prerequisites and corequisites for any disproportionate impact?

Title 5, section 55003(l)(2) ties the establishment of prerequisites with the student equity plan provisions of section 54220 to ensure that prerequisite requirements in precollegiate reading, written expression or mathematics do not have a disproportionate impact on particular groups of student in terms of race, ethnicity, gender, age, or disability. Section 54220 delineates the requirements for college student equity plans and identifies five broad areas that colleges are required to address: (1) access, (2) retention, (3) degree and certificate completion, (4) ESL and basic skills completion, and (5) transfer. The Chancellor's Office plans to issue further guidance on this issue in the future. The Academic Senate's paper *Student Equity: From Dialog and Access to Action* provides a thoughtful approach regarding data collection and analysis to address this question.

12. Are there any reporting requirements that colleges need to meet in the title 5 regulations adopted by the BOG in March 2011?

Yes, there are. Title 5, section 55003(i) requires colleges to report by August 1st of each year all prerequisites, corequisites, or advisories established during the prior year. Districts are also required to specify the level of scrutiny used to establish the prerequisite, whether content review only or content review with statistical validation. The CCCCO Curriculum Inventory is being updated to allow colleges to report this information annually. This information will also be used to update the BOG on the impact of the prerequisite regulatory changes.

13. If a college uses content review only to establish reading, written expression or mathematics prerequisites or corequisites for one course in a program, does the college have to establish all courses in the program using the content review only methodology?

No, it does not. Title 5, section 55003 allows colleges to use either content review only or content review with statistical validation to establish prerequisites or corequisites for courses or programs. If one approach is used to establish prerequisites or corequisites in one course, it does not prohibit the college from using the second approach as long as title 5 requirements are met for the use of the applicable methodology.

14. What is the relationship between assessment test cut scores or ranges, and prerequisites?

Colleges justify their assessment test(s) cut scores or ranges for placement recommendations with data that are collected and analyzed for this purpose. Subsequently, these data are relevant to the continued use of prerequisites for these or subsequent courses in that they indicate students' relative expectancy of success in the course(s) for which the data have been analyzed.

Test instruments' cut scores or ranges, are established on the basis that students who score above the identified cut score have a relatively greater expectancy of success in the course for which the placement is recommended than those who score below it. If the cut score validation does not demonstrate this, then the prerequisite(s) must be set aside until the validation difficulties are identified and resolved. Any prerequisites for that course would have to be removed from subsequent catalogs and schedules and could not be enforced until the problems were resolved.

This action would be necessary because the predictive "power" of the prerequisite's completion would be predicated upon the acquisition of a skill or skill level not substantiated by the data collected and reviewed for this effort. Such prerequisites could be changed to advisories on recommended preparation during this time.

15. Can an assessment test score be used as a prerequisite if it is from an approved test and has been locally validated for placement into that course?

Not on its own. A single test score (or any other single assessment measure) cannot be used as a prerequisite. However, one or more test scores may be used as part of a broader multiple-measures approach for determining a student's readiness for a course. In the event that a college or district chooses to use multiple **instrument** scores for meeting prerequisites, they must all be assessment instruments on the Chancellor's approved instrument list, and have locally validated cut scores or ranges, and not be highly correlated (i.e., they may not have a correlated value of .75 or higher). Any single test score listed in catalogs, course schedules, or any other college documents as a prerequisite cannot be enforced and such descriptions need to be removed at the next publishing opportunity.

16. Can a college require a grade of "B" or better as the standard for successful completion of a prerequisite course?

No, it cannot. Title 5, section 55023 defines "satisfactory grade" as A, B, C, or P. Therefore, since "C" is a satisfactory grade, a college should not establish "B" as the lowest grade for determining satisfactory completion of a course serving as a prerequisite. This standard applies to courses that do not function as prerequisites as well. If faculty members suspect that students who receive a "C" are less prepared to do well in a succeeding course, then a solution would appear to be that faculty re-examine the academic rigor and standards of the prerequisite course(s) as well as the exit skills and knowledge they maintain to be necessary to ensure student success in the "target" course(s).

But other considerations are in play here too. Section 55040 discusses course repetition and permits students to repeat **only** courses for which a "substandard" grade of "D," "F," or "NP" has been recorded. Consequently, if the grade of "B" is established as a prerequisite, a student with a "C" could not progress further in the respective course sequence because the "C" grade would not allow repetition of the course, so there would be no way for the student to meet the prerequisite.

17. Do title 5 regulations require a lottery?

No, they do not. Enrollment in a program or block of courses via a "lottery" is not required by title 5. But, if you cannot accommodate all the students who meet prerequisites for your program, then you will need to use some nonevaluative student selection technique. **A lottery system is**

one option, but it is certainly not the only one and it may be the least desirable possibility.

For example, a simple first-come-first-served system with a waiting list has the virtue of ensuring that students who are not accepted for a particular term are at least given some assurance that, if they meet established prerequisites, they will get in at some known point in the future.

18. How do we make certain that the best students will enroll in our programs if everyone enrolled in the college is eligible and we have limited slots for admission?

With the increased focus on outcomes, there is the danger that colleges will in turn focus their attention on students who are perceived as the most likely to succeed, on the “best” students. Therefore, we approach this question from a different perspective.

Colleges must be explicit about identifying the skills and abilities that students **must** have to be successful, and establishing the linkages between attaining those skills and enrollment into program courses. This may be done by having curriculum committees and discipline faculty who establish prerequisites, corequisites and advisories and identify entrance and exit skills work closely with counselors and faculty advisors.

As discussed above, it can and often does happen that the number of students who meet all appropriate prerequisites or corequisites still exceeds the numbers of available slots in a program; however, this does not mean those slots will be “taken up” by students who will drop out of the programs because of their poor academic preparation. If all necessary and appropriate prerequisites have been established and enforced, all students eligible for enrollment will be highly likely to succeed. This would mean that consistent and evenly applied grading criteria and teaching methodologies be used in prerequisite and corequisite courses to truly reflect the skills and abilities that program faculty have researched and determined students need to be successful. If this has been properly done, then using nonevaluative criteria to further limit enrollment is merely a way of fairly and equitably deciding which of the well-qualified students will have the opportunity to enroll in any given term.

Just as importantly, counseling faculty and faculty advisors must be aware of the student attributes (e.g., desire, motivation, study skills) that would help to assure students would be able to succeed and persevere. A true symbiosis of desire and qualification as identified and recognized by faculty and staff is necessary for ensuring student success. If it develops that many students are actually failing or dropping out, then something is seriously wrong. Either additional prerequisites are necessary and should be established, supportive services may not be sufficiently available to mitigate circumstances where students need assistance with circumstances that affect their academic performance (e.g., financial aid, tutoring, child care, etc.) or the matriculation process may not be effectively assisting students to realistically identify attainable goals; or some combination of all these.

Appendix B

§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

- (a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.
- (b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:
- (1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.
 - (2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.
 - (3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.
 - (4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.
 - (5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.
- (c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written

- expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:
- (1) the method to be used to identify courses to which prerequisites might be applied;
 - (2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:
 - (A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and
 - (B) prerequisite or corequisite courses;
 - (3) provisions for training for the curriculum committee; and
 - (4) the research to be used to determine the impact of new prerequisites based on content review.
- (d) Prerequisites or corequisites may be established only for any of the following purposes:
- (1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
 - (2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
 - (3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
 - (4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.
- (e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:
- (1) it is required by statute or regulation; or
 - (2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or
 - (3) it is required by four-year institutions.; or
 - (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.
- (f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

- (g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:
- (1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
 - (2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- (i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.
- (j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
- (k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.
- (l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:
- (1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

- (2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:
- (A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.
 - (B) where there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.
- (n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
- (o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.
- (p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
 - (2) The prerequisite or corequisite is in violation of this section;
 - (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
 - (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
 - (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
 - (6) Such other grounds for challenge as may be established by the district governing board.
- (q) In the case of a challenge under subdivision p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of

the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

- (r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

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

Appendix C

References

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SOLANO COMMUNITY COLLEGE DISTRICT

PREREQUISITES, COREQUISITES, AND COURSE ADVISORIES

6023

PROCEDURES

Definitions

- **Corequisite:** There are two types of corequisites. The first is a course or equivalent preparation that must be taken concurrently with another course. The second is a course or equivalent preparation that may be completed before OR taken concurrently with another course. Both types of co-requisites are listed under “Prerequisites,” but the second type is followed by the parenthetical phrase “may be taken concurrently.” A student’s enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied.
- **Prerequisite:** A course or equivalent preparation that must be completed before enrolling in another course. A student’s enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.
- **Course advisory:** A course or equivalent preparation that will broaden or deepen a student’s learning experience in a subsequent course. A student’s enrollment in a course with an advisory is not blocked for lack of the advisory skill.

I. Establishment of Prerequisites, Corequisites, and Course Advisories

A. Information in the Catalog and Schedule of Classes

The College shall provide the following explanations both in the College catalog and in the schedule of classes:

1. Definitions of prerequisites, corequisites and limitations on enrollment including the difference among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, corequisites and limitations on enrollment and circumstances under which a student may make such a challenge. The information about challenges will include the specific process including any deadlines, the various types of challenge that are established by law and any additional types of challenge permitted by the College.
3. Definition of course advisories, the right of a student to choose to take a course without meeting the advisory, and the provisions for exercising that right.

B. Process for Challenging Prerequisites and Corequisites

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, as defined in 2b, but who provides satisfactory evidence in support of the challenge may seek entry into the class as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the District shall guarantee a seat for the student and resolve the challenge in a timely manner but not later than three (3) days prior to the beginning of the semester. If the challenge is upheld or the District fails to resolve the challenge in a timely manner, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term, and if the challenge is upheld, the student shall be permitted to enroll, if space is available, when the student registers for that subsequent term.
2. Grounds for challenge shall include the following:
 - a. Those grounds for challenge specified in Sections 55201(f) of Title 5.
 - b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves honor courses, intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Individualized Educational Plan. (Students may not challenge on this basis if an appropriate alternative course that meets the degree or certificate requirement is available.)
 - c. The student's enrollment in a course, which has a prerequisite, or corequisite established to protect health and safety does not pose a danger to himself or herself or others.
3. The challenge process:
 - a. For challenges concerning academic qualifications, the initial determination should be made by an instructor who is knowledgeable about the course, who is qualified to teach in the discipline, but preferably not the instructor of the section in which the student wishes to enroll.
 - b. The student, who seeks enrollment in a course which has a prerequisite or corequisite established to protect health and safety, demonstrates to an instructor, but preferably not the instructor of the section, who is knowledgeable about the health and safety requirements of the course that the student does not pose a danger to himself or herself or others.

- c. If the student does not agree with the decision, the student has the right to appeal to an appeal committee. The appeal committee shall consist of the Division Dean, a counselor, and a member of the discipline faculty.
- d. The student must provide evidence as a basis for supporting the challenge. However, where information essential to the determination of whether the student's challenge should be upheld are or ought to be in the College's own records, then the College has the obligation to produce that information.

C. Curriculum Review Process

1. The Curriculum Committee and its membership have been established in a manner that is mutually agreeable to the College administration and the Academic Senate.
2. Prerequisites and corequisites will be established only upon the recommendation of the Curriculum Committee. Certain limitations on enrollment must be established in the same manner. (See II.C. below.)
3. Prerequisites, corequisites, and certain limitations on enrollment will be established only if:
 - a. The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the division do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite, and/or corequisite, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including all of the following:
 - i. Involvement of faculty with appropriate expertise;
 - ii. Consideration of course objectives by relevant discipline(s) to determine if the prerequisite or corequisite is required to achieve the objectives. (The curriculum review process should be done in a manner that is in accordance with accreditation standards.);
 - iii. Be based on a detailed course outline of record, related instructional materials, course format, type of examinations, and methods of student evaluation;
 - iv. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - v. Identification of which courses develop and/or measure the skills identified under iv. above;

- vi. Matching of the knowledge and skills in the targeted course (identified under iv. above) and those developed or measured by the prerequisite or corequisite (identified under v. above); and
 - vii. Maintenance of documentation that the above steps were taken.
- (b) The prerequisite or corequisite meets the scrutiny specified in the section under "Levels of Scrutiny" (II.A), and specify which applies.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) Approve that the course meets the academic standards required for degree-applicable courses, non-degree-applicable courses, non-credit courses, or community service, respectively.
- (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree-applicable credit only if all requirements for establishing the appropriate prerequisite have been met.
 - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree-applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
 - (c) A course which should have a prerequisite or corequisite as provided in (a) or (b) above but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - i. Be reviewed and approved pursuant to the standards for non-degree-applicable credit, non-credit, or community service; or
 - ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

- b. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in the faculty review section (I.C.3.a.(1)-(4).

D. Curriculum Review

As a regular part of the curriculum review process or at least every five years, the College shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or division and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. If the faculty and the Curriculum Committee disagree on continued support, the matter will be sent to the Academic Senate for resolution. Prerequisites or corequisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Corequisites, and Limitations on Enrollment

Implementation of prerequisites, corequisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

F. Instructor's Formal Agreement to Teach the Course as Described

For all courses for which prerequisites or corequisites have been established, the College shall require that they be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. The process shall be established by consulting with the Academic Senate and, if appropriate, the bargaining unit. Pursuant to Section 55201 (b) (2) of Title 5.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, a course advisory and must be identified as such in the schedule and catalog. Establishing advisories does not require the following steps. (See II.B below.)

A. Prerequisites and Corequisites

1. Levels of Scrutiny

Prerequisites and corequisites must meet the requirements of at least one of the following subsections:

a. The Standard Prerequisites or Corequisites

The College may establish satisfactory completion of a course as prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the Curriculum Committee as provided above, the College specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable of to satisfy this requirement.

b. Sequential Courses Within or Across Disciplines

A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
- (2) Research is conducted as provided in II.A.1.g.
- (3) For new courses, the prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted. During this period, a determination must be made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade

because at least 25% of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.3.a and by the Curriculum Committee as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law. Such a prerequisite may be changed to a course advisory while the problems are being resolved.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

f. Health and Safety

A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:

- (1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
- (2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

- (1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

- (2) Data are gathered according to sound research practices in at least one of the following areas:
 - (a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.
 - (b) Faculty members' appraisal of students' readiness for the course, comparing students who met the proposed prerequisite or corequisite with those who did not. The faculty appraisal could be done at any time after 50% of the semester is completed and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.
 - (c) At any point in the course, comparison of the performance of students who have met the proposed prerequisite or corequisite with the performance of those who have not.
 - (d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.
- (3) The standard for any comparison done pursuant to II.A.1.(a)-(d) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or corequisite as a course advisory and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable College policies.
- (4) If the Curriculum Committee has determined as provided in I.C.3.a.(4)(a) or (b) that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
 - (a) All other requirements for establishing the prerequisite or corequisite have already been met; and
 - (b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

- (c) Prerequisites and corequisites, which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the five years before they must be reviewed. (See I.D. above.)

2. Additional Rules

Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here. (See attachment A.)

B. Course advisories

The College may recommend that a student meet a standard of readiness (course advisory) at entry only if recommended by the faculty in the discipline or division and by the Curriculum Committee.

C. Limitations on Enrollment

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or division faculty and the Curriculum Committee specified above, including the requirement to review them again at least every five years, as part of curriculum review. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

The College may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. The College includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed during curriculum review or at least every five years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the College administration and put into effect. (See also Sections 55502(e) and 55512.)

2. Honors Courses

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in discipline or division and by the Curriculum Committee as provided above, there is another section or another course or courses at the College which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or division and by the Curriculum Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the College must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

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GOVERNING BOARD REVIEW: December 19, 2001

2011-12

CURRICULUM COMMITTEE MEMBER HANDBOOK

Subcommittee of the Academic Senate

Solano Community College

2011-2012

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Table of Contents

Committee Purpose, Structure, Procedures, and the Agenda	5
General Information	5
The functions of the Committee are:	5
Purpose	5
Structure	6
Terms of Members	6
Recalls	6
Committee Procedures.....	6
Meetings	6
Quorum & Meeting Operations.....	7
Subcommittees.....	7
Ad Hoc Advisory Committees	7
Curriculum Review.....	7
Committee Actions	8
New Programs and Program Review	8
Graduation Requirements	8
Amending Curriculum Committee Policy and Procedures	8
The Agenda	8
Deadlines	8
Development	8
Compilation and Distribution	9
General Information	9
Review	9
Role of the Committee Member.....	10
Roles & Duties.....	10
Duties of the Chair	10
Duties of the Members.....	10
New Members	11
Curriculum Office Role.....	11
When Reviewing a Course for Approval.....	11
Curriculum Process	13

New Course Approval Process	13
General Proposal Submission/Approval Process	13
WHEN CAN A COURSE BE OFFERED?	15
Timeline and Signatures	15
Standards and Criteria	16
Development Criteria	16
Degree Credit Courses	16
Criteria	16
Standards	16
Non-Degree Credit Courses	17
Criteria	17
Standards	17
Non-Credit Courses	17
Programs & Certificates	18
Credit Programs	18
Carnegie Unit & the Relationship of Hours to Units	18
Examples	18
The Course Outline of Record	20
The Integrated COR	20
A complete COR includes:	20
CurricUNET Course Outline of Record	21
Cover	21
Course Department & Number	21
Course & Computer Titles	21
Program Information	22
CB09 SAM Code	22
CB11 California Classification Codes	22
Change Information	22
Open Entry/Open Exit	22
Impact Report Ran	23
Catalog Description	23
Justification	23
Other Catalog Information	23
Course Length	23
Proposed Start	23
Department Planning (new courses only)	23
Units & Hours	24
Units	24
Weekly Contact Hours	24

Workload	24
Proposal Information.....	25
Degree/Transfer Applicability.....	26
Non-Credit Course	26
General Education	26
Articulation Information.....	27
Requisites.....	27
Co & Prerequisites	27
Course Advisories	29
Distance Education	30
Delivery Methods	30
Library	31
Objectives	31
Course Objectives	31
Methods of Instruction.....	31
Methods of Evaluation (Student Achievement)	31
Assignments.....	32
Student Assignments/Homework.....	32
Course Content (Outline).....	33
Textbooks, Readings & Resources.....	34
Level of materials.....	34
Textbooks, readings, and resources	34
Distance Education Course Approval.....	35
Separate Course Approval	35
What This Means for Course Authors	35
Methods of Instruction and Methods of Evaluation	35
Sample Assignment	35
EXAMPLES OF DE FORMS THAT THE COMMITTEE HAS APPROVED	35
Example #1	35
Example #2	37
Special Topics and Experimental Courses.....	38
Functions of Special Topics Courses	38
Responsibility for monitoring Special Topics courses	38
Exemption from normal publication deadlines	38
Course Numbering.....	38
Restrictions of Special Topics Courses.....	38
Curriculum Review.....	40
Goal Statement.....	40
Curriculum Review Process Guidelines	40

Example Curriculum Review Team	40
Responsibilities	41
Getting Started	41
Verification Forms	42
Curriculum Review Verification Form (example).....	42
Curriculum Review Team Verification Form (example).....	42
Glossary	44
Area of Emphasis	44
Carnegie Unit	44
Certificate of Achievement	44
CoR.....	44
Co-requisite	44
Course advisory	44
Critical thinking skills	44
Distance Education	45
Exemption form	45
Experimental Courses	45
Hybrid Courses.....	45
Optional Units Course.....	45
Prerequisite	45
Prerequisite and co-requisite validation	45
Program	45
Program Major.....	46
SCC minimum English and Math Standards.....	46
Special Topic Course	46
Stand-alone course	46
Title 5	46
TOP code.....	46
Variable-Unit Course	46
Optional Units Course.....	46
References & Resources	47
Bloom’s Taxonomy	48
Course Outline of Record Checklist	49
Cross-Cultural Studies Requirement.....	53
Goal Statement.....	53
Criteria	53
FAQ: Course Advisories, Co- and Prerequisites	54
CurricUNET.....	56

Committee Purpose, Structure, Procedures, and the Agenda



General Information

The Curriculum Committee is a subcommittee of the Academic Senate; its composition, responsibilities, and authority are based on Title V (§ 53200) "10+1" requirements. All Committee actions on courses, programs, and other curricular and instructional business are sent to the Solano Community College Governing Board for approval.

The functions of the Committee are:

- To evaluate the overall curriculum needs within the College.
- To participate, in cooperation with the departments, in the curriculum planning, development, and review of short-range and long-range curriculum.
- To develop and/or implement state mandated policies and regulations (ex: Title V and IGETC) applicable to the curriculum and instruction.
- To present recommendations, through the Academic Senate, to the Governing Board regarding additions, modifications, and deletions in the College curriculum.
- To approve prerequisites and place courses within disciplines.
- To develop degrees, certificate requirements, and general education requirements.

Purpose

The Academic Senate has delegated the responsibility for overseeing the college curriculum to the Curriculum Committee, a subcommittee of the Academic Senate. This means the Curriculum Committee is involved with everything that relates to the courses, programs, certificates, and degrees offered by Solano College as well as related policies and regulations.

The Curriculum Committee sets the curriculum standards at the College and monitors the courses and programs for compliance with those standards. This means the Committee reviews and approves or does not approve proposals for new programs, new courses, and modification of existing courses and programs. It also means the Committee is responsible for ensuring that courses and programs are in compliance with the Prerequisites, Co-requisites and Course Advisories Policy (Solano Community College District Policy #6023). Curriculum Committee approval or non-approval of co- and prerequisites and course advisories is part of the curriculum process.

The Curriculum Committee is involved in graduation standards and general education requirements for Solano College as well as identifying the courses to be submitted for approval to the California State Universities and the University of California system.

In summary, the Curriculum Committee provides the leadership for all areas that involve the College's curriculum. It is a faculty committee that reviews and recommends additions, deletions, and changes to the College's courses and programs.

Structure

The proposed voting membership of the Curriculum Committee includes:

- Two elected faculty representatives from each of the academic schools and one elected faculty representative from Student Services, the Articulation Officer, and a Librarian.
- Two appointed academic deans.
- Two student representatives, appointed by the ASSC, one majoring in an academic subject and one majoring in a vocational subject.
- Permanent, non-voting members:
 - o Executive Vice President of Academic Affairs
 - o Curriculum Analyst

Administrative and faculty representatives shall be elected in the spring of the year to begin their term the following fall, and the student representatives will be selected by the ASSC at the beginning of the fall semester.

Terms of Members

The faculty and academic dean representatives shall serve two-year terms with half the representatives elected each year. Student representatives shall serve for one year.

Recalls

A committee member may be recalled by a majority vote of the group responsible for his/her election or by the curriculum Committee for not adequately carrying out his/her duties.



Committee Procedures

Meetings

The first meeting of the fall shall be called by the Chairperson. At that meeting, a calendar for the year will be adopted. The Curriculum Committee shall meet on a regularly scheduled basis. By policy, the Curriculum Committee is required to adopt a calendar for the year at the first meeting in the fall and to "meet on a regularly scheduled basis." By tradition, the Committee meets on the 2nd and 4th Tuesdays of the month, beginning at 1:30 p.m. At the first meeting in the fall, the Committee is presented with a proposed calendar for the academic year, which shows all of the scheduled meeting dates and the agenda deadline dates. Any changes or adjustments to the calendar are made at that first meeting, and the calendar is then adopted and used to schedule Committee business throughout the academic year. Any

special meetings, ad hoc or subcommittee meetings called during the year will not be reflected on this calendar.

Quorum & Meeting Operations

The operation of the meetings has evolved over the years as the result of efforts to move through the very large and complex agendas.

- The Committee meetings do NOT operate under Robert’s Rules of Order.
- A quorum for all meetings is 51% of the voting membership.
- The Chair votes only in the case of a tie, but counts towards quorum.
- For each item on the agenda, there must be a “move to approve” and a “second;” then the item is opened for discussion. At the end of the discussion, a vote is taken. Approval of any item requires a simple majority vote of the members present.
- Prerequisites and co-requisites, as well as courses that involve Distance Education (according to the Title 5 Definition), must be approved explicitly and in a separate action from approval of the course. This means that for all new courses with a prerequisite and/or co-requisite there must be two actions for approval. One “move for approval” and “second” for the course and another “move for approval” and a “second” for the prerequisite and/or co-requisite. (This is also true for course modifications involving prerequisites and co-requisites.) The same procedure applies to DE courses.
- Committee members may suggest changes to curriculum proposals.
- Generally, curriculum items are not considered unless they are listed on a printed agenda.
- Generally, the Committee will not consider proposals if there is no one from the school present at the meeting to answer any questions.
- Traditionally, the Committee does not take action on any business that has not been published in the agenda.

See page 43 of this manual for more information on Curriculum Review.

Subcommittees

Subcommittees will be established as needed to perform tasks directly related to Curriculum Committee business.

Ad Hoc Advisory Committees

Ad hoc committees will be established as needed for advisory, investigative, and information gathering functions. Members of these committees need not be members of the Curriculum Committee.

Curriculum Review

The Curriculum Review is the process by which Solano College guarantees that its curriculum stays current and that academic standards are preserved. The Committee has established a calendar whereby each discipline conducts a complete curriculum review at least once every five years, in keeping with Title V requirements (§55003(b)(3)). Each discipline is responsible for conducting and completing its Curriculum Review process.

The discipline will receive review materials from the Curriculum Office and the discipline should plan accordingly for timely submission of materials to the Curriculum Committee. If a discipline fails to complete the Curriculum Review process within the semester specified on the calendar, the Curriculum Committee will not consider any curriculum proposals (new courses, course modification, or course deletions) from that discipline until the Curriculum Review process is completed. The Curriculum Committee reserves the right to grant extensions of the deadline, for extenuating circumstance, on a case-by-case basis.

