

College of San Mateo
Curriculum Committee
August 23, 2018 (2:15 p.m.)

MINUTES

Members Present

Chair	Teresa Morris
Academic Support and Learning Technologies	Ron Andrade
Business/Technology	Melissa Green, Lale Yurtseven
Kinesiology Division	Shana Young
Language Arts Division	Fermin Irigoyen
Library	Matthew Montgomery
Math/Science Division	Christopher Walker, Christopher Smith
Student Services	Martin Bednarek, Mary Valenti

Absent/Excused

ASCSM	TBD
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Non-Voting Members

Marsha Ramezane, Lola Paz, Ada Delaplaine, Alma Gomez,

Excused Non-Voting Members

Sandra Stefani Comerford, Niruba Srinivasan

Chair, Teresa Morris called the meeting to order at 2:20 p.m.

Open Agenda:

• Welcome and Introductions

The Chair welcomed the Curriculum Committee members. The student representative has not yet been determined. We can have two student representatives and they are voting members. Their input is valuable.

Committee members and the Chair introduced themselves and provided a brief anecdote of fun things they did over the summer.

The Chair announced that she will serve as District Curriculum Chair starting Fall 2018. She attended the Curriculum Institute conference held in Riverside. The next summer conference will be held in Burlingame. Committee members are encouraged to attend; the sessions are very informative.

- Curricular Process Overview
 - CSM Curriculum Committee roles and responsibilities
Curriculum Committee members are charged with caring for curriculum. We represent divisions but have to look at the impact of curriculum on students as a whole.

Faculty members are responsible for course creation, review, and revision.

There are statewide and local laws, regulations, and practice that guide curriculum, including Title V, the Program Course Approval Handbook (PCAH), the Disciplines List, Chancellor's Office memos, district policies and procedures, the CSM Curriculum Handbook, and the CSM GE Handbook.

The main standards for writing courses come from Title V. The Chair will send out a PDF with a link next week.

We need to discuss regular and substantive interaction and Distance Education - what is required by law, and best practices. We will invite Erica Reynolds from the Distance Education department to talk about DE at one of the Curriculum Committee meetings.

- Curriculum Certification process – updates and changes
Starting two years ago, the Chancellor's Office worked with State Senate Committees and initiated changes to streamline the curriculum approval process. For the most part, curricular approval is now local, with the exception of CTEs and ADTs.

For the certification process, we need to submit a memo certifying that we have trained all staff in charge of curriculum on necessary standards. With this, all credit courses (including cooperative courses) and program modifications (except for ADTs) will be chaptered or approved at the local level. Degrees and certificates with "local program goal" only need local approval.

The memo that entitles colleges to automatic approval needs to be signed by the College President, The Vice President of Instruction, the Curriculum Committee Chair, and the Academic Senate President. It is due by October 16, 2018.

This fall, the Chair would like to meet with division representatives and college faculty for training purposes and to answer questions, e.g., on how to do technical and qualitative curriculum reviews. An example of qualitative review would be if one saw "writing of research paper" in the Instructional or Evaluation Methods portions of the course outline, is this reflected in the SLOs, instructional objectives, and/or content? It would be ideal to provide higher quality, more vigorous, and more helpful feedback to faculty who write curriculum.

Keep in mind:

- Submit all courses to the Chancellor's Office through the Chancellor's Office Curriculum Inventory (COCI).
 - Need control numbers for courses from COCI prior to offering.
 - The Chancellor's Office will still review non-credit courses, new and revised ADTs, and new CTEs. They will also hold periodic reviews of other material.
- Important CSM issues for this year
 - Guided Pathways
One of the Curriculum Institute sessions focused on Guided Pathways and General Education. This ties up with discussions the Committee has had on GE requirements. Guided Pathways is intended to help students make appropriate curricular choices.

One method that might help is program mapping. The Chair handed out samples of program maps from other schools. It was noted that the samples look like the program maps are geared more towards full-time students.

Students face issues like wanting to take a specific class that is not currently being offered. A pattern of how often a course is held would be helpful. Is this information readily available to students and counselors? Collaboration among administrators, faculty, and staff of different departments on course offerings, frequency, and scheduling is needed. We have to make sure that course sequencing works. One factor to also consider is that we have many part-time students.

Some questions to consider when doing program mapping are:

- Who will lead the creation and implementation?
- How to bring in student voice.
- Other stakeholders who need to know about this.
- Does the college's environment support or inhibit this work?

When creating schedules, consider the following:

- Can students easily complete GEs within a reasonable amount of time, while also completing major requirements?
- Are GE courses scheduled in collaboration among different departments or scheduled independently?
- Course offering transparency: Do students know what courses are being offered at a given time?

Could funding constraints be an issue? There are courses that we are not able to offer and sometimes, classes get cancelled because of low enrollment. Program mapping could help show gaps in curricular offerings. Students will not be able to complete their degrees if they need a course that is not being offered. Lale Yurtseven informed the

Committee that for CTE courses, they sometimes make some courses selective for other degrees or certificates to raise interest and enrollment.

- **AB 705 Impact across curriculum**

AB 705 is intended to: increase the number of students who enter and complete transfer level English and Math/quantitative reasoning in 1 year; minimize disproportionate impact on students created through inaccurate placement processes; and increase the number of ESL students completing transfer level English within 3 years.

The Math Department has started and will continue to create and revise courses to meet the levels required by the bill. They are encouraging students to take courses with support classes and to push students up the placement level. Students come to college with Math knowledge from courses taken in high school so the material may be familiar to them. Some low level courses will continue to be offered for people who really need them but our placement system won't place students in these courses. There is a need to rewrite the multiple measures placement matrix. Schools which offered these support classes earlier than CSM report that students succeed in completing transfer level Mathematics at a higher rate.

The impact of AB 705 will be felt not just in Math, English, and ESL, but across the curriculum. There could also be an impact on students' GPAs. The English and Math Departments stopped or plan to stop offering some basic classes. This could impact prerequisites and recommended preparation for courses across different disciplines. Different departments need to be informed about the removal of basic English and Math courses to see how this affects their courses. We can explore the possibility of globally removing English 838 and 848 as a prerequisite or recommended preparation from all courses that currently have it.

Chris Walker suggested putting together a memo with information on what knowledge and skills students are expected to get out of a class. This could be done in partnership with other departments.

- Review of 2017-2018 goals - *postponed*
- General Education review of 2017-2018 progress - *postponed*

Meeting adjourned at 3:40 p.m.