

Present Members: Morgan Lynn, **Chair**, **Voting Faculty Members:** Thalia Bobadilla (*Communication*), Christina Goff (*Librarian*), Syed Hussain (*Behavioral Sciences*), George Olgin (*English*), Randi Osburn (*Behavioral Sciences*), Camille Santana (*Counseling*), Tess Shideler (*Science*), Girlie Sison (*Science*), Star Steers (*Communication*) Penny Wilkins (*Business and Management*), Von Wolf (*Brentwood Math*)

Non-Voting Members: Rachel Anicetti (*Transfer*), Rikki Hall (*Director of A&R*), Marci Lapriore (*TLC Chair*), Aprill Nogarr (*Interim Dean of Instruction: Liberal Arts*), Adrianna Simone (*GE Chair*), Eileen Valenzuela (*Articulation Officer*) Grace Villegas (*Academic Scheduling Specialist*) and Shondra West (Note Taker)

Absent: Sepideh Daroogheha (*Mathematics Faculty*), Dennis Franco (*Dean of Instruction – Career and Workforce Development*), Natalie Hannum (*Vice President of Instruction*), Scott Hubbard (*Distance Education Chair*), and Ryan Pedersen (*Dean of Instruction: Math and Sciences*)

Guest: Chialin Hsieh (*Dean of Planning Institutional Effectiveness*)

Meeting called to order: 2:36 pm Location: Zoom Meeting

CURRENT ITEMS

1. Announcements & Public Comment:

Following Chair positions are open which Academic Senate will send faculty an announcement:

- Curriculum
- PSLO/CSLO Coordinator
- TLC
- DE Coordinator

2. Approval of the Agenda

Action: Approved (M/S C. Goff/G. Sison); unanimous

Approval of the Minutes: February 16, 2022

Action: Approved (M/S: C. Goff/G. Olgin); unanimous

3. Articulation Update – No Update

4. Comprehensive Review Template:

C. Hsieh gave a presentation on the comprehensive program review template (CPRT). The presentation included C. Hsieh sharing information about the program review cycle as it relates to the CPRT. The program review cycle years are from 1-5, which year (5) 2021-22 is when departments are submitting their program reviews. Upon completion of the cycle a comprehensive program review is completed in year 2022-23 to assess the overall program outcomes. C. Hsieh shared that the Planning Committee developed the CPRT to assist with the process. The template has several guiding principles for departments to follow with intent to streamline the process of completing the comprehensive program review. C. Hsieh covered CPRT items A-H. The items consisted of the following:

- Utilizing the resource elements found in the CPRT as it relates to the board, administrative, and education code policy and procedures.
- Requesting that departments complete the PR survey evaluation
- Discussing feedback received about the template which Natalie and Chialin will work on developing a sample version of how to use the CPRT.
- Asking departments to review their data to address the comprehensive review elements. As an example, C. Hsieh shared Kinesiology AAT data to assess the following:

- Faculty and staff composition in support of completing a box 2a application
- EMSI data to support jobs aligned with the department’s program
- Sharing that the program review should reflect the department outcomes, obstacles, and achievements, more so with planning ahead to revise the program and/or courses or create new courses.
- Addressing the comprehensive review relevance and the need for resource allocation (RAP), which aligns with SEM institutional organization fiscal responsibility.

A question about the use of disaggregating Asian Pacific Islanders data to understand which the proper association of the group. There was a recommendation to pull out certain ethnicity: South East Asian from PI. The committee discussed the whereabouts of different ethnicity Indian sub-continent and if they are represented as part of Asian group. C. Hsieh shared that the selection of the identify profile is self-reporting, students check the box. In the future, the data can disaggregate ethnicity by group specificity.

A question was asked about the difference between program review vs. comprehensive report, whereas the program review is a summary of meeting the program goals to determine success rates, more so to improvise the program. Whereas, the comprehensive review is broader summary that address all the elements in the CPRT.

C. Hsieh asked the committed to share feedback by email. In April, the planning committee will have incorporated the feedback received by the different consistency groups to share the final CPRT.

5. Consent Agenda

Action: Approved (M/S: C. Goff/T. Shideler); unanimous

- BIOSC-021 (prerequisites Math 29 and 30)
- CHEM-026
- CHEM-026 (prerequisite – Chem-025)

6. New Course Outlines

The committee discussed the technical challenges with viewing the course in eLumen to complete the tech review. M. Lynn took a moment for anyone experiencing issues to screen share the situation. The committee was able to resolve the issue before voting on the following courses:

BUS 094	<p>The committee discussed minor revisions needed to the form.</p> <ul style="list-style-type: none"> ● Remove item #7 ● Revise the rationale for offer the course. The committee worked on updating the rationale until a final statement was created. The statement reads: This course will help to prepare students to be effective remotely in a virtual setting. <p>The committee discussed student learning outcomes achieved upon completing the class and decided to modify the SLO by wordsmithing CSLO1 and CSLO2 .</p> <p>Action: Approved (M/S P. Wilkins/G. Olgin) Abstain - G. Sison</p>
BUS 094 OA	Action: Approved (M/S: C. Goff/T. Shideler) Abstain - G. Sison
BUS 097	The committed discussed revisioning the rationale to read: This course will help

	students to establish and lead virtual teams. Action: Approved (M/S C. Goff/C. Santana) Abstain - G. Sison
BUS 097 0A	Action: Approved (M/S: C. Goff/G. Olgin) Abstain - G. Sison
COUNS 038	C. Santana provided the course rationale. This 3.0 course intends to help students manage anxiety and stress to address Mental Health & Wellness. This course also would meet transfer area E Life Long Learning. The committee discussed: <ul style="list-style-type: none"> • Qualified discipline – person teaching this course are required to be hired as a counselor. In comparison DVC offers a similar course that meets their health science requirement in which other disciplines can teach it. • This course meets emotional well-being whereas DVC’s course focus on the biological and chemical health process. • Add this course as part of future GE agenda item so that it can to meet LMC GE. • Offer non-credit course. Potential to pair with another COUNS non-credit course and offer a certificate to move forward with this option. The committee discussed the course evolving into other areas to promote student diversity in which they can learn more about themselves and address professional curiosity when ascertaining their career. Action: Approved (M/S: C. Santana/C. Goff); no vote - G. Sison
COUNS OA	Action: Tabled

7. Existing Course Outlines

WELD-100 this course introduces students to process technology in support of career exploration. The committee discussed several items regarding the course:

- Course descriptions includes the 100 series and questioned how does this course fits it. Follow up needed with Dann Gesink about adding this course as part of cross-listing to for the following course series: WELD, AUTO, PTEC, and ETEC.
- Suggestion to offer as an ASC class. Mindful, ASC doesn’t have a department. This course introduces students to industry training opportunities outside of wanting to transfer. Trades at LMC as it relates to gender has the potential can attract a newer population; both women and men. The current demographics is unbalance between male vs. female taking courses.
- Textbook modules - add additional textbook description that includes content for using the modules. C. Goff shared the library has resources or examples that the department can use.
- Title change appears that it’s an individual course. Follow-up to determine the department intentions.

Action: Approved with addition to provide explanation of the modules (M/S: C. Goff/G. Olgin) Abstain - G. Sison

8. Prerequisite-Corequisite Form - Tabled

9. COOR Template Guidelines - Tabled

Governance Committees - Tabled

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| 1. Shared Governance | 3. Teaching and Learning Committee |
| 2. Articulation | 4. Academic Senate |

Adjourned at: 4:31 pm