

Curriculum Committee Meeting Minutes-Draft

Date and Time: 05/12/20, 8:30-9:30am

Location: Zoom

Approvals and required action items recorded in red.

Present (voting members):

- Annemarie Hamlin (Instructional Dean, Presidential Appointment)
- Elizabeth Hylton (Faculty Forum, At Large)
- Michele Decker (Faculty Forum, CTE Representative)
- Paul Pelly (Faculty Forum, At Large)
- Ron Boldenow (Chair, CTE Representative)
- Sarah Fuller (Faculty Forum, Transfer Representative)

Absent (voting members):

None

Present (non-voting members):

- Keri Podell (Academic Advisor, CAP Center)
- Vickery Viles (Director of Curriculum and Assessment, Curriculum and Assessment)

Absent (non-voting members):

- Erika Carman (Instructional Systems Specialist, Curriculum and Assessment)
- Jared Forell (Assistant Director of Curriculum and Technology, Admissions and Records)

- ASCOCC Representative (not yet appointed)

Guests

None

1. Consent agenda

- a. Approve minutes 4/14/20 and 4/28/20
- b. Sarah moved, Liz seconded to approve the consent agenda; the motion was approved.**

2. New Business

- a. Discuss any needed CourseLeaf course or program form changes
 - i. Program form:
 1. Review assessment strategies on the CTE program form, some didn't have comprehensive elements (this outcome will be assessed in this assignment in this course) and some used intro courses for assessment (this may be a LOA/assessment day issue).
 - ii. Course form
 1. Check form and standards for directions on the course description format (use course or student as subject, or just use parallel construction).
 2. Check the description of requirements to demonstrate a course is transferable.
- b. Award nominations/recognition
 - i. Ideas were discussed.
 - ii. Vickery will send out notes.**
- c. Membership rotation: next year's open positions

i. Thanks to Liz and Michele for their service on the committee as they complete their terms. All the open committee positions had a nominee in this week's voting.

d. Chair for next year

i. Annemarie nominated Sarah for chair in 2020-21, Sarah accepted the nomination. Sarah Fuller was unanimously approved as incoming committee chair.

e. Adjourn

i. Meeting adjourned at 9:28.

Taskforce on Sustainability Course Criteria and Learning Outcomes

Background

In light of recent global environmental and social developments (e.g., climate change, pollution, health and wealth disparities, etc.), sustainability has become an increasingly prioritized topic in higher education. According to the Association for the Advancement of Sustainability in Higher Education, there are nearly 1000 institutions across the U.S. (including 146 two-year colleges) working to make their operations and curricula more environmentally and socially sustainable. Although COCC has made a number of investments in “green” infrastructure over the years (e.g., solar panel installations and electric vehicle charging stations), we have not yet collectively addressed sustainability curricula. As of 2019, six of seven public Oregon universities offer sustainability-focused courses, awards, or degrees, as do several community colleges.

Timeline

This taskforce was formed in January 2020. Recommendations will be reported to Academic Affairs by the end of May 2020.

Membership

1. Ron Boldenow, Faculty, Natural and Industrial Resources
2. Owen Murphy, Faculty, Health and Human Performance
3. Matthew Novak, Faculty, Social Science
4. Hal Wershow, Faculty, Science
5. Annemarie Hamlin, Instructional Dean
6. Jared Forell, Student Services

Charge

This taskforce has the primary responsibility to make a recommendation to Academic Affairs about specific criteria and learning outcomes for sustainability-designated courses. Following are the taskforce’s individual charges (**in bold print**) and our responses.

1. **Interdisciplinary definition and context of sustainability**

Based on the 1987 United Nations’ [Brundtland Report](#), sustainability is defined as “*meeting the needs of the present without compromising the ability of future generations to meet their own needs*”. At Central Oregon Community College, we recognize and value the three interconnected dimensions of sustainability. *Environmental sustainability* refers to the conservation and preservation of Earth’s ecosphere (e.g., clean air and water; diversity of plants, animals, insects, etc.). *Social sustainability* refers to the health and wellbeing of people (e.g., social equity and access to housing, healthcare, education, nutrition, etc.). *Economic sustainability* refers to practices that support long-term economic growth and stability without compromising environmental or social wellbeing. Sustainability education at COCC is designed to increase awareness of how human behaviors affect the interconnected nature of environmental, social, and economic systems in hopes of achieving a more sustainable future.