Committee Actions

Approval of Curriculum Committee motions shall require "Yes" votes by a simple majority of the voting members present. Motions and seconds shall be recorded in the Curriculum Committee's minutes.

Approval of a course by the Committee does not guarantee funding, scheduling, or staffing.

All additions, deletions and modifications to the Solano Community College curriculum must be presented to and approved by the Curriculum Committee before being presented by the Academic Senate to the Board of Trustees for action. The Committee will only consider curriculum proposals that have been completed in accordance with instructions and directives that accompany the various proposal forms adopted by the Committee. All curriculum proposals submitted for Committee action must adhere to the deadline set forth in the Committee's calendar, adopted by the Committee at the beginning of each fall semester.

The Committee will approve or disapprove each proposal. The Committee may make recommendations for modifications. Curriculum representatives should notify their discipline of Committee actions.

Committee-approved curriculum proposals will be sent to the Solano College Board of Trustees for action.

New Programs and Program Review

The Academic Senate is the proper forum for the approval or disapproval of new programs and program reviews, as specified in Title V, Section 53200, items #4 & #9. At the request of the Academic Senate, the Curriculum Committee may be required to study, investigate and make recommendations on matters relating to curriculum, prerequisites, and degrees/certificates for programs or program review. These recommendations may be forwarded to the Academic Senate for possible action by the Senate.

Graduation Requirements

The Curriculum Committee will consider changes to the graduation requirements at the request and direction of the Academic Senate. The recommendation of the Curriculum Committee shall be forwarded to the Academic Senate for possible action by the Academic Senate.

Amending Curriculum Committee Policy and Procedures

Amendments and revision to this Curriculum Committee Policy and Procedures Manual must be presented to the Academic Senate for action. Review of the Policy and Procedures will be done at least every six years.

Adopted 12/11/84, Revised 9/85, 2/93, 5/95, 4/01, 10/9/01, Spring 2012



The Agenda

Deadlines

The deadline for getting curriculum items on an agenda is usually ten working days prior to the date of the meeting. (Normally, this date is the Wednesday following a regularly scheduled Committee meeting.) No new proposals will be considered at the last meeting of each semester; that meeting is reserved for proposals that were tabled earlier in the semester. All agenda deadline dates for the academic year are included on the calendar adopted by the Curriculum Committee at the first fall meeting.

Development

The agenda is developed and distributed by the Curriculum Office and the Chair. Curriculum proposals and any other item of business for inclusion on an agenda are submitted to the Curriculum Office. On the Tuesday, one

week prior to the meeting, the Curriculum Committee Chair reviews all items of business submitted for the agenda and places the items on the agenda in the appropriate category. Once the agenda has been set by the Chair, no further items may be placed on that agenda.

Compilation and Distribution

The Curriculum Office emails copies of the agenda and related materials to the Committee members—at least three days prior to the meeting. Academic deans and administrative assistants as well as Admissions & Records receive an agenda and minutes and copies of any relevant curriculum items on the agenda. Copies of the agenda and minutes are posted online, after the Curriculum Committee has approved the minutes. If you have not received your agenda by the Monday preceding a scheduled meeting, call the Curriculum Office (ext. 4457) right away.

General Information

The order of the agenda is determined by the Committee Chair and the Curriculum Analyst based on what they think will provide the most efficient “flow” during the meeting. At the meeting, a member may request that an item or items be taken in a different order than they appear on the agenda. This request should be made before the time the agenda for the meeting is approved (usually the 2nd item of business on the agenda). Members may add items for discussion to the agenda under “Open Discussion” at the meeting but, traditionally, the Committee does not take action on any item of business that has not appeared on a published agenda.

Review

The first rule of reviewing the agenda and related materials is to do it PRIOR to the meeting! Members should come to the meetings prepared to ask any questions they have about items on the agenda and then to vote to approve or not approve the item. During the review, note on the agenda material any questions or concerns you want to bring up at the meeting. If you find you do not have all the material or information you need to do a thorough review or if you have a question regarding the agenda or related material, call the Curriculum Office staff at ext. 4457. They may be able to obtain the material you need or answer any procedural or technical questions.

Role of the Committee Member

Roles & Duties

Duties of the Chair

1. Call and conduct meetings of the Committee.
2. Prepare the agenda for meetings.
3. Edit minutes of each meeting and submit them to the Committee for ratification.
4. Provide additional information to the Committee when requested to do so.
5. Establish subcommittees and ad hoc committees as needed and monitor their progress
6. Prepare the curriculum Committee calendar, including deadlines, for the academic year and present it to the Committee for adoption.
7. Prepare and disseminate information to assist members in understanding changes in policies and regulations.

Curriculum development requires the cooperation of many people and offices. The Chairperson of the Committee will work closely with the Curriculum Office in monitoring the progress of course proposals and any other items to be presented to the Curriculum Committee.

Duties of the Members

1. Become informed about Curriculum Committee policies and procedures.
2. Attend all scheduled meetings, having read the agenda, minutes, and agenda items beforehand.
3. Study all items listed on the agenda and be prepared for discussion and making recommendations at meetings, per the *Course Outline of Record Checklist* (pg. 49).
4. Determine the merits of proposals based on an objective analysis of the information presented including the effects upon the college-wide curriculum.
5. Vote to approve or disapprove curriculum proposals and any other appropriate items brought to the Committee for a vote.
6. Make recommendations concerning instructional goals and policies of the College, at the request of the Academic Senate.
7. Serve as liaison from the Curriculum Committee to schools for information regarding curricular issues. Examples: course proposals, calendars, articulation, etc.
8. Inform those making proposals of the date on which the proposals will be considered and the disposition of their proposals by the Committee.
9. If a proposal is rejected, make certain proposer is informed of the reason(s) for the rejection.

New Members



New members are often overwhelmed with the scope and volume of their tasks as members of the Curriculum Committee. Some have expressed concern about making decisions on courses in areas outside of their own expertise. And while the Curriculum Committee is responsible for the overall direction and focus of the College's curriculum, the vast majority of the time members are reviewing courses and programs to determine whether they meet the established curriculum standards. They are considering such questions as: Does the course have the appropriate prerequisites? Does the outline show that the course will require critical thinking? Is there evidence of enough outside class work to support the amount of units?

Becoming familiar with the course standards is probably the first task a new member should undertake.

An extremely important role for the Committee member is serving as the **communication link** between the Curriculum Committee and his/her constituent group— Academic Deans, students, and faculty. Curriculum and instructional issues discussed at the Committee meetings need to be taken back to the member's constituent groups, and issues and concerns brought up by constituent groups need to be communicated back to the Curriculum Committee. The Committee member is responsible for making this two-way communication happen.

In partnership with the Dean, providing curriculum leadership within the school is **a primary responsibility of the faculty committee members**. This includes helping departmental faculty with the curriculum process, forms, and procedures. Even if you do not know the answers to all the questions regarding curriculum, you should know where to find them.

Members should be able to answer general questions about the process, deadlines, current issues and the Section K portion of the course outline, and/or know where to find answers. Committee members should be able to help proposers identify problem areas the proposer might encounter before starting and help proposers complete the course proposal forms if necessary. Committee members should be able to review and critique the proposal: is critical thinking reflected in the objectives, methods of evaluation, and the content outline? If degree applicable, does the course have the minimum standards as advisories? If repeatable, is repeatability reflected in the content outline? See the *Course Outline of Record Checklist* (pg. 49).

Curriculum Office Role

- Help Academic Deans, committee representatives, administrative assistants and proposers find answers to their questions about policies, the agenda, etc.
- Anticipate and resolve problems with proposals prior to placing on the agenda; enforce agenda deadlines.
- Ensure that Committee actions are implemented in all appropriate areas (i.e.: course master, catalog, schedule of courses, etc.)

When Reviewing a Course for Approval

The following are some questions to keep in mind as you review a course. See the *Course Outline of Record Checklist* (pg. 49) and the *Course Outline of Record: A Curriculum Reference Guide* (COR:CRG) for more:

- Does this course fit the mission of the College?

- Is this a college-level course?
- Is the incorporation of critical thinking apparent throughout the outline, particularly in the Objectives, Methods of Instruction and Methods of Evaluation? (COR:CRG 24)
- Is the course outline integrated? Does each part of the outline reinforce (integrate with) the purpose of the other parts in the outline? (COR:CRG 5-6)

Various areas on a new course proposal form interrelate. For instance:

- The number of units indicated in the Section K should correspond with the amount of content information provided in the Content Outline area.
- Methods of Evaluating Student Achievement need to link to stated Student Performance Objectives
- Course Preparation and Student Assignments/Homework need to be feasible: if the “Course Advisory” is the SCC Minimum English standard, but the “Required Writing Assignments” area includes a research project, then these two areas do not “mesh.” The SCC Minimum English standard is equivalent only to eligibility for English 370. Ability to do a research paper requires completion of English 1.

Curriculum Process



New Course Approval Process

Ideas for a new course may originate from staff, students, advisory committees, community groups or individuals. Course proposals for the Curriculum Committee must come from faculty. All proposals will be considered by the appropriate discipline, the Curriculum Committee and, upon approval of the Curriculum Committee, the

administration.

Proposals for new courses and programs are completed and submitted to the Curriculum Office via CurricUNET for processing, then forwarded to the Curriculum Committee for action. Courses and programs recommended for approval by the Curriculum Committee are forwarded to the Superintendent-President to be added to the Governing Board's agenda. Approval of the Board is required for all curriculum actions. For new programs and noncredit courses, separate approval from the California Community Colleges Chancellor's Office and/or Commission on Postsecondary Education must be obtained before the program or noncredit course may be offered.

Approved courses and/or programs will be offered as needed upon recommendation of the discipline and approval of the administration. Approval of a new course does not guarantee that it will be offered.

Preparation of the Application for New Course Proposal Form

Adequate planning prior to preparation of the proposal application is essential. Advisory committees are most helpful in curriculum planning and revision. The appropriate Dean and the Curriculum Committee representative provide the curriculum leadership in the discipline and should be involved in the process throughout the development of a new course proposal. In addition, the curriculum planning process includes consulting with the Executive Vice President of Academic Affairs and the Articulation Officer, and the Library faculty. The EVP of Academic Affairs should be consulted early in the process, during the planning stage. For transferable courses and general education courses, the proposal must be reviewed and signed off by the Articulation Officer prior to being submitted to the Curriculum Committee. For clarification of the curriculum process, contact the appropriate Dean, the Curriculum Committee representative, or the Curriculum Office.

General Proposal Submission/Approval Process

The Curriculum Committee representative has a very important role in the curriculum process. Together with the Academic Dean, the representative works with faculty to move curriculum proposals through the required process. A condensed version of the curriculum process is as follows:


STEP 1

Proposer confers with Dean and Committee representative about the viability of the proposal. If course has content that may overlap with another school(s)/department(s) or may affect a program in other school(s)/department(s), Academic Dean and Committee rep consult the Dean and Committee rep of the other school(s)/department(s).

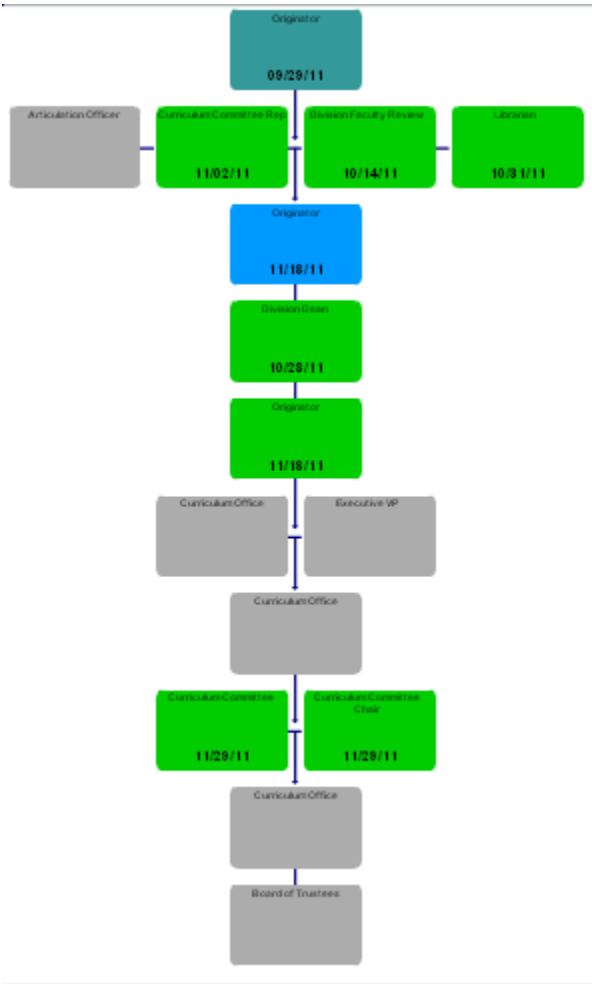
STEP 2

Necessary curriculum forms and all appropriate supplementary forms are completed via CurricUNET.

STEP 3

Signatures are executed via CurricUNET. Clicking the  icon will produce a visual signature tree, displaying a course's progression through the necessary signatures. For new courses, the signature process (see the image below) is:

- A: the Articulation Officer (for transfer courses only), the discipline's Curriculum Representative, the discipline's faculty members, and the discipline's Librarian Liaison.
- B: the appropriate Dean

<p>STEP 4</p> <p>Technical Review</p> <hr/> <p>STEP 5</p> <p>Proposal is submitted to the Curriculum Committee for consideration and action.</p> <hr/> <p>STEP 6</p> <p>The Curriculum Office and the Executive Vice President sign.</p> <hr/> <p>STEP 7</p> <p>Proposal is submitted to the Governing Board for action.</p> <hr/> <p>STEP 8</p> <p>Proposal is implemented in the college curriculum, after any required approval from the Chancellor's Office.</p>	<p>Example of the CurricUNET signature tree with various levels in the signature process.</p> 
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A primary role of the Committee representative is to know and understand this process and, along with the Dean, to work with the faculty to move through it. **The Curriculum Committee representative's signature indicates that the curriculum meets the Curriculum Committee's curriculum standards.** It is possible that the representative does NOT support the proposal but does feel that the proposal meets the curriculum standards.

WHEN CAN A COURSE BE OFFERED?



BEST PRACTICE:

Allow three weeks to complete the three levels of signatures before any Curriculum Committee deadline.

For transferable courses, a "Fall to Fall, Spring to Spring" schedule applies. This means:

- If a transferable course is approved in the fall of a given year, it can be offered to students the following fall.
- If a transferable course is approved in the spring of a given year, it can be offered to students the following spring.
- Exceptions include Special Topics courses and changes to a course's Methods of Instruction to online.



Timeline and Signatures

In Step 3 (above), the discipline faculty of a course proposal must sign off on the course before it can proceed through subsequent steps.

Four discipline faculty signatures are the required minimum:

- One (1): the course originator
- Two (2): full-time discipline faculty members (If there are fewer than three full-time faculty in a discipline, then adjunct faculty or faculty from closely related disciplines can be used.)
- One (1): the Curriculum Rep

The three signatures noted above constitute the minimum number of signatures a proposal must obtain. Ideally, however, all full-time faculty of a discipline need to sign proposals—new courses, modifications, prerequisites, etc. —for that discipline.

Although the signature process is electronic, and email notifications should notify the next person in the signature tree that the course awaits their approval, course authors are responsible for ensuring that their course progresses through the signature tree in a timely fashion. Courses received by the Curriculum Office without all necessary signatures on or before the Agenda Due Date will not be placed on the next meeting's agenda.

Standards and Criteria



The Program and Course Approval Handbook [PCAH] (3rd ed.) is the basis for the curriculum development standards and criteria outlined below. More in-depth information and guidelines from this section of the Member Manual can be found in the PCAH. The PCAH is available via the statewide Academic Senate website or from the Curriculum Committee Chair.

Development Criteria

The following five criteria should guide authors and committee members through the program and course development, modification, and approval process; these criteria are also used by the Chancellor's Office for program approval. (PCAH 2-3)

- A. Appropriateness to Mission
- B. Need
- C. Curriculum Standards
- D. Adequate Resources
- E. Compliance

Degree Credit Courses

"Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate or program approved by the Chancellor's Office." (PCAH 23) The committee is tasked with examining a course to determine that it is "college level" and requires critical thinking. (PCAH 29)

Criteria

Only courses within the following categories may be offered as a degree credit course (§55062):

- lower division courses accepted toward the baccalaureate degree by the CSU or UC systems or designed as a transfer course
- applies to major/area of emphasis in the CTE fields (courses within a TOP code designated as vocational)
- English composition/reading courses not more than one level below the first transfer level course in these areas
- all Math courses above/including Elementary Algebra
- credit courses in English and Math taught in or on behalf of other departments and which, as determined by the local governing board are comparable to required skills at a level equivalent to those necessary for degree-applicable English and Math courses.

Standards

- **grading policy**, demonstrating proficiency in subject matter via written communication, problem solving and/or demonstration of skills (§55023)
- **units**, requiring a minimum of 48 hours (per unit) of lecture, lab, out-of-class assignments, or other types of study (§55002.5)

- **intensity & rigor**, as seen in the linking of the course topics, objectives, assignments, assessments, and reading materials in the COR. It is expected that for every one hour of lecture students will need to spend two hours outside of class to achieve a course's objectives.
- **recommended preparation** for success such as pre/co-requisites (§55003)
- **Basic skills prerequisites** for success dependent on communication and/or computation skills - may include eligibility to enroll in specific English and/or Math courses, determined by an approved assessment method.
- **difficulty & level**, ensuring the course requires critical thinking, learning skills and vocabulary appropriate for a college-level course as determined by the committee

Non-Degree Credit Courses

A credit course that is not part of an approved certificate or program (see "Degree Credit Courses") or that is part of a certificate of fewer than 18 semester units is known as a "stand alone course"/Non-Degree credit course. (PCAH 24) Basic Skills courses fall into this category.

Certificate of Achievement: a group of courses within the same TOP code totaling 18 semester units, linked as pre/corequisites. Requires Chancellor's Office Approval.

Criteria

The four types of non-degree credit courses are (§55002b):

- nondegree-applicable basic skills courses (§55000j)
- courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction and assign grades partly upon demonstrated mastery of basic skills.
- precollegiate CTE preparation courses that provide foundation skills for enrollment in credit degree-applicable CTE programs.
- CTE courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

Standards

- **grading policy**, demonstrating proficiency in subject matter via written communication, problem solving and/or demonstration of skills (§55023)
- **units**, requiring a minimum of 48 hours (per unit) of lecture, lab, out-of-class assignments, or other types of study (§55002.5)
- **intensity**, as evidenced by the COR; provide instruction in critical thinking, prepare students for independent study outside of class time, include reading/writing assignments, and prepare students to succeed in degree-applicable credit courses. (PCAH 31)
- **recommended preparation** for success such as pre/corequisites (§55003)

Non-Credit Courses

Non-credit will be covered under the PCAH Module 3 which is not yet published.

Programs & Certificates

Title V §55000(g) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.”

Credit Programs

ASSOCIATE DEGREES (AA, AS, AA-T, AA-S)

The associate degree is composed of three parts: general education (GE), a major or area of emphasis, and additional graduation requirements or electives, bringing the degree’s total units to 60 semester units, minimum (PCAH 11). Exceptions to these three requirements apply to an associate degree in nursing [CEC §66055.8] (PCAH 11).

CERTIFICATES OF ACHIEVEMENT

A Certificate of Achievement is any credit certificate requiring 18+ semester units of degree-applicable coursework that is approved by the Chancellor’s Office. It can appear on a transcript, diploma, or completion award. (PCAH 12). See Title V §55070 for details. Exceptions to the 18+ semester units rule may be made; see pages 12-13 and 47 of the PCAH.

Certificates for fewer than 18 semester units without Chancellor’s Office approval may be awarded, but must be called something other than “Certificate of Achievement”.

“Any group of credit courses in the same four-digit T.O.P. code, which total 18 or more semester units and which are linked to one another by prerequisites or corequisites, are defined as an ‘educational program’ that requires Chancellor’s Office approval as a Certificate of Achievement.” (PCAH 13)

Carnegie Unit & the Relationship of Hours to Units

For every one unit of credit, students are expected to complete a minimum of 48 hours of lecture, study, and/or lab work. (§55002.5) The general expected range of hours per unit is 48-54. For each hour of lecture, students are expected to spend an additional two hours of study outside of class. In general, students are not expected to study outside the classroom in laboratory or activity courses.

Examples

	Units	Hours (min.) in-class	Homework (min.)	Total Student Learning Time
Lecture Only	1 lecture	16 hours lecture	32 hours	48 hours
Lab Only	1 lab	48 hours lab		48 hours
Lecture Only	3 lecture	48 hours lecture	96 hours	144 hours
Lecture/Lab Combined	3 lab	32 hours lecture + 48 hours lab	64 hours out of class study	

One hour of class or laboratory time is equal to 50 minutes (§58023).

One hour of out of class study time is equal to 60 minutes.

For information on repeatability, open courses, prerequisites, transferable courses, special courses for students with disabilities, open-entry/open-exit, independent study, and cooperative work experience education, please see the PCAH (34-39).

The Course Outline of Record



The Course Outline of Record (COR) is an accurate representation of the quality of instruction delivered and the expected content and objectives in a given course. Aside from serving as a contract between students, faculty, and the District, its purpose includes facilitating articulation with four-year institutions, providing data for Program Review and Planning, documenting academic standards, and providing a roadmap for the development of syllabi.

The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. [§55002 (a)3]

The Integrated COR

"At the most fundamental level 'integration' occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline." (COR:CRG 5)

There should be a relationship between:

- the course objectives and the methods of evaluation.
- the course objectives and the subject/content outline.

See the ASCCC's [Course Outline of Record: A Curriculum Reference Guide](#) (Spring 2008)

If appropriate for the type of course being developed, the COR should integrate critical thinking, writing/problem solving, college-level skills, and vocabulary. Access for students with disabilities should also be considered.

A complete COR includes:

All elements outlined in Title V §55002(a), (b) or (c) including unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of outside assignments, instructional methodology, and methods of evaluation.

CurricUNET Course Outline of Record



Cover

Course Department & Number

COURSE DEPARTMENT

This information identifies the discipline (department) under which a course will be offered. The course number indicates the transferability of a course and is assigned upon consultation with the appropriate Dean and the Curriculum Analyst.

COURSE NUMBER

The following is the numbering system used:

001-049	Qualify for the AA/AS Degree; transfer to the University of California system and the California State Universities.
050-099	Qualify for the AA/AS Degree and transfer to the California State Universities.
100-199	Qualify for the AA/AS Degree but, generally, do not transfer to four-year institutions. Some courses may be used to meet requirements in certain majors at some four-year institutions.
200-299	Vocational, credit courses which DO NOT apply to the AA/AS Degree and do not transfer to four-year institutions.
300-399	Credit courses which DO NOT apply to the AA/AS Degree. Exception: One English course one level below English 001 which may be applied to the Associate Degree as an elective and one elementary algebra course which may be applied as an elective. These courses do not transfer to four-year institutions.
500-599	Noncredit courses.
x48, x98	Special topics courses or Experimental courses

Course & Computer Titles

The official title of a course is unlimited in length and is the "full course title". The title that appears in the printed schedule of classes ("computer title") must be abbreviated to no more than 19 positions, including spaces.

Program Information

IN AN APPROVED PROGRAM

The program appears on the Solano College Inventory of Approved Programs. The Program title appearing on the Inventory and corresponding TOPs code number must be provided in the appropriate text fields.

PART OF A NEW PROGRAM

A course that will be submitted to the Chancellor's Office as part of a New Program package. The Program title and corresponding TOPs code number must be provided in the appropriate text fields.

NOT PART OF AN APPROVED PROGRAM

A course which does not fit appropriately under the umbrella of any the programs appearing on the Solano College Inventory of Approved Programs and is not part of a New Program package.

CB09 SAM Code

The Student Accountability Model code is determined by the appropriate Dean and manager. Click on the appropriate button to indicate whether the course is:

- A = Apprenticeship
- B = Advanced Occupational
- C = Clearly Occupational
- D = Possibly Occupational
- E = Non-Occupational

Courses must be coded as either A or B to be considered part of the Gainful Employment Program.

CB11 California Classification Codes

- A = Baccalaureate oriented/transfer or associate degree courses
- B = Compensatory courses
- C = Adult elementary and secondary basic skills courses
- D = Personal development and survival courses
- E = Courses for substantially handicapped persons
- F = Parenting and family support courses
- G = Community and civic development courses
- H = General and cultural courses
- I = Voc./tech. transfer, degree and certificate courses and continuing education vocational/technical certificate courses

Most courses fall in to category A for classification.

Change Information

These checkboxes are used during a course modification; indicate which areas of the COR are being modified.

Open Entry/Open Exit

With an open-entry/open-exit course, students may enter after the semester starts and exit upon completion of clearly defined course objectives. These courses are always positive attendance courses.

Impact Report Ran

CurricUNET will run an impact report. It is recommended that faculty run an impact report (under the WR menu) to determine if changes to a particular course will impact any other courses or programs.

Catalog Description

The catalog description is a brief explanation of the course. It clearly identifies critical or key content areas for the student. Information about teaching methods and procedures not directly related to course content should not be included in a description.

- Maximum length: two to three short phrases or sentences
- Active voice: write in present tense language. The first sentence must begin with an active verb (Explores, Studies, Covers, Provides, etc.)
- Either phrases or full sentences as appropriate
- The subject is normally understood, does not need to be expressed--avoid "the student will learn..."

Justification

Provide an explanation of how the course came to be developed and how it fits into the mission of the college. Also, provide specific information on the need this course will address; e.g., current student enrollment in preceding or similar courses; survey of student interest on campus or among employers; community demand based upon needs survey, telephone requests, correspondence; employer demand.

