

**Palomar College  
Curriculum Committee Minutes  
November 6, 2019**

1. **CALL-TO-ORDER** - Meeting called to order at 3:02 pm

**Members Present** Patti Dixon, Jim Eighmey, Katy Farrell, Craig Forney, Marlene Forney, Luis Guerrero, Dennis Lutz, Pearl Ly, Shelbi Mayo, John McMurria, Adam Meehan, Vickie Mellos, Wendy Nelson, Lillian Payn, Justin Smiley, Gary Sosa, Ed Sprague, Carla Thomson

**Absent** Christine Barlolong, Matt Doherty, Margie Fritch, Jack Kahn, Cory Lindsey, Benjamin Mudgett, Nichol Roe, Candace Rose, Suzanne Sebring

**Staff** Cheryl Kears (Recorder), Richard Loucks    **Guests** Ben Adams, Leigh Marshall, Patriceann Mead

2. **ACTION-MINUTES**

- A. Approve Minutes of September 18, 2019 Meeting
- B. Approve Minutes of October 16, 2019 Meeting

**MSC Sprague, Lutz** to approve the September 18 and October 16, 2019 Curriculum Committee meeting minutes

3. **ANNOUNCEMENTS**

- A. **Palomar Equity Film Series** – November 18
- B. **Media Studies and Friends Open House** – Wednesday, November 13, 1:30-3:30. Begins with a tour followed by a reception and photo exhibit in the Library at 3:30 pm. Departments participating include Cinema, Journalism, Public Relations, Digital Broadcast Arts, Photography, Dance, Fashion, Graphics and Business. Students will be participating in a scavenger hunt.

4. **ACTION - Curriculum Courses and Programs**

Approve Curriculum Proposals Effective Fall 2020, pending other Appropriate Approvals

- A. New Courses – **MSC Dixon, Mayo**
- B. Credit Course Changes – pull items 13, 14 and 17 **MSC Sprague, Dixon**
- C. Credit Course Deactivations – **MSC Payn, M. Forney**
- D. New Credit Programs – **MSC Dixon, M. Forney**
- E. Credit Program Change – **MSC Sprague, Farrell**
- F. Credit Program Deactivations – **MSC Payn, Lutz**
- G. (G./H., one motion) Distance Education – **MSC Sprague, Farrell**
- H. (G./H.), one motion) Requisites – **MSC Sprague, Farrell**

5. **DISCUSSION**

A. **Health and Fitness Requirement/Mead & Adams**

Workgroup has been meeting with representatives from Dance, Kinesiology, SLO Coordinator and Articulation Officer. Tasked with creating a definition, Student Learning Outcomes and a process by which departments may request being included as meeting the Health and Fitness Requirement. There were separate department meetings and development of requirement documents for each department. These documents were then edited. The workgroup is still in the process of completing the combined document. Some of the tasks were completed out of the recommended order as they were related. The group used the Multicultural Requirement document as a model. In the meantime, rationales are being fine-tuned and the group will continue meeting. Further progress will be presented at the next Curriculum Committee meeting. There has been great collaboration thus far. There has been concern voiced about the number of students who have not completed Associate's degrees due to non-completion of this requirement. The data has been requested from Institutional

Research and Planning. Patriceann Mead addressed the need for this requirement at the college level. She stated the importance of health and wellness for students as they move through college and into the workforce. Ben Adams added that his department understood the need for a clearer rationale and stated that they are looking at the outcomes of this requirement as well as hindrances that may prevent students from completing the requirement and their Associate's degree.

