ETC Curriculum Committee Meeting

Date: 02/14/07
Time: 1:00 pm—2:30 pm
Location: Building 71D, room 3

Acting Convener: Mari Nakamura, TLC representative, for Leslie Lyum, in absentia
Present: Bernadette Howard, VCE Director
Gerri Kabei, OCCE Coordinator (has title changed?)
Tish Oshiro, SS Coordinator
Pat Tamaye, Trades Coordinator
Absent: Leslie Lyum, Curriculum Committee Chair
Ellen Nagaue, B Tech representative
Notestaker: Mari Nakamura

Agenda
ETC Status Report:
The meeting began with a brief review of SLOs and program/course competencies that had been developed over the past 2 years in compliance with Accreditation Standards. There was some confusion regarding the use of “interchanged” terminology, specifically SLOs and competencies. ETC’s point person, Leslie Lyum, for the IEC and assessment had presented these as being separate; however, VCE Director, Bernadette Howard, suggested that these might be the same. Further clarification seems necessary as ETC has previously defined the terms as different.

The committee had printouts and templates for the following to review:
1. ETC SLOs
   a. Students will demonstrate career and employment readiness
   b. Students will broaden and enhance their workforce capabilities
   c. Students will pursue further education and training opportunities
   d. Students will continue pursuits that enrich their lives
2. a blank IEC required WCC Course Outline Template
3. samples of completed WCC Course Outlines from
   a. FAMCO
   b. “Who Ate my Cheese” Workshop
   c. OAT Orientation
   d. ES--Communication
4. Course Content & Assessment Template (grid/chart)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Competencies</th>
<th>Instructional Method</th>
<th>Assessment Tools &amp; Criteria</th>
<th>Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
5. Grid/Template on Alignment of Program/Course Competencies with SLOs

Bernadette reviewed each item above and asked for clarification as needed. She also inquired about the procedures and guidelines for the previous ETC Curriculum Committee (ECC) meetings, adding that most curriculum committees met regularly to review current instructional programs and new courses. The committee reported that
the previous membership\textsuperscript{1} had not been meeting for several years until 2005 when WCC accreditation became a crucial issue. Regular meetings would resume this current year to address existing and new instructional curriculum.

The important items in the Chair’s Agenda were the following:

- Some programs have not even submitted their updated competencies.
- IEC required that all courses follow the ‘Course Outline’ template in order to be included in the WCC catalogue.
  - Not all programs had turned in their course outlines.
  - The coordinators were responsible for their departments (e-mail from ECC chair dated 02/14/07).

When asked, Bernadette stated that updated competencies were due on \textbf{April 1, 2007}. All ECC members need to ensure that both updated competencies and WCC Course Outlines were completed and turned in to the ECC by the deadline for the new ETC catalogue. She went on to speak of related matters as follows:

\begin{quote}
While ETC needs inclusion within the WCC assessment process, ETC’s issues are different and would require assessment more suited to its needs. For example, rubrics may be one way to establish standards for assessment, but there are better vocational methods, for ETC—no specifics were given at this time.
\end{quote}

Bernadette also indicated our need to measure long term accuracy and validity for our SLOs. ETC was very unique and thus required a slightly different focus and format from WCC’s credit programs. For example, ETC’s SS would need to measure soft skills; OCCE would need to measure differently from the instructional programs. The various methods of measuring would need customization to the individual ETC departments. In addition, Bernadette pointed out that while faculty can provide the numbers, the system needed to give ETC aid in creating the data for program review.

Bernadette further indicated that ETC’s SLOs and instructional programs would need external review, perhaps by an advisory board for each department made up of members of other CCs, the community, or business. Currently, ETC has no such “outside” review in place.

Bernadette explained that one of the options for ETC’s 2007--2008 catalogue was a single WCC catalogue; one side dedicated to WCC and if turned over, the other side dedicated to ETC to indicate both unity and separation (imagine a book, then flip it over so that it becomes another book). The current format for the ETC catalogue includes scheduling.

\textsuperscript{1} The previous ECC guidelines are available in the charter made obsolete by the merger with WCC. The previous ECC was responsible to the Faculty Senate (information supplied by Mary Segura, 02/14/07, via telephone conversation post ECC meeting). Mary will attempt to find the document.
Perhaps scheduling could be managed as an inserted segment to the ETC catalogue but nothing is definite. Agency preference should be a consideration.

Bernadette added that LCC has decided to utilize Curriculum Central, and on-line curriculum database available to the public to store all core outlines with the capacity to handle one-time globular revisions or edits. Curriculum Central also the ability to produce a syllabus instantaneously from the database and includes an archival system. The utilization of Curriculum Central is Bernadette’s recommendation.

On a final note, Bernadette also informed us that John Morton had responded to her inquiry regarding Banner for ETC. Further communication would be forthcoming.

Returning to the ECC Chair’s agenda, committee members were asked whether they had any questions about any of the samples, templates, and handouts as prepared by the Chair for distribution during today’s meeting. No questions were asked at this time. However, the ECC Chair wanted her message to be clear that ECC members would help faculty or staff in need and that faculty/staff were very welcome to any aid that this committee can provide.

Re: Chair’s note: There was some question to what “all the other steps above” referred. Clarification came via a telephone conversation with Leslie at 4:45 pm on 02/14/07. The “other steps above” were a direct reference to the bulleted items under “ETC Status” and not the DIRECTIONS FOR COMPLETING THE NEW COURSE OUTLINE/SYLLABUS handout. See bulleted section below:

- Program/course competencies
- Program and course SLOs
- Alignment of competencies with ETC and program/course Slos
- Assessment tools
- Alignment of assessment tools with SLOs
  - Rubrics for identifying attainment of competencies
  - Assessing validity and reliability of assessment tools
- “Assessment of Course Student Learning Outcomes” template
- WCC Course Outline template—required format for inclusion in catalogue.