



Curriculum Committee Minutes

Wednesday, May 16, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Christina Gabler	Emily Lodmer	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Emin Menachekanian	David Shirinyan
Eve Adler	William Konya	Estela Narrie	Audra Wells
Guido Davis Del Piccolo	Jing Liu	Dana Nasser	Joshua Withers

Members Absent:

Maral Hyeler	Georgia Lorenz	Elaine Roque	Associated Students Rep
Jae Lee	Lee Pritchard	Associated Students Rep	

Others Present:

Jinan Darwiche	Chiquita Emel	Robin Ramsdell	Amber Urrutia
Rachel Demski	Yulia Kozlova	Howard Stahl	Irena Zugic

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:05 pm. A motion was made to approve the agenda.

Motion made by: Adler; **Seconded by:** Zugic

The motion passed unanimously (Lodmer, Menachekanian, and Shirinyan were not present for vote)

II. Public Comments

None

III. Announcements

Brenda Antrim announced upcoming performances on behalf of Jae Lee, who is absent:

(Dance) Synapse: Fri., May 18, 2018, 7:30 p.m.; Sat., May 19, 2018, 4 & 7:30 p.m.;

(Theatre) Into the Woods: Preview May 17, 2018, 8 p.m.; May 18, 19, 25, 26 @ 8 p.m.; May 20, 26, 27 @ 2 p.m.

IV. Approval of Minutes

Motion to approve the minutes of the 5/2/18 meeting with no revisions or changes.

Motion made by: Withers; **Seconded by:** Wells

Y: 12

N: 0

A: 3 (Lodmer, Narrie, Shirinyan)

V. Chair's Report

- All items presented at Senate 05/15/18 were approved

- Pathways sorting day is this Friday, 5/18/18
- Curriculum Regional meeting Saturday:
 - Updates from CCCCC
 - Implementation requirements for AB 705
 - Math and Quantitative Reasoning Task Force update
 - Group discussions on local implementation of AB 705 – Eng I/Eng 28 and Math 50
- Budget update from Governor’s Office – May Revision (see page 4)
- Guided Pathways Perspective from Dan Nannini to Academic Senators (see page 9)

VI. Information Items

1. Guided Pathways Update
 Guido Davis Del Piccolo mentioned that Pathways sorting day is on Friday; 254 people RSVP’d
 William Konya gave a brief recap of the meeting on May 4th with the seven pilot programs.
 Guidelines/templates for course sequencing of all programs are being created

(Courses: Deactivation)

2. MUSIC 34 Survey of Piano Music
3. MUSIC 81 Introduction To Mariachi Performance

(Courses: Non-Substantial Changes)

4. CIS 36C Microsoft Excel - Short Course
5. PHOTO 2 Basic Photography Lab Techniques
6. PHOTO 42 Advanced Photoshop
7. PHOTO 50 Basic Color Printing
8. PHOTO 60 Business Practices In Photography
9. PHYS 3 Human Physiology

VII. Action Items:

(Courses: New)

- a. ECON 4 Environmental Economics (skills advisory: MATH 31 or 50, and eligibility for English I)
 Motion to approve ECON 4 with cross post to Environmental Studies, addition of “service learning”
 to Methods of Presentation, and removal of applicability to Environmental Science AA degree
Motion made by: Lodmer; **Seconded by:** Gabler
 The motion passed unanimously

Motion to approve ECON 4 skills advisories of MATH 31 or 50, and eligibility for English I
Motion made by: Narrie; **Seconded by:** Wells
 The motion passed unanimously

- b. ECON 8 Women in the Economy (skills advisory: MATH 31 or 50, and eligibility for English I)
 Motion to approve ECON 8 with cross post to Women’s, Gender, and Sexuality Studies, and
 addition of “service learning” to Methods of Presentation
Motion made by: Lodmer; **Seconded by:** Gabler
 The motion passed unanimously

