

Curriculum Committee Summary and Follow-up
College Year 2007-2008
Revised: July 30, 2008

1. Additional Funds Request Form – A new form is available for requesting funds through the professional development planning process.

Rational - The new form is designed to help ensure that all funding sources are considered before special funding is recommended in the Professional Development Office. See Jill Coe for more information.

2. Reactivation of One and Two-Year Certificates – Beginning Fall 2008, the college will offer one and two-year certificates in Automotive Technology, Autobody Repair technology, Air Conditioning & Refrigeration Technology, and Diesel Technology.

Rational – Students may study for a certificate in these majors without taking general education (academic) classes. While the one-year certificates remain TSI waved, two-year certificates are not. Once a student begins taking second year classes, TSI remediation must begin if required. In all majors, the Associate of Applied Science remains in effect and consists of the two-year certificate courses plus appropriate general education courses.

3. Pre/co-requisite Over-Ride Policy – The following policy was approved and implemented during Fall 2007:

“If a student is currently enrolled in a college-level class that is blocking registration in another college-level class, the advisor/counselor may check the midterm grade and, provided it is a “B” or better, complete and sign the over-ride form. In this case, check the “Other” option and after “Please Specify:” indicate the pre/co-requisite class and midterm grade. If the grade is below a “B”, the student may take the form to the instructor and request over-ride approval.”

Rationale –Early registration in a class may be blocked because the student has not yet completed it. The policy makes it possible for the advisor/counselor to over-ride without the instructor’s signature if the student’s grade is “B” or better. This is a reasonable way to keep a possible bottleneck from occurring during early registration.

4. Pre/Post-Test Policy for Developmental Classes – The following policy was approved and is effective Fall 2008:

“All students registered in developmental courses must take a pre- and post-test that assesses the master outcomes of the respective courses. No student may be issued a passing grade (A, B, C, or P) until this requirement is met. The results of these tests will be reported to the appropriate instructional departments and to the Office of Institutional Planning and Research.”

Rationale - The rationale for proposing this policy rests on the need to establish a faculty based assessment of student mastery of developmental course outcomes. While students

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may move within and exit the developmental program by scoring high enough on the Accuplacer, the college must be able to independently track student learning outcome attainment and eventual readiness for college level work. Collection of this data will provide needed insight into and possible adjustment of Accuplacer placement scores. In addition, post-test results will be used to update the TSI level system in Estudios to replace course grades now being used.

5. College Success Skills Course – Beginning Fall 2008 the college will offer sections of COLS 0100 College Success Skills. Mandatory placement in this course is based on the following policy:

“Beginning with Fall 2008 registration, all FTIC students with two or more developmental deficiencies must complete COLS 0100 during their first semester in lieu of ORIE 0100.”

Rationale - The intent of the committees (Curriculum and College Success) is that students who meet the criterion above (FTIC and two developmental deficiencies) take COLS 0100 their first semester. Delaying until they have fewer deficiencies and then switching to ORIE 0100 is not to be considered an option. The course is designed to guide students through various skills and strategies leading to success in college. The curriculum is highly structured and delivered in a coordinated fashion by trained instructors. The course meets one hour (face-to-face) each week and includes an online component to cover “get to know the college” information.

6. TSI Course Advisement Policy – The following course policy was approved by Administrative Council:

“All full-time students seeking an academic degree must be advised to remediate in all areas for which they are deficient until all TSI requirements are met. All part-time students seeking an academic degree must be remediated in at least one of the TSI areas for which they are deficient until all TSI requirements are met.”

Rationale – For some time the Curriculum Committee has supported the need to require remediation in all TSI deficient areas rather than seeing students string out the process over several semester and even years. While this is educationally sound in principle, practical considerations both from the student and college point-of-views make implementation difficult and problematic. With this in mind, the Administrative Council voted to change the proposed wording from “must be remediated” to “must be advised to remediate”.

7. Faculty Ranks (Titles) – Faculty ranks (titles) were approved by the Board of Trustees. See the attached listing. The Tenure Committee will evaluate the awarding of rank.

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Rationale – By granting rank (titles), the Faculty Association wanted to honor and add prestige to those instructors who have been with the college for many years and who have achieved a position that sets them apart.

