



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, November 2, 2017
 12:50 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input checked="" type="checkbox"/> Tina Aguirre	<input type="checkbox"/> Andrew Robinson
	<input type="checkbox"/> Michael Heumann	<input checked="" type="checkbox"/> Xochitl Tirado	<input checked="" type="checkbox"/> Daniel Gilison	<input type="checkbox"/> Carol Hegarty
	<input checked="" type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Velasquez	<input checked="" type="checkbox"/> Norma Nava	<input checked="" type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Andres Martinez	<input type="checkbox"/> Jose Ruiz	<input checked="" type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Kristen Gomez
	<input type="checkbox"/> Kevin White	<input type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Luis Caloca	
Consultants:	<input type="checkbox"/> Efrain Silva	<input type="checkbox"/> Becky Green	<input checked="" type="checkbox"/> Vikki Carr	<input checked="" type="checkbox"/> David Drury
	<input checked="" type="checkbox"/> David Zielinski	<input checked="" type="checkbox"/> Norma Nunez	<input type="checkbox"/> Kevin Howell	<input type="checkbox"/> Lennor Johnson
Ex-officio				
Visitors:	Cuauhtemoc Carboni	Ed Wells	Analise Garcia	Mary Jo Wainwright
	David Poor			
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Craig Blek called the regular meeting of the Imperial Valley College Curriculum Committee to order at 12:58 pm on Thursday, November 2, 2017.

B. Approval of the Minutes

1. Regular Meeting of October 19, 2017

M/S/C (Gilison/Gomez) to approve the minutes of the October 19, 2017, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Credit Courses

1. Revised Courses

- a. ART 122 – Drawing II (3.0)
- b. THEA 100 – Introduction to Theatre (3.0)

M/S (Akinkuoye/Leon) to approve the textbook update for ART 122 and THEA 100, effective 2018-2019, as presented. The motion carried.

B. Degrees and Certificates

1. New Associate Degree for Transfer

- a. Chemistry A.S.-T

M/S (Gilison/Gomez) to approve the addition of the Chemistry A.S.-T, effective 2018-2019, as presented. The motion carried.

III. Discussion Items

1. Class size differences between online and face-to-face – Craig

Xochitl presented information from other colleges. There are differences among colleges which does not provide a clear determination of what is appropriate for all colleges.

- DE committee met and discussed the issue and determined that the committee will not encourage lower online class sizes, there was concern that they may not be scheduled as often since class size has an impact on FTES generation.
- Members discussed reasons for and against having face-to-face and online class sizes the same. There are issues with retention and success. Enrollment management factors.
- Members discussed ideas on how to improve students success and retention beyond class size.

2. Code Alignment Project – Craig

Documents were presented providing clarification on the expectation of participating colleges. Members were encouraged to review the documents in preparation for voting on the application for IVC to participate in the project.

IV. Information Items

1. Guided Pathways – Temo Carboni

Temo provided a PowerPoint presentation on guided pathways.

- Future funding may be affected by success beyond the current FTES calculation method.
- GE patterns – should be relative to program goals.
- Idea – survey students to find out what roadblocks they encounter on their educational goal paths.
- Deadline for self-study December 23rd.

2. Articulation Items – Kristen Gomez – **Tabled to next meeting**

- a. Back dating of IGETC and CSU GEB courses will no longer be permitted**
- b. Articulated vs Transferable course credit and developing sound transfer curriculum**
- c. CSU GEB Area B4 – Changes**
- d. Considering articulation in acceleration and prerequisite changes**

V. Other Items

VI. Next Regular Meeting: November 16, 2017, 12:50pm in the Board Room

VII. The meeting adjourned at 1:50 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.



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Code Alignment Project

The Academic Senate for California Community Colleges, working with the Chancellor's Office and CTE Data Unlocked, have launched a project to support the review of codes that have been assigned to courses and awards.

What is the purpose of the project?

The Code Alignment Project is a voluntary, faculty-led process for examining the reporting codes (TOP, CIP, SOC, and SAM) that have been assigned to CTE courses and program awards, to ensure that they appropriately match the content of the curriculum. When codes are accurately assigned, colleges are better able to implement degree audit systems, can avoid inconsistencies in federal reporting, and see data that are consistent with similar programs in tools like Salary Surfer, Data Mart, and the LaunchBoard.

When can colleges participate?

Colleges can participate on a first-come, first-served basis any time before the end of the 2017-18 academic year.

What does being part of the project require?

Download a flowchart of the process.