Other Catalog Information

Indicate here if the course requires off-campus field trips, alternative meeting sites, or other special circumstances/requirements, etc.

Indicate in this area if the course is a credit/non-credit course and/or an open-entry/open-exit course. Credit/no-credit courses may not be taken for a regular letter grade.

Course Length

Indicate if the course will typically be offered for a full semester. If the course will typically be offered for less than a full semester, indicate the number of weeks for which the course will typically be offered.

Information provided in this section does not preclude the course being offered in a different format occasionally; however, it should reflect how the course will typically be offered.

Proposed Start

Select the semester when this course is to be offered for the first time. This can be an estimate.

Department Planning (new courses only)

OTHER DEPARTMENTS

If the course will impact another department and needs to be reviewed by the department, select it here. With this selected, another school's Dean's signature will be required.

FACILITIES, EQUIPMENT, EXPENDABLE SUPPLIES

Provide specific and complete information.

PROJECTION OF NUMBER OF SECTIONS

Estimate the total number of sections of the course that will be offered annually (fall, spring, and summer) for the next three years in the three blank boxes. In the "Basis for projection" field, provide the rationale used to reach the estimated number of sections.

Units & Hours

Units

The minimum standard for unit calculation for all credit courses is three hours work per week including class time for each unit of credit. See this manual's section on *Standards and Criteria* for details. Possible structures for meeting this requirement are as follows:

Lecture	1 hour lecture and 2 hours work outside class
Lab or Activity	3 hours lab or activity; or, 2 hours lab or activity & 1 hour work outside of class
Hours By Arrangement	48 hours/semester equals 1 unit (the equivalent of 3 hours per week)
Self-Paced	3 hours lab or independent work assigned, or any combination thereof
Learning Lab	Same as "Lab or Activity", above.
Work Experience	Hours are mandated by law

Half units of credit are permitted for all of the above structures. Requests for exceptions to the above will be considered by the Curriculum Committee on a case-by-case basis.

Weekly Contact Hours

Provide the exact breakdown of weekly hours. Refer to "Units" (above) for lecture/lab/activity hours per unit criteria. The weekly hours fields will automatically populate. For variable and optional unit courses, use a hyphen to express the range of hours.

Workload

For REGULAR and ONLINE courses, enter in the text fields the number of Category I, Category II, and Category III hours per week (based on the definitions below). The program will automatically calculate the workload values for each category and provide the total activity points for the course.

The following reflects the current contract as of Spring 2012 and is subject to change dependent upon the contract.

- **Category 1** courses require a minimum of one (1) hour outside the classroom for instructor preparation, evaluation, performance, set-up or breakdown, and rehearsal for each hour of class.
- **Category 2** courses require less than one (1) hour of instructor time outside class in preparation, evaluations, and facilities set-up or breakdown.
- **Category 3** courses require less instructor time outside class in preparation, evaluation, facilities set up or breakdown than Categories 1 and 2 courses.

If the course is less than a full semester, provide the prorated activity points information.

Proposal Information

REPEATABILITY

If a course is currently repeatable and no changes are being made to this portion of the course, no further action is necessary. The following information applies if a course is being changed from "not repeatable" to "repeatable", or if repeatability is being increased.

This area does not refer to repeating courses because of substandard grades or a lapse of time since the student previously took the course.

A course may be repeatable only if the course content differs each time it is offered and the student who repeats it is gaining an expanded educational experience for one of the following reasons:

1. Skills and proficiencies are enhanced by supervised repetition and practice within class periods.
2. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are attained.

The course content outline must clearly and specifically show how the course differs and which skills or proficiencies are enhanced each time the course is repeated.

"Repeatable courses must be clearly identified in the college catalog, and repetition must be limited to not more than three semesters or five quarters." (PCAH 33, Title V.55041) Repeatability is approved by the Curriculum Committee. Courses may be identified as repeatable when:

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- The content of the course differs each time it is offered.
- The course is an "activity course" in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.

"Activity courses that are designated as repeatable include, but are not limited to, physical education courses and visual or performing arts courses in music, fine arts, theater or dance." (PCAH 33) There are limitations to physical education and visual or performing arts course repeatability. See the PCAH (33-34) for additional information.

CLASS SIZE

Enter the number of the recommended class size. Base the recommended maximum enrollment on the largest number of students who can be accommodated for sound learning conditions. Take into account the average drop-out rate in the discipline area when recommending class size.

The "Rationale for recommended size" is a text field. Rationale for the class size determination should be based on pedagogical reasons. See §19.402 of the Collective Bargaining Contract for more information on class size.

GRADING

- Letter grade or P/NP means that faculty can award either pass/no pass or a letter grade
- Non-Credit course does not receive a grade (and should be numbered 500-599)
- P/NP course only awards a "pass" or a "no pass" for the course
- Letter Grade Only awards only letter grades of A, B, C, D or F for the course.

Degree/Transfer Applicability

This information indicates the degree applicability of the course. Note: This information must correspond with the assigned course number.

Non-Credit Course

A course may be offered as non-credit only if it fits one of the following categories:

1. Parenting, including parent cooperative preschools, classes in child growth and development of parent/child relationships, and classes in parenting.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
3. English as a Second Language
4. Citizenship for immigrants
5. Education programs for substantially handicapped.
6. Short-term vocational programs with high employment potential Education programs for older adults
7. Education programs win home economics
8. Health and safety education

All new non-credit courses must be approved by the Chancellor's Office prior to the course being offered.

General Education

Refer to the current SCC General Catalog under "Graduation Requirements" and "Transfer to Four-Year Colleges and Universities" to determine whether the proposed course is associate degree, IGETC and/or CSU G.E. applicable. This area should be completed AFTER consulting with the Articulation Officer.

Articulation Information

Required for transferrable courses only. Describe the work done on articulation with 4-year institutions. Provide detailed answers for all areas and attach supportive materials to the proposal when submitted to the Curriculum Office. For courses numbered 1 through 99, indicating transferability to U.C. and/or CSU, the completed course proposal application must be signed by the Articulation Officer BEFORE it can continue through the signature process. The Articulation Officer's recommendations are for advisory purposes.

Requisites

Although all corequisites and prerequisites must be validated every 5 years, the Committee allows the use of the "Re-validation of Prerequisite and/or Corequisite" form and process for those courses that have course preparations which have been validated by the department and approved by the Committee previously and have not changed. In order to add requisites, a requisite analysis must have been performed. ***For content review, it is required that the requisites and requisite analysis be reviewed and approved.***

Co & Prerequisites

CO-REQUISITES

There are two types of co-requisites:

O N E

A course or equivalent preparation that must be taken concurrently with another course. The skills and proficiencies of a co-requisite course are so INTERDEPENDENT with the content of another course that the courses (or equivalent preparation) must be taken together. The criterion for this type of course is not just that without the skills in one course the student will not reasonably succeed in the other but further that skill "A" in course "X" must be learned before the student can learn skill "B" in course "Y" - sort of back and forth or two-way prerequisite.

T W O

Course "X" is required for course "Y", but also course "Y" is not required for course "X". A course or equivalent preparation that may be completed before OR taken concurrently with another course. This forms a "one-way" co-requisite: Course "X" may be taken before or during course "Y".

Both types of co-requisites are listed under "Prerequisites," but the second type is followed by the parenthetical phrase "may be taken concurrently." A student's enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied.

PREREQUISITE

DEFINITION

A course or equivalent preparation that must be completed before enrolling in another course. Skills and proficiencies gained in the prerequisite course or equivalent preparation are not taught in the subsequent course but, in order for students to succeed in the subsequent course, they must have the skills and or/ proficiencies provided in the prerequisite course or equivalent preparation.

A student’s enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.

COURSE PREPARATION OPTIONS

- Sequential courses within and across disciplines
- Standard Co/Prerequisite
- Co/Prerequisite of a course in communication and/or computation for a course outside of those disciplines
- Recency or other Measures of Readiness
- Health and Safety

All corequisites and prerequisites must be validated and revalidated at least every five years during the curriculum

review process. The validation process varies, depending upon the type of co/prerequisite:

TYPE OF CO/PRE REQUISITE	REQUIRES CONTENT REVIEW?*	REQUIRES STATISTICAL VALIDATION? **	OTHER REQUIREMENTS
Sequential within & across disciplines	✓		
Standard Co/Prerequisite	✓		
Course in communication or computational skills outside the discipline as co/prerequisites for courses other than another skills course	✓	✓	Identify and provide the names of at least three UC and/or CSU campus that offer the equivalent course with the equivalent prerequisite.
Recency & other measures of readiness	✓	✓	If there is no statistical validation information for existing courses with co/prerequisite of recency or other measure of readiness, the co/ prerequisite MUST be removed from the course.
Health & Safety	✓		Narrative Justification

*The content review process consists of matching entry skills required in the subject course with the exit skills of the prerequisite course or other experience (such as employment in a given field.) Content review requires the completion of the prerequisite forms “Content Review Matrix” and “Course Outline of Record Addendum”.

**In order to perform statistical validation, instructors should contact Peter Cammish who has all of the necessary information. Only new courses that have never been offered have a two-year grace period to complete the statistical validation component.

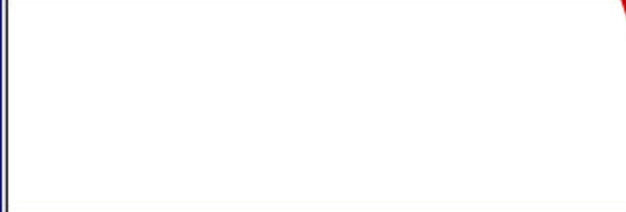
Program Co/Prerequisite: in order to put a co/prerequisite on a program, the same co/prerequisite must be required in at least one course within the program (not necessarily the first course).

The Content Review Matrix in CurricUNET is where authors should list:

- OUTCOME knowledge and/or skills developed in the co/prerequisite course without which students would be unlikely to satisfactorily complete the Proposed Course. (These skills will not be taught in the Proposed Course.)
- ENTRY KNOWLEDGE/SKILLS needed in Proposed Course without which students would be unlikely to receive a satisfactory grade.

BEST PRACTICE:
A course's assignments must be appropriate to its advisories. Example: if a student will be required to complete a research paper, or to perform extensive writing and reading, the advisory should reflect that level of proficiency expected.

Using the Content Review matrix, list OUTCOME knowledge and/or skills developed in the co/prerequisite course without which students would be unlikely to satisfactorily complete the Proposed Course. (These skills will not be taught in the Proposed course.)



Using the Content Review matrix, list matching ENTRY KNOWLEDGE/SKILLS needed in Proposed Course without which students would be unlikely to receive a satisfactory grade.



Content Review Matrix Screenshot.

Co/Prerequisites must be revalidated every five years, during Curriculum Review.

Course Advisories

DEFINITION

A course or equivalent preparation that will broaden or deepen a student’s learning experience in a subsequent course. Advisory skills or the lack of advisory skills may not be considered in the evaluation of student work in a course. A student’s enrollment in a course with an advisory is not blocked for lack of the advisory skill.

Advisories indicate to students that their success in a given course will be greatly improved if they complete advisory courses beforehand.

The Curriculum Committee assumes that, in accordance with the Title V Standards and Criteria for Courses and Classes, all degree-applicable courses are comprised of academically rigorous, college-level curriculum. Therefore, in order to insure that students are able to perform math, reading and writing at the level needed to be

successful in Associate Degree courses across the disciplines, the SCC Curriculum Committee has established recommended minimum English and mathematics standards.

Consistent with the assumption that all degree applicable courses are college-level, and in compliance with Title V, Standards and Criteria for Courses and Classes, the Committee expects that the minimum English and Mathematic Standards will be recommended for all degree-applicable courses.

BEST PRACTICE:

List at least the SCC Minimum for English and Math Standards as Advisories on every degree-applicable course.

MINIMUM STANDARDS

At SCC, the minimum standards in English & Math for Associate Degree level courses are:

English	Math
Eligibility for ENG 370	Eligibility for Math 330

Distance Education

For Online/Distance Education and Hybrid courses, see this Manual's section on Distance Education, which explains the separate approval process required for DE courses and adaptations of delivery/instruction/evaluation methods, as well as the required sample assignment.

Delivery Methods

DEFINITIONS

Hybrid	Online
Less than 51%, but some portion of the class, is online	51% or more of the course is online
<i>Distance Education Guidelines (2008 Omnibus Version), from the CCC Chancellor’s Office (pg 7)</i>	

Library

The Library provides books and other resources to supplement classroom instruction. Consulting with Faculty Librarians during the developmental stage of the curriculum process allows joint planning for materials that may need to be obtained for the proposed class and allows the course proposer an opportunity to see what materials are already available. All new course proposals MUST be reviewed and signed by a certificated library faculty member BEFORE it can continue through the signature process. Library faculty have "read only" access to all proposals in the working area.

Objectives

Course Objectives

Course Objectives describe the major objectives for student learning. List the major competencies students will be able to demonstrate as a result of successfully completing the course. Objectives must be related to the information provided under "Methods of Evaluating Student Achievement".

Objectives for all credit courses must indicate that students will learn critical thinking skills and be able to apply concepts at college level. See the *Bloom's Taxonomy* (pg. 48) for a list of suggested critical thinking terms which may be helpful in establishing objectives appropriate to a particular course.

Methods of Instruction

The method of instruction for a course may be a combination of the types listed below. If there is more than one method of instruction for a course, list the primary method first. If "Other Methods" are used, provide details in available text box.

2-Lecture/Discussion

4-Lab/Activity

11-Tutor Non-Credit

20-Work Experience Credit

40-Directed Study/Independent Study

72-Online/Distance Education*

90-Field Experience/Field Observation

HY-Hybrid (less than 51%, but some portion of the class, is online)

LL-Lect/Lab

*For Online/Distance Education and Hybrid courses, please also see this Manual's section on Distance Education. Note that if the course is to be taught in a distance education format, the DE section of the checklist must also be completed.

Methods of Evaluation (Student Achievement)

All courses require descriptions of evaluation methods which measure how well students have mastered the student performance objectives. All credit courses must provide for measurement of student performance in terms of the stated objectives and culminate in a formal recorded grade based on uniform standards. Grades

must be based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the instructor deems them to be appropriate, problem-solving exercises or skills demonstrated by students.

For credit courses, evaluation should be consistent with stated student performance objectives. It is recommended that proficiency be evaluated by a variety of methods to determine students' knowledge of content and ability to think critically and apply college-level concepts. Additionally, it is recommended that both subjective (essays, short answer, etc.) and objective evaluations be used. The sole use of multiple choice and/or true-false test items is discouraged.

Assignments

Student Assignments/Homework

Lecture courses must require two (2) hours of independent work outside of class per unit of credit for each hour.

REQUIRED READING ASSIGNMENTS

Specify the type of book(s) used for the assignments and the amount of required reading. Do not list specific textbooks in this area.

REQUIRED WRITING ASSIGNMENTS

Specify the approximate number and type of writing assignments.

DETERMINING READING LEVEL OF MATERIALS FOR ASSOCIATE DEGREE COURSES

At SCC, the following criteria have been established for determining college-level reading materials. Verification that college-level materials are used in a course is to be documented at the school/department level.

Criteria for Determining College Level Materials

Class materials - textbooks, manuals, handouts - should be grounded in an academic, vocational, or technical area, befitting the course. This determination will be made at the department level.

Materials taught in Associate Degree courses must involve students in critical thinking.

Materials and/or lecture should include some theoretical language which allows students to approach the subject objectively.

At a minimum, materials should not fall below the tenth grade level.




BEST PRACTICE:

Provide the number of pages of reading and/or writing required each week/semester.

Example: "30-40 pages per week from two textbooks and one technical manual."

Example: "3-4 short essays (3 pages or less) and 1 long essay (10 or more pages) per semester."



OTHER ASSIGNMENTS (TERM PROJECT, RESEARCH PAPER, PORTFOLIOS)

List assignments exclusive of regular, expected homework such as field trips, portfolio development, learning lab projects, or other projects. (i.e., writing, design, construction or mechanical)

Examples:

- A 20-page research paper on one specific area of content. OR
- Interview a published author. OR
- Develop a portfolio of drawings demonstrating various techniques covered during the semester OR
- Field Trips to at least two art galleries.

Course Content (Outline)

Provide a comprehensive, sequential outline of the course content. Be as concise as possible but include all major subject matter, and the specific body of knowledge covered. For credit courses, include evidence which indicates that critical thinking skills are taught. (See *Bloom's Taxonomy* pg. 48)

Important Notes:

For both variable-unit and optional-unit courses, the course content outline must clearly and specifically show what content will be covered for each unit value. For example, what course content will be covered if the student takes the course for 1 unit, 2 units, etc.

For repeatable courses, the course content outline must clearly and specifically show how the course differs or which skills or proficiencies are enhanced, each time it is repeated.

The outline should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook.

Provide a complete list all subjects covered in the course. The outline should be presented in the following format:

I. First Topic

A. Sub topic 1

B. Sub topic 2

1. Sub, sub topic 1

C. Sub Topic 3

II. Second Topic

Single space the information in the outline and double space between major topics (Roman numerals).

Textbooks, Readings & Resources

Level of materials

Provide information on the level of the materials used in the course by checking the appropriate box. For degree applicable courses, all required materials must be certified by the department as being college-level. See **Criteria for Determining College Level Materials** under "Student Assignments/Homework" (above).

Textbooks, readings, and resources

List examples of textbooks and other sources and materials which may be used in this course. Provide the author, title, publisher, and date of publication. Textbook examples must have been published in the last five years for articulation purposes or be listed as "classic" texts.

Both the UC and the CSU system require examples of textbooks as a prerequisite to accepting courses for transfer and /or individual articulation agreements.

Distance Education Course Approval



Per Title V §55206, the Curriculum Committee must approve any course delivering any portion of its content via distance education separately from any face-to-face version of that course. (PCAH pg. 18)

Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

In compliance with this separate approval requirement, the committee considers distance education proposals and course modifications through a separate action after reviewing the online Methods of Instruction & Evaluation forms which provide information on how the instructor will maintain regular effective contact with students and describe how the methods of instruction and evaluation are adapted to the distance education modality. The distance education forms for online/hybrid course modifications, proposals, and curriculum review should be carefully and thoroughly filled out by the instructors responsible for the courses, as this is the Curriculum Committee's only way of knowing that the online version of the course is the full equivalent, in rigor, workload, and instructor-student interaction.

What This Means for Course Authors

The DE forms should indicate the adaptations a course will undergo from a face-to-face course to the online modality. If a course already exists in face-to-face format, the course's Methods of Instruction and Methods of Evaluation are automatically populated on the DE form in CurricUNET, leaving only the online adaptations for these methods to be completed.

Methods of Instruction and Methods of Evaluation

Clearly explain how Instruction and Evaluation will take place in the online environment. Examples of **Online Methods of Instruction** include (but aren't limited to) threaded discussions; instructor developed web lectures; converted power point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web quests; online reference resources chat; email; CD/DVD support materials; instructor website; online library resources; textbook supplements.

Sample Assignment

Provide an actual example of an assignment (or a reasonable summary of the assignment if it is lengthy). (Tip: Pretend the Committee is your class; give the Committee an assignment.)

EXAMPLES OF DE FORMS THAT THE COMMITTEE HAS APPROVED

The examples below are taken from actual SCC courses' Distance Education forms.

Example #1

Methods of Instruction

Face to Face

1. Lecture/Discussion
2. Lecture/Lab

Online Adaptation

1. Lecture will be accomplished using instructor prepared web based lectures and links to appropriate reference sites and technical web sites. Discussions will take place using the course management system discussion board in both group and whole class settings.
2. Computer Laboratory exercises will be accomplished using instructor prepared web based computer exercises and links to appropriate reference sites and technical web sites. Laboratory exercises will take place using the course management system and appropriate computer technical applications made available to each individual student.

Methods of Evaluation

Face to Face

1. Written examinations which require the student to demonstrate knowledge of language syntax and methods of problem-solving using the chosen programming language.
2. Lab assignments requiring the student to demonstrate proficiency in the chosen programming language.
3. Class discussion

Online Adaptation

1. Online written examinations administered through the CMS (Content Management System)
2. Online submission of programming assignments through the CMS, including problem specification documents and sample test results from the assignment
3. Discussions will take place using the course management system discussion board in both group and whole class settings.

Sample Assignment

Using the information from the course lecture notes and your textbook create a problem solution that will calculate pi to the 500th decimal place.

Each lab exercise must contain the following and nothing else:

1. An electronic copy of your test plan and test results.
2. An electronic copy of each fully documented source module you created.
3. An electronic copy of each fully documented header file you created.
4. An electronic of your user documentation including any special instructions needed for compiling or running your program. Assume you are talking to an end user.

All programs you create must interface to the programs supplied through the MSDNAA agreement.

Methods of Instruction

Face to Face

Primarily the course is taught in a lecture forum with PowerPoint slides and use of the whiteboard. There are discussions about economic concepts and current events.

Online Adaptation

Students have a written "lecture" portion that they access on the class site as well as PowerPoint slides. Discussions about economic concepts and current events are held in threaded discussions on the class web site.

Methods of Evaluation

Face to Face

Multiple choice/essay tests, homework assignments and a current events project are all used to evaluate students' understanding of the material.

Online Adaptation

Multiple choice/true/false tests, weekly homework assignments and threaded discussions are all used to evaluate students' understanding of the material. Threaded discussions are graded and are based upon relating economic concepts and current events.

Sample Assignment

Below is the threaded discussion topic for this week. You will need to post a thoughtful and thorough response to the following topic. Each week is closed at 11:59 pm the Sunday after the week was opened. In order to receive full credit for the threaded discussion, you must respond to the threaded discussion topic by Thursday at 11:59 pm after the week opened. Your original response to the topic must be at least 10 sentences long and the subject is ***your last name***. Then you must respond to at least one other student before the Sunday that it is due (at 11:59 pm). Your response to another student must be at least 4 sentences long. In order to receive full credit for your responses, your responses should not contain typographical errors, grammatical errors, or misspelled words.

Do you imagine that demand for education at community colleges is price elastic, or price inelastic? Why? How does it relate to the determinants of elasticity? What does the elasticity of demand for college education mean in terms of revenue for government (they collect the fees that you pay)? Government has increased fees to help balance the state's budget. Why is this effective?

Special Topics and Experimental Courses



Functions of Special Topics Courses

A Special Topics Course must fulfill at least one of the following functions:

- Experimental function
- Topical or timely function

(A)n experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should discontinue offering the course as experimental. (PCH 24)

Experimental courses are still required to have a complete course outline and go through the regular college curriculum review process. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates nor are they to be submitted for IGETC approval. They may be accepted for elective credit for the Associate degree or for elective credit at CSU. (GPCAP 1998, p. 4-5)

A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a *Special Topics in Political Science* or *Current Events in Political Science* course in which the content will be different in each term. If a particular topic is addressed regularly, it should be approved as a regular course. The course may continue to run if it is in the approval process to become part of the regular curriculum. (PCH 24)

Special topics courses that are not "experimental" are not subject to the "one year rule."

Responsibility for monitoring Special Topics courses

Academic Deans will be responsible for monitoring each Special Topics course in their schools, and for moving experimental courses into the regular curriculum or deleting them, as appropriate.

Exemption from normal publication deadlines

Upon Committee and Board approval, instruction for Special Topics courses may begin the following semester. NOTE: This exception of publication deadlines is limited to courses in disciplines that carry the Special Topics statement in the current issue of the General Catalog or Catalog Supplement.

Course Numbering

Special Topics courses shall be numbered 48, 98, 148, 348, or 548 depending upon their transferability and whether they are credit or non-credit courses.

Restrictions of Special Topics Courses

Special Topics courses may not:

- fulfill general education requirements

- be repeated except to improve a substandard grade

FURTHER READING (CLICKABLE LINKS)

[GPCAP] *GOOD PRACTICES FOR COURSE APPROVAL PROCESSES (ASCCC 1998)*

Curriculum, Experimentation, and the Dreaded Question (ASCCC, 2005)

Special Topics Courses (ASCCC)

Curriculum Review



Goal Statement

The Solano Community College faculty is committed to maintaining a current, high quality curriculum. In order to accomplish this goal, the Curriculum Committee has established minimum course standards to which all Solano College courses and programs comply. These course standards are based on the course standards stipulated in Title V of the California Education Code.

To insure that high academic standards are maintained, the Curriculum Committee has established a process for reviewing the curriculum on a regular, on-going basis. This review process is the mechanism by which Solano College can guarantee that the curriculum stays current and that the academic standards are preserved.

Curriculum Review Process Guidelines

All courses and program majors within each school shall be reviewed by the discipline faculty at least once every five years. Curriculum review verification forms and appropriate curriculum modification forms shall be completed and submitted for Curriculum Committee review. The school shall rotate this task in accordance with a five-year rotation schedule established jointly by the Curriculum Committee and the Academic Deans. The purpose of the curriculum review shall be to verify that each course and program within the school is current and meets established Curriculum Committee course standards which are based on the Title V course standards.

Each school should determine the best method for their members to carry out the Curriculum Review process. The Curriculum Committee Chair and the Curriculum Analyst meet with the Academic Dean before a department's scheduled review to discuss deadlines and best practices for the review.

If modifications to courses or programs are deemed necessary, the changes are to be submitted for Curriculum Committee approval on the CurricUNET modification form.

A Curriculum Review Verification form (provided by the Curriculum Office) for each discipline/department within a school shall be submitted to the Curriculum Committee for approval. The verification form shall list each course and program major within a discipline/department and should be signed by the faculty members and the Dean who reviews the courses/program majors and are certifying that the curriculum meets the established standards.

A school's curriculum review process shall culminate with the submission of all course modifications and Curriculum Review Verification forms to the Curriculum Committee in a timely manner, according to the established Curriculum Review schedule.