2. **Types of courses that are eligible for the sustainability designation.**

If courses meet sustainability-based learning outcomes (see below), then the type of course (e.g., 1 credit or 4 credits, lecture or lab), does not matter. We will revisit this recommendation if needed to align with statewide standards in the future.

3. **Minimum course content depth or duration that will qualify for the sustainability designation.**
No minimum necessary as long as chosen sustainability learning outcome(s) are met. We will revisit this issue if needed to align with statewide standards in the future.

4. **Learning outcomes that are relevant to environmental and social sustainability, and appropriate across disciplines.**

Courses must incorporate at least one of the following outcomes to qualify as a sustainability-designated course.

1. Explain the interconnectedness of environmental, social, and economic systems in the context of _____ (insert particular discipline).
2. Analyze the major environmental, social, and economic challenges and potential solutions of our time using a systems thinking approach.
3. Apply principles of sustainability to the development of personal values and professional goals.

5. **Assessment of learning outcomes**

Sustainability-designated courses should fulfill the following requirements using the existing Curriculum Committee/Courseleaf framework

1. Inclusion of one or more of the above sustainability learning outcomes in the course outline.
2. Inclusion of sustainability-focused content in the Courseleaf "Content Area" field.
3. Inclusion of a grading methods statement with description of sustainability-focused activities (e.g., class discussions, homework assignments, exam questions, student projects, or student presentations with a sustainability focus).

6. **Instructor training related to sustainability principles and practices.**

For those faculty who are interested in learning more about sustainability concepts and/or incorporating them into their coursework, we will utilize the following instructor training resources already in place at COCC. All continuing education opportunities are optional.

1. Teaching Academy (suggested topics by volunteer presenters)
 1. Introduction to Sustainability Concepts and How to Build Them Into Your Course
 2. Using Reflective Readings to Engage Students in Sustainability Discussions
 3. Experiential Learning Opportunities for Sustainability Courses
2. Mentoring between sustainability faculty and those who want to incorporate sustainability content into their courses.
3. COCC visiting scholar program

In addition, we encourage off-campus speakers or workshops (e.g., the Center for Ecoliteracy, the Association for the Advancement of Sustainability in Higher Education, the Washington Oregon Higher Education Sustainability Conference, etc.).

7. **Process for approving initial and ongoing sustainability-designated curriculum.**

Initial vetting of sustainability-designated courses will be performed by a subgroup of faculty members on the COCC Sustainability Committee. This responsibility fits within the existing [charge and membership](#) of the committee: *The Committee has a balanced responsibility... to facilitate integration of sustainability issues, science, socio/political debate and related elements into the instructional curriculum.*

The Sustainability Committee will utilize a rubric to evaluate alignment of sustainability learning outcomes and assessment activities. Once vetted by the Sustainability Committee, the course proposals will then pass to the Curriculum Committee for final approval.

In order to ensure long term adherence to the sustainability learning outcomes and assessment activities outlined in points #4 and #5 above, the Sustainability Committee will require faculty to submit a current syllabus or Courseleaf summary every five years or after significant curriculum changes are made, whichever comes first; if no curriculum changes are made, these reviews will not involve the Curriculum Committee.



Form 1: Presentation Checklist

Name: _____

Date: _____

Department: _____

COCC Contact Information: _____

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
- Action Item
 - Information and committee feedback
 - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
 - Procedure—new
Identify suggested location in *GPM*: _____
- Policy—revision (Attach current policy with proposed changes illustrated with track changes)
- Policy—new
Identify suggested location in *GPM*: _____
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: _____

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE



Central Oregon Community College Textbook Affordability Plan

Academic Year 2020-21

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Introduction

In May 2019, the Governor signed Oregon House Bill 2213, requiring each community college to establish a textbook affordability plan by June 2020¹. In Winter 2020 Central Oregon Community College (COCC) formed the Textbook Affordability Task Force² to create a plan that achieves the following.

1. Sets specific target amounts in student savings.
2. Identifies a percent goal for the number of COCC courses offered as low- or no-cost.
3. Addresses possible economic impact on the bookstore.
4. Develops steps for advertising and educating the college community on textbook affordability.
5. Addresses academic freedom.

This document completes the charge of the task force by setting measurable objectives for student savings for Academic Year 2020-21 and proposing strategies to meet those goals. Each of the proposed strategies will require more in-depth exploration by a future work group, as addressed in [Sustainability and Continuity](#).

