CURRICULUM COMMITTEE
MEETING MINUTES

Facilitator: Sean Moore – Curriculum Committee Chair
Recorder: Noemi Monterroso
Date: October 25, 2022 / **Time:** 2:00 p.m. - 3:30 p.m.
Location: Via Zoom—Meeting ID—982 8371 4972

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Sean Moore, Sheri Berger, David McPatchell, Andree Valdry, Melain McIntosh, Shay Brown, Noemi Monterroso, Michael VanOverbeck, Brad Conn, Corina Diaz, Paul Flor, Maya Medina, Jose Manuel Martinez, Nathan Lopez, Don mason, Charles Hobbs, Lynell Wiggins

AGENDA:
1. **Approval of Agenda:** October 25, 2022
    - **Michael VanOverbeck motioned to approve agenda. Corina Diaz seconded. Approved**
2. **Approval of Minutes:** October 11, 2022
    - Sean: add S to SLO
    - **Don Mason motioned to approve minutes with edits. Michael VanOverbeck seconded. Approved.**
3. **Reports:**
    a) Vice President, Academic Affairs – Sheri Berger
        o As a follow-up to curriculum training and creating new programs discussion from two weeks ago, we have some new classes that have been approved and VP Berger have been meeting with faculty regarding LGBTQ+ AAT program. These discussions have brought a recognition that there is a gap in our process on how we create new programs when new curriculum needs to be developed. When we create a new program, we need to think about a few things like annual planning, PLO assessment, which division it will live in, program review, etc. Academic Senate has also been working on making recommendations on new programs (mostly CTE) which requires labor market data. Until Senate proposes a process for program initiation, everything is going to Senate for review to "pre-bless" before anything is developed. As we are growing and looking to make new programs, this is an area we need to close (i.e., process for initiating/creating new programs) and hopefully can be added in curriculum handbook. When there is new curriculum we have to submit a

Substantive Change Inquiry to ACCJC to formally approve programs. With LGBTQ+ ADT, once Senate approves it, we need to submit the inquiry to ACCJC because it entails new curriculum and it's a big component for accreditation. We will work through this and the process with be clarified as we work on updating curriculum handbook and conversations in Senate

b) Curriculum Analyst
  o No report
c) Articulation Officer – Melain McIntosh
  • Melain provided an overview of the proposed General Education Patterns - CalGETC (named by students, a unified GE transfer pattern for the CSU and UC); CCC Associate Degree GE and the CCC Baccalaureate Degree GE (Compton does not offer these degrees).
  • She noted that the proposed CalGETC does not include CSU Area E Lifelong Learning and Self-Development which includes our Physical Education, Human Development courses. Additionally, the proposed Associate GE does not include Health/PE courses (but the college can add as an additional Area requirement). More information about these proposed GE patterns will be provided by next Spring.

Area	Proposed CalGETC Pathway	Proposed CCC Associate Degree GE Pathway	Proposed CCC Baccalaureate Degree GE Pathway (Lower Division)
1	English Composition (3/4) Critical Thinking and Composition (3/4) Oral Communication (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)	English Composition (3/4) Oral Communication and Critical Thinking (3/4)
2	Mathematical Concepts and Quantitative Reasoning (3/4) *Transfer Level*	Mathematical Concepts or Quantitative Reasoning (3/4) *Transfer or College Level*	Mathematical Concepts or Quantitative Reasoning (3/4) *Transfer or College Level*
3	Arts (3/4) Humanities (3/4)	Arts and Humanities (3/4)	Arts and Humanities (3/4)
4	Social and Behavioral Sciences (6/8)	Social and Behavioral Sciences (3/4)	Social and Behavioral Sciences (3/4)
5	Physical Science (3/4) Biological Science (3/4) Laboratory (for Phys/Bio Science) (1/1)	Natural Sciences (3/4)	Natural Sciences (3/4)
	Life Long Learning and Self Development *Not required (CSU Upper Division GE)*	*Life Long Learning and Self Development* *Not required in current title 5 regulations*	*Life Long Learning and Self Development* *Not required in current title 5 regulations*
6	Language other than English (LOTE) *(Currently UC only, carries no units)*	Language other than English (LOTE) *Not required in current title 5 regulations*	Language other than English (LOTE) *Not required in current title 5 regulations*
7	Ethnic Studies (3/4)	Ethnic Studies (3/4)	Ethnic Studies (3/4)
			Additional units from above areas (6/8)
Total	11 courses (34 semester/45 quarter units)	21 semester/28 quarter units	27 semester/39 quarter units

d) SLOC – Jose Martinez
  o Met with SLO facilitators to tell them about assessment schedule for Fall 2022. We have been collecting SLO data since Spring 2021 so now we have to do an assessment report, work on writing an analysis of that data, and create an action plan for that course. For Fall 2022, we will be using the SLO template that was already created. Will create training for SLO facilitators so they can train faculty on how to do assessment report. List of SLO courses to be assessed in Fall 2022 has already been sent out (also shared in screen)
    ▪ Corina D.: Is it this fall 2022 or next year? Every semester will we be looking at different courses?