**B. Cross-Listing/Nelson**

This discussion started due to a recommendation from ACCJC concerning minimum qualifications. The committee again looked at Palomar's cross-listed courses. It was noted that Palomar has many, but some colleges have very few or none. Human Resources provided clarification about faculty workload impacts, but enrollment management tools and other administrative functions remain difficult to handle. Much of the work is manual. Cross-listing courses may help enrollment numbers but present a problem when it comes to minimum qualifications. Minimum qualifications may be addressed in the way that Palomar documents these guidelines. The cross-listing group met and looked at some new information. Each course should be assigned to a discipline which in turn has minimum qualifications. Courses may be assigned to more than one discipline if we include an "or" (either qualification would satisfy) or an "and" (minimum qualifications of both disciplines "together" provide adequate preparation to teach) to Course Outlines of Record (COR). At this time, cross-listings don't have to be removed but departments should still consider whether they are necessary. Multiple disciplines do not need to have more than one COR. Courses may be double-coded (recorded on two or more CORs and listed in the catalog under each subject code). Wendy also presented and discussed the impacts on teaching cross-listed courses. The goal would be to add an "and" or "or" option to disciplines in META as well as the minimum qualifications for each discipline. For now, work will continue to reach out to departments which cross-list. They will be asked to consider whether cross-listings are still necessary. Once the minimum qualifications options ("or", "and") are added to META, CORs will be updated. If minimum qualifications differ across disciplines, departments will need to ensure that faculty teaching these classes meet those minimums. If this is not possible, the cross-listing should be removed. This may lead to other problems such as which department retains the course.

**C. GE/ILO Assessment Strategies/Farrell**

Katy highlighted the Teaching Excellence website created by Learning Outcomes Subcommittee. The website is a valuable resource, especially for new faculty. The 'Teaching the College Outcomes' tab contains all of the information compiled from past assessments. Accreditation requires us to have college outcomes. The outcomes Palomar adopted meet the requirements and in fact met the requirements before they were defined by ACCJC. The definition of each outcome as well as the rubric for assessment may be found on the site. The Curriculum Committee approved a framework to direct these assessments. This year, we are assessing Communication and Computation. Upcoming yearly assessments are contained on the site. The following questions were added to the last PRP:

- How do courses in your discipline support General Education/Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
- Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The LOSC reviewed the responses in hopes of using them in our report on college outcome assessment. Based on the responses, we still have work to do with helping the college understand what college outcomes are and how they are taught. We also need work on discussion of assessment findings. In the responses, many discussed completion rates instead of findings. Many gave "safe" answers. More needs to be done to support faculty with this work. Moving forward, we need to

determine plans for this year. Last year, LOSC created a campaign to promote assessment. While many expressed interest, only three faculty participated. We must come up with a more systematic way to determine if students are meeting these outcomes. Most course outcomes are mapped to college outcomes. One option is to run a report of results for the relevant outcome and do a content analysis. Another option is to seek ways to help departments get the information about students they need. There was interest in knowing what students can do (disaggregated) in order to determine ways to help. This information cannot be accessed from Tracdat since it is not connected to student data. There is a desire to do an assessment for Math and Writing using a standard tool. Faculty would hand this out in their classes. An assessment tool for math currently exists (how to deploy is yet to be determined). Discussion included some suggestions about how to deploy in Canvas. There was concern about language barriers. No tool has been identified for communication and Katy is seeking feedback. Faculty support is needed. There was a suggestion to have the assessment ready for the beginning of the semester so that it may be incorporated into pre-testing/assessment. There would be no need for a final assessment as the goal is to find out what students know when they arrive.

- D. **Distance Education/Nelson** – *Not discussed*
- E. **University Studies/Mudgett** – *Not discussed*

## 6. **INFORMATION**

### A. **META Majors**

Wendy passed distributed information/findings from the campus card sort exercise and the Chancellor's Office Curriculum Inventory (COCI) cluster exercise. Wendy talked about some of the findings as well as concerns which were raised. There was much discussion (during these exercises) about whether meta-majors should be discipline-centered or career-centered.

### B. **CSU Quantitative Requirement** – *Not discussed*

### C. **Course Reviews**

The attached courses have completed the course outline review process between October 12, 2019 and November 1, 2019 and are effective Spring 2019

- i. POSC 100

## 7. **REPORTS**

- A. **Accreditation/Kahn**
- B. **Articulation/Mudgett**
- C. **Credit for Prior Learning/Rose & Mudgett**
- D. **Learning Outcomes/Farrell**
- E. **Noncredit/Sebring**
- F. **Future Items for Discussion**

## 8. **FUTURE ITEMS FOR DISCUSSION**

- A. Electronic Requisite Enforcement
- B. Periodic Curriculum Review
- C. Curriculum Handbook
- D. Certificates of Proficiency to Certificates of Achievement
- E. MIS Project Data Elements
- F. Courses not Offered
- G. Combining of Classes (Sections)

9. **NEXT MEETING** - Next Meeting - Wednesday, November 20, 2019 at 3:00 pm in Room H-306

10. **ADJOURNMENT** - Meeting adjourned at 5:01 pm