Task Force Members

Member	Department	Position
Tina Hovekamp	Library	Library Director
Tamara Marnell	Library	Integrated Library Systems and Discovery Services Librarian
Annemarie Hamlin	Office of Instructional Deans	Instructional Dean
James Ellis	Business Administration	Professor of Business Administration
David Liu	Mathematics	Associate Professor of Mathematics
Frank Payne	Bookstore	Bookstore Manager
Samantha McGraugh	Bookstore	Textbook Inventory Specialist
Kristine Roshau	eLearning	Instructional Systems Specialist

¹ Find the history and text of the bill on the [Oregon State Legislature website](#).

² For the complete task force charge, definitions, and background information, see the [Textbook Affordability Strategic Plan Task Force Proposal](#) approved by Academic Affairs on January 27, 2020.

Marlen Ceja-Prado	ASCOCC	Director of Legislative Affairs
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Special thanks: Jennifer Forbess (Writing Center), Michel Waller (Anthropology), and Amy Hofer (Open Oregon Educational Resources).

Targets for Student Savings

Low-Cost and No-Cost Designations

Background

[House Bill 2871](#) requires every Oregon community college to “prominently designate courses whose course materials exclusively consist of open or free textbooks or other low-cost or no-cost course materials...at the time of registration.” In 2017 COCC implemented processes to gather information about low- and no-cost course sections and store the information in the Student Information System, Ellucian Banner, as described in [Schedule Designation for Low Cost/No Cost Textbooks: Process for COCC Implementation](#).

Every term, COCC instructors submit required textbook selections to their department administrative assistants. The assistants report textbook adoptions to the COCC Bookstore through a shared Excel spreadsheet. The bookstore sends a report showing low-cost (less than \$40) and no-cost (\$0) course sections to the administrative assistants, and the assistants add the designations in Banner. The Banner designations display in the [Schedule of Classes](#) students use to find the Course Reference Numbers (CRNs) necessary to register for the next academic term.

Objective

By the end of Academic Year 2021-22, **50%** of COCC courses will be eligible for a Low-Cost or No-Cost designation.

Measurement: Using reports from Banner, the Office of Institutional Research will provide the percentage of courses with a low- or no-cost designation.

Baseline: In 2018-19, 915 of 2,703 sections, or **33.85%** qualified as low or no cost.

Activities

Informing Faculty about Low-Cost and No-Cost Materials

Expand the low- or no-cost reporting process.

As of Spring 2020, administrative assistants for departments enter a simple designation into Banner: low-cost, no-cost, or not. The College could revise the reporting process to gather more comprehensive information about textbook adoptions, for example:

- Is the required textbook an OER?
- What criteria and reasoning was used for selection?
- Did the instructor explore no-cost options with the Library?

Each department decides how to collect and store this information from instructors, and these procedures are not documented or shared with others. The reporting process could be standardized and centralized to better track and analyze the state of textbook adoptions at COCC.

Develop suggested criteria to standardize course materials adoptions.

COCC has no formal textbook selection procedure. Each department defines their own policies for choosing required course materials. Like adoption reporting procedures, above, selection procedures could also be standardized in a way that does not limit academic freedom, but documents the reasoning for selections and encourages faculty to consider affordability as an important criterion. The College could develop suggested criteria to be used in text selection to be adopted or adapted by departments, allowing them to contribute their individual disciplinary considerations to those criteria. The College Affordability Task Force at Palm Beach State College developed a [College Materials Selection Rubric](#) that COCC could use to help develop our own criteria or rubric.

Share aggregate data with departments.

Currently only the Library receives aggregate data for end-of-year reporting to Open Oregon Educational Resources. Institutional Effectiveness could also share reports about the overall costs of textbooks college-wide and by department with chairs to prompt further discussions about the past achievements and future directions of textbook affordability at COCC.

Share information at faculty events.

The College offers regular professional development events for instructors like the yearly Faculty retreat, the All-College Kickoff in Fall term, and monthly new faculty orientation programs and Teaching Academies organized by the Teaching Learning Center. Presentations about textbook reporting procedures and data, OER grant opportunities, and other textbook affordability activities and goals could be integrated into more of these programs.

Marketing Low-Cost and No-Cost Courses to Students

Currently, students can discover the low- and no-cost course designations only through the [Schedule of Classes](#). Students must first submit a search by term and subject to view results, and the Textbook column will display “<\$40” for low-cost courses and “\$0” for no-cost courses.