If a department is making significant changes to courses or programs, the department is encouraged to make a presentation, giving an overview of these changes.

Example Curriculum Review Team

This example is suggested, but not required.

COMPOSITION

The composition of the Review Teams that will review and certify the courses and programs shall be as follows:

- All full-time faculty members of a discipline shall constitute a curriculum Review Team for that discipline.
- For disciplines where there are fewer than three (3) full-time faculty members, full-time faculty members of closely related disciplines, as determined by a consensus of the department members, shall constitute a curriculum Review Team. Whenever possible, part-time faculty members within the discipline of the course under consideration should be substituted for full-time faculty members of closely related disciplines as long as all curriculum Review Teams have at least one (1) full-time faculty member.

Responsibilities

The tasks of the curriculum Review Teams when reviewing existing curriculum are to:

1. Verify that each course is classified properly as to whether it is a:
 - credit course applicable to the Associate Degree
 - credit course not applicable to the Associate Degree
 - non-credit course
2. Verify that each course meets the requirements appropriate to its classification as established by the Curriculum Committee and based on the California Education Code and §55002 & §55805.5, Standards and Criteria for Courses and Classes.
3. Review and revalidate all co/prerequisites and course advisories.
4. Verify that all instructional materials used in an associate degree applicable course are college-level.
5. Verify that all programs majors are composed of appropriate courses, require the appropriate amount of units, and have current descriptions.

Getting Started

Each department will need a Curriculum Review Verification Form (available in the Curriculum Office); all courses must be reviewed, but not every course must be modified. The form is available in the Curriculum office.

Note:

If you are making major changes to a transfer-level course or if you discover that a transfer school has made changes to the way a course would transfer, you'll need to contact the Articulation Officer for guidance as soon as possible. If you are making major changes to a transferrable course, you should review comparable courses at other California Community Colleges.

"Critical thinking language" must be incorporated into the Student Performance Objectives (which are distinct from SLOs). Advice for writing Student Performance Objectives can be found starting on page 24 of the ASCCC paper "Course Outline of Record: Curriculum Reference Guide" which is available via your school's Curriculum Committee representative. It is also available online at www.asccc.org.

While you are working on your review of each course, please make sure that any reference to other courses, such as a prerequisite, list the course properly; for example, BIO 015, **NOT** BIOSC 15.

Verification Forms

Curriculum Review Verification Form (example)

School:

Discipline/Department:

-

The courses listed below have been reviewed by a department-established Review Team in order to verify that they meet or exceed the established curriculum standards adopted by the Solano Community College Curriculum Committee.

-

*Modified	Program Name or Course Dept Name and Number
<u>x</u>	COUR 075: Example Course for this Manual

-

(* Check if course is being modified. Submit a completed Course Modification form and a revised Section K.)

Approved by the Curriculum Committee 2/12/91.

Curriculum Review Team Verification Form (example)

School: _____

Discipline/department: _____

A faculty member's signature certifies that the courses listed on the front of this verification form, EXCEPT those indicated in the "No" column, have been appropriately reviewed and that they meet or exceed the established curriculum standards adopted by the Solano Community College Curriculum Committee. Reasons for a "No" vote must

be specified on a separate sheet of paper and attached to this form.

FACULTY VERIFICATION: We verify that the courses listed on the front of this form have been reviewed for compliance with established curriculum standards. Further, we certify that, except as noted in the "NO" area, these courses meet or exceed the curriculum standards established by the Solano Community College Curriculum Committee.

Signatures

_____	_____
Date	Date
_____	_____
Date	Date
_____	_____
Date	Date
_____	_____
Date	Date

Curriculum Committee Representative: _____
Date

Dean: _____
Date

No, I do not agree that the following courses meet or exceed the curriculum standards established by the Curriculum Committee.

Courses	Signatures
_____	_____
	Date
_____	_____
	Date
_____	_____
	Date

Glossary



At Committee meetings, new members sometimes get lost in discussions because the veteran members have developed a kind of “shorthand” language when talking about various curricular issues. Following are brief explanations for some terms you may hear at meetings but not understand.

Area of Emphasis

Eighteen or more semester units in related fields intended to prepare the student for a particular major or related majors at a four-year school, or to prepare a student for a particular field as defined by the community college. (PCAH 12)

Carnegie Unit

Three hours of student work per week, including class time and/or demonstrated competency, over the term of a full semester (prorated for short-term, laboratory, and activity courses) equates to one Carnegie Unit of student credit, as established by §55002 (b)(1)(B).

Certificate of Achievement

Any credit certificate that may appear by name on a student transcript, diploma, or completion award, and which requires 18 or more semester units of degree-applicable coursework. Chancellor's Office approval is required. (PCAH 12)

CoR

Course Outline of Record

Co-requisite

There are two types of co-requisites. The first is a course or equivalent preparation that *must* be taken concurrently with another course. The second is a course or equivalent preparation that may be completed before OR taken concurrently with another course. Both types of co-requisites are listed under “Prerequisites,” but the second type is followed by the parenthetical phrase “may be taken concurrently.” A student’s enrollment in a course with a co-requisite is blocked until the requirements of the co-requisite are satisfied. All co-requisites *require* validation (see Prerequisite and co-requisite validation below).

Course advisory

A course advisory is another course or equivalent preparation that will *broaden or deepen* a student’s learning experience in a subsequent course, but is *not* required for the student to succeed in the subsequent course. A student’s enrollment in a course with an advisory is NOT blocked for lack of the advisory skill.

Critical thinking skills

Members often remark that a course does not show critical thinking. This is a reference to requirements in the curriculum standards. The Title V changes mentioned above require that degree applicable courses reflect critical thinking skills. In the curriculum standards, critical thinking is required to be reflected in three areas of the course information (Section K)—the Course Objectives, the Methods of Evaluation, and the Content Outline. Most courses satisfy this requirement in the outline by using a “header statement” that specifies which critical thinking skills are required in the course. For example, “Students will be required to analyze,

evaluate, compare and contrast the following characteristics, techniques and themes.” See *Bloom’s Taxonomy* pg. 48

Distance Education

As defined by §55200, distance education is “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

Exemption form

A degree applicable course may be approved without one or both of the SCC minimum standards if the proposer submits this form explaining why students can succeed in this college-level course without the minimum skills standards.

Experimental Courses

An experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. After an experimental course has been offered more than once in the same year, it should be submitted to the college curriculum committee for approval as a regular course, or the college should discontinue offering the course as experimental. (PCAH 24) Such experimental courses are still required to have a complete course outline and go through the regular college curriculum review process. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates nor are they to be submitted for IGETC approval. They may be accepted for elective credit for the Associate degree or for elective credit at CSU. (GPCAP 1998, p. 4-5) See page 38 for more information.

Hybrid Courses

Hybrid courses are those courses where less than 51%, but some portion of the class, is delivered online. They are coded as non-distance education for MIS reporting purposes; however, they are considered distance education for *curricular* purposes and must meet the DE requirements and quality standards. §55204 states that regular, effective contact applies to *all* distance education instruction (not just courses that provide 51% or more of instruction through DE).

Optional Units Course

A course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours (NOT a variable unit course).

Prerequisite

A course or equivalent preparation that *must* be completed *before* enrolling in another course. A student’s enrollment in a course with a prerequisite is blocked until the requirements of the prerequisite are satisfied.

Prerequisite and co-requisite validation

If a course has any preparation indicated on lines 7a or b of the Section K, that preparation **MUST** be validated. There are different levels of validation which are all explained in the Prerequisites, Co-requisites, and Course Advisories Policy, but any course submitted with a prerequisite or co-requisite must have accompanying signed validation.

Program

A coordinated body of courses in a subject matter area. “Approved Programs” at Solano College are those programs which have been approved by the California Community Colleges Chancellor's Office. The list of approved programs and the current TOPs code information are available in the Curriculum Office.

Program Major

A coordinated body of courses (18 units or more) in a subject matter area as designated by the college. Majors do not require State approval. Majors and programs may be identical (example: English is both a program and a major); however, in some instances majors may be courses of study within programs (example: Airframe Maintenance Technician is a major within the Aeronautics program).

SCC minimum English and Math Standards

These are course advisories. In 1985 Title V regulations changed in an effort to strengthen associate degrees. The current SCC curriculum standards were developed based on these Title V regulations. One of the requirements was that colleges establish minimum skills standards for associate degree courses. Those skills standards at Solano College are the SCC minimum standards. The minimum English standard is eligibility for English 370 and the math is eligibility for Math 330. The curriculum standards require that all degree applicable courses have these standards as course advisories.

Special Topic Course

A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a *Special Topics in Political Science* or *Current Events in Political Science* course in which the content will be different in each term. If a particular topic is addressed regularly, it should be approved as a regular course. (PCAH 24) Special topics courses should be differentiated from experimental courses. See page 38 for more information.

Stand-alone course

A credit course that is nondegree-applicable OR a credit course that IS degree-applicable which is not part of an approved educational program.

Title 5

That portion of the California Education Code that governs community colleges.

TOP code

The Taxonomy of Programs; a numerical system used at the Chancellor's Office to collect and report system wide information on programs and courses that have similar outcomes. (PCAH 9)

Variable-Unit Course




A course that is offered for a range of units during the same semester. These courses are always positive attendance courses unless they are independent study or work experience courses (NOT an optional unit course).

Optional Units Course


A course that may be scheduled in different semesters for different numbers of units, with corresponding changes in contact hours (NOT a variable unit course).


Section
2


ICON KEY


-  PDF Link
-  Word Doc. Link
-  WWW Link


References & Resources


 GPCAP: *Good Practices for Course Approval Processes* (ASCCC, Spring 1998)


 PCAH: *Program & Course Approval Handbook* (3rd edition, March 2009)

 COR|CRG: *Course Outline of Record: Curriculum Reference Guide* (ASCCC, Spring 2008)

 *Distance Education Guidelines* (Omnibus 2008)

 SCC Mission, Vision, Values, & Strategic Goals

 SCC Student Learning Outcomes

 Title V (California Code of Regulations)

Bloom’s Taxonomy	48
Course Outline of Record Checklist	49
Cross-Cultural Studies Requirement	53
FAQs: Course Advisories, Co & Prerequisites	54

Bloom's Taxonomy

Verbs Demonstrating Cognitive Activity

<i>C r i t i c a l T h i n k i n g</i>					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know	restate	apply	<i>analyze</i>	<i>compose</i>	<i>judge</i>
identify	locate	relate	<i>compare</i>	<i>produce</i>	<i>assess</i>
relate	report	develop	<i>probe</i>	<i>design</i>	<i>compare</i>
list	recognize	translate	<i>inquire</i>	<i>assemble</i>	<i>evaluate</i>
define	explain	use	<i>examine</i>	<i>create</i>	<i>conclude</i>
recall	express	operate	<i>contrast</i>	<i>prepare</i>	<i>measure</i>
memorize	identify	organize	<i>categorize</i>	<i>predict</i>	<i>deduce</i>
repeat	discuss	employ	<i>differentiate</i>	<i>modify</i>	<i>argue</i>
record	describe	restructure	<i>contrast</i>	<i>tell</i>	<i>decide</i>
name	discuss	interpret	<i>investigate</i>	<i>plan</i>	<i>choose</i>
recognize	review	demonstrate	<i>detect</i>	<i>invent</i>	<i>rate</i>
acquire	infer	illustrate	<i>survey</i>	<i>formulate</i>	<i>select</i>
	illustrate	practice	<i>classify</i>	<i>collect</i>	<i>estimate</i>
	interpret	calculate	<i>deduce</i>	<i>set up</i>	<i>validate</i>
	draw	show	<i>experiment</i>	<i>generalize</i>	<i>consider</i>
	represent	exhibit	<i>scrutinize</i>	<i>document</i>	<i>appraise</i>
	differentiate	dramatize	<i>discover</i>	<i>combine</i>	<i>value</i>
	conclude		<i>inspect</i>	<i>relate</i>	<i>criticize</i>
			<i>dissect</i>	<i>propose</i>	<i>infer</i>
			<i>discriminate</i>	<i>develop</i>	
			<i>separate</i>	<i>arrange</i>	
				<i>construct</i>	
				<i>organize</i>	
				<i>originate</i>	
				<i>derive</i>	
				<i>write</i>	
				<i>propose</i>	

From the COR:CRG 49

Course Outline of Record Checklist

Directions

This checklist is divided into two parts. The first part is to be used in reviewing individual courses, and the second part in reviewing overall programs and program majors.

The purpose of a curriculum review is to verify that existing courses and programs comply with current course and program standards. The Curriculum Committee expects that during a school's Curriculum Review, all areas of the curriculum will be reviewed for this purpose. In addition, any elements(s) listed below should be given particular attention for this curriculum review.

Part 1 - Courses: For individual courses, the following lists contain all of the elements of the Official Course Information (Section K); the Section K is used by the Curriculum Committee to determine the academic characteristics of courses submitted for approval. This list may be used to verify each area of a course as it is reviewed.

Part 2 - Program majors: Verify that each item on the list has been reviewed. Changes made in courses may affect program(s), be sure to update program(s) via program modification in CurricUNET.

Part 1 – Courses	
1. Course Number	<ul style="list-style-type: none"> • Is the course number consistent with the college's numbering guidelines? <i>See current college catalog</i> <p><u>Course Numbering System:</u></p> <ul style="list-style-type: none"> 001-049: Qualify for AA/AS Degree; transfers to UC and CSU 050-099: Qualify for AA/AS Degree; transfers to CSU 100-199: Qualify for AA/AS Degree; generally do not transfer to four-year institutions. Some courses may be used to meet requirements in certain majors. 200-299: Vocational, credit courses; which DO NOT apply to AA/AS Degree and do not transfer to four-year institutions 300-399: Credit courses which DO NOT apply to AA/AS Degree 500-599: Non-credit courses
2. Course Title	<ul style="list-style-type: none"> • Does title accurately reflect content of course? • Short Course Title is limited to 30 characters max. • Long Course Title is limited to 100 characters max.

3. Units (COR Guide pp. 16-17)	<ul style="list-style-type: none"> • Does the COR justify or validate the hours relative to the units being listed? 1 hr lecture per week = 1 unit 2 hrs activity per week = 1 unit 3 hrs lab per week = 1 unit Round up to the nearest ½ unit. • Note: One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class) For example: 1 unit of lecture course should have 16 in class lecture hours plus 32 out of class homework hours).
4a. Type of Course	<ul style="list-style-type: none"> • What is the course type? • Credit-Degree Applicable, Credit-Not Degree Applicable, or Non-Credit?
4b. Transfer Status	<ul style="list-style-type: none"> • What is the transfer status? • UC, CSU/Private, Basic Skill, or Non-Transferrable?
5. Weekly Contact Hours	<ul style="list-style-type: none"> • Indicate the weekly lecture, activity, lab or by arrangement hours
5a. Course Length	<ul style="list-style-type: none"> • Is this a full-term or short-term course? • If a short-term course, are the number of weeks indicated?
6. Method of Instruction (COR Guide p. 30)	Describe the specific methods of instruction: <ul style="list-style-type: none"> • Lecture, Lab, Lecture/Lab, Online, Hybrid, Field Experience, Work Experience, Tutoring, Directed/Independent Study • Distance Education refers to any face-to-face class time being substituted with an alternate delivery method. If Online or Hybrid method of instruction is offered, the DE page must be completed in CurricUNET.

<p>7. Prerequisites, Co-requisites and Advisories (COR Guide p. 18)</p>	<p><u>Prerequisites:</u></p> <ul style="list-style-type: none"> • If a degree applicable course, does it have minimum English and Math standards? If no, has an exemption for the minimums been completed? • Adding/changing a prerequisite requires CONTENT REVIEW. • Has the validation work for co/perquisites been completed? • During Curriculum Review, courses that have requisite requirements must complete the requisite validation page in CurricUNET. • Will block registration in this course. • The prerequisite course must have been previously completed. <p><u>Co-requisites:</u></p> <ul style="list-style-type: none"> • Must be taken simultaneously. • Adding/changing a co-requisite requires CONTENT REVIEW • Will block registration in this course. <p><u>Advisories:</u></p> <ul style="list-style-type: none"> • Does it have minimum English and Math standards for transferrable courses? • Recommended to ensure student success. • Does NOT block enrollment in the course.
<p>8. Repeatability Criteria</p>	<p>A course may be repeated ONLY if one of the following is true (and the rationale must be specified on the COR):</p> <ul style="list-style-type: none"> • The content of the course differs each time it is offered (COR must explicitly specify how content differs) • The course is an "activity" course in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course repeated • Repetition is necessary for a student to meet legally mandated training requirements as a condition of continued paid or volunteer employment • If the course does not meet the above criteria, it is not repeatable
<p>9. Catalog Description (COR Guide p. 20)</p>	<ul style="list-style-type: none"> • A short paragraph that provides a well-developed overview of topics covered and identifies the target audience. • Does it accurately convey the content of the course? • Field Trip potential or other requirements that impose a logistical or fiscal burden on students should be included along with an option for alternatives
<p>10a. Student Learning Outcomes</p>	<ul style="list-style-type: none"> • Provides students with a clear understanding of what they will be able to do when they finish their studies at Solano College • "SLO update" process is available in CurricUNET for modifying SLO contents. • For further information contact the SLO coordinator
<p>10b. Student Performance Objectives</p>	<ul style="list-style-type: none"> • Outline format (A, B, C, 1, 2, 3, a, b, c).

(COR Guide p. 25)	<ul style="list-style-type: none"> • List principle concepts, knowledge, skills and abilities. • Use Bloom’s Taxonomy; courses are required to demonstrate critical thinking therefore faculty should consider using appropriate Bloom’s terminology. • Most courses will have several specific learning objectives. • Are objectives measurable (quantitative or qualitative)? • Do objectives demonstrate that students will learn critical thinking skills and that they will be able to apply concepts learned at college level?
11. Methods of Evaluation (Student Achievement) (COR Guide p. 34)	<ul style="list-style-type: none"> • Must specify types and provide examples: Examples: <ul style="list-style-type: none"> ▪ Exams/homework/papers ▪ Evaluation of contributions to class discussions • Should clearly align with the Course Objectives. • Must effectively evaluate student’s mastery of critical thinking. • Do the methods of evaluation reflect the stated course objectives? • Is there a variety of evaluation methods?
12. Student Assignments (Homework): Required Reading & Writing Assignments, Outside of Class Assignments and Other (COR Guide p. 37)	<p>This is a REQUIRED field.</p> <ul style="list-style-type: none"> • Do the homework assignments reflect enough independent work outside of class per unit of credit for each lecture hour? <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic. • Students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.
13. Course Content Outline (COR Guide p. 28)	<ul style="list-style-type: none"> • Includes a complete list of all topics to be taught in the course. • Lists should be arranged by topic with sub-headings (outline format) • If a degree applicable course, does the outline include evidence indicating that critical thinking skills are taught • If a variable or optional unit course, does outline CLEARLY reflect what content will be covered for each unit value? • If course is repeatable, does the outline CLEARLY reflect what content will be covered each time the course is taken?
14. Textbooks, resource and other materials	<ul style="list-style-type: none"> • For degree applicable courses, are the textbooks college level? • For transferrable courses, is the textbook five years old or less? • If the textbook exceeds five years, “Classic” must be specified

Part 2 – Programs and Program Majors Course

Programs and Program Majors Course	<ul style="list-style-type: none"> • Have all inactive courses been deleted? • Are the number of units appropriate for the major? • Are the electives in the major recommended or required? Are they designated? • Is the program major description current? • Changes made in courses may affect program(s), be sure to update program(s) via program modification in CurricUNET
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Cross-Cultural Studies Requirement

Goal Statement

Because of the increasingly pluralistic society in which we live, an enlightened cultural awareness, knowledge, and understanding have become desirable components to consider when designing a general education program for the community college student.

To achieve this purpose, we need courses that will give students a broad understanding and appreciation of the diverse society in the United States and provide a historical perspective of who we are as an American people.

Cross-cultural courses should examine interactions among cultures, challenge an individual's values and beliefs, and work to promote racial, ethnic, and cultural harmony within the United States.

Criteria

Courses that fulfill the cross-cultural general education requirement for the associate degree must include:

1. Diversity
 - Ascertain the primary emphasis of courses to be on racial, ethnic, and cultural diversity.
 - Give evidence of these diversities within the United States.
2. A broad understanding and appreciation of the diverse society in the United States:
 - Explore the theories related to the complexities of cross-cultural communication, including not only language but also living patterns and interactions.
 - Analyze patterns of group relations with emphasis on comparing and contrasting the wide variety of theories/perspectives/intergroup conflicts.
 - Examine individual values and beliefs:

- The course will ask students to challenge, understand, defend, critique, and reformulate values and theoretical perspectives on race, ethnicity, and culture.

- Explore the destructive nature and function of racism and discrimination.

A historical perspective of who we are as an American people.

- Offer a unique opportunity for the student to understand racial, ethnic, and cultural relations in the United States from a historical perspective.

In addition, wherever possible, course proposers are encouraged to:

- Examine historical and economic relationship between dominant and non-dominant groups and institutional functions related to dependency, political power/control and self-determination.
- Explore the relationship between the cultural heritage of ethnic groups and their prognosis for the future in such institutions as education, politics, and economics.

FAQ: Course Advisories, Co- and Prerequisites

For full details on the establishment of (and challenges of) advisories and co/prerequisites, see Board [Policy 6023](#).

Policy 6023 states that "Prerequisites, corequisites, and certain limitations on enrollment will be established only if: a) The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the [department] do all of the following:

1. Approve the course; and,
2. As a separate action, approve any prerequisite, and/or corequisite, only if: ..." [I.C.3.a.(1)-(2)]

The policy also stipulates that the Curriculum Committee, too, must approve the advisory, co/prerequisite in a **separate action**. [I.C.3.b] The Chancellor's Office/Academic Senate joint task force which developed the model policy (c. 1994) asserted that "It is also crucial that the approval of the prerequisite or corequisite (or advisory) be done explicitly and not be inferred from the approval of the course.

Q What are problems for college-level courses that don't have prerequisites?

A The Curriculum Committee assumes that, in accordance with the Title V Standards and Criteria for Courses and Classes, all degree-level applicable courses are comprised of academically rigorous, college-level curriculum. Therefore, in order to insure that students are able to perform math, reading, and writing at the levels needed to be successful in Associate Degree courses across the disciplines, the Curriculum Committee established recommended minimum English and mathematics standards. Consistent with the assumption that all degree applicable courses are college-level, and in compliance with Title V Standards and Criteria for courses and Classes, the Curriculum Committee expects that the SCC minimum English and math standards will be recommended for all degree-applicable courses. The Committee recognizes, though, that there may be exceptions to this standard and will consider requests for exception on a case-by-case basis.

Q Can a student challenge a prerequisite?













A Yes. Title V stipulates that, although prerequisites are to be enforced, students have the right to challenge prerequisites based on very specific grounds.

The student can challenge the prerequisite on one or more of five specified reasons:

1. The prerequisite approval did not follow Policy 6023
2. It is not necessary for success in the course
3. It is unlawfully discriminatory
4. The prerequisite course has not been made reasonably available and, thus, if the student has to wait to take it, s/he will be delayed in completion of her/his official educational goal (that is, the Individualized Education Plan [IEP] timeline will not be met
5. The student can substantiate having the knowledge or skills to be successful in the course despite not meeting the prerequisite

CurricUNET

These documents are also available under the HELP menu of CurricUNET at http://www.curricunet.com/Solano/user_guide.cfm.

-  Logging On
-  Creating a New Course
-  Course Modification
-  Course Deletion
-  Help Information Section A-K
-  Notification and Approval Process
-  Adding Courses to Programs
-  Look Up tables Worksheet
-  CurricUNET New Course Development Quick Start Page
-  Using Outline Tool
-  Users and Rights
-  Contact Page

Curriculum Review Timeline – Approved 11-26-2013

2013 – 14: School of Career Technical Education and Business

2014 – 15: School of Health Sciences

2015 – 16: School of Social and Behavioral Sciences, Counseling/Learning Skills, Half the School of Math and Sciences

2016 – 17: Half the School of Math and Sciences, Half the School of Liberal Arts

2017 – 18: Half the School of Liberal Arts and any not current

2018 – 19: School of Career Technical Education and Business

2019 – 20: School of Human Performance and Development, Counseling/Learning Skills, School of Health Sciences

2020 – 21: School of Social and Behavioral Sciences

2021 – 22: School of Math and Sciences

2022 – 23: School of Liberal Arts

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
December 10, 2013
1:30 p.m., Room 503

1. ROLL CALL

Joe called the meeting to order at 1:37pm

Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lynn Denham-Martin, Erin Duane, Marianne Flatland, Erin Moore (Curriculum Analyst), Maire Morinec, Randy Robertson, Josh Scott, Teri Yumae, Connie Adams (Administrative Assistant)

Absent/Excused: Michelle Arce, Margherita Molnar, John Yu, Arturo Castillo (Student Rep)

Guest: Diane White, Eric Bullis

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Robin Arie-Donch

S: Lynn Denham-Martin

A: Passed – unanimous

3. CONSENT ITEMS

4. APPROVAL OF MINUTES – November 26, 2013 (Attachment)

M: Marianne Flatland

S: Josh Scott

Discussion: edits under 11 and 14a

A: Passed as amended – unanimous

5. ACTION ITEMS

- a. Curriculum Review schedule

M: Robin Arie-Donch

S: Curtiss Brown

A: Passed – unanimous

6. NEW COURSES

- a. (CP13-233) ANTH 001L Physical Anthropology Laboratory (Tabled from 11/26/2013)

New Course Proposal

- 1) Action on the prerequisite

M: Marianne Flatland

S: Erin Duane

A: Passed - unanimous

- 2) Action on the course

M: Marianne Flatland

S: Lynn Denham-Martin

Discussion: Erin Moore noted the revised wording for the prerequisite. She will ensure the two course advisories, not visible in the edit field, are included. Maire questioned the class size rationale. IVP White responded that equipment in the room limits the class size to 30.