8. Math Incentives – An ad hoc committee was appointed to recommend incentives to encourage students to take college level math immediately after completing the developmental sequence. Their recommendations were as follows:

- (1) Loaner textbook (college level course) at no cost to student
- (2) One course tuition waiver (usable during a future semester)
- (3) Bookstore credit

The Administrative Council considered these incentives and drew the following conclusions: Item 2 is not legal under current statute. Items 1 and 3 are questionable. The Administrative Council concluded that the issue should be addressed through changes in the TSI plan initiated by the Math Department.

Rationale – Of all the developmental areas, data shows that delaying college-level math after finishing the developmental sequence is not in the best interest of the student. Currently, less than half those completing the developmental math sequence take college-level math the next semester. The rest tend to wait several semesters, some up to six or more. Clearly, encouraging students to take it sooner is a good idea. The Curriculum Committee favored an approach of positive encouragement such as provided by an incentive. The Administrative Council felt that changes to the TSI plan should be made to require the student to retake and pass the MATH 0303 post-test if too long a delay was involved. Though somewhat negative in approach, retesting directly addresses the basic problem, students who wait too long lose the skills needed to be successful. During the 2008-2009 college year, the math department will be asked to consider this question and bring a recommendation to the Curriculum Committee and ultimately to the Administrative Council for reconsideration.

9. Math Refresher Courses – New courses were approved in support of students needing a content refresher rather than “from scratch” development work. The idea for the course and instructional design was proposed by Yvonne Martinez. Features of the courses are as follows:

- Course numbers: MATH 111, 112, & 113 corresponding to content levels and outcomes of MATH 101, 102, & 103 respectively.
- Enrollment limited to students placed in the upper end of the respective ranges.
- Instructor of record is Ace Lab Coordinator who takes an active, daily role in monitoring the student’s progress.
- Course length is strictly limited to six weeks.

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- Students take diagnostic tests then content is tailored to meet their specific needs.
- Course delivery is online with unit assessment in person at the Ace Lab

Rationale – The math department has engaged in several activities to identify and serve “refresher” students. For instance, linked courses have been employed the last two years. The introduction of MATH 111, 112 & 113 is the latest effort to identify and serve “refresher” students. The course is six week’s long so that students completing requirements at a high enough TSI level may go into the next course immediately. In the summer, the next course would be the next six weeks. In a regular term, it would be the second mini-semester (eight weeks). In the latter situation, a student entering MATH 112 in the fall could be ready for College Algebra in the spring. Similarly, a student entering MATH 111 in the fall could take a linked MATH 0303 – College Algebra in the spring. The same applies to summer with students potentially taking College Algebra or a linked MATH 0303 – College Algebra in the following fall. These are exciting prospects for the future.

10. Online Policies – Two online policies were adopted:

1. Unless the student has successfully completed an online course (earned A, B, or C), the student will be blocked from enrolling in an online course until the student completes a computerized self-assessment questionnaire that will activate a removal of a block once the self-assessment is completed. This will guarantee that the student is informed of the skills and technical support needed to be “online ready.” The student can then make an informed decision about taking an online course.
2. When examinations are employed (paper, online, demonstrations of competency, etc.), they must take place in circumstances that include firm student identification. The institution otherwise seeks to assure the integrity of student work.

Rationale – The first policy represents the culmination of a long term effort by the online committee to ensure that students who take online courses are truly prepared to do so. Because this involves changes to Colleague, its planned implementation must be delayed until Spring 2008. During the fall, the Online Committee, working with Carlos Diaz, will develop the self-assessment and the MIS Department will make the necessary changes/additions to Colleague to implement the enrollment block. The second policy essentially commits the College to proctored testing/evaluation in all online courses and, indirectly, the building of testing centers to serve the various campuses. Since the latter involves additional facilities and equipment, Dean Gonzales has enacted a two-year implementation cycle. In year one, faculty will have access at the Ace Labs to scheduled testing times for mid-term and final exams. In year two, general proctored testing will be available anytime during the semester.

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11. **Associate of Science Degree** – The previously existing Associate of Science Degree was reactivated with modifications. It basically follows the requirements of the Associate of Arts with eleven of the fifteen hours of electives replaced with sophomore level math and science. It is available as a major beginning Fall 2008.

Rationale – The College is engaged in several initiatives to support STEM (Science, Technology, Engineering, Math) majors. The reactivation of the Associate of Science Degree provides a focus for these initiatives by encouraging students to go beyond the A.A. degree's one first-year math and two first-year sciences.