SCHEDULE OF CLASSES

Term:
 Subjects:
 Campus:

Days: Su Mo Tu We Th Fr Sa
 Start Time Between: and

Course	CRN	Course Title	Cred	Campus	Meeting Days / Times / Bldg Room	Max Seats	Rem Seats	Wait List	Instructors	Fees	Textbook
AV 101	21232	Introduction to Aviation	3	BND	S M T W T F S 05:45pm - 07:05 SCI 0230	36	5	0	Shipman,L		Textbook <\$40
AV 104	21548	Intro to Aircraft Systems	4	BND	S M T W T F S 03:30pm - 05:20 HCC 0230	36	8	0	Dunn,K		Textbook \$0
AV 110	23742	Private Pilot - Airplane	5	BND	S M T W T F S 03:15pm - 05:35 HCC 0230	36	10	0	Shipman,L		Textbook

Further information explaining or advertising this designation is not available on the COCC website, online catalog, or other materials. The College might consider the additional marketing opportunities below.

Add a filter to the Schedule of Classes.

Since the low- or no-cost designation is already in Banner, a new dropdown could be added to the Schedule of Classes alongside existing filters for campus, day, and time. For example, the [Oregon Institute of Technology](#) implemented a filter called “Cost of Materials” with options for Show All, No Cost, and No or Low Cost.

Incorporate information into student orientation materials.

The College provides information to new students through multiple virtual and in-person methods: [Bobcat Welcome](#), [Bobcat Orientation](#), advising appointments, and email and text reminders from Admissions and Records. Training for the low- and no-cost designations could be included in these communications.

Advertise designations in the College Catalog.

Prospective and current students use the online [College Catalog](#) to plan their degree paths and learn about college procedures. A paragraph explaining the low- and no-cost designations

published in the Schedule of Classes could be added to the [Registration](#) information in the Student Resources section.

Library Holdings of Required Materials

Background

COCC Barber Library currently offers about sixty textbook titles in the general and reserves collections. Items in the general collections belong to the Library, and students may check them out for thirty days. Most items in reserves belong to COCC instructors or departments, and check-out periods vary from three hours to a complete term.³

Per the Library's [Collection Development Policy](#), "At this time, the Library does not purchase textbooks required for COCC courses. Instructors wishing to reserve textbooks are responsible for obtaining them." Purchasing textbooks is beyond the current budget and staffing capacity of the Library. However, instructors may use department funds, donations from former students, and/or grants to obtain print textbooks to place on reserve. For example, Early Childhood Education used grant funds to purchase the required textbooks for all ECE classes, and the Library checks them out to students for the duration of the current term.

Objective

By the end of Academic Year 2021-22, **50%** of required textbooks will be available through COCC Barber Library's reserves or general print collections.

Measurement: The Bookstore provides ISBNs of all required textbooks submitted by department administrative assistants. The Systems Librarian at Barber Library uses Ex Libris Alma Analytics to match these ISBNs to active catalog records.

Baseline: For Fall 2019, **20.81%** of the ISBNs provided by the bookstore matched holdings in the Barber Library physical collections. Most matches were in reserve locations with short loan periods (three hours to forty-eight hours), but many were in general locations that students could check out for six weeks or more.

In the table below, titles are duplicated across multiple locations. For example, the same title may have copies in both the Second Floor and Reserves locations. The grand totals reflect the accurate sum of *distinct* titles, not the sum of all rows.

³ For information about the Barber Library reserves process, see [Course Reserves](#).

Library Location	Number of Textbook Titles Held	Percentage of Total Bookstore Textbook ISBNs
Browsing	2	0.62%
CLERC	2	0.62%
Graphic Novels	3	0.93%
Personal Item Reserves*	2	0.62%
Reserves	39	12.11%
Second Floor	28	8.70%
Grand Total	67	20.81%

*Personal Item Reserves contains all textbooks provided by instructors. These are often free teacher editions from publishers and might not match the ISBNs of the student editions provided by the Bookstore. As of January 16, 2020, this location contained 13 distinct titles.

Activities

The Library will communicate with individual faculty and department chairs to explore opportunities for increasing textbook holdings. The Library will also encourage faculty to consider OERs with print editions that may be requested through the Open Oregon “Petting Zoo” and similar State funding programs.

Other community colleges in Oregon have extensive print collections of textbooks. [Chemeketa Community College](#), for example, offers an extensive textbook lending program of over 6,000 items, including collections for students in first-generation/low-income and need-based programs. The Library will investigate the funding and structure of these programs for possible emulation.