A: Passed - unanimous

- b. (CP13-234) ATEC 134 Automatic Transmissions/Transaxle (Tabled from 11/26/2013)

New Course Proposal

- 1) Action on the prerequisite

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Maire reported the auto technology program has been on hiatus for some time. A new instructor is revising all the classes for automotive industry standards.

A: Passed - unanimous

- 2) Action on the course

M: Maire Morinec

S: Lynn Denham-Martin

Discussion: Joe pointed out the student performance objectives are tied to the 2013 NATEF standards that change every seven to eight years.

A: Passed – unanimous

c. (CP13-235) PLSC 004 Introduction to Political Science (Tabled from 11/26/2013)

New Course Proposal

1) Action on the course

M: Robin Arie-Donch

S: Lynn Denham-Martin

Discussion: Marianne noted the course content outline is set up more like a syllabus but with bullets first. Robin added it should state the number of pages required for writing. Josh noted that some of these classes have recommended preparation for English 1 and he inquired what the process or policy is for classes not having prerequisites. Joe replied that, if the content review is approved, the process in place could suggest faculty from both disciplines collaborate to review and add. Otherwise a prerequisite cannot be recommended. Maire requested the instructor make changes to writing assignments and perhaps make the outline consistent and then resubmit for approval.

M: table pending changes as noted – Maire Morinec

S: Debra Berrett

A: Tabled pending changes – unanimous

Robin will send suggestions to the instructor and cc Erin Moore.

7. **COURSE MODIFICATIONS**

a. (CP13-242) THEA 001 Introduction to Theatre (Tabled from 11/26/2013)

Title, Description, Objectives, Assessments, Assignments, Textbooks

1) Action on the course

M: Erin Duane

S: Teri Yumae

Discussion: Joe pointed out some of the theatre courses are missing faculty and/or dean approval and Instructor Eric Bullis expressed his disappointment those approvals weren't completed on time as expected. He reported the theatre curriculum is being revised to match transfer model curriculum. Theatre courses are well thought out and developed in C-ID descriptors and the course modifications are modeled on those to keep it simple. Curriculum is basically being revised for transfer. Eric noted this has been a difficult process but State-approved curriculum makes sense to give students the transfer option.

Robin pointed out that the theatre courses already transfer to CSU and UC, as seen in ASSIST. Her overarching concern is that modeling the changes on C-ID and CSU could potentially put UC transferability in jeopardy, noting she'd be surprised if UC were to approve some of the revised courses. Joe explained that more stringent criteria are required for UC transfer approval than for C-ID and CSU. Transferability to CSU can basically be decided by the College but UC requires review of submitted courses. Robin explained each course is slightly different. In some cases the objectives are not rigorous enough for UC or the content of the outline needs revising. UC reviewers have to be convinced if they are going to approve a course that doesn't require specific writing assignments. Some of these courses have no advisory or minimum standards and students wouldn't be ready for UC coursework with only a minimum advisory. Courses using classic textbooks should also list at least one current textbook to show more recent literature has been reviewed. Erin Duane queried if there is a way to synchronize the TMC and maintain UC transferability. Robin confirmed that a little more rigor added to the C-ID information is needed including some evidence of written exams, not just stating "exams", to show a student understands the course. Production courses need some evidence looked at in an academic way. Technical production probably doesn't need as much rigor as theatre history.

English 1 shows students are ready for transfer-level work. Teri noted the transfer requirement to have eligibility for English 1. Robin stated that a course won't be sent back if missing an advisory, but if the Chancellor's Office has other questions they start looking at advisories as well. Eric shared challenges

due to C-ID requirements, contradictions in information he has received, the issue of repeatability, and frustration with the need to get beyond the current curriculum and have the degree in place with only two full-time instructors.

Marianne clarified that, while needing to accommodate the C-ID, UC transferability can't be forgotten. Theatre classes have good enrollment, partly because they satisfy general education. Every time a class is revised, it opens the door for UC and CSU to look deeper. Marianne stated that Robin is the expert to know and say if a course will or will not articulate, plus she has a great eye for details. Maire noted the tremendous amount of work Eric has accomplished, including adding more rigor. She appreciated that he is looking at a future technical degree, making courses transferable, and some courses Eric is working on will become eligible for Perkins funding. Joe suggested the courses be tabled and Eric and Robin meet to check off areas of concern. Only about six courses, not the full suite, need to be completed for the TMC fall deadline. The other courses can be added later. Robin confirmed she could meet with Eric this week and with a little more work he could plan to bring these courses back to the January 28 meeting. With Committee approval by February 11, the TMC should be ready for fall. Eric's other big concern was the loss of repeatability and, therefore, of students because our other classes aren't ready for them. He noted the devastating effect to theatre programs throughout the state. Curtiss suggested students can audit the classes in the interim.

M: table theatre course items 7a – 7k until the first meeting in spring – Maire Morinec

S: Marianne Flatland

A: Tabled – unanimous

- b. (CP13-243) THEA 003 Theatre History 1 (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Content, Textbooks

1) Action on the course

A: Tabled – see 7a

- c. (CP13-244) THEA 004 Theatre History 2 (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Content, Textbooks

1) Action on the course

A: Tabled – see 7a

- d. (CP13-245) THEA 010 Acting I (Tabled from 11/26/2013)
Number, Title, Prerequisite, Description, Objectives, Assessments, Content, Textbooks

1) Action on the course

A: Tabled – see 7a

- e. (CP13-246) THEA 011 Acting II (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Content, Textbooks

1) Action on the prerequisite

2) Action on the course

A: Tabled – see 7a

- f. (CP13-247) THEA 012A Rehearsal and Performance in Production – Comedy (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Content

1) Action on the course

A: Tabled – see 7a

- g. (CP13-249) THEA 020 Stagecraft (Tabled from 11/26/2013)
Number, Description, Objectives, Assessments, Assignments, Content, Textbooks

1) Action on the course

A: Tabled – see 7a

- h. (CP13-251) THEA 021 Introduction to Stage Lighting (Tabled from 11/26/2013)
Title, Description, Objectives, Assessments, Assignments, Content, Textbooks

1) Action on the course

A: Tabled – see 7a

- i. (CP13-252) THEA 022A Technical Theatre in Production-Comedy (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the course

A: Tabled – see 7a

- j. (CP13-254) THEA 024 Stage Make-Up (Tabled from 11/26/2013)
Number, Units, Description, Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the course

A: Tabled – see 7a

- k. (CP13-255) THEA 025 Introduction to Theatre Design (Tabled from 11/26/2013)
Number, Title, Description, Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the course

A: Tabled – see 7a

8. **CURRICULUM REVIEW – COURSE MODIFICATIONS**

- a. (CP13-257) ATEC 070 Automotive Fundamentals (Tabled from 11/26/2013)
Description, Objectives, Methods of Instruction, Assignments, Assessment, Content, Textbooks
1) Action on the course

M: Marianne Flatland

S: Debra Berrett

Discussion: Maire noted the Committee should acknowledge that two instructors new to the College took on the huge amount of work to revamp this program and submit the course modifications to the Committee in a timely manner. NATEF standards require very specific and detailed Course Outlines.

A: Passed – unanimous

- b. (CP13-258) ATEC 130 Automotive Suspension and Steering (Tabled from 11/26/2013)
Title, Units, Contact Hours, Methods of Instruction, Prerequisite, Description, Objectives, Assessments, Assignments, Content, Textbook
1) Action on the prerequisite

M: Approve as group 8b 1 – 8e – Erin Duane

S: Robin Arie-Donch

A: Passed - unanimous

- 2) Action on the course

M: Approve as group 8b 2 – 8e 2 – Marianne Flatland

S: Erin Duane

Discussion: Debra reported CTE faculty concern about how much hands-on learning is being lost due to extensive content. Maire explained this is a huge overhaul of the auto tech program and additional courses will be added. The proposer's goal is for students to complete the program in four semesters with a degree or certificate. New courses have more specific and focused system coverage.

A: Passed - unanimous

- c. (CP13-259) ATEC 131 Automotive Electrical Systems (Tabled from 11/26/2013)
Units, Contact Hours, Prerequisite, Description, Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the prerequisite

A: Passed – see 8b 1

- 2) Action on the course

A: Passed – see 8b 2

- d. (CP13-260) ATEC 132 Automotive Brake Systems (Tabled from 11/26/2013)
Title, Units, Contact Hours, Prerequisite, Description, Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the prerequisite

A: Passed – see 8b 1

- 2) Action on the course

A: Passed – see 8b 2

- e. (CP13-261) ATEC 133 Automotive Engine Repair (Tabled from 11/26/2013)

Content, Textbooks

- 1) Action on the prerequisite

A: Passed – see 8b 1

- 2) Action on the course

A: Passed – see 8b 2

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

10. MAJOR DELETIONS

11. REPORT FROM THE CHAIR

- a. Update on ADTs

Joe sent an ADT report to IVP White and the deans to prepare for spring.

Curriculum Institute: Joe and Erin Duane shared their enthusiasm and reasons to attend the conference, including learning what other schools are doing. They encouraged members to consider attending next July 10-12 in San Jose.

12. REPORT FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

IVP White reported the College has reserved six spots for the Curriculum Institute.

13. REPORT FROM THE ARTICULATION OFFICER

Robin asked members to keep reminding their colleagues to see Robin early in the process when making significantly modified transferable course changes or adding new courses. She pointed out that a lot of new instructors need to be informed.

Robin noted that the Committee voted some time ago to not use boiler plate language in outlines but the preponderance of proposals are coming through that way. She suggested, even if it is showing up due to CurricUNET, the Committee might consider having another discussion. Joe noted a boiler plate statement doesn't relieve faculty of their duty. Erin Moore pointed out taxonomy can be accessed in the objectives edit field. Robin opined it should be in both assignments and objectives. In the past when faculty were trained on developing courses, a checklist was used and objectives and content had to match. Everyone needs to know it is needed in both objectives and content outline.

14. OTHER

- a. Pre/Corequisite policy/procedures process

A draft was emailed in November and discussed at the November 26 meeting. Joe would like the Committee to have a goal to complete the proposal to revise the co/prerequisite policy and procedures by February. Once approved by the Committee it will be submitted to the Academic Senate, administration and the Board of Trustees. He hopes it can be finalized by the end of this school year and be ready to implement next academic year. Erin Duane pointed out how important the policy and procedures are for the Curriculum Committee actions. The Committee often has questions on how adequately prepared students are for tasks and assignments. Committee members should carefully review the document and bring back their input. Erin noted the goal is to have a strong and usable document to make things better for the students. Robin pointed out that many students don't see counselors; advisories and their meanings need to be more visible and clear, and students should understand why the advisories are important for them.

15. OPEN DISCUSSION

16. ADJOURNMENT

M: Marianne Flatland

S: Lynn Denham-Martin

The meeting was adjourned at 3:18pm.

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, October 22, 2013
1:30 p.m., Room 503

1. ROLL CALL

Joe called the meeting to order at 1:34 pm

Michelle Arce, Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lynn Denham-Martin, Erin Duane, Marianne Flatland, Margherita Molnar, Erin Moore (Curriculum Analyst), Maire Morinec, Randy Robertson, Josh Scott, John Yu, Teri Yumae, Connie Adams (Administrative Assistant)

Absent/Excused: Toni Dickinson (Student Rep)

Guest: Laura Maghoney

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Marianne Flatland

S: Robin Arie-Donch

Discussion: Members agreed to place item 8 immediately after item 4 to accommodate guest Laura Maghoney.

A: Passed - unanimous

3. CONSENT ITEMS

4. APPROVAL OF MINUTES – October 8, 2013 (Attachment)

M: Robin Arie-Donch

S: Margherita Molnar

Discussion: corrections were made as presented on screen.

A: Passed – unanimous

5. ACTION ITEMS

6. NEW COURSES

7. COURSE MODIFICATIONS

a. (CP13-213) GEOG 001 Physical Geography

Description, Objectives, Content, Textbooks

1) Action on the course

Changes to geography and geology courses were made to match C-ID descriptors and were motivated by the desire for a transfer degree although one is not required.

M: group 7a – 7h for approval – Erin Duane

S: Robin Arie-Donch

Discussion: Robin raised concern that no writing assignments are shown on Geography 1 and there is no indication if the final exam is in writing. UCs are starting to question courses they haven't questioned before and sending in UC transferable courses with no writing will present problems. Geology does have writing assignments. Due to so many changes, including content, UCs may insist on seeing changes that Robin would have to send in. Members noted other concerns: the writing assignments found in "other" should be placed into "Required Writing Assignments"; Geography 4 has no required writing assignments but states there is a research paper and there should be more specificity; there should be an advisory for successful completion of English 1. Erin Moore would have to look through all courses requiring English 1 eligibility and change manually based on the suggestion the advisory should be the same for all the Geography courses. Joe pointed out that, as courses come through for review, that would be the time to make changes from here on out. Course advisories should have content review. The term "research paper" could vary in different courses and assignments should be more specific. If the instructor is requiring a research paper, it would be good to ask him if there will be instructions on how to do a research paper. English 1 eligibility might be adequate.

Josh questioned how distinctions are made between recommendation, requirement, or advisory. If a student has to write a ten-page paper, citing sources, they may be set up for failure without requiring prerequisite English. Joe responded that instructors might not be aware of where a student is in English and how much that affects what they're going to assign them. Josh noted that, if teachers haven't seen much writing from the student and research papers are written more towards the end of semester, it can be a problem, depending on the specific type of paper required. Robin pointed out that counselors are trying to steer students away from high requirements and place them appropriately. Due to questions noted, members agreed to table items 7a – 7h.

M: table courses – Maire Morinec

S: Erin Duane

A: **Tabled** – unanimous

b. (CP13-214) GEOG 001L Physical Geography Laboratory

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

c. (CP13-215) GEOG 002 Cultural Geography

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

d. (CP13-216) GEOG 004 World Geography

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

e. (CP13-217) GEOG 006 California Geography

Description, Objectives, Textbooks

1) Action on the course

A: Tabled see 7a

f. (CP13-218) GEOG 010 Introduction to Geographic Information Systems

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

g. (CP13-219) GEOL 001 Physical Geology

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

h. (CP13-220) GEOL 010 Introduction to Geographic Information Systems

Description, Objectives, Content, Textbooks

1) Action on the course

A: Tabled see 7a

8. **CURRICULUM REVIEW – COURSE MODIFICATIONS**

a. (CP13-221) ECON 001 Principles of Economics (Macroeconomics)

Method of Instruction, Advisory, Prerequisites, Description, Objectives, Assessments, Content

1) Action on the prerequisite

Laura Maghoney explained that Economics is required for the Business Transfer Degree and the courses are being modified in order to obtain the C-IDs and Math 330 was added as a prerequisite with a minimum grade of C. College data isn't cumulative, only from the semester before, so Laura had to research data before that. Many other community colleges require elementary (330) or intermediate algebra as a prerequisite. From the end of semester (not from census), about 2/3 of remaining students

pass Economics. Most four year colleges do not require Math 330 as a prerequisite since it is already a prerequisite for admission to four year schools. The State RP group is creating a document on validation for co/prerequisites that will hopefully be helpful. Since the last meeting, thanks to Erin Moore and helpful people at CurricUNET, there is an icon to see course content review that will help with revalidation for curriculum review. Before, it was only visible to proposers and CurricUNET administrators, not Solano College administrators. Robin noted that there is clearly a need for math as a prerequisite for Economics. A couple years ago the College articulation was threatened without a math prerequisite. Joe expressed appreciation to Laura for her work on this to help the Business Department complete their transfer degree.

M: group and approve 8a 1 and 8b 1 – Maire Morinec

S: Debra Berrett

A: **Passed** - unanimous

2) Action on the course

M: group 8a 2 and 8b 2 – Lynn Denham-Martin

S: Debra Berrett

A: **Passed** - unanimous

b. (CP13–222) ECON 002 Principles of Economics (Microeconomics)

Method of Instruction, Advisory, Prerequisites, Description, Objectives, Assessments, Content

1) Action on the prerequisite

A: **Passed** see 8a 1

2) Action on the course

A: **Passed** see 8a 2

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

10. MAJOR DELETIONS

11. REPORT FROM THE CHAIR

a. Update on ADTs

The Committee approved the Physics Transfer Degree on October 8 and it is waiting for Board of Trustee approval. Psychology should soon be ready for the Committee, hopefully followed by a couple more in the near future. The Governor recently signed SB 440. No communication from state organizations has been received yet but, if taken literally, it means the College goal to complete 16 ADTs by next fall will be superseded by an ADT requirement for all majors that a school currently has with no allowance for energy credit. If additional transfer degrees are approved at the TMC level, schools will have 18 months to complete them.

Teri asked about music and other programs that have no funding to support them. Joe noted they could become independent study programs due to budget issues and students would have to come up with resources on their own. Some schools have programs on their books that are not offered due to resource limits. The current College requirement from the Chancellor's Office is 16 ADTs for fall 2014. With the new mandate from legislature funds could possibly be taken away if ADTs aren't completed, but it is unknown at present how this will proceed. Fall 2015 will be the bigger goal, so it will be best to complete as many as possible in 2014.

Maire searched online to see the legislative text and noted there are some changes to Title 5. Outreach to campus organizations, marketing and website display is targeted and CSUs must develop an admission process for transfer students. Joe added the CSU system may be more affected than community colleges. Joe concluded there could be some interesting ramifications but everyone will have to wait and see what it means. Information should be available at the regional Curriculum meeting November 16. Anyone interested is invited to attend. Joe will email the meeting information.

b. Archived courses deletion update

Joe sent the list of archived courses to all faculty after the last meeting. He received several requests for courses to be deleted but only about 20 courses have been received and November 5th is the deadline. SLOs have to be sent to SLO Coordinator Gene Thomas for courses to be retained and they are needed as soon as possible for every course, offered or not, in the last three years.

One Other Item: Erin Moore brought to Joe's attention the need to add the new School of Social and Behavioral Sciences and School of Health Sciences to last year's approved Curriculum Review timeline. The schedule should be revisited with a plan to coordinate Curriculum Review with Program Review. The definition of "program" should match the one used for Program Review, Program Discontinuance, and Title 5. The SLO program definition doesn't currently match that.

12. REPORT FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

13. REPORT FROM THE ARTICULATION OFFICER

14. OTHER

a. Pre/Corequisite policy/procedures update

Erin Duane reported that Joe now has the completed draft but she keeps finding interesting things to add and hopes it can be reviewed soon. In conversation with faculty from another college, Erin learned they have a Content Review subcommittee of their Curriculum Committee. That Committee can push faculty who aren't thinking about co/prerequisites but who maybe should be considering them due to data. They have a very communicative, cross-disciplinary method of establishing co/prerequisites on their campus. Joe thanked Erin for her work on this project, noting that documents from different but important entities vary and words don't necessarily translate what action looks like.

15. OPEN DISCUSSION

The CurricUNET home page proposal deadline information should also state that proposals need to be in CurricUNET with *all faculty and dean approvals*.

16. ADJOURNMENT

M: Lynn Denham-Martin

S: Robin Arie-Donch

A: **Passed** – unanimous

The meeting was adjourned at 3:03 pm.

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, February 12, 2013
1:45 p.m., Room 503

1. ROLL CALL

Joe called the meeting to order at 1:52 p.m.

Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lynn Denham-Martin, Erin Duane, Erin Farmer, Marianne Flatland, Jeffrey Lamb, Margherita Molnar, Erin Moore, Maire Morinec, Randy Robertson, Teri Yumae, Connie Adams, Charlene Ott (Student Rep), Anthony Salazar (Student Rep)

Guests: Gale Anderson, Ginger Cain

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Marianne Flatland

S: Randy Robertson

Discussion: Joe reported that Item 8k, FLNG 101, is not ready to be approved and Item 10b will be changed from "AS degree" to "Certificate".

A: passed as amended - unanimous

3. CONSENT ITEMS

4. APPROVAL OF MINUTES – January 22, 2013 (attachment)

M: Robin Arie-Donch

S: Lynn Denham-Martin

A: passed – unanimous

5. ACTION ITEMS

6. NEW COURSES

7. COURSE MODIFICATIONS

a. (CP13-07) NURS 050A Fundamentals of Nursing

Requisites, Textbooks

1) Action on the corequisite

M: approve 7a – 7g - Robin Arie-Donch

S: Lynn Denham-Martin

Due to new repeatability issues, nursing lab courses, originally single unit courses with the same number, had to be renumbered with the addition of "A" and "B" and co-requisites were changed to match course levels.

A: passed - unanimous

2) Action on the course

M: approve 7a – 7g – Curtiss Brown

S: Lynn Denham Martin

A: passed – unanimous

b. (CP13-08) NURS 050B Basic Human Needs

Requisites, Textbooks

1) Action on the corequisite

A: passed (see 7a – 1)

2) Action on the course

A: passed (see 7a – 2)

c. (CP13-09) NURS 054 Maternal-Child Nursing

Requisites, Textbooks

- 1) Action on the corequisite

A: passed (see 7a – 1)

- 2) Action on the course

A: passed (see 7a – 2)

d. (CP13–10) NURS 055 Nursing of Adults I

Requisites, Textbooks

- 1) Action on the corequisite

A: passed (see 7a – 1)

- 2) Action on the course

A: passed (see 7a – 2)

e. (CP13–11) NURS 060 Nursing of Adults II/Medical-Surgical Nursing

Requisites, Textbooks

- 1) Action on the corequisite

A: passed (see 7a – 1)

- 2) Action on the course

A: passed (see 7a – 2)

f. (CP13–12) NURS 063 Advanced Medical Surgical and Community Nursing

Requisites, Textbooks

- 1) Action on the corequisite

A: passed (see 7a – 1)

- 2) Action on the course

A: passed (see 7a – 2)

g. (CP13–14) NURS 159 Career Mobility Transition

Requisites, Textbooks

- 1) Action on the corequisite

A: passed (see 7a – 1)

- 2) Action on the course

A: passed (see 7a – 2)

8. CURRICULUM REVIEW – COURSE MODIFICATIONS

a. (CP12–193) ESL 006 ESL Composition Skills (Tabled from 12-11)

Repeatability (remove), Description, Assessments, Content, Textbooks

- 1) Action on the course

M: approve 8a (ESL 006), 8g (ESL 373), and 8h (ESL 374) – Jeff Lamb

S: Lynn Denham-Martin

Discussion: Robin recommended that Jane Berger and/or Melissa Reeve meet with her to discuss articulation because without articulation information problems may arise. For courses shown as UC transferable, a UC that has something similar must be found. Even if some courses are on ASSIST as transferable, they are reevaluated at times. Robin then submits the Section K for review. Once she submits one ESL class on a summary that goes to UCs and CSUs, they may look at all transferable ESL courses. Robin gave an example: due to the name change, a request may be made for the outline on ESL 079. If it is not written like a baccalaureate class for CSUs, they may question the course. Rather than holding up ESL 6, some articulation information could be added. The Committee could approve the courses, based on necessary revisions made after Jane and/or Melissa meet with Robin or ESL 079 could be tabled due to changes that may be needed on the outline. Robin doesn't think she'll find CSUs

that have these courses that count for baccalaureate credit but she could contact some other schools to see what is comparable. She recommended ESL 079 be tabled until after she meets with Jane and/or Melissa.

Joe will contact Jane to meet with Robin.

A: passed as amended (Robin and Jane meet regarding ESL 006 articulation info, any necessary revisions will be made) - unanimous

b. (CP12–194) ESL 055 Advanced ESL Reading (Tabled from 12-11)

Repeatability (remove), Description, Assessments, Textbooks

1) Action on the prerequisite

M: Lynn Denham-Martin

S: Robin Arie-Donch

Discussion: Joe deleted “repeatability”. Robin pointed out this is written like a transferrable course and Acceptability of “D” or better was questioned. Erin Moore stated the default is “D” when a letter grade is not indicated. Robin will ask someone who will know if “D” as passing for the prerequisite will be acceptable for a transfer course.

M: to table remaining ESL classes for clarification on the “D”s for ESL 55 - 87 – Lynn Denham-Martin

S: Teri Yumae

A: tabled - unanimous

2) Action on the course

M: to table remaining courses - Marianne Flatland

S: Lynn Denham-Martin

A: Tabled - unanimous

c. (CP12–195) ESL 077 Conversation/Pronunciation Skills (Tabled from 12-11)

Content, Textbooks

1) Action on the prerequisite

A: tabled (see 8b 1)

2) Action on the course

A: tabled (see 8b 2)

d. (CP12–196) ESL 078 Intermediate ESL Reading (Tabled from 12-11)

Repeatability (remove), Textbooks

1) Action on the prerequisite

A: tabled (see 8b 1)

2) Action on the course

A: tabled (see 8b 2)

e. (CP12–197) ESL 079 Intermediate Sentence Structure: The English Verb System (Tabled from 12-11)

Name Change, Repeatability (remove), Objectives, Assessments, Assignments, Content, Textbooks

1) Action on the prerequisite

2) Action on the course

M: to table – Maire Morinec

S: Marianne Flatland

Robin will meet with Jane Berger. The “D” may need to be changed to a minimum of “C” in the prerequisite.

