Academic Directions Committee

Approved Meeting Minutes

1.23.13

10:30-12:00 Global Citizenship Room, Campus Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Present</th>
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<tr>
<td>Max Crumley</td>
<td>x</td>
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<tr>
<td>Leila Gorney</td>
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<tr>
<td>Jim Henderson</td>
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<tr>
<td>Steve Juarez</td>
<td>x</td>
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<tr>
<td>Gus Kambeitz</td>
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<tr>
<td>Stephanie Kashima</td>
<td>x</td>
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<tr>
<td>Kae Min</td>
<td>x</td>
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<tr>
<td>Thuy Tran</td>
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<td>Ann Marie Wasserbauer</td>
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<td>Patti Yukawa</td>
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<td>Heidi Davis</td>
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<td>Math/Science Rep (Vacant)</td>
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I. Welcome and Introductions

Members introduced themselves. Stephanie indicated that she is facilitating this first meeting at Lance Shoemaker’s request, but, in the future, the Committee Chair will be leading the meeting.

II. Lance’s message

Stephanie shared a printed copy of Lance’s message to the committee in which he requests that the first meeting be devoted to development of the By-Laws and also shares the directive from the Senate that any Committee member whose program is under discussion will recuse themselves from participation and may send a substitute.

III. State Priorities and Legislative Mandates

Stephanie shared information on state priorities and legislative mandates including the following information:
State Priorities and Legislative Mandates

<table>
<thead>
<tr>
<th>Source</th>
<th>Changes</th>
<th>WVC Action</th>
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<tr>
<td>State Legislature</td>
<td>• Student Success Act enacted (SB 1456)</td>
<td>• Institutional Effectiveness structure</td>
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<td>• Mandate to offer courses that students need</td>
<td>• Student Success Team development</td>
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<td>• Board Policy and Administrative Procedure changes in Chapter 4 and 5</td>
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<td>Title 5</td>
<td>• Repeatability</td>
<td>• Curriculum Committee prioritization of courses/programs to review</td>
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<td>• Family courses</td>
<td>• PGC/DCC Core-Electives analysis</td>
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<td>• Prerequisite and corequisite review</td>
<td>• PGC/DCC course prioritization</td>
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<td>• Transfer Model Curriculum</td>
<td>• PGC/DCC scheduling based on course prioritization</td>
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<td>State Chancellor’s Office</td>
<td>• California Community College mission: GE/Transfer, CTE that leads to employment, Basic Skills that leads to transfer/CTE programs</td>
<td>• PGC/DCC enrollment management</td>
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<td>• Offer courses students need (per Student Success Act)</td>
<td>• Curriculum Committee prioritization</td>
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<td>• Data accountability for new and added reporting to state and readiness for audits (320, MIS)</td>
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<td>• Fiscal accountability</td>
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<td>• Overall institutional priority shift</td>
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Education Code language related to CTE programs:

78016. (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.
(2) Does not represent unnecessary duplication of other manpower.
training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

Program and Course Approval Handbook language on Transfer programs:

Required documentation includes articulation information (must show that required courses fulfill the majority of lower-division requirements for the baccalaureate major to major) and/or evidence that transfer agreements exist between the community college and baccalaureate institutions to which students may transfer. Required documentation may be obtained at the ASSIST web site (www.assist.org). The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

The Chancellor’s Office will review each transfer program proposal to determine if at least 75 percent of courses required for the certificate or major or area of emphasis have course-to-course articulation.

SSTF Recommendation 4.1: Align Course Offerings to Meet Student Needs (information from SSTF Final Report)

Recommendation 4.1

Highest priority for course offerings shall be given to credit and noncredit courses that advance students’ academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.

Requirements for Implementation

• Colleges will review course offerings to ensure that courses supported with state apportionment funding advance student education plans, consistent with the priorities expressed in this recommendation. If necessary, statute and Title 5 regulations will be amended to specify that courses that do not support student educational plans may not be claimed for apportionment funding.

• Pursuant to Recommendation 7.1, the Chancellor’s Office will work with administrators and faculty to develop and disseminate guidelines and best practices for addressing and implementing the priorities in this section. For instance, the CCCCO could assist colleges in establishing and
expanding community education programs that respond to community needs while not diverting scarce public resources from higher priority instructional needs related to basic skills, transfer, and CTE.

- Develop appropriate systems of assessment, metrics, goals, and reports addressing student success and student completion in all categories of community college noncredit and/or adult education, including Career Development and College Preparation (CDCP) and other noncredit programs and courses that are part of a noncredit student’s education plan.

- Chancellor’s Office will develop systems by which colleges can use aggregated data from student education plans and programs of study to inform the development of course schedules.

- Amend statute and Title 5 as needed to explicitly allow colleges to enroll community education students without receiving credit or state funding in otherwise state-supported credit classes, where there is excess capacity in those classes.

WVM TMC (AAT/AST) Development

Approved and being offered:

1. Communication Studies (approved and being offered)
2. Psychology (approved and being offered)
3. Sociology (approved and being offered)

In development through local curriculum process:

4. AJ
5. Anthropology
6. Art History
7. Business Administration
8. Early Childhood Education
9. English
10. History
11. Mathematics
12. Political Science
13. Theatre Arts
14. Studio Arts

To be developed:

1. Computer Science
2. Geography
3. Geology
4. Music
5. Kinesiology
6. Biology
7. Chemistry
8. Philosophy
9. Spanish
Question was raised as to how we will be using data. We need good data.

Stephanie shared the Ed Code language regarding the need for CTE programs to be reviewed every 2 years and meet a labor market demand (not duplicate other area programs) and demonstrate employment and completion of students in the program. Any program that does not meet this threshold will be discontinued within one year. The group expressed concern that this monitoring is not currently happening. One possible goal for this group is to recommend to the Academic Senate how this monitoring should be managed at the college.

IV. By Laws

The committee drafted the following language based on the Mission College Academic Directions Committee By-Laws:

West Valley College

Academic Directions Committee

By Laws

Article I – Purpose

The West Valley College Academic Directions Committee serves as a standing subcommittee of the Academic Senate to provide support to the Senate and the College as a whole to ensure ongoing maintenance of student needs at West Valley College, including the following:

A. Review ideas for new programs to determine whether they meet student needs and make recommendations to the Senate regarding whether the program should be allowed to go forward through the full approval process.
B. Provide guidance for new program development once the program has passed through Senate pre-approval.
C. Assist existing programs that have been identified as needing revitalization and track their progress.
D. Make recommendations to the Senate to move forward with Program Discontinuance for programs that have not been successful. (may need to add reference to Program Revitalization process and fiscal emergency)
E. Work with other constituent groups to forge consensus on matters pertaining to student needs.

The revision of this document will continue next week.

I. Timeline and Process

We postponed this discussion until next meeting.

II. Data Needs
We postponed this discussion until next meeting.

III. Chair Selection

Jim Henderson and Steve Juarez were unanimously elected as Co-Chairs.

A recommendation was made to include in Article 4 – voting – everyone votes except the single co-chair that is leading the meeting. Majority vote holds, not consensus.

IV. Regular Meeting Schedule

The group agreed to meet on Fridays from 10-12 on an ongoing basis. Next meeting: 10:00-12:00 Friday – Feb. 1. Tanya will send out invite to all of us.

Respectfully submitted by Stephanie Kashima