Economic Impact on Bookstore Revenue

In recent years COCC Bookstore revenue has dropped significantly, to the point the department is no longer generating income for the College. At the same time, the number of courses utilizing low and no-cost materials increased significantly. In Fall 2018 thirty-six course sections reported using OERs, and by Fall 2019 the number nearly doubled to sixty-three sections. The [Fall 2019 COCC OER Report](#) estimated savings to students of over two million dollars in the 2017-19 biennium due to faculty training opportunities, grants, and other incentives to adopt OERs.

Because the textbook market has changed rapidly in many ways over the past decade, it's difficult to demonstrate a causal relationship specifically between OER adoptions and reduced Bookstore revenue. However, COCC's efforts to move away from traditionally published textbooks could exacerbate the Bookstore's financial pressures.

Recommending specific courses of action to mitigate the potential impact of textbook affordability initiatives on the Bookstore will require input from College stakeholders not represented on this Task Force. A future work group will collaborate with Auxiliary Services, the Office of the Chief Financial Officer, and other relevant departments to explore a variety of strategies. See [Sustainability and Continuity](#).

Support for Academic Freedom

In "[Defining Academic Freedom](#)," former president of the American Association of University Professors (AAUP) Cary Nelson articulates academic freedom in this way as relates to instructor choice of subject matter and course material:

"Academic freedom establishes a faculty member's right to remain true to his or her pedagogical philosophy and intellectual commitments. It preserves the intellectual integrity of our educational system and thus serves the public good... Academic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible."

This latitude includes the adoption and usage of course materials and published textbooks. As stated in the [2019-23 Collective Bargaining Agreement 1.4](#), "a member is entitled to freedom in the classroom in discussing the subject(s) they are assigned."

However, the decision might not always rest upon an individual instructor, but might be the collective responsibility of faculty, program directors, and department chairs. In multi-section courses taught by several faculty members, a common text may be chosen by the department for use in all sections of a course. Common course syllabi, quizzes, exams and assignments may also be selected for use by the whole department. Decisions about textbooks and materials should be made collectively, and the deliberations leading to such decisions ought to involve substantial reflection and discussion by all those who teach the courses. As explained in the AAUP's [Statement of Freedom to Teach](#), such collective decisions may prevail over the dissenting position of a particular individual.

COCC also recognizes the economic reality of our students, and faculty have an additional responsibility to seek and consider affordable textbooks for our students. Faculty see first-hand the negative effects on students who cannot access course materials because of financial constraints: students drop, withdraw, and fail classes because they cannot buy the required books or try to substitute outdated editions. Requiring expensive materials impacts initial

student enrollment, student retention, student achievement and overall student success, especially in under-served student populations.

Sustainability and Continuity

This document completes the charge of the Textbook Affordability Task Force, as approved by Academic Affairs (AA) in January 2020, to draft a textbook affordability plan for COCC. The implementation of this plan will follow the second AA reading and final approval of this draft in Fall 2020.

The Task Force recommends the formation of a standing Textbook Affordability Work Group with wide campus representation, similar to that of the Task Force, to implement this plan's objectives and explore suggested activities. The charge of this work group should include informing faculty of affordability-related procedures, opportunities, and institutional data; marketing the low- and no-cost designations to students through COCC websites, orientation resources, and direct communications; and working with the Bookstore to address possible impacts from efforts to promote student savings.

The Textbook Affordability Work Group will be responsible for the continuous promotion of low- and no-cost course materials at COCC, assessment of progress of this plan and its future iterations with measurable outcomes, and reporting to Academic Affairs on an annual basis regarding textbook affordability efforts and their impacts. This work group will also provide support related to statewide OER efforts, including opportunities for training and grant funding for faculty.



Committee End of Year Report 2019-20

Due June 15th to the Chair of the Shared Governance Committee

NOTE: While the Shared Governance Committee is asking you to submit this report to them, (Incoming Chair: Tim Peterson), please note that the real audience for this end of year report are the incoming committee members and chairs. Incoming chairs should make review of this document an agenda item at the first committee meeting in the fall.

Committee Name:

Circle Type of Committee: Advisory **Policy** Administrative Work Group Ad Hoc
(please see the [Committee Matrix](#) for this information)

Is your committee designated as the TYPE Of committee you thought it was or should it be changed? (Policy, Advisory, Administrative, Ad Hoc, Work Group—See General Policy Manual G-6-0 for an overview of Committees at COCC)

Academic Affairs Committee is appropriately designated as a policy committee.