A: tabled - unanimous

- f. (CP12–198) ESL 087 Advanced Sentence Structure: Written English (Tabled from 12-11)
Objectives, Assessments, Assignments, Content, Textbooks
1) Action on the prerequisite
A: tabled (see 8b 1)
2) Action on the course
A: tabled (see 8b 2)
- g. (CP12–199) ESL 373 ESL Basic Oral Communication Skills (Tabled from 12-11)
Objectives, Content, Textbooks
1) Action on the course
A: passed (see 8)
- h. (CP12–200) ESL 374 Fundamentals of ESL Grammar (Tabled from 12-11)
Title, Objectives, Content, Textbooks
1) Action on the course
A: passed (see 8a)
- i. (CP13–15) ESL 100 Health Professionals: Exploring Career Goals in Health Care
Textbooks, Validate prerequisites
1) Action on the prerequisites
A: tabled (see 8b 1)
2) Action on the course
A: tabled (see 8b 2)
- j. (CP13–16) ESL 101 Health Professionals: Communicating with Patients and Families
Textbooks, Validate prerequisites
1) Action on the prerequisites
A: tabled (see 8b 1)
2) Action on the course
A: tabled (see 8b 2)
- k. (CP13–17) FLNG 101 Cross Age Teaching
Units, Drop lab, Prerequisites, Textbooks
1) Action on the prerequisites
2) Action on the course
Tabled (see agenda amendment)
- l. (CP13–18) FREN 001 First Semester French
Drop lab, Textbooks
1) Action on the course
M: approve 8l and 8r – Maire Morinec
S: Marianne Flatland
A: passed – unanimous
- m. (CP13–19) FREN 002 Second Semester French
Drop lab, Prerequisites, Textbooks
1) Action on the prerequisites
M: approve 8m – 8q and 8s – Lynn Denham-Martin
S: Robin Arie-Donch

Discussion: A student could be placed in French 2 or 032 as a result of equivalency and so 031 is not always necessary as a prerequisite for 032. It was deleted and the originator of French 2 will be informed.

A: passed - unanimous

2) Action on the course

M: approve 8m – 8q and 8s – Robin Arie-Donch

S: Lynn Denham-Martin

Discussion: the courses are all GE applicable but that is not shown. In section K, under 4b the transfer status is blank and they are all transferrable. Erin Moore noted CurricUNET removed this field altogether and it has recently been re-added, but it does not look like this section is filled in for any course. Labs were removed and replaced with activity manuals. A student could be placed in French 2 or 032 as a result of equivalency and so 031 is not always necessary as a prerequisite for 032.

A: passed as amended (show transfer status) - unanimous

n. (CP13–20) FREN 003 Third Semester French

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8m 1)

2) Action on the course

A: passed (see 8m 2)

o. (CP13–21) FREN 004 Fourth Semester French

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8m 1)

2) Action on the course

A: passed (see 8m 2)

p. (CP13–22) FREN 011 Conversational French

Assessments, Textbooks

1) Action on the prerequisites

A: passed (see 8m 1)

2) Action on the course

A: passed (see 8m 2)

q. (CP13–23) FREN 012 Intermediate French Conversation

Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8m 1)

2) Action on the course

A: passed (see 8m 2)

r. (CP13–24) FREN 031 First Semester French, Part 1

Drop lab, Textbooks

1) Action on the course

A: passed (see 8l)

s. (CP13–25) FREN 032 First Semester French, Part 2

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8m 1)

2) Action on the course
A: passed (see 8m 2)

t. (CP13–26) GRMN 001 First Semester German

Drop lab, Content, Textbooks

1) Action on the course

M: Marianne Flatland

S: Robin Arie-Donch

A: passed – unanimous

u. (CP13–27) GRMN 002 Second Semester German

Drop lab, Prerequisites, Content, Textbooks

1) Action on the prerequisites

M: approve 8u – 8y – Jeff Lamb

S: LDM

Discussion: Joe pointed out that passing was changed to “C” or better. Course 031 was dropped as a prerequisite for German 2.

A: passed as amended - unanimous

2) Action on the course

M: approve 8u – 8y – Lynn Denham-Martin

S: Robin Arie-Donch

A: passed - unanimous

v. (CP13–28) GRMN 003 Third Semester German

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8u 1))

2) Action on the course

A: passed (see 8u 2)

w. (CP13–29) GRMN 004 Fourth Semester German

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8u 1)

2) Action on the course

A: passed (see 8u 2)

x. (CP13–30) GRMN 011 Conversational German

Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8u 1)

2) Action on the course

A: passed (see 8u 2)

y. (CP13–31) GRMN 012 Intermediate German Conversation

Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8u 1)

2) Action on the course

A: passed (see 8u 2)

z. (CP13–32) ITAL 031 First Semester Italian, Part I

Drop lab, Textbooks

1) Action on the course

M: Lynn Denham-Martin

S: Marianne Flatland

A: passed - unanimous

aa. (CP13–33) ITAL 032 First Semester Italian, Part 2

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

M: approve 8aa – 8cc – Lynn Denham-Martin

S: Maire Morinec

A: passed - unanimous

2) Action on the course

M: approve 8aa – 8cc – Lynn Denham-Martin

S: Marianne Flatland

A: passed - unanimous

bb. (CP13–34) ITAL 033 Second Semester Italian, Part 1

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8aa 1)

2) Action on the course

A: passed (see 8aa 2)

cc. (CP13–35) ITAL 034 Second Semester Italian, Part 2

Drop lab, Prerequisites, Textbooks

1) Action on the prerequisites

A: passed (see 8aa 1)

2) Action on the course

A: passed (see 8aa 2)

dd. (CP13–36) JAPN 101 Conversational Japanese

Assessments, Textbooks

1) Action on the course

M: Lynn Denham-Martin

S: Teri Yumae

A: passed - unanimous

ee. (CP13–37) JAPN 102 Conversational Japanese

Prerequisites, Textbooks

1) Action on the prerequisites

M: Robin Arie-Donch

S: Lynn Denham-Martin

A: passed - unanimous

2) Action on the course

M: Lynn Denham-Martin

S: Teri Yumae

A: passed - unanimous

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

10. MAJOR DELETIONS

a. (CP13–38) Life Management AS degree

1) Action on the program

M: approve 10a and 10b – Erin Duane

S: Robin Arie-Donch

Discussion: Joe reported these programs don't satisfy degree or certificate requirements and no one has ever used them.

A: deletion passed - unanimous

b. (CP13–39) Life Management Certificate

1) Action on the program

A: deletion passed - unanimous

11. REPORT FROM THE CHAIR

a. Family form

Joe created a simple form to establish and report families to the Curriculum Committee. PE and Visual and Performing Arts are the only departments that will need to identify course families. The number of courses that can be included in a family are unlimited but a student can only take up to four. The Committee can approve them as they come forward. The form will be a written record and used to input the information into Banner, even if families are already established. Joe will check into getting clarification if families only apply to activity courses or to everything. For now, courses previously repeatable have to be placed into families.

12. REPORT FROM THE EXECUTIVE VICE PRESIDENT OF ACADEMIC & STUDENT AFFAIRS

13. REPORT FROM THE ARTICULATION OFFICER

Robin asked members to send C-IDs that have been through the Committee to her right away if they are going to be part of an AA-T or AS-T.

14. OTHER

15. OPEN DISCUSSION

a. Repeatability resolution

Joe wrote a draft to remove repeatability in one resolution. On December 11 a form to request repeatability for courses was established and it can be accessed on the website. Repeatability has to be removed from remaining courses and a record is needed to show when it is done. A vote on the draft will be scheduled for another meeting. Audits haven't been changed but requests for audits will likely go up. Right now there is a short list of what can be audited and students can register at admissions office. More fine tuning on the process might be needed as it is not very smooth now and will become a bigger challenge. There has been discussion about having the state charge more money for audits. In response to Joe's query if deans review auditable classes annually, Maire stated she hasn't received a list in a while. Classes not on the list can't be audited. This will become a higher priority when auditing increases Admissions & Records could send a list out to deans and ask for updates and additions. Having more courses on the list would make it easier than having to check with deans in individual cases.

b. Possible date change for April meetings

Erin Moore will revise the calendar and send out to change Curriculum Committee meetings to April 16th and 30th and Tech review will meet on April 9th and 23rd.

16. ADJOURNMENT

M: Robin Arie-Donch

The meeting adjourned at 3:37 p.m.

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, March 25, 2014
1:45 p.m., Room 503

1. ROLL CALL

Curriculum Chair Joe Conrad called the meeting to order at 1:51 p.m.

Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lisa Dillard (Curriculum Office), Marianne Flatland, Geff Freire (Student Vocational), Ruth Fuller, Erin Moore (Curriculum Analyst), Josh Scott, John Yu, Teri Yumae, Connie Adams (Administrative Assistant)

Absent/Excused: Michelle Arce, Lynn Denham-Martin, Neil Glines, Margherita Molnar, Christian Ogden (Student Academic), Randy Robertson,

Guest: Matthew Dudman

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Curtiss Brown

S: Teri Yumae

Discussion: Joe noted typos to be corrected: under item 6, letter a, b, and c (after g) corrected to h, i, and j; under item 7, letters d – p corrected to a – m.

A: Passed – unanimous

3. CONSENT ITEMS

- a. Change THEA 062 (approved last meeting) to THEA 032 and adjust hours to the correct value.
- b. Change MUSC 162 (approved 2-11-14) to MUSC 062.
- c. Accept OCED Curriculum Review Form

4. APPROVAL OF MINUTES – March 11, 2014 (Attachment)

M: Marianne Flatland

S: Robin

Discussion: “Robin pointed out that IGETC, and CSU GE should be cleared from Section E for CJ 002, 011, 051, 53” was added to the 8b discussion.

A: Passed as amended - unanimous

5. ACTION ITEMS

- a. Pre/Corequisite Board Procedures Proposal

M: Josh Scott

S: Marianne Flatland

Discussion: Joe reported the changes made to the proposal since last meeting’s discussion: “May be taken concurrently” was added as a local statement; Recency (1h) was revised; Curriculum Committee Training (1j) was added. Josh suggested training opportunities should be available for people who aren’t on the Committee. Joe added “and any interested individuals” to “establish training for members”. He noted this new training is required by Title 5. The old Stand Alone Training is no longer required.

Before content review is implemented the College Governing Board must adopt a plan that includes: training; evaluating research for impact; methods to decide which courses might be used to develop pre/corequisites; ensure educational goals are not unnecessarily impeded. Joe asked for ideas on how to include the latter or have as a separate plan. If a prerequisite on a course slows down a student’s progress towards their degree, is there something else they can take in the meantime? Prerequisites should not be added all at once. Joe suggested a provision for the appropriate numbers of course sections, which is part of what deans do. Faculty make suggestions to deans, but it is ultimately the job of administration to schedule courses. An attachment could be added to state a plan. Josh suggested adding a separate co/prerequisite attachment as well. Joe clarified that, if passed today, this draft will stay with the Committee until other items are vetted, edited as needed, and approved before forwarding to the Academic Senate, Shared Governance, and the Board of Trustees. The departmental impact used now on CurricUNET can be incorporated as well. He will work on additional attachments as discussed for the next meeting.

A: Passed – unanimous

6. NEW COURSES

a. (CP14-3) MUSC 062 Introduction to Pro Tools (Tabled 2-11-14)

New Course Proposal

1) Action on the course

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Matthew Dudman reported this is first on a list of courses he developed with the intent to create two commercial music majors, music recording and music business. There are advanced sound electives on this agenda as well. Advisories were corrected as follows: "MUSC 152" changed to "MUSC 052"; removed "MATH 002" and "minimum math standards"; rewording to "SCC minimum English standard"; "MUSC 052 with a minimum grade of C".

A: Passed - unanimous

b. (CP14-4) MUSC 063 Pro Tools Production (Tabled 2-11-14)

New Course Proposal

1) Action on the prerequisite

M: Robin Arie-Donch

S: John Yu

Discussion: The prerequisite will be changed in CurricUNET from MUSC 061 to MUSC 062.

A: Passed – unanimous

2) Action on DE

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: Erin Moore confirmed that Dale Crandall-Bear, DE Coordinator, has approved this item.

A: Passed – unanimous

3) Action on the course

M: Robin Arie-Donch

S: John Yu

A: Passed – unanimous

c. (CP14-5) MUSC 066A Advanced Sound Recording - Signal Processing (Tabled 2-11-14)

New Course Proposal

Discussion: Matthew Dudman reported the MUSC 066 series are 1.5-unit classes for advanced sound techniques in certain areas.

1) Action on the prerequisite

M: group 6c-6g – Debra Berrett

S: Curtiss Brown

A: Passed – unanimous

2) Action on DE

M: group 6c, 6e, and 6g – Debra Berrett

S: Marianne Flatland

Discussion: Erin Moore reported she emailed the DE Coordinator for approvals missing on 6c and 6e.

A: Passed contingent upon Dale Crandall-Bears' approval - unanimous.

3) Action on the course

M: group 6c – 6g – Robin Arie-Donch

S: Debra Berrett

Discussion: Matthew noted two more recording courses were completed today and will be on the next agenda.

A: Passed - unanimous

d. (CP14-6) MUSC 066B Advanced Sound Recording - Microphone Technique (Tabled 2-11-14)

New Course Proposal

- 1) Action on the prerequisite

A: Passed – see 6c 1

- 2) Action on the course

A: Passed – see 6c 3

e. (CP14-54) MUSC 066C Advanced Sound Recording - Mixing and Mastering

New Course Proposal

- 1) Action on the prerequisite

A: Passed – see 6c 1

- 2) Action on DE

A: Passed – see 6c 2

- 3) Action on the course

A: Passed – see 6c 3

f. (CP14-55) MUSC 066D Advanced Sound Recording - Analog Recording

New Course Proposal

- 1) Action on the prerequisite

A: Passed – see 6c 1

- 2) Action on the course

A: Passed – see 6c 3

g. (CP14-56) MUSC 066E Advanced Sound Recording - Home Studio Recording

New Course Proposal

- 1) Action on the prerequisite

A: Passed – see 6c 1

- 2) Action on DE

A: Passed – see 6c 2

- 3) Action on the course

A: Passed – see 6c 3

h. (CP14-57) PLSC 004 Introduction to Political Science

New Course Proposal

- 1) Action on the course

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: This course was created for the transfer degree. It was revised as requested from a past discussion. Because a substantial research paper of 15-20 pages is an assignment, Josh asked the Committee to take a stand and require English 001 as a prerequisite, rather than as an advisory. Ruth Fuller agreed since English 001 covers research papers. Robin stated there was no way to establish it as a prerequisite before but she agreed the Committee should make some demands in the future. With the requirement for a huge research paper, that background instruction is needed. Students could score well on tests but they may not be able to research and write a paper. Josh recommended when there are specific requirements for research papers, the Committee should have guidelines. Ruth noted that, in the past, students would be asked for a research project, rather than a research paper, when English 001 wasn't a prerequisite. There is no other way to establish if they have research skills. Robin added this is an upper division course in terms of requirements. Joe pointed out the C-ID descriptor doesn't specify methods of evaluation and states "may include as appropriate" and lists examples. Robin reported that twenty years ago she and another instructor tried to get prerequisites established but were stopped. Josh reiterated that it is the Curriculum Committee's task to establish requisite guidelines. Ruth noted that students have changed over time as well and students will think courses titled as "Intro" are not as in-depth. The Committee agreed to table this item and return with the recommendation to lower written requirements. Marianne pointed out a precedent has already been set for other PLSC courses: PLSC 002 has PLSC 001 as prerequisite and English 001 as advisory. They request 8-11 pages of combined critical essays and/or research papers and three short essays respectively. Joe acknowledged the writing assignments aren't aligned with other Political Science and intro courses.

M: Table – Josh Scott

S: Robin Arie-Donch

A: Tabled – unanimous

- i. (CP14-58) THEA 032A Fundamentals of Costume Design - Comedy
New Course Proposal

1) Action on the course

M: group I and j – Robin Arie-Donch

S: Debra Berrett

Discussion: Joe pointed out that items 6i and 6j are more specific costume design courses, following the THEA 032B Costume Design course that was approved at the last meeting.

A: Passed - unanimous

- j. (CP14-59) THEA 032C Fundamentals of Costume Design - Classical
New Course Proposal

1) Action on the course

A: Passed – see 6i

7. **COURSE MODIFICATIONS**

- a. (CP14-60) AMST 001 An Interdisciplinary Study of American Culture
Course Deletion

1) Action on the course

M: group 7a, 7e, 7f, 7g, and 7h – Josh Scott

S: Debra Berrett

A: Passed – unanimous

- b. (CP14-61) AMST 002 An Interdisciplinary Study of American Culture
Course Deletion

1) Action on the course

M: group 7b, 7c, and 7d – Marianne Flatland

S: John Yu

Discussion: Joe reported modifications were made for C-ID approval.

A: Passed - unanimous

- c. (CP14-62) ANTH 001 Physical Anthropology
Description, Objectives, Assessments, Assignments, Content, Textbooks

1) Action on the course

A: Passed – see 7b

- d. (CP14-63) ANTH 002 Cultural Anthropology
Description, Objectives, Assessments, Assignments, Content, Textbooks

1) Action on the course

A: Passed – see 7b

- e. (CP14-64) ENGL 013 Mystery Fiction
Course Deletion

1) Action on the course

A: Passed – see 7a

- f. (CP14-65) ENGL 032 Introduction to Native American Literature
Course Deletion

1) Action on the course

A: Passed – see 7a

- g. (CP14-66) ENGL 035 Chicana/o Literature
Course Deletion

1) Action on the course

A: Passed – see 7a

h. (CP14-67) ENGL 037 Survey of Asian American Literature
Course Deletion

1) Action on the course

A: Passed – see 7a

i. (CP14-13) MUSC 052 Sound Recording (Tabled from 2-11-14)
Description, Assessments, Assignments, Textbooks

1) Action on the course

M: Marianne Flatland

S: Robin Arie-Donch

Discussion: This course is an update to a previously existing course.

A: Passed – unanimous

j. (CP14-68) MUSC 060 Sound Recording Lab
Number, Title, Units, Methods of Instruction, Advisory, Corequisite, Description, Objectives,
Assessments, Assignments, Content, Textbooks

1) Action on the corequisite

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: Matthew reported that all his students are requesting this lab. Teri pointed out a correction needed which Matthew made: 7b Corequisite to “any sound recording course (MUSC 050-099)” changed to “MUSC 052, 061, 062, 063 or 066A-G”. Robin noted course numbers should be reviewed in conjunction with a dean as there are some you don’t want to use in case courses get resurrected. RAD usually do in conjunction with dean as there are some things you don’t want to use in case courses get resurrected.

A: Passed – unanimous

2) Action on the course

M: Robin Arie-Donch

S: Marianne Flatland

Discussion: Erin Moore stated the Chancellor’s Office will want a specific textbook listed. Matthew added a textbook.

A: Passed – unanimous

k. (CP14-14) MUSC 061 MIDI and Computer Music Sequencing and Scoring
Add hybrid, Description, Objectives, Assessments, Assignments, Textbooks

3) Action on DE

Discussion: there is no DE with this course

4) Action on the course

M: Robin Arie-Donch

S: Debra Berrett

Discussion: Corrections made: removed “non-transferable” under Section K, 4b; removed “including making it non-transferable and including it in CTE” from Section A; 7a Course Advisory added to MUSC 027 “with minimum grade of C”

A: Passed – unanimous

l. (CP14-69) PHIL 006 Introduction to Political Philosophy
Title, Advisory, Textbooks

1) Action on the course

This is the same course as PLSC 006 and will be cross listed with it.

M: Josh Scott

S: John Yu

A: Passed – unanimous

m. (CP14-70) THEA 032B Fundamentals of Costume Design

Number, Title, Units, Description, Objectives, Assessments, Content, Textbooks

1) Action on the course

M: Marianne Flatland

S: Teri Yumae

A: Passed – unanimous

8. CURRICULUM REVIEW – COURSE MODIFICATIONS

a. (CP14-71) MT 120 Principles of Analog Electronics

Methods of Instruction, Assignments, Textbooks

1) Action on the course

M: group 8a-8f – Debra Berrett (Student rep Geff Freire also strongly endorsed these courses)

S: John Yu

Discussion: Joe reported that, although some of these mechatronics courses show a dean hold on approval, Dean Morinec released the holds. The hope is to have a full-time instructor in the near future to complete more major modifications.

A: Passed – unanimous

b. (CP14-72) MT 122 Principles of Digital Electronics

Assignments, Textbooks

1) Action on the course

A: Passed – see 8a

c. (CP14-73) MT 130 Principles of Mechanical Power Systems

Methods of Instruction, Assignments, Textbooks

1) Action on the course

A: Passed – see 8a

d. (CP14-74) MT 132 Principles of Fluid Power Systems

Assignments, Textbooks

1) Action on the course

A: Passed – see 8a

e. (CP14-75) MT 140 Principles of Industrial Electrical Systems

Methods of Instruction, Assignments, Textbooks

1) Action on the course

A: Passed – see 8a

f. (CP14-76) MT 164 Programmable Logic Controllers

Methods of Instruction, Assignments, Textbooks

1) Action on the course

A: Passed – see 8a

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

a. (CP14-53) Theatre A.A.-T Degree (Tabled from 3-11-24)

1) Action on the new program

M: Debra Berrett

S: Teri Yumae

Discussion: Erin Moore confirmed all paperwork was submitted.

A: Passed – unanimous

b. (CP14-77) History A.A.-T Degree

1) Action on the new program

M: Josh Scott

S: John Yu (Student rep Geff Freire strongly endorsed this degree)

Discussion: Erin Moore confirmed all paperwork was submitted.

A: Passed – unanimous

c. (CP14-78) Ethnic Studies A.A. Degree

1) Action on the program modification

M: John Yu

S: Marianne Flatland

Erin Moore worked with Karen McCord restructuring this degree to get it pushed through for fall. Many previous courses were eliminated that were difficult for students to follow as they were broken up into different areas. It will now be easier to follow and will give students more variety to choose from and the plan is to be in the upcoming catalog as well. There will also be a new Certificate of Achievement that has not yet been submitted.

A: Passed - unanimous

10. MAJOR DELETIONS

11. REPORT FROM THE CHAIR

a. Update on ADTs

Joe reported, as of today, eight ADTs have been approved by the Chancellor's Office; five more have been approved locally; fifteen of the sixteen needed have gone through the Committee; Anthropology (#16) is close and should be to the committee soon. ADTs approved through today will be in the upcoming catalog, but Anthropology won't be in until next spring due to timing of catalog production.

12. REPORT FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

No report

13. REPORT FROM THE ARTICULATION OFFICER

No report

14. OTHER

a. Discipline List change proposals

IVP White asked Joe to mention to the Committee that now is the time to submit proposals for discipline and minimum qualifications list changes to the Chancellor's Office. If anyone has or knows of faculty who would like to change the discipline list, it is time to start working on it.

15. OPEN DISCUSSION

16. ADJOURNMENT

M: Marianne Flatland

S: Debra Berrett

A: Passed – unanimous

Meeting adjourned at 3:23 p.m.

CC Minutes 03.25.14/ca

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Adopted Minutes
Tuesday, April 29, 2014
1:45 p.m., Room 503

1. ROLL CALL

Curriculum Chair Joe Conrad called the meeting to order at 1:50 pm.

Robin Arie-Donch, Debra Berrett, Curtiss Brown, Joe Conrad (Chair), Lisa Dillard (Curriculum Office), Geff Freire (Student Vocational), Ruth Fuller, Neil Glines, Randy Robertson, Josh Scott, Teri Yumae, Connie Adams (Administrative Assistant)

Absent/Excused: Lynn Denham-Martin, Marianne Flatland, Margherita Molnar, Erin Moore (Curriculum Analyst), Sandra Moore, Christian Ogden (Student Academic), John Yu

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Debra Berrett

S: Robin Arie-Donch

Discussion: Joe pointed out changes to the agenda: PHIL 006, approved under modifications on March 25 and cross listed with PLSC 006, was added to Consent Items to recognize it as a *new* course proposal; table items 6d, 7a, and 7b; add prerequisite action to item 7c, ENG 360.

A: Passed – unanimous

3. CONSENT ITEMS

a. Catalog clean up issues:

Accounting A.S. & Certificate – remove CIS 063 from Recommended Electives course deleted effective Fall 2014.

Graphic Design & Illustration – remove MKT 170 from Recommended Electives course deleted effective Fall 2014.

Auto Body & Repair – Remove IT 160 Recommended Electives course deleted effective Fall 2014.

Auto Tech – Remove ECTN 101 from Recommended Electives course deleted effective spring 2013.

Physical Education – update all PE courses to KINE. Remove KINE 005A & B, and 007D & E from Activity Courses.

Sports Medicine – update all PE courses to KINE. Remove KINE 005A & B, and 007D & E from Activity Courses.

Fitness Professional Job Direct Certificate – update all PE courses to KINE, Remove KINE 005A & B, and 007D & E from Activity Courses.

Emergency Medical Technician – Job Direct – change EMT 212 to EMT 112 to correspond with course number changes effective fall 2013.

Theatre A.A. – Update course titles to reflect recently approved course title changes (THEA 001, THEA 002).

Welding, Industrial Technician Certificate and A.S. Degree – Remove WELD 174, 176, and 177 from Recommended Electives (courses deleted effective Fall 2014).

Change the 3-25-14 course modification for PHIL 006 to a new course proposal.

4. APPROVAL OF MINUTES – April 8, 2014 (Attachment)

M: Debra Berrett

S: Robin Arie-Donch

A: Passed – unanimous

5. ACTION ITEMS

a. Content Review Form

M: Josh Scott

S: Curtiss Brown

Discussion: Joe presented on screen the one change he made after the Committee passed the Pre/Corequisite Board Procedure Proposal draft on March 25, due to the Chancellor's Office response to IVP White's email requesting input on the document. When using content review without statistical validation the pre/corequisite should be based on students being highly unlikely to succeed if they don't have the required requisite. Joe added under Section 2: Content Review, "The discussion should indicate why a student would be highly unlikely to succeed in the target course without the prerequisite or corequisite". This addition aligns the verbiage with Title 5 and it does not change the process. Discussion and investigation will be for the purpose of seeing if students need the course to succeed. Although already stated in the proposal, this wording was added to be explicit with Title 5. Joe clarified the State will not consider increased success rates as adequate rationale. The Content Review needs to show students wouldn't likely pass without the prerequisite.