1. Sign a commitment form that spells out the responsibilities of participation. [Download the College Commitment form here.](#)
2. Have at least one person from the college participate in a kick off meeting with a Code Alignment Project representative to walk through the scope and specifics of the project.
3. After the kick-off meeting, fill in a code map document that identifies which occupational (SOC) and program (CIP, TOP, SAM) codes have been assigned to courses and awards in the target discipline--including both CTE and non-CTE courses--as well as any associated third-party credentials. [Download the code mapping template by clicking on this link.](#)
4. Ensure that discipline faculty, curriculum committee members, deans, and researchers:
 - attend a webinar to learn about the specific requirements of the project
 - review preliminary program and job lists
 - attend a day-long in-person meeting to review program codes and their associated descriptors
 - vet any proposed changes to codes
5. Share final recommended code changes with the CTE Data Unlocked team to inform alignment meetings in other parts of the state and updates to statewide code crosswalks.
6. Reimburse an ASCCC-assigned Curriculum Expert plus a CTE Data Unlocked Expert for their time at and to prepare for the webinar and the face-to-face meeting (at a rate of \$67/hour, plus travel costs). This can be covered using CTE Data Unlocked funds. If your college's CTE Data Unlocked Expert has not used up their ten hours of technical assistance, remaining hours can be applied to these tasks.
7. Reimburse the college's part-time discipline faculty for their time on the project. This can be covered using CTE Data Unlocked funds.
8. Have your local curriculum chair or another faculty curriculum expert agree to help one other college through the code review process. Please note the faculty curriculum expert will need to be approved by the ASCCC.

Can entire districts sign up?

This process can be implemented at the college or the district level. For districts, documentation will be done at the college level, but convenings will gather discipline faculty from similar programs at all colleges in the district in order to review codes. Each college within the district should still fill out individual [College Commitment Forms](#) and complete individual [Code Maps](#).

How will the code review process work?

With support from experts in the curriculum approval process and labor market information, colleges will review whether the codes assigned to courses and awards match the content of the curriculum. The code descriptors that will be reviewed include:

LaunchBoard Helpdesk
[click here](#)



Resource Documents

[Making Use of Labor Market Information: Where to Find Data for Common Community College Decisions](#)

[Using Employment and Labor Market Information](#)

[View all resources >>](#)

Recorded Webinars

[2/25/16 - CTE Data Unlocked and the LaunchBoard Program Snapshot: Tools to Improve CTE Program Review, Accreditation, and Planning \(click here for presentation\)](#)

[View all recorded webinars >>](#)

Videos

[2 Minute Videos on Ways to Use the LaunchBoard](#)

CTE Data Unlocked

[Learn more >>](#)

Code Alignment Project

[Learn more >>](#)

Workforce Credentials Coalition (WCC)

[Learn more >>](#)

- Standard Occupational Codes (SOC) - federal codes addressing the types of jobs that programs target
- Classification of Instructional Programs (CIP) - federal award and course codes
- Taxonomy of Programs (TOP) - California award and course codes
- SAM Priority - California codes indicating course sequences

Find out more about these codes here.

Alternatively, your college can manage the process on your own, [using this guide](#).

Creating Code Binders

Using the [Code Mapping form](#) (you can use your CTE Data Unlocked funding or technical assistance hours from your assigned CTE Data Unlocked Expert to support this task), for each program that the college wants to review:

- Document the SOC, TOP, and CIP codes, third party credentials, and program control numbers that have been assigned to each certificate or degree within the program
- Document the TOP, SAM, and course control numbers for required courses associated with each award within the program, including stand-alone courses associated with the program area
- Provide information on your local process for assigning and changing codes
- Provide a copy of your current course catalog and electronic copies of the course outlines for all courses in the program being reviewed.

WestEd and the Centers of Excellence will compile a binder for each program that includes possible SOC, CIP, TOP, and SAM code descriptors based on current assignments and codes that have been assigned by other colleges with similar programs.

[See an example of a code binder.](#)

[See an example of a cross-program map.](#)

Explanatory Webinar

To ensure that all parties understand the process of reviewing codes, faculty, curriculum committee members, deans, and researchers who are participating in the process will take part in an hour-long webinar, where they will learn:

- Why it is important to ensure codes are accurately assigned
- The types of codes that will be reviewed and where they come from
- The process used to document current and possible codes
- The role of discipline faculty, researchers, curriculum committee members, deans, and the local Senate in reviewing the documentation
- Local and statewide processes for changing codes

Document Review

To ensure that the code binders are accurate, discipline faculty will review an initial set of documents sent by email to:

- Verify that the correct courses are listed for specific awards
- Ensure that all related job titles that are associated with their awards are included

Face to Face Meeting

Once the code binders are complete, the college will host a face-to-face meeting with faculty, curriculum committee members, deans, and researchers. This meeting, which will be facilitated by curriculum and data experts assigned to the college, will walk participants through the following:

- Review SOC codes that have been designated based on the jobs that the program trains for and determine the top 3-5 codes
- Review possible CIP codes and determine the accurate designation for each award
- Review possible TOP codes and determine the accurate designation for each award
- Review possible TOP codes assigned to each of the required and stand-alone courses and determine the appropriate TOP6 code
- Examine the SAM codes assigned to each of the required and stand-alone courses and determine the accurate designation for each course
- Review a crosswalk of related programs to see how courses and programs relate to each other, and implications for code assignments

Discipline faculty need only attend the portion of the day relevant to the subject they teach. Each subject review will take between one and two hours.

