

Los Medanos College
Department Chair, Dean and VP Meeting - Minutes
April 5, 2022
2:15-3:15

Join Zoom Meeting: <https://4cd.zoom.us/j/97589951638?pwd=a25qUUNRK3l0SkdMa2ZsazVOZ2hOQT09>

Phone: 1 (669) 900-6833

Meeting ID: 975 8995 1638

Passcode: 364423

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| SEM Guiding Questions: What is best for our students? Are we ensuring that LMC is and equity-centered institution? Do our policies, procedures and practices advance, or deter, student success? | | |
| SEM Working Groups: Strategic Scheduling Curriculum Analysis Integrated Student Support and Retention Distance Education | | |
| SEM Meetings: 3 rd Tuesday of each month. 2:00-5:00pm | | |
| Guided Pathways Pillars: 1) Clarify the path 2) Enter the path 3) Stay on the path 4) Ensure Learning | | |
| | Agenda Topic | Notes |
| 1. | Welcome & Announcements | <ul style="list-style-type: none">• Everyone completed a welcoming icebreaker: What is your favorite drink or movie?• Announcements: ribbon-cutting ceremony on April 6 at 11 am for the Kinesiology Athletics Complex and Student Union buildings. |
| 2. | BEOI Update – Requirement for Fall 2022 for faculty (FT or PT) teaching hybrid or fully online. | S. Hubbard shared faculty teaching an online course is required to complete the BEOI training. Departments chairs were encouraged to share the information with their faculty members and that there are several sessions available throughout the Spring and Summer semesters. Faculty that complete the training will receive a certificate of completion. If faculty took a similar training to become an effective online instructor can submit documentation for review for equivalency approval. Chairs can ask the office of instruction for a list of faculty names that completed the training to notify those who haven't completed it. The course is offered as synchronous, with one potential asynchronous course. BEOI offerings are ongoing through Fall 22. |

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| 3. | PSLO Backward Design Goal | <p>B. McCarthy updated everyone on the innovative program assessment plan for departments when completing their PSLOs during the fifth year of the assessment cycle process. The backward design project replaces the normal PSLO assessment process to complete the assessment, collect the data, analyze the findings, and report the results. Instead, the PSLO backward design plan reviews existing PSLO outcome statements and assesses them by determining program relevancy and analyzing how students acquire the knowledge and skills that