Some members were concerned about last minute additions or having to show students failing. Joe replied the intent isn't to show failure but to align everything and see what students need to succeed when using content review. The added statement directs focus for the remainder of the form. In response to questions about who chooses statistical validation points, Joe clarified that the Curriculum Committee has the right to require statistical validation, faculty can choose the method to use, and the Committee can accept or deny what faculty submit.

A: Passed - unanimous

b. Plan for Implementing Content Review

M: Josh Scott

S: Robin Arie-Donch

A: Passed – unanimous

6. NEW COURSES

a. (CP14-83) ATEC 140 Hybrid Vehicle Maintenance and Repair

New Course Proposal

1) Action on the course

M: Debra Berrett

S: Robin Arie-Donch

A: Passed – unanimous

b. (CP14-84) ENGL 310A Introductory Reading and Writing Skills

New Course Proposal

1) Action on the course

M: Josh Scott

S: Robin Arie-Donch

Discussion: Josh explained the rationale for the new English courses: currently an independent writing .5 to 1-unit lab is used; the department is in process of creating an English 310A, B, and C family; English 310A will offer an alternate pathway or replace English 305 as a 3-unit introduction to reading and writing skills. On average only 8-11% of students who take English 305 make it to English 001. The classroom setting isn't ideal and students don't have to assess for it. All instructors have recommended moving to a lab based course, creating an in-house assessment, and working in the lab with small groups and one-on-one. Students will be tracked once the lab is established. Writing activities are similar to English 305 work but students will have more faculty support.

A: Passed – unanimous

c. (CP14-85) ENGL 359 Accelerated English

New Course Proposal

1) Action on the course

M: Robin Arie-Donch

S: Josh Scott

Discussion: Josh explained English faculty have been very pleased with ENGL 360 and overall student success but there is a need for more time and support. English 001 assignments and transfer level instruction are given and more sophisticated texts and longer essays are used. Every year there is a

minority of students not able to proceed in this pathway to English 001 in one semester. That means they would receive a no pass in English 360 and could try again but the consequence of no pass is more significant for students now due to repeatability and financial aid issues. English 359 was created to solve this negative effect for students who assessed into English 305, 350 or 355. English 359 and 360 students will meet in the same class with the same instructor who will teach to English 360 outcomes. Engl 359 students who do not achieve English 001 readiness by the end of semester, can move forward to take English 360 or 370. The principle of acceleration is the same and the goal is to have students doing the same work and assignments in the same classroom without knowing others' class number designation. Robin asked what advantage students would have whose scores place them in English 370 or English 380 and reasons for counselors to recommend an accelerated course. Josh replied that English 370 or 380 would be recommended for most of those students. The accelerated path would be recommended for students who need more support. In this English 359/360 model, students are more likely to succeed.

A: Passed – unanimous

- d. (CP14-85) ESL 008 Advanced ESL Integrated Skills
New Course Proposal
 - 1) Action on the prerequisite
 - 2) Action on the course

Tabled – see Item 2

- e. (CP14-86) MUSC 070 Applied Music I
New Course Proposal
 - 1) Action on the prerequisite

M: Josh Scott

S: Debra Berrett

Discussion: Teri explained that students have to meet minimum requirements to take the course. Corequisites are music theory and playing or singing in a large ensemble. Robin noted MUSC 070 can be added as a new fall 2014 course but C-ID approval, which probably won't happen before fall, will be needed before the music transfer degree is submitted for approval.

A: Passed - unanimous

- 2) Action on the course

M: Debra Berrett

S: Curtiss Brown

Discussion: Teri explained the course is required for a music transfer degree and for every music major degree by all four-year institutions. It is an applied course, evaluated through performance at the end of semester. It requires half-hour weekly lessons with an instructor and a minimum of practice time and performances. "Lecture/discussion" was removed from Instructional methods. Neil pointed out the 2 ½ lab hours were not correct instructor hours. Teri stated that instructors spend a half-hour per week in intensive lessons with students (maximum of 20) one-on-one but no one has been able to tell her how to show that. Following more questions and discussion about how to correct instructor hours, Joe stated investigation is needed for a solution. He suggested tabling the music courses until the instructor hours are properly reflected. Robin pointed out a number change is also needed to be UC transferable.

A: Tabled – unanimous

- f. (CP14-87) MUSC 071 Applied Music II
New Course Proposal
 - 1) Action on the prerequisite
 - 2) Action on the course

A: Tabled – see 6e

- g. (CP14-88) MUSC 072 Applied Music III
New Course Proposal
 - 1) Action on the prerequisite
 - 2) Action on the course

A: Tabled – see 6e

- h. (CP14-89) MUSC 073 Applied Music IV
New Course Proposal
 - 1) Action on the prerequisite
 - 2) Action on the course

A: Tabled – see 6e

7. COURSE MODIFICATIONS

- a. (CP14-90) ANTH 007 Archaeology
Advisory, Objectives, Content
 - 1) Action on the course

Tabled – see Item 2

- b. (CP14-91) CJ 011 Community Relations
Content, Textbooks
 - 1) Action on the course

Tabled – see Item 2

- c. (CP14-92) ENGL 360 Accelerated English
Prerequisites, Description
 - 1) Prerequisites

M: Debra Berrett

S: Robin Arie-Donch

A: Passed - unanimous

- 2) Action on the course

M: Josh Scott

S: Robin Arie-Donch

A: Passed – unanimous

8. CURRICULUM REVIEW – COURSE MODIFICATIONS

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS

10. MAJOR DELETIONS

11. REPORT FROM THE CHAIR

- a. Update on ADTs

Joe reported all programs are in and all sixteen State required ADTs have been approved.

Joe presented onscreen a recent C-ID email newsletter that reported over 15,000 course outlines have been submitted statewide as of April 15. Joe pointed out that no determination has been made yet on 75% of math courses but English has received about 74% approvals, overall a slow and unequal process.

The next and final meeting of the semester will be on May 14. Someone is still needed to fill the Curriculum Committee Chair position for next year.

12. REPORT FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS

No report

13. REPORT FROM THE ARTICULATION OFFICER

No report

14. OTHER

15. OPEN DISCUSSION

- a. Adjustment to the pre/corequisite policy

Joe reported the one change, under Courses Not in a Sequence, was the addition of a phrase added to the second sentence, for reasons discussed in item 5a: “in either case content review should address why a student would be highly unlikely to succeed in the target course without the prerequisite or corequisite”. The Committee can vote on the change at the next meeting.

16. ADJOURNMENT

M: Josh Scott

S: Robin Arie-Donch

A: Passed – unanimous

The meeting adjourned at 3:19 pm.



ACADEMIC SENATE

AGENDA

August 25, 2014

ASSC 1421

3:00 pm – 5:00 pm

1. **Call to Order**
2. **Roll Call:**
 Michael Wyly, President
 Mark Berrett; Sabine Bolz; Curtiss Brown *ex-officio*; Tom Bundenthal; Nick Cittadino; Lue Cobene; Catherine Cyr; Dale Crandall-Bear *ex-officio*; Joe Conrad; Erin Duane; Lisa Giambastiani; Susanna Gunther *ex-officio*; Les Hubbard; LaNae Jaimez; Amy Obegi; Terri Pearson-Bloom; Ken Williams
 Connie Adams, Admin Assistant
 Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Melissa Reeve
3. **Approval of Agenda – August 25, 2014**
4. **Approval of Minutes – August 11, 2014**
5. **Comments from the Public** (3 minute limit per person)
6. **President’s Report** (10 minutes)
7. **Superintendent/President’s Report** (10 minutes)
8. **Interim Vice President’s Report** (10 minutes)
9. **Information/Discussion Items**
 - 9.1 Accreditation Update – Annette Dambrosio
 - 9.2 Senate Goals for AY 2014-15
 - 9.3 Brown Act / Senate Responsibility Guidelines – Michael Wyly
 - 9.4 Code of Ethics, Report to Shared Governance – Michael Wyly
 - 9.5 AB86 Update and Report Presentation – Melissa Reeve and Michael Wyly
 - 9.6 Faculty Development Committee: composition, policy, process, who will develop
 - 9.7 Senate elections
 - 9.8 10+1 Information / Training – Michael Wyly
 - 9.9 AS/SCFA – monthly reports – Michael Wyly
 - 9.10 Solutions for Additional Procedural PR Language – Joe Conrad
 - 9.11 Creation of Task Force to Develop One Annual Form for Updating/Reviewing PR/EMP/PLOs – Joe Conrad
 - 9.12 SLO/Assessment Committee: charge/composition/rubric, etc. – Michael Wyly
10. **Action Items**
 - 10.1 Emergency and Part Time Hiring Policy (revised)
 - 10.2 Co/Prerequisite Policy and Calendar
 - 10.3 Student Success Taskforce – Specific Sub-committee Tasks
 - 10.4 Student Equity Plan / Combining Committees – Proposal
 - 10.5 Secretary/Treasurer Election
 - 10.6 High School Outreach – Proposed Task Force

11. Reports

- 11.1 Subcommittees (3 minutes each)
 - 11.1.1 Basic Skills – Melissa Reeve
 - 11.1.2 Curriculum – Curtiss Brown
 - 11.1.3 Distance Ed – Dale Crandall-Bear
 - 11.1.4 Flex Cal – Chuck Spillner
 - 11.1.5 Program Review – Amy Obegi
- 11.2 Other Committees
 - 11.2.1 Assessment -- Gene Thomas
 - 11.2.2 Equity – Shirley Lewis
 - 11.2.3 10+1 Committee – LaNae Jaimez
- 11.3 Treasurer (2 minutes)

12. Action Reminders

- 12.1 Program Review needs reps from Math/Science and Health Sciences.

13. Announcements

- 13.1 The next regular Senate meeting will be held on September 15, 3:00 – 5:00 pm in ASSC 1421.

14. Adjournment

SLO/SAO Coordinator Directions

For Contacting Instructors of Classes which have No Assessment

1. Look in the dropbox for assessment and assessment results. If unsuccessful:
2. Try to determine which instructor(s) taught the class during the last two years.
3. Email all faculty members who taught the class during the last two years.
4. Place the course ID in the heading for your email, and include in your email:

"I am one of several faculty members hired this summer to audit the College's SLO records in preparation for our mandatory reporting to ACCJC in October.

Our records indicate that the Student Learning Outcomes for this course (list) have never been assessed.

If we are incorrect and an assessment was in fact done, would you kindly submit any assessment results which you have? If no assessment was done, then would you please complete an assessment for this course?

If it is necessary for you to assess this course, please refer to your unreturned student work (final exams or papers, etc.) which will allow you to assess student mastery of the following outcomes:

(List SLOs for this course)"

5. If an instructor you are emailing the above request to is an adjunct instructor, then please include:

"Per the SCFA collective bargaining agreement effective July 1st, adjunct instructors can be paid up to 2 hours for SLO assessment. Therefore, please keep track of the time it takes to prepare your assessment information as well."

6. If you choose to then include the assessment form from Peter for this course, so the instructor need not spend time copying work already completed, and so that it will be easy for you to cut and paste to enter data. However, accept data in whatever form you get it and do the best you can, possibly with added inquiry to the associated instructor(s), to get the info into the slo database.
7. When you get a response with assessment information, enter this new data into the SLO database. Send a thank you email to the associated instructor.
8. If no response is received from the email within 48 hours, contact the associated dean to get:
 - a. Contact information for the associated instructors.
 - b. Recommendations from dean regarding whom would be best to call if there is more than one instructor.
9. Call instructor(s) to request an assessment be completed. Don't forget to remind adjuncts that they can be paid for up to 2 hours of work.
10. Keep track of the names and number of hours (up to 2 per course) that adjunct instructors spend working on their slo's, and report this information to Arturo Reyes, Laurie Gorman, and Susanna Gunther.



ACADEMIC EMPLOYMENT OPPORTUNITY

CAMPUS-WIDE

LEARNING OUTCOMES ASSESSMENT COORDINATOR

40% Release Time Assignment

Position Description:

Under the direction of the Executive Vice President of Academic & Student Affairs or designee, the Learning Outcomes Assessment Coordinator facilitates and oversees all campus assessment activities, working in close conjunction with the school faculty, deans, research office, and the Senate. S/he provides training and support to campus personnel and departments to help them with assessment matters. In addition, s/he chairs and/or serves on campus assessment and planning committees, assists with accreditation related assessment matters, designs and helps implement campus assessment activities and works with specific campus bodies to develop and refine Solano's college-wide assessment plan. S/he produces a yearly report of his/her activities, which is disseminated to the campus community.

Length of Assignment:

The duration of this assignment runs from fall 2012 through spring 2014

Responsibilities:

1. Assist and provide training and professional development for Solano faculty through on-going flex workshops, school wide meetings, departmental meetings and individual sessions to:
 - a. Assess course, program and institutional outcomes.
 - b. Coordinate or write assessments/outcomes for individual courses, degrees and certificates.
 - c. Create or assist with assessment plans for all programs.
 - d. Create and contribute to the development of rubrics to assess student work
 - e. Facilitate the use of assessment data in Instructional Planning.
2. Work intensively with departments undergoing assessments and instructional planning through departmental meetings and individual sessions to:
 - a. Write and/or assist in developing assessments/outcomes for courses, programs, and the institution.
 - b. Assess course and program outcomes.
 - c. Use assessment data for planning and implementing curricular, instructional, or other changes to close the assessment loop.
3. Work with areas of instruction that do not fall into already developed assessment modes such as Learning Skills, the Writing Center and Tutorials to develop assessment plans, methods and reporting as needed.
4. Problem-solve issues that emerge through instructional planning assessment activities and presenting solutions to appropriate bodies.
5. Work with faculty to revise Student Learning Outcomes in all course proposals seeking approval from the Curriculum Committee.
6. Convene, with Senate support an assessment subcommittee of the Curriculum Committee to review all assessments/outcomes in courses before the Curriculum Committee each semester.
7. As appropriate, present suggestions for revision to the faculty who originate the

- course; work with them through individual sessions to complete any revisions.
8. Write a report each semester that includes each course, its status and revision activities and present it to Curriculum Committee and college planning groups.
 9. Work with faculty working on School assessments and the Academic Senate to create campus assessment plan.
 10. Work intensively with those portions of the campus that do not yet have assessment plans to develop, implement, and integrate them.
 11. If requested, work with non-instructional portions of the College (Student Services, Administrative Services, Library, etc.) to ensure integration of the instructional assessment process.
 12. Assess and improve (when needed) reporting processes for all assessment activities on campus.
 13. Work with the research office and Senate to maintain consistency in format and reporting.
 14. Communicate regularly with the college community about assessment matters.
 15. Plan and implement appropriate Flex activities as needed to meet assessment goals.
 16. Make presentations to the college community including various constituency groups, Governing Board, schools, and departments.
 17. Oversee production and dissemination of assessment materials for SCC.
 18. Provide faculty leadership and coordination for all campus assessment activities.
 19. Ensure that archives for all campus assessment activities are current and maintained.
 20. Keep written records of all campus assessment activities.
 21. Coordinate the creation, collection, organization and preparation of evidence for sharing with accrediting bodies, report writers, campus groups, and the broader college community as needed.
 22. Archive activities regarding assessment/outcomes as needed for planning, future assessment development, and accreditation purposes.

Eligibility: Coordinator applicants must be current instructors in the District

Application Information: Submit an Academic Employment Application **OR** a current resume **AND** the Request for Consideration (the lower portion of this announcement) by the application deadline to the Human Resources Office, Room 616.

REQUEST FOR CONSIDERATION

**Application Deadline: Apply ASAP to Human Resources Via email
hr@solano.edu**_____

Please consider me for the Learning Outcomes Assessment Coordinator position. Attached is an updated Solano College Academic Employment Application and current resume.