Motion to approve ECON 8 skills advisories of MATH 31 or 50, and eligibility for English I
Motion made by: Narrie; **Seconded by:** Wells
 The motion passed unanimously

- c. HEALTH NC 905 Wellness in Older Adults

Motion to approve HEALTH NC 905 with change to course number to 907

Motion made by: Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

d. HEALTH NC 906 Communication with Older Adults

Motion to approve HEALTH 906 with change to repeatability to Non-Credit, and minor edits

Motion made by: Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

e. HEALTH NC 907 Providing Care to the Older Adult

Motion to approve HEALTH 907 with change to course number to 905, revision to course title to “Providing Care to Older Adults”, change to repeatability to Non-Credit, and minor edits

Motion made by: Shirinyan; **Seconded by:** Shaw

The motion passed unanimously

(Programs: Revisions)

a. Changes to degrees and certificates as a result of courses considered on this agenda

Motion to pass changes to: ECON 4 to apply to Environmental Studies AA Degree, and Economics AA-T Degree; ECON 8 to apply to Women’s Studies AA Degree

Motion made by: Narrie; **Seconded by:** Nasser

The motion passed unanimously

b. Music Associate in Arts degree

Motion to approve Music Associate in Arts degree with minor edits

Motion made by: Adler; **Seconded by:** Narrie

The motion passed unanimously (Shaw was not present for vote)

c. CSIS Entry Level Programmer Department Certificate (revision from previous

Computer Programming Department Certificate; changes to title, description, and courses)

Motion to approve CSIS Entry Level Programmer Department Certificate with minor edits

Motion made by: Nasser; **Seconded by:** Konya

The motion passed unanimously

VIII. New Business

- BP 4025

Minor edits made; will now be presented to the Board

IX. Old Business:

- Department Certificates Discussion

None

X. Adjournment

HIGHER EDUCATION

Higher Education includes the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), the Student Aid Commission, and several other entities. The Budget includes total funding of \$33.9 billion (\$18.8 billion General Fund and local property tax and \$15.1 billion other funds) for all higher education entities in 2018-19.

CALIFORNIA COMMUNITY COLLEGES

The CCCs are the largest system of higher education in the nation, serving roughly one-quarter of the nation's community college students, or approximately 2.1 million students. The CCCs provide basic skills, vocational, and undergraduate transfer education with 72 districts, 114 campuses, and 78 educational centers. In 2016-17, the community colleges awarded more than 81,000 certificates and 139,000 degrees and transferred more than 106,000 students to four-year institutions.

STUDENT-FOCUSED FUNDING FORMULA

The Governor's Budget proposed a new student-focused funding formula for general purpose apportionments that reflected the following core components: (1) a base grant largely comprised of a funding rate per Full-Time Equivalent Student (FTES), (2) a supplemental grant based on a funding rate per low-income student, and (3) a student success incentive grant comprised of a funding rate per degree, certificate, and award granted to a student.

The proposed student-focused funding formula also included a hold harmless provision that ensured that in 2018-19 and 2019-20, no district would receive less funding than it received in 2017-18.

Since the release of the Governor's Budget, the CCC Chancellor's Office has engaged college leaders and executives and other stakeholders on the proposed formula. The May Revision proposes the following adjustments in response to this feedback and recommendations by the Chancellor's Office:

- **Formula Framework**—The revised components of the Student-Focused Funding Formula reflect the distribution of 60 percent as a base funding allocation, 20 percent as a supplemental funding allocation, and 20 percent as a student success incentive funding allocation. Non-credit FTES, including career development and college preparation FTES, are not included in the formula and are funded at existing rates. Further, the base funding allocation calculation reflects the use of a three-year rolling average to protect districts from enrollment swings and the peaks and valleys of the economic cycle.
- **Supplemental Metrics**—The revised components of the supplemental funding allocation reflect the number of low-income students over the age of 25 receiving a College Promise Grant fee waiver, specified undocumented students qualifying for resident tuition, and the total number of students receiving a Pell grant.
- **Student Success Incentive Metrics**—The revised components of the student success incentive funding allocation include completion of associate degrees and certificates over 18 units, Associates Degrees for Transfer (ADTs), successful transfer to four-year institutions, completion of transfer-level math and English courses in the first year, obtaining a regional living wage within 12 months of completing a degree or certificate program, and successfully completing nine units of career technical education courses. Additionally, the revised student success incentive funding allocation reflects an allocation based upon the successful outcomes of economically disadvantaged students.
- **Hold Harmless**—The revised hold harmless provision ensures that no district will receive less in both 2018-19 and 2019-20 than it received in 2017-18. Thereafter, each district would be held harmless to its 2017-18 marginal rate of funding. Additionally, the May Revision proposes \$104 million one-time Proposition 98 General Fund to provide one-time discretionary resources to districts whose year-over-year increase in general purpose apportionment funding would be less than 2.71 percent (the budget year's cost-of-living adjustment).

The Governor's Budget also directed the Chancellor's Office to consult with stakeholders and develop a proposal for the May Revision that would consolidate categorical programs. Based on

recommendations from the Chancellor’s Office, the May Revision proposes to integrate the Student Success and Support Program, Student Equity Program, and the Student Success for Basic Skills Program into a block grant program. These programs all target similar students, and consolidation will give districts enhanced flexibility to serve them.

ONLINE COLLEGE

The Governor’s Budget proposed the creation of an online college to provide quality, affordable, and flexible educational opportunities for working adults without a postsecondary credential to improve their economic mobility. As proposed, the online college would design industry-valued credentials that lead to wage gain or promotion, delivered through competency-based education to recognize the skills students bring to community colleges and allow for flexible start-times and other supports. The first two pathways developed by the college would be an information technology support credential program and a medical coding credential program. CalWORKs employment support services funding would provide some students with a laptop, internet access, and books needed to participate in California Online Community College courses, as referenced in the Health and Human Services Chapter.

The May Revision proposes the following clarifications:

Governance—The Board of Governors would serve as the governing board of the online community college. The Chancellor and the Board of Governors would choose the president of the online college and the college’s president would manage and control the operations of the college. Further, the president of the online college would establish an advisory council, which would include representatives from local trustees and employees of the college, to advise him or her on issues related to the college.

Collective Bargaining—The faculty and classified employees of the online college would be represented for the purposes of collective bargaining. To accomplish this, the online college would partner with an existing district for the purposes of establishing a collective bargaining agreement. The online college’s president would retain the authority to recommend staff for hire and to assign and direct staff workload.

Student Success—The online college would report on outcome measures similar to all other community colleges. To provide greater accountability, the online college would provide a comprehensive status report in its third year of operation regarding student outcomes and the college’s progress on reaching working adults. The college would be required to share promising practices and processes with California’s 114 traditional community colleges. Additionally, provisions added to the proposed legislation would require the college to comply with disability and accessibility requirements, develop a process for recording and addressing

complaints, and report back to the Legislature on compliance with these requirements.

Accreditation—The president of the online college would be responsible for commencing the accreditation process upon enrollment of the college’s first cohort of students. While the college is seeking accreditation, the Workforce Development Board would certify that programs offered by the online college have job market value. The proposed legislation will direct the college to explore a process for allowing students to retroactively obtain credit units upon demonstrated mastery of competencies for programs completed after the college becomes accredited.

Curriculum—The curriculum developed by the online college and its faculty would have the same academic protections granted to all curricula developed by other community college faculty. The proposed legislation will clarify the intent of the online college to create unique content and not duplicate content offered by local colleges. The faculty of the online college would also review the Online Education Initiative protocols for online content and adopt as appropriate.