- Jose M: We will do a report for these courses this fall. Will work with facilitators and the faculty to come up with a schedule to discuss which courses will be assessed each time
  - Corina D.: How will we handle data for courses that are taught by part time faculty?
    - Jose M: Will work with Lauren to determine how we will address this issue and if we can determine which courses were taught by part-time faculty vs full-time faculty
  - Sean M.: Is it contractual obligation for adjunct faculty to report SLOs?
    - Jose M.: Part-time faculty don't seem to be reporting SLO data. They might not know they have to do it or maybe they're not obligated to
    - Sheri B.: When we started using eLumen, we asked adjunct faculty to do the data reporting; they only needed to report whether or not their students met SLO since that was quick and easy. Course report would be expected from full time faculty
    - Sean M: If adjunct faculty that are instructing the same courses as fulltime faculty but only fulltime faculty are reporting SLOs, then it might skew the data because we are not hearing from all adjunct faculty. It seems like having accurate data would be best if adjunct faculty were also submitting SLO's.
    - Corina D.: When it comes to writing program review, analyzing data, or improvement plan, sometimes the data is missing. An idea: Can a fulltime faculty take the lead and get access to Canvas for the courses that SLO data is missing and use the assessments in Canvas related to the SLO to submit SLO data for that course?
      - Jose M.: Agrees that one of the issues is that part-time faculty participation in data entry is low
      - Sean M: Is it a possibility for facilitators in each department to communicate with adjunct faculty to make sure data is entered?
      - Sheri B.: Adjunct faculty are submitting SLO data. It's a variety, there are some fulltime faculty that also do not submit data; it just depends on the area and the person. In areas where we have many sections of the same class, it'll even data even if some people do not submit SLO data. But if you have a class with few sections, it's really important to submit data because the sample is much smaller. Facilitators are working to do this. The Deans also follow up and run reports at end of each term and follow up with faculty that have not submitted data
  e) DEFC
    o No Report
4. **Consent Agenda Items:**
   - **Shay Brown motioned to approve Consent Agenda Items. Andree Valdry seconded. Approved**
   a) *Course Inactivation*: FTEC 102 - Fire Prevention Technology; FTEC 109 – Fire Apparatus and Equipment; FTEC 110 – Hazardous Materials; FTEC – 111 Arson Detection and Control; FTEC 120 - Fire Protection Equipment and Systems.
5. **Action Items:**
   a) None.

6. **Information Items:**
   - **Michael VanOverbeck motioned to open Information Items 6a-6e. Shay Brown seconded**
   a) New FACH voting representative—<mark>Andree Valdry</mark>.
   b) AA Social Justice Studies, LGBTQ+ Studies TMC was a discussion on the AS 10-20-22 agenda. There were no objections and the TMC will be placed on the next AS agenda for formal approval.
   c) Remaining Fall 2022 Curriculum Open Labs scheduled from 12:00 p.m. – 2:00 p.m. on the following dates: 10-31-22 and 11-15-22.
   d) 10-11-22 CCC approved consent agenda items were approved during the 10-20-22 Academic Senate meeting.
   e) Next CCC meeting scheduled for 11-8-22.
   - **Michael VanOverbeck motioned to close Information Items. Corina Diaz seconded**
7. **Discussion Items:**
   - **Shay Brown motioned to open Discussion Items 7a-7c. Michael VanOverbeck seconded.**
   a) Email correspondence with Heather Parnock regarding videos.
      o We are currently making changes to website. Before any videos can be uploaded, we have to wait for those changes to occur. Also, Heather recommended that instead of having the videos public facing in the curriculum webpage, we can consider the videos be shared in the MyCompton portal instead. Open to having the videos shared in this way as long as they are accessible for the faculty. Sent a follow-up email regarding criteria for videos (for example, if they will need to be close captioned) and where to house videos. Would like to get a response with clarification before starting to work on videos. Created a Word document outlining the different areas that videos would be useful (i.e., how to access CNET, tabs in CNET, how to request changes and relaunching courses) so volunteers can sign up to create videos.
   b) Review COR in CNET and Designate CCC representatives to create CNET training videos for faculty.
      o Reviewed COR in CNET to show all tabs that will need videos. Volunteers signed up for different areas they will create videos. Document will be shared again in next meeting for more volunteers to sign up for videos.
   c) Any discussion item(s) may be presented by any person in attendance.
      o Lynell Wiggins: Real Estate Sales certificate has move forward through Labor Market consideration and next month will be approved through LA Regional Consortium. Process: In the 1st month, it goes through Program Notification where everyone is notified that Compton College wants to start this program and they pull labor market data to validate need for program. The month after, it goes to LA Regional Consortium.

Michael VanOverbeck motioned to adjourn meeting at 2:52pm. David McPatchell seconded. Approved.

Meeting adjourned at 2:52pm.