Name: _____

Position: _____

Day Phone: _____
~~~~~

Evening Phone: \_\_\_\_\_

Potential School Coordinators

Position: CIS/Business Coordinator

Description: To assist the Dean of the School of Career Technical Education and Business in various tasks, including student requests, scheduling coordination, curriculum, and learning outcomes and assessment. Other duties mutually agreed upon within the workload.

Duration: August 2012 – May 2013

Compensation: 20% release time

Qualifications: Full-time faculty within the CIS/ Business discipline

Position: Nursing Program Assistant Director/Coordinator

Description: To assist the Dean of the School of Career Technical Education and Business in various tasks, including student requests, scheduling coordination, curriculum, learning outcomes and assessment. Other duties mutually agreed upon within the workload.

Duration: August 2012 – June 2014

Compensation: 40% release time

Qualifications: Full-time faculty within the Nursing discipline



SLO Meeting of March 5, 2013  
Room 414

- I. Getting course assessments for 2012-13 classes/reenergizing
- II. Schedule for assessing courses starting in 2013-14
- II. Quality Control

Minutes—SLO Meeting of March 5, 2013  
Room 414

Present: Curtiss Brown, Glenn Burgess, Christine Ducoing, Lily Espinoza, Jowel Laguerre, Carol Maga, Maire Morinec, Genele Rhoads, Gene Thomas, Mack Williams, Diane White, Michael Wyly

I. Getting course assessments for 2012-13 classes/reenergizing

Having School Coordinators good idea.

Take minutes of meetings with groups of faculty or one-on-ones, especially in groups beyond the departmental level; make sure feedback is given to coordinators.

Have SLOs as a standing agenda item for division meetings; discussion of assessments by knowledgeable faculty will help the faculty who are reluctant.

Deans should work with coordinators to develop a “team effort.”

“How to” meetings could be presented at Optional Flex.

SLOs could be covered in new faculty orientation.

SLOs could be covered in our Academic Success Center and the Adjunct Support Center.

Get measurable outcomes without a gigantic workload.

II. Schedule for assessing courses starting in 2013-14

Once SLOs embedded in Program Review, more assessments will get done. But give faculty the schedule one year in advance. Dean or VP monitors completion rate and reminds faculty as needed.

CTE programs are reviewed every two years; CTE advisory groups should review SLOs and their assessments.

Where student success is not so good, tie assessments to budget requests and make sure that courses and programs are assessed before funds are granted.

II. Quality Control

Could be done department by department. Academic Senate/Curriculum Committee could run results and give feedback or the SLO Committee could do this. Academic freedom would be maintained even if assessments were sent back in curriculum development and make sure faculty know that they need to adhere to the Commission’s standards. Adjunct faculty who refuse to assess outcomes will not be hired back.

Dr. Laguerre’s departing comments:

Agreed with Michael Wyly that we need baseline questions. The assessment process has changed and that may explain some of the reticence of faculty.

We need to develop a common vocabulary.

There are three groups of faculty: (1) those that are way ahead, (2) those in the middle who are proficient, and (3) those who are struggling.

Solano Community College Course Learning Outcomes  
Rubric for Assessing Quality

|                                           | <b>Less than Expected</b>                                                                                                                                                                                                                                                                                                               | <b>Expected</b>                                                                                                                                                                                        | <b>More/Better than Expected*</b>                                                                          |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Comprehensive List of Assessable Outcomes | <p>The list of outcomes is problematic (e.g., incomplete, overly detailed, inappropriate, disorganized).</p> <p>Outcomes not assessable (e.g., “students understand scientific method” vs. “students can analyze or design an experiment and draw conclusions from data.”).</p> <p>Same text used in results for multiple outcomes.</p> | <p>Outcomes specify knowledge and/or skills to be mastered by students; state and/or federal standards are met where appropriate.</p> <p>Outcomes can be measured qualitatively or quantitatively.</p> | Discipline faculty have agreed on common assessments and rubrics.                                          |
| Success Criteria                          | Based on students passing an assignment with 70 percent or a grade of “C” or better.                                                                                                                                                                                                                                                    | Grades continue to be used as criteria, but more direct measures of knowledge or skills are used.                                                                                                      | Multiple assignments are used that focus on knowledge/skills that students are expected to master          |
| Outcomes Measured                         | <p>Student success not measured (faculty confuse assessment methods with measuring success).</p> <p>Outcomes measured superficially (e.g., with a few multiple choice or matching questions).</p>                                                                                                                                       | <p>Outcomes measured in substantial way, e.g., essay questions, paper, final project, 30-60 multiple choice questions.</p> <p>Areas where students are not successful are noted.</p>                   | <p>Outcomes measured by multiple methods.</p> <p>Assessment results have been used to modify pedagogy.</p> |

\*Headings taken from “Instructional Faculty Performance Evaluation” form of Collective Bargaining Agreement.

Assessment Committee Meeting

Tuesday, May 6, 2014

3-4 p.m. Room 414

- I. Approval of agenda
- II. Minutes of March 18 and April 1, 2014 (attached).
- III. Old Business
  - A. As of April 21, 2014, only 35 percent of even-numbered courses were in the database.
  - B. June 6, 2014 (?—Diane) is the deadline for faculty to get spring assessments in.
  - C. What do you want to do with the quality rubric (attached again)? Motion to adopt?
  - D. GE Outcomes
- IV. New Business ?

Assessment Committee Meeting Minutes

Tuesday, May 6, 2014

3-4 p.m. Room 414

- I. Agenda was approved.
- II. Minutes of March 18 and April 1, 2014 were approved.
- III. Old Business
  - A. As of April 21, 2014, only 35 percent of even-numbered courses from Fall 2013 were in the database. Discussion ensued regarding this low percentage and what could be done about it. School Coordinators as faculty members cannot supervise their colleagues. Deans need to be more involved.
  - B. IVPAA set June 6, 2014 as the deadline for faculty to get spring assessments in.
  - C. Quality rubric was adopted with several changes (copy attached).
  - D. There was a short discussion on GE Outcomes; the SLO Coordinator wanted all the School Coordinators to know that ACCJC may expect assessments of General Education courses.
- IV. As this was the last meeting of the SLO Committee for the academic year, there was no new business..

Solano Community College Course Learning Outcomes  
Rubric for Assessing Quality

|                                           | <b>Less than Expected</b>                                                                                                                                                                                                                                                       | <b>Expected</b>                                                                                                                                                                                                     | <b>More/Better than Expected*</b>                                                                          |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Comprehensive List of Assessable Outcomes | <p>The list of outcomes is problematic (e.g., incomplete, overly detailed, inappropriate, disorganized).</p> <p>Outcomes not assessable (e.g., “students understand scientific method” vs. “students can analyze or design an experiment and draw conclusions from data.”).</p> | <p>Outcomes specify knowledge and/or skills to be mastered by students; state, federal, and/or industrial standards are met where appropriate.</p> <p>Outcomes can be measured qualitatively or quantitatively.</p> | <p>Discipline faculty have agreed on common assessments and rubrics.</p>                                   |
| Success Criteria                          | <p>Based on grades, e.g., students passing an assignment with 70 percent or a grade of “C” or better.</p>                                                                                                                                                                       | <p>More direct measures of knowledge or skills are used.</p>                                                                                                                                                        | <p>Multiple assignments are used that focus on knowledge/skills that students are expected to master</p>   |
| Outcomes Measured                         | <p>Student success not measured (faculty confuse assessment methods with measuring success).</p> <p>Outcomes measured superficially (e.g., with a few multiple choice or matching questions).</p>                                                                               | <p>Outcomes measured in substantial way, e.g., essay questions, paper, final project, 10-20 multiple choice questions.</p> <p>Areas where students are not successful are noted.</p>                                | <p>Outcomes measured by multiple methods.</p> <p>Assessment results have been used to modify pedagogy.</p> |
| Results/Applications                      | <p>No action or cursory analysis.</p>                                                                                                                                                                                                                                           | <p>Alteration of curriculum, pedagogy, or assessment method.</p>                                                                                                                                                    | <p>Results used for strategic proposals or program modification.</p>                                       |

\*Headings taken from “Instructional Faculty Performance Evaluation” form of Collective Bargaining Agreement.

Assessment Committee Meeting

Tuesday, April 1, 2014

3-4 p.m. Room 414

- I. Approval of agenda
- II. Minutes of March 18, 2014 next meeting
- III. Old Business
  - A. Assessment workshop by Rick Bullis
  - B. Dale Crandell-Bear will set up shell; I need to meet with him.
  - C. Getting Fall 2013 assessments into database; 18 percent are in the database! (I'm sure more done, but not yet in the database. Others?!)
- IV. New Business
  - A. We need to document curricular/program changes based on course assessments; good example from chemistry department; copy attached (pages 2 and 3). Separate database?
  - B. GE outcomes (Diane)

## Chemistry Department

**Date of Assessment: 8/29/2013**

**Assessments Performed By: Chemistry Department**

**All planned actions and timelines are at the end of the PLO list.**

### **PLO 1: Develop various lab techniques.**

→ Results: Students in Chem. 001, Chem. 002, Chem. 003, and Chem. 004 courses were assessed in the use of different lab techniques. Most of the students demonstrated correct use of techniques measured.

### **PLO 2: Formulate and write names for chemical compounds**

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was some improvement in Chem. 004 from the previous assessment.

### **PLO 3: Analyze chemical problems.**

→ Results: This PLO links with Chem. 001, Chem. 002 and Chem. 004. Students met the success criteria for the courses.

### **PLO 4: Interpret and Analyze chemical data.**

→ Results: Students have been writing Lab Reports on Titration experiments in Chem. 001, Spectrophotometry experiment in Chem. 002 and "Determining the Melting Point" experiment in Chem. 004. The students seem to enjoy the hands on activities and the majority of them have written excellent lab reports.

### **PLO 5: Apply chemical bonding knowledge to structural analysis.**

→ Results: This PLO links with Chem. 001, Chem. 003 and Chem. 004. Students met the success criteria for these courses.

### **PLO 6: Construct balanced equations for chemical reactions.**

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was a marked improvement in Chem. 003 from the previous assessment.

→ **Planned actions:** The following are our planned actions based on all our PLO results.

- Chemistry used to offer Open Lab time for students to use the computer tutorials on the lab computers. The Organic Chemistry students took advantage of this time to work on the computer simulated software in the lab. The software tutorial should be purchased, installed and maintained in the Main campus library's student computers and provide access to the students at both Centers. (For PLO 1, PLO 2, PLO 3, PLO 5, and PLO 6)
- Organic Chemistry, Chem. 003 and Chem. 004, impart unique lab techniques to the students. These techniques require proper ventilation and adequate work space which we do not have. A new "dedicated Organic Chemistry" lab facility is needed for these courses. (For PLO 1 and PLO 4)
- Organic Chemistry, Chem. 003 and Chem. 004, use instrumentation for the identification of the compounds produced in the lab. Through a strategic proposal submitted in spring 2013, we acquired some instruments. We will apply again for funding if monies are available. Nonetheless, Organic Chemistry labs are deficient of much needed instrumentation. (For PLO 1 and PLO 4)
- We need to increase the number of full-time chemistry faculty from five to seven, to provide continuity and to provide at least one full-time faculty at each center. (for PLO 1, PLO 3 and PLO 6)



- All of these courses have publisher provided online homework. All of the faculty should be encouraging online homework to the students based on the success we see as a result of the online homework. (for PLO 1, PLO 2, PLO 3 and PLO 6)
- The chemistry lab computers at the Main campus and both centers need to be maintained and updated. We have asked for a 0.25 time computer tech to be assigned to Science and this is becoming more imperative as updates become available for the programs used, mostly in drawing in Chemistry. (for PLO 1, PLO2, PLO 3, PLO 4, PLO 5, and PLO 6)
- As Chemistry software becomes available, the department needs an increase in its budget for purchasing and making it available at all of our facilities. The CCC software we use is quite old and has many software flaws, e.g., computer locks up on a certain question, and evaluation says a correct answer is incorrect. We either need to get newest available software, or find something else that works better, serving the same purpose. (for PLO 1, PLO 2, PLO 3, and PLO 6)
- To provide our students with the best hands-on experience we need to fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus. (PLO 4)

→ **Timeline for Planned action:**

- 2013-2014: inventory and evaluate the chemistry tutorials available outside of the chemistry lab rooms. Seek funding to acquire more software and replace the old tutorials as well as monies for installation of it at various campus sites.
- 2013: obtain the data and write the justification to hire one additional full-time chemistry faculty. 2014: repeat until the dept. has seven full-time Chemistry faculty.
- 2013: have a chem. group meeting about online homework and share the information with our adjunct faculty.
- 2013: request the 0.25 time computer technician yet again.
- 2013-2014: write a strategic proposal or a grant to purchase some or all of the required instrumentation.
- 2014-2015: request full time laboratory technicians at both centers and a half-time laboratory technician on main campus, a position that was approved and filled, then not filled a couple of years ago for some reason.

**Narrative:** The Chemistry curriculum is current and effective. We use current textbooks to ensure our curriculum is up to date and many of our faculty are using online homework and quizzes. These online activities can measure student learning outcomes comparative to other colleges nationwide. Our program courses; Chem. 001, 002, 003, and 004 are articulated and count for credit at CSU and UC level. Student performance on the assessment tools in all of our courses was generally good with scores meeting the success criteria. However, there was room for improvement because not all students met the success criteria for the course. As funding becomes available the Chemistry department will continue to acquire equipment. The Chemistry department will continue to work hard for the success of the students in our program.

Draft Minutes  
Assessment Committee Meeting  
Tuesday, April 1, 2014  
3-4 p.m. Room 414

Present: Diane White, Richard Harris, Curtiss Brown, Michael Wyly, LaNae Jaimez, Diana Reed, Rick Burris, Gene Thomas

- I. Approval of agenda: Motion Diane White, Second Curtiss Brown, Approved
- II. Gene Thomas stated that he would get minutes for the March 18<sup>th</sup> meeting to the Committee at its next meeting.
- III. Old Business
  - A. Rick Bullis reported that about 15 faculty attended the assessment workshops he provided on March 25<sup>th</sup> and 27<sup>th</sup>; attendees reported that the workshop was very useful. Rick can send the PowerPoint he used to Committee members (done on April 9, 2014).
  - B. Getting Fall 2013 assessments into database. Michael Wyly suggested that a YouTube video be made to help faculty with assessments; all agreed this was a good idea. Rick generously volunteered to do it with content help from Gene; it could include the quality rubric. It will be made over the summer and presented at Fall Flex. Diane suggested that the quality rubric could be covered at School meetings. Rick thought that some of the success criteria were arbitrary and that a five percent increase might be reasonable. LaNae Jaimez stated that some classes were good while others were not. Gene mentioned that the Commission is expecting common assessments and rubrics for all sections of the same course. An assessment schedule needs to be set, possibly tied to a two-year scheduling model.
- IV. New Business
  - A. Program outcomes: There was not much discussion on this topic. Transfer degree requirements could be used as PLOs. Rick mentioned that there are 8 to 11 for theatre.
  - B. GE outcomes: Diane stated that these are now part of the annual report required by ACCJC. As this is a new area for Solano, maybe the work of other community colleges (Diablo Valley College and Santa Rosa) could be used to get us going. GE requirements of IGETC/CSU are different than local requirements, e.g., cultural diversity or reading/writing lab.
  - C. Since the third Tuesday occurred during spring break, the Committee decided to meet April 22<sup>nd</sup> (though that meeting was cancelled).

**Assessment Committee Meeting**

**Tuesday, March 18, 2014**

**3-4 p.m., Room 414**

1. Approval of Agenda
  
2. Approval of Minutes of March 4, 2014
  
3. Old Business
  - a. Canvas Shell
  
4. New Business
  - a. Election of Assessment Committee Chair
  - b. Prioritizing Goals Established at March 4, 2014 Meeting and Establishing Specific Projects for Remainder of Spring 2014 and for Fall 2014
  - c. Entering Projects in Project Database

Committee Members: Amy Obegi, Curtiss Brown, Diana Reed, Eric Bullis, Gene Thomas, Glenn Burgess, Kevin Anderson, LaNae Jaimez, Margherita Molnar, Michael Wyly, Peter Cammish, Richard Harris, Susana Gunther, Diane White

*Draft Minutes*  
Assessment Committee Meeting  
March 18, 2014; 3-4 PM; Room 414

Present: Amy Obegi, Curtiss Brown, Diana Reed, Erick Bullis, Gene Thomas, LaNae Jaimez, Diane White

Meeting called to order at 3:00 PM.

1. Approval of Agenda: Motion by Gene Thomas, Second by Rick Bullis, Passed
2. Approval of Minutes of March 4, 2014: Motion by Gene Thomas, Second by Rick Bullis, Passed (Curtiss Brown abstained)
3. Old Business  
Dale Crandell-Bear has set up a Canvas shell for the committee's use.
4. New Business
  - A. Gene Thomas was elected Chair.
  - B. Discussion centered on offering more help to faculty; Rick Bullis volunteered to offer an assessment workshop on March 25<sup>th</sup> from 2 to 3 p.m. and he would repeat it on Thursday, March 27<sup>th</sup> from 2 to 3 p.m. The SLO Coordinator will offer drop-in times for assessment help.

Discussion ensued regarding the exact directive to faculty regarding assessments for the 2013-14 year.

**From:** [Gene Thomas](#)  
**To:** [ALL-FACULTY](#)  
**Cc:** [DIVDEANS](#); [Diane White](#)  
**Subject:** SLO Assessment Workshops  
**Date:** Thursday, March 20, 2014 10:15:01 PM

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Hi Faculty,

Rick Bullis, one of our newest full-time instructors, will be providing assessment workshops on Tuesday, March 25th and Thursday, March 27th from 2 to 3 p.m.; room to be determined. Rick has a lot of assessment experience and will be "Making Assessment Interesting and Productive".

I'll be at the Tuesday workshop and can help afterward. I'll also be in my office (1509) for drop-in or online assessment help on Thursday, March 27th from 9 a.m. to 12 noon; Monday, March 31st from 9 to 11 a.m.; and Tuesday, April 1st (no fooling) from 2 to 4 p.m. I'll also be available by phone: 864-7292.

So please put Rick and/or myself on your calendar and finish any of those lingering assessments from last semester!

Thanks,  
Gene Thomas  
SLO Coordinator

P.S. Rick is one of the new theatre instructors, and I'll plug the latest Theatre Dept. production: "Moon over Buffalo"; it opens at the end of next week. You'll like it!



SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

**Monthly Meeting**

*Wednesday, April 2, 2014*

*3:00-4:30 p.m.*

*Room 704*

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**Attendees:** Sal Codina, Thomas Bundenthal, Karl Byrn, Lauren Taylor-Hill, Joel Powell, LaNae Jaimez, Mary Gotch, Diana Reed, Tonmar Johnson, Sabine Bolz, Sandra Moore, Karen McCord, Dale Crandall-Bear, Janet Leary

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NOTES

**Accreditation Update\_Interim Dean Sal Codina**

Interim Dean Codina referenced the 04.02.14 *SP Direct* (which is located here: <http://www.solano.edu/president/spupdates/2014/spdirect040214.pdf>) and reported that—to be in compliance—any substantive change, e.g., the significant revision in auto tech curriculum, has to be submitted to ACCJC for approval.

Sal also said a draft is due April 23 for the October 15 accreditation report.

**Year-Round Schedule & Weekend College\_Sal Codina**

There is a goal to have a course schedule for entire academic years, and a committee is putting together a year-round schedule model that will be in place for Spring 2015.

To increase enrollment, Weekend College will begin in Vacaville in Fall 2014, and the pilot is being reviewed for all campuses. Sal requested that the faculty meet within their respective departments, invite adjuncts or contact them to learn their interest, have discussions, and report back to him with their findings regarding Weekend College.

**Instructional Equipment Update\_Sal Codina**

Sal reminded the group that Dale Crandall-Bear and Lauren Taylor-Hill's instructional equipment proposals for \$40k and \$15k respectively had been accepted and said they and all whose projects were funded can begin spending now in order to have equipment on campus by June 30. Dale and Lauren provided status updates, and there was a discussion regarding how faculty will be able request teaching in the five smart classrooms (Dale's project). A request process through the Dean and/or a rotational schedule were suggested, and Dale stated the pilot team will have first priority for usage of smart classrooms.

### **Hiring Updates\_Sal Codina**

Many dean and faculty hiring processes are currently underway.

### **ADTs/SLOs\_LaNae Jaimez**

Anthropology, Political Science, History, and Psychology ADTs have been submitted, are in the pipeline for tech review, and LaNae will follow up.

LaNae reviewed the SLO process, said it should be meaningful and useful. The Assessment Committee is requesting to assess every course every two years (rather than every course every year), and the Committee will establish the path. SLOs are due June 6 or 7, and all adjuncts' SLOs are in.

### **Program Review\_LaNae Jaimez**

LaNae urged the group to get on their program reviews and to get their student surveys out.

### **EMP\_LaNae Jaimez**

LaNae will email a copy of the EMP and the forms so all can submit their two objectives.

### **DE Committee\_Dale Crandall-Bear**

80-85% of instructors met the March 15 deadline and got their courses approved. It is now in the Deans' hands to determine which online courses will have to become face-to-face classes.

### **Academic Senate\_Sabine Bolz**

There is a push to comply with equity for student success, retention, and recruiting.

The emergency hiring process was agreed on by the Academic Senate. And during the recent Anatomy and Mechatronics emergency hirings, the Academic Senate was not asked for input.

The Senate has a concern with the number of changes that will have to be made to the schedule if the College goes to a year-round schedule. Over 1,000 changes were made to the fall schedule and 800 to the spring schedule. These substantial changes do not reflect well for accreditation, and the change to year-round scheduling could mean just as many changes.

A draft of a mandated faculty peer review process has been submitted by Tom Warren; he and Barbara Fountain would appreciate ideas and input on the process.

Academic Senate Officers for 2014-2015: Michael Wyly, President; LaNae Jaimez, Vice-President; Thomas Bundenthal, Senator at Large; Amy Obegi and Sabine Bolz, S&BS Representatives.

### **Curriculum**

Currently Social & Behavioral Sciences has no Curriculum Committee representative, and Interim Dean Sal Codina requested volunteers. The meetings are on Thursday afternoons.

## Announcements

- Tonmar Johnson will be inducted into the SCC Sports Hall of Fame on Friday, April 11.
  - Parking Lot A will be closed April 12-November 12, 2014, for Building 600 remodeling.
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*NOTE: As the Dean and many S&BS Faculty were serving on interview committees and unable to attend the regularly scheduled monthly meeting on March 26, it was postponed and rescheduled for this day, April 2, 2014.*

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*Respectfully submitted,  
Janet E. Leary*



**From:** [Barbara Villatoro](#)  
**To:** [Gene Thomas](#)  
**Subject:** FW: Math 310 common SLO assesment problems.  
**Date:** Monday, September 08, 2014 12:54:38 PM  
**Attachments:** [Math 310 SLO QUESTIONS.docx](#)  
[SLO questions Math 310 Copyable.docx](#)  
[SLO data worksheet.xlsx](#)  
[Blank SLO Assessment Form.pdf](#)

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Gene, Here is the email I sent for 310.

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**From:** Barbara Villatoro  
**Sent:** Wednesday, October 30, 2013 11:18 AM  
**To:** Mary Valch; Carlos Esteve; Michieal Jones; Barbara Villatoro; Henry Lantzy; Khalid Mahmood; Kheck Sengmany; Jennifer Smith  
**Subject:** Math 310 common SLO assessment problems.

Hi Math 310 Instructors,

As you probably know Math 310 must be assessed this semester. The Basic Skills group has been working on some SLO assessment problems and we would like to encourage you to embed these in your final exam (or another test or quiz).

The first attachment is a reference list of the questions (and answers) along with the grading rubric for the SLO. Please note for the purposes of your exam/ quiz grade the students any way you want, but please use the rubric for the purpose of the SLO assessment.

The second attachment is a copy and paste version of the questions.

The third attachment is a spreadsheet I am hoping you will fill out with your student scores. It should calculate for you the number who were successful based on the rubric guidelines, but also will provide me with some great data for assessing our questions and our course. Please return this spreadsheet to me (preferably electronically so I can copy and paste it with the other classes). I will not be comparing individual classes or results, instead I want to compile the data from as many classes as possible to get the best overall analysis of Math 310.

The last attachment is the SLO form that needs to be returned to Gene Thomas (Note to adjuncts: This submitting this form is how you receive payment for your work on SLO's). Suggestions for improvement of the assessment problems and rubric would be appropriate to submit for 'planned actions' as well as steps we can all take to improve student success. If your class met the "success criteria" for the SLO question, 'none' is also an appropriate response for the planned actions. (Note the success criteria is that 70% of the students who passed the class were successful).

Thank you very much for your participation.

Please feel free to contact me with any questions.

Barbara Villatoro.  
[barbara.villatoro@solano.edu](mailto:barbara.villatoro@solano.edu)  
extension 5242

## Math 310: Common SLO Questions

Please include these questions on a quiz/ test/ or the final exam. For your exam you made grade these problems any way you want, for the purposes of the SLO please follow the included rubric. I would also appreciate if you would fill out the attached excel worksheet, as it will provide excellent data to analyze our Math 310 course. I plan to compile the data form all the Math 310 courses to look at the success in different questions as a whole. I will not be comparing individual classes.

Adjuncts: To receive pay please also fill out and return the SLO worksheet. I have attached it as a pdf. You can also find the form by going to [www.solano.edu/SLO](http://www.solano.edu/SLO) and click on "course assessment form"

If you have any questions please feel free to contact me at [Barbara.villatoro@solano.edu](mailto:Barbara.villatoro@solano.edu) or phone extension 5242. Thanks very much for your participation.

SLO #1 Perform arithmetic operations with positive real numbers including fractions

SLO #2 Analyze word problems, apply appropriate arithmetic operations to solve the problems and effectively communicate solutions.

## SLO #1: Perform the

## Fraction/ Mixed Numbers

- 1)  $\frac{15}{16} - \frac{11}{16}$
- 2)  $\frac{5}{6} + \frac{3}{8}$
- 3)  $2\frac{4}{5} + 1\frac{3}{5}$
- 4)  $3\frac{1}{5} - \frac{2}{5}$
- 5)  $\frac{15}{16} \cdot \frac{24}{25}$
- 6)  $1\frac{5}{6} \cdot 2\frac{1}{4}$
- 7)  $\frac{4}{5} \div \frac{10}{3}$
- 8)  $10\frac{1}{4} \div 2$

## Answers:

- 1)  $\frac{1}{4}$
- 2)  $1\frac{5}{24}$
- 3)  $4\frac{2}{5}$
- 4)  $1\frac{4}{5}$
- 5)  $\frac{9}{10}$
- 6)  $4\frac{1}{8}$
- 7)  $\frac{6}{25}$
- 8)  $5\frac{1}{8}$

## Whole numbers:

- |                   |                                 |                  |
|-------------------|---------------------------------|------------------|
| 1) $114 + 486$    |                                 | 600              |
| 2) $2,043 - 867$  |                                 | 1,176            |
| 3) $125 \cdot 46$ |                                 | 5,750            |
| 4) $2013 \div 5$  | Write answer as a mixed number. | $402\frac{3}{5}$ |

## Decimal:

- |                     |       |
|---------------------|-------|
| 1) $34.5 + 1.23$    | 36.73 |
| 2) $34.5 - 1.23$    | 33.27 |
| 3) $34.5 \cdot 1.2$ | 41.4  |
| 4) $24.5 \div 0.05$ | 490   |

Rubric: Grade: Correct/ Incorrect.

Successful: Correctly answer 12 or more.

Unsuccessful: Correctly answer less than 12.

SLO #2: Document your work so I can determine how you got your answer. Answer in a complete sentence.

- 1) Four siblings must split a \$300,000 inheritance. If they each inherit the same amount, how much do they each inherit?

Answer:  $300,000 \div 4 = 75,000$ . Each sibling inherits \$75,000.

- 2) Amanda bakes four trays of cookies. Each tray has 12 cookies. Her family eats 9 of the cookies, and Amanda brings the rest to school. How many cookies does she bring to school?

Answer:  $4 * 12 = 48$

$48 - 9 = 39$ .

Amanda brings 39 cookies to school.

Rubric: Question 1:

2 points = Know to divide

1 point = Correctly sets up division

1 point = Divide correctly

1 point = Clearly expresses answer in a sentence.

Question 2:

2 point = Finds total number of cookies

(1 for knowing to multiply/repeatedly add, 1 for accuracy)

2 point = Subtracts 9 from the total number of cookies

(1 for knowing to subtract, 1 for accuracy)

1 point = Clearly expresses answer in a sentence

Successful = 7 or more points.

Unsuccessful = 6 or less points.

## **PLO Assessment Chemistry Fall 2013**

**Chemistry Department**

**Date of Assessment: 8/29/2013**

**Assessments Performed By: Chemistry Department**

**All planned actions and timelines are at the end of the PLO list.**

### **PLO 1: Develop various lab techniques.**

→ Results: Students in Chem. 001, Chem. 002, Chem. 003, and Chem. 004 courses were assessed in the use of different lab techniques. Most of the students demonstrated correct use of techniques measured.

### **PLO 2: Formulate and write names for chemical compounds**

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was some improvement in Chem. 004 from the previous assessment.

### **PLO 3: Analyze chemical problems.**

→ Results: This PLO links with Chem. 001, Chem. 002 and Chem. 004. Students met the success criteria for the courses.

### **PLO 4: Interpret and Analyze chemical data.**

→ Results: Students have been writing Lab Reports on Titration experiments in Chem. 001, Spectrophotometry experiment in Chem. 002 and “Determining the Melting Point” experiment in Chem. 004. The students seem to enjoy the hands on activities and the majority of them have written excellent lab reports.

### **PLO 5: Apply chemical bonding knowledge to structural analysis.**

→ Results: This PLO links with Chem. 001, Chem. 003 and Chem. 004. Students met the success criteria for these courses.

### **PLO 6: Construct balanced equations for chemical reactions.**

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was a marked improvement in Chem. 003 from the previous assessment.

## PLO Assessment Chemistry Fall 2013

→ **Planned actions:** The following are our planned actions based on all our PLO results.

- Chemistry used to offer Open Lab time for students to use the computer tutorials on the lab computers. The Organic Chemistry students took advantage of this time to work on the computer simulated software in the lab. The software tutorial should be purchased, installed and maintained in the Main campus library's student computers and provide access to the students at both Centers. (For PLO 1, PLO 2, PLO 3, PLO 5, and PLO 6)
- Organic Chemistry, Chem. 003 and Chem. 004, impart unique lab techniques to the students. These techniques require proper ventilation and adequate work space which we do not have. A new "dedicated Organic Chemistry" lab facility is needed for these courses. (For PLO 1 and PLO 4)
- Organic Chemistry, Chem. 003 and Chem. 004, use instrumentation for the identification of the compounds produced in the lab. Through a strategic proposal submitted in spring 2013, we acquired some instruments. We will apply again for funding if monies are available. Nonetheless, Organic Chemistry labs are deficient of much needed instrumentation. (For PLO 1 and PLO 4)
- We need to increase the number of full-time chemistry faculty from five to seven, to provide continuity and to provide at least one full-time faculty at each center. (for PLO 1, PLO 3 and PLO 6)
- All of these courses have publisher provided online homework. All of the faculty should be encouraging online homework to the students based on the success we see as a result of the online homework. (for PLO 1, PLO 2, PLO 3 and PLO 6)
- The chemistry lab computers at the Main campus and both centers need to be maintained and updated. We have asked for a 0.25 time computer tech to be assigned to Science and this is becoming more imperative as updates become available for the programs used, mostly in drawing in Chemistry. (for PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, and PLO 6)
- As Chemistry software becomes available, the department needs an increase in its budget for purchasing and making it available at all of our facilities. The CCC software we use is quite old and has many software flaws, e.g., computer locks up on a certain question, and evaluation says a correct answer is incorrect. We either need to get newest available software, or find something else that works better, serving the same purpose. (for PLO 1, PLO 2, PLO 3, and PLO 6)
- To provide our students with the best hands-on experience we need to fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus. (PLO 4)

→ **Timeline for Planned action:**

- 2013-2014: inventory and evaluate the chemistry tutorials available outside of the chemistry lab rooms. Seek funding to acquire more software and replace the old tutorials as well as monies for installation of it at various campus sites.

## PLO Assessment Chemistry Fall 2013

- 2013: obtain the data and write the justification to hire one additional full-time chemistry faculty. 2014: repeat until the dept. has seven full-time Chemistry faculty.
- 2013: have a chem. group meeting about online homework and share the information with our adjunct faculty.
- 2013: request the 0.25 time computer technician yet again.
- 2013-2014: write a strategic proposal or a grant to purchase some or all of the required instrumentation.
- 2014-2015: request full time laboratory technicians at both centers and a half-time laboratory technician on main campus, a position that was approved and filled, then not filled a couple of years ago for some reason.

**Narrative:** The Chemistry curriculum is current and effective. We use current textbooks to ensure our curriculum is up to date and many of our faculty are using online homework and quizzes. These online activities can measure student learning outcomes comparative to other colleges nationwide. Our program courses; Chem. 001, 002, 003, and 004 are articulated and count for credit at CSU and UC level. Student performance on the assessment tools in all of our courses was generally good with scores meeting the success criteria. However, there was room for improvement because not all students met the success criteria for the course. As funding becomes available the Chemistry department will continue to acquire equipment. The Chemistry department will continue to work hard for the success of the students in our program.

Outcomes and assessments  
were put in place to  
help students.

We assessed all courses  
in 2012-13 and 2013-14  
because we were far behind  
ACCJC's expectations



But going forward...

(1) Unless delinquent, all courses within a program are assessed twice within a five-year program review cycle.

(2) All new courses  
assessed the first time  
they are offered.

Schools communicate with  
faculty through campus—  
not home--email

ILOs displayed in all  
classrooms, but  
reexamining this year.

# Assessment assignments for 2014-15:

(1) Demonstrate that assessments have been used to modify outcomes, curriculum, and/or pedagogy.

(2) Read ACCJC's rubric  
for program assessments  
(I'll email and put on website)



For courses with multiple sections, develop common assessments and rubrics by March 1, 2015

(When different faculty  
assess in different ways,  
there is no way to  
compare sections.)

For 2013-14:  
57% of fall even-numbered  
courses are in  
29% of spring odd-numbered  
courses are in

2013-14 assessments  
now due  
August 22nd

But should now  
follow quality rubric  
(I'll email and put  
on website)

Expected Success Criteria:  
Direct measures of  
knowledge or skills  
(not grades any more)

Expected Measurements:  
Essay questions, paper, final  
project, 10-20 multiple choice  
questions (not a couple of  
multiple choice or matching)

Areas where students  
were not successful  
are noted.



Expected Results/Applications:  
Alteration of outcome,  
curriculum, pedagogy, or  
assessment method.

We have a mid-term  
accreditation report  
to ACCCJ completed  
around October 1st

I'm available to help  
online and face-to-face:  
Vacaville, Nut Tree Hanger,  
Fairfield, Vallejo,  
Chevys

Assessment Awards:  
Peter Cammish  
Hai-yen Scoccia

- Adjunct payments:
- a. no forms!
  - b. get paid once results  
in database
  - c. up to 7 hours/semester

~~Chuck Spillner~~

Joe Conrad

Curtiss Brown

You-have-great-outcomes-  
set-by-industry-standards-  
or-the-FAA-and-you-do-  
a-great-job-of  
measuring-them...

-but—BLOODY HELL—  
just-write-them-up-  
and-send-them-to-me-  
already! Award...



Kevin

Dan

Jeff