Significant Adjustments:

- **Apportionments**—An increase of \$73.7 million Proposition 98 General Fund, which includes the following:
 - An increase of \$46.9 million Proposition 98 General Fund to reflect the amount of FTES funding earned back by community college districts that declined in enrollment during the previous three years.
 - An increase of \$14.9 million Proposition 98 General Fund to reflect unused growth provided in 2016-17.
 - An increase of \$11.9 million Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent.
- **Discretionary Resources for Specified Districts**—An increase of \$104 million one-time Proposition 98 General Fund to provide limited-term discretionary resources to districts whose year-over-year increase in general purpose apportionment funding would be less than 2.71 percent.
- **Financial Aid Awards**—An increase of \$7.8 million Proposition 98 General Fund for the proposed Student Success Completion Grant to reflect an increased estimate of students.
- **Financial Aid Technology Improvements**—An increase of \$13.5 million one-time and \$5 million ongoing Proposition 98 General Fund to upgrade colleges’ financial aid management systems for more efficient processing.

- Apprenticeships—An increase of \$4.8 million ongoing Proposition 98 General Fund for increased reimbursements to K-12 and community college-sponsored apprenticeship programs and an increase of \$5.9 million one-time Proposition 98 General Fund to backfill shortfalls in Related and Supplemental Instruction hours in the prior years.
- Open Educational Resources—An increase of \$6 million one-time Proposition 98 General Fund to expand open educational resources.
- NextUp Program Augmentation—An increase of \$5 million Proposition 98 General Fund to expand the NextUp Program, which supports current and former foster youth, at 20 community college districts.
- K-12 Strong Workforce Program—An increase of \$2 million Proposition 98 General Fund to support the consortia administrative costs associated with the K-12 Strong Workforce Program, as referenced in the K-12 Education Chapter.
- Adult Education Block Grant Program—An increase of \$1 million Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent in 2018-19.
- Course Identification Numbering System—An increase of \$685,000 one-time Proposition 98 General Fund to support a course identification numbering system.
- Categorical Program Cost-of-Living Adjustment—An increase of \$581,000 Proposition 98 General Fund to reflect a change in the cost-of-living adjustment from 2.51 percent to 2.71 percent for the Disabled Student Programs and Services program, the Extended Opportunities Programs and Services program, the Special Services for CalWORKs Recipients program, and the Child Care Tax Bailout program.
- Deferred Maintenance—A decrease of \$131.7 million one-time Proposition 98 General Fund for deferred maintenance, instructional equipment, and specified water conservation projects to reflect alternative spending priorities.
- Local Property Tax Adjustment—An increase of \$53 million Proposition 98 General Fund as a result of decreased offsetting local property tax revenues.
- Student Enrollment Fee Adjustment—A decrease of \$12.8 million Proposition 98 General Fund as a result of increased offsetting student enrollment fees.

UNIVERSITY OF CALIFORNIA

Consisting of ten campuses, the UC is the primary institution authorized to independently award doctoral degrees and professional degrees. The UC educates approximately

Recently, in a Senate meeting, there was a general discussion about Guided Pathways. One of my Senate colleagues posed the rhetorical question, "What will counselors do once we have these Guided Pathways?" So, I picked a day I saw students and decided to share the topic of conversation I had with each of the six students. Usually, we see more students in a day, but I had 4 hours of grade appeals on the same day. As you read through each of these counseling sessions, you will begin to see that the varied programs we have and students we serve won't always 'fit' with a Guided Pathways program. As long as we remain an open enrollment institution, we will have wide varieties of students in need of a guided pathway by counselors, but perhaps not a Guided Pathway.

The first student of the day had a Bachelor's degree in Math, recently attained. The student was not interested in any of the careers that were presenting themselves related in math, so the decision was to pursue a second BA in Mechanical Engineering or a Master's in the same subject. Research by the student yielded limited results on Master's programs, and the course requirements appeared lengthy and expensive, because most programs so far found were all out of state. The engineering prospect did find a secondary source listing public schools in state, but we actually needed to check with the schools from this secondary source list to see if they were, indeed, still accepting applicants seeking a second bachelor's. I called one of the programs, found some nuances not listed on the secondary source, and instructed my student to call the other programs, using similar questions that I posed to the school I called, to get better clarification on opportunities present. We then discussed appropriate classes to take to make the future application viable and attractive.