Committee Chair reporting: John Liccardo

Date: 6/1/2020

Committee Specifics:

- a. Committee PURPOSE (Review [here](#) for your charge, and indicate if that charge is still relevant. NOTE: if your committee's charge is not on the web, please have it added)

CHARGE: The Central Oregon Community College Academic Affairs Committee advocates for instruction at COCC. This committee develops and recommends academic policy, facilitates and streamlines decision-making on academic issues, and facilitates communication across the campus community on academic issues.

- b. What decisions or recommendations does the committee make and to whom?

We make decisions on new academic programs, as well as policies and procedures that affect instruction.

c. Is your Committee the right size and composition? Why or why not?

The committee is the right size and composition. We have campus-wide representation in voting positions from CTE and transfer faculty, an at-large faculty representative as well as administrators and classified staff. We also have non-voting membership that allows for dispersal of information across campus and input in areas that we might need additional information. Having a student representative also strengthens the committee, although as in previous years, we struggle to get regular student attendance which is unfortunate.

CURRENT Committee member names and positions (see GP Manual for the area each member should be representing, i.e. faculty, faculty CTE, administration, classified, etc.) , noting the current chair, and Committee Specialist or note taker, if relevant.

Names	Position Representation
Current Chair: John Liccardo	Faculty representative: Transfer
Kirsten Hostetler	Faculty representative: Transfer
Dan Alberghetti	Faculty representative: CTE
Wayne Yeatman	Faculty representative: CTE
Michael Hansen	Faculty representative: At-large
Krista Leaders	Committee Specialist
Betsy Julian	VPI
Jane Morrow	Charmoot Representative
Vickery Viles	Director of Curriculum and Assessment
David Shappe	CTE Council Representative
Tyler Hayes	Registrar
Tim Peterson	Shared Governance representative (unofficial)
Steve Broadbent	IT representative
Carolyn Schmidt	Classified representative
Amy Harper	Faculty Forum FFX Member
Julia Russell	ASCOCC representative

NEXT Academic year membership, when known, including who will be the incoming chair:

Names	Position Representation
Incoming Chair: Dan Alberghetti	Faculty representative: CTE
Kirsten Hostetler	Faculty representative: transfer
Jaquelyn Coe	Faculty representative: transfer
Alan Nunes	Faculty representative: CTE
	Faculty representative: at-large
Krista Leaders	Committee Specialist
Betsy Julian	VPI
	Chairmoot Representative
Vickery Viles	Director of Curriculum and Assessment
	CTE Council Representative
Tyler Hayes	Registrar
	Shared Governance representative (unofficial)
	IT representative
	Classified representative
	Faculty Forum FFX Member
	ASCOCC representative

Committee Annual Report:

a. Summary of Accomplishments & Opportunities:

The committee made decisions on the following general action items:

1. Approved NEW Program proposal--Office Professional
2. Approved Related Instruction amendments
3. Approved Proposal to create SUS prefix task force to develop learning outcomes
4. Approved Proposal to create SUS prefix task force to develop models for implementation
5. Approved Academic Master Plan
6. Approved Proposal to create OER task force
7. Endorsed LMS recommendation to pursue presentation of 4 alternative LMS systems
8. Approved Advanced Placement Exam (AP) Updates According to SB 207
9. Approved Sustainability Course Identification Method
10. Approved Sustainability Course Taskforce: Recommendations for Learning Outcomes and Criteria
11. Elected Dan Alberghetti as AAC Chair for 2020-21

The following informational items were presented at various AA meetings:

1. Minutes from all Curriculum Committee meetings;
2. Reviewed Academic Affairs role in approving new programs
3. Reviewed New Program Approval Process
4. Reviewed Curriculum Standard Feedback: Courses limited to one FS or DS List
5. Reviewed OER Task Force recommendations

b. Needs and Challenges: (If there is anything that the Shared Governance Committee can do to help, let us know!)

1. We continue to struggle with attendance of ASCOCC student representative at AAC meetings.
2. There were several occasions where it was unclear if an agenda item brought to AAC was a voting item, a informational item, or if we needed a method to “endorse” an item. Clarifying how we stratify agenda items into these categories might be a very useful thing.

c. List any POLICY or PROCEDURAL changes to the GP Manual you proposed this year (those that were approved, and those that you are still working on).

None.

d. Considerations for next academic year:

1. Continue work OER task force recommendations
2. Evaluate changes with SUS prefix to determine if approved process is working
3. Evaluate Academic Master Plan Implementation
4. Continue with LMS review