[See an example of a single college code alignment agenda.](#)

[See an example of a multi-college code alignment agenda.](#)

Finalizing Code Changes

After the meeting, the colleges will vet any proposed changes to codes with discipline faculty, with support from the curriculum committee. The colleges will determine whether and when to implement the code changes.

The college will provide a list of final recommended code changes to WestEd, who will share it with the CTE Data Unlocked Executive Committee to inform alignment meetings in other parts of the state, updates to the code crosswalks, and revisions to the codes associated with specific sectors.

Supporting Code Review at Other Colleges

To help cement learning and to build a cadre of curriculum experts who can support ongoing review processes, we ask that the Curriculum Chair at the college, or another curriculum expert at the college, help another college through the review process by helping to present the kick-off webinar and helping to facilitate the face-to-face meeting. They will be reimbursed for their time on assisting another college.

Where can I find resources about course and program codes?

- **Infographic** that explains the various types of codes
- **Infographic** on what to know before changing codes
- **Guide** and **video** showing how to see which courses and awards are assigned to TOP codes
- **Guide** on what to know before changing a code
- **List** of TOP codes
- **List** of CIP codes
- **List** of SOC codes
- **Crosswalk** of TOP codes to SOC codes

Where can I get additional information on the project?

Contact Kathy Booth, WestEd: kbooth@wested.org

The Opportunity

For community colleges to become essential catalysts to California's economic recovery and jobs creation at the local, regional and state levels.

The Strategy

Doing What MATTERS for jobs and the economy is a four-pronged framework to respond to the call of our nation, state, and regions to close the skills gap. The four prongs are:

- Give Priority for Jobs and the Economy
- Make Room for Jobs and the Economy
- Promote Student Success
- Innovate for Jobs and the Economy





Code Alignment Project College Commitment Form

Please return your college's completed commitment form to James (Jimi) Gilroy (jgilroy@wested.org). You must complete this form before you can participate in the project.

Sign Off for Participating Parties

Please certify that the following parties have been notified of the project, are able to commit the necessary resources, and provided approval for this code review process:

- Local Academic Senate
- Local Curriculum Committee
- IR Office
- Deans of related programs

Name of the Chief Instructional Officer: _____

Signature of the Chief Instructional Officer to confirm all parties have been consulted and that the college will abide by the participation requirements:

Identify Responsible Individuals

Please identify the specific people who will be participating in the code alignment process, including names, jobs titles, phone numbers, and email addresses. You must designate someone for each role. For discipline faculty, please identify at least three people per discipline (or, if your college has fewer than three faculty, list as many as possible. **Please put an asterisk by the person who will be the primary point of contact for the project.**

Role	Name	Job Title	Phone	Email
Curriculum Chair				
Person who makes changes to codes				
Discipline Faculty				
Discipline Faculty				
Discipline Faculty				
Dean				

Researcher				
<i>Optional:</i> Additional participants				

Participation Requirements

- 1) Fill in the Code Map document, which will be provided by WestEd (along with instructions on how to complete the task). This document identifies which occupational (SOC) and program (CIP, TOP, SAM) codes have been assigned to courses and awards in the target discipline—including both CTE and non-CTE courses, as well as any associated third-party credentials.

Note: This process can be time-consuming because information is rarely centralized on college campuses and may require manual review of documentation such as catalogs and consulting with various people who work in curriculum, student services, IT, and research. This process is generally led by the research office. Your CTE Data Unlocked Expert can assist with this task, or you can use funding from CTE Data Unlocked to pay for staff time to fill out this information.

- 2) Provide information on your local process for assigning and changing codes, as well as copies of the course outlines for all courses in the discipline being reviewed.
- 3) Ensure that the responsible discipline faculty, curriculum committee members, deans, and researchers attend a webinar (or watch the recording of the webinar) to learn the purpose of the project and their role in the review process, background information on the codes that will be reviewed, and the process for changing codes.
- 4) Ensure that discipline faculty do an initial review of the codes to verify that the correct courses are listed for specific awards and all related job titles that are associated with these awards are included.
- 5) Ensure that the responsible discipline faculty, curriculum committee members, deans, and researchers attend a day-long in-person meeting to review program codes and their associated descriptors.
- 6) After the in-person meeting, vet any proposed changes to codes with discipline faculty, with support from the curriculum committee.
- 7) Share final recommended code changes with the CTE Data Unlocked team to inform alignment meetings in other parts of the state and updates to statewide code crosswalks.
- 8) Engage college leadership, using a white paper on the implications of amending TOP codes, to determine whether and when to implement the recommended code changes.
- 9) Reimburse the Code Alignment Team (at a rate of \$67/hour, plus travel costs) and the college's part-time discipline faculty for their time on the project. This can be covered using CTE Data Unlocked funds.
- 10) Have your local curriculum chair or another faculty curriculum expert* agree to help one other college through the code review process.

*Note: The faculty curriculum expert will need to be approved by the ASCCC.