The next student was a first semester international student seeking to enter USC in Fall 2019 in the Public Relations. The student would be transferring as a sophomore, so the first part of the counseling session centered around why this program only. Impressively, the student had done research and knew of the strengths of the program, resources and facilities at USC. But when I posed the question, "If they don't admit you, what is the plan?", there was no plan. The student seemed genuinely shocked that this was even a possibility. At this point, I try to make it very clear that nothing would make me happier than seeing the student attending "The Dream School", but as in love, sometimes we want them, and they don't want us. The student chose to table that discussion for a follow-up appointment, so we laid out summer and Fall courses with USC as the target institution.

The next student had a BA and Master's, and was pursuing our Photography certificate. The GPA in courses completed so far, was around a 3.8. Health problems were going to require dropping the classes for the current semester, and the concern for the student was the potential negative consequences of two W's on the transcripts. I explained very carefully that due to the number of courses already completed, there would be no negative repercussions, and that it was important that health consideration were most important for future performance. The student was visibly relieved, but then began to share the impending surgery and concerns about the future. Truly, this was of the most concern to the student. I asked if the student had confidence in the doctors, and was given an affirmative answer, then I said you only have a few more classes to complete the certificate, so sign up for the courses that were dropped, and all should be finished by early next year.

The fourth student of the day was dismissed from CSUN after one year, and seeking reentry, after taking relevant courses at SMC. A math major, who never attempted a math course the first year, revealed that CSUN was not the first choice. Parents would only pay for CSUN. The student did not discuss any particular displeasure with CSUN, but did say that an inability to balance the work with the commute contributed to the poor performance. I think there is more to the story, but the student was unwilling to talk about it. The grades for the previous Winter at SMC were A's, and Spring was going

well. So, we laid out a plan to complete major coursework, starting in summer, and GE's sprinkled in, to keep the student on course.

The fifth student was a freeway flier, taking courses at multiple community colleges. The student was finally in a nursing program at Glendale, but was back to see if all the requirements had been met for two AA degrees, one in general science and the other in liberal arts. I had to plug in some courses to the SMC degree audit system from other institutions, but all the requirements had been met for both degrees. The student felt that the additional degrees would help the resume when it came time to look for work after completing the ADN. I asked the student if the long term plan was to get a BSN, and the answer was yes. But a couple of hospitals had come and spoke to the ADN students, indicating they could get hired with the ADN and pursue the BSN while employed. UCLA would only hire BSN's, as I had checked that earlier in the week. Every now and then, I glean information from students to help other students, obviously if the information seems credible.

Last appointment of the day was student who had four courses left for the Associate Degree for Transfer in Kinesiology. So, the student came in wanting to know what courses we were willing to substitute (with a hint of 'negative attitude') in place of those four, so the student could complete the degree by the end of Fall and transfer to CSULB in Spring. The student claimed none of the four courses needed were being offered in summer. One of the four courses needed was Physiology, and as I pulled up the summer schedule, I showed the student we were offering 6 sections of Physiology. The student said those courses weren't there earlier. I didn't think that was the case, but I said, 'Well, there here now, and the other three are always offered in Fall.'" We discussed transfer application that was due in August, and where to find it and how to fill it out. The student's 'attitude' never changed, nor was there hint of gratitude for our mutual discovery of a needed class.

The preceding summaries were by one counselor, on one day, at the Transfer/Counseling Center that has many more counselors. Then there is the EOPS Office, International Counseling, The Adelante Program, Black Collegians Program, Scholar's, Veteran's and several more, all with unique populations and issues. The support of the teaching faculty of the counseling faculty and programs is greatly appreciated, and we constantly strive to provide the support and guidance to each and every student that walks through our doors.

Dan Nannini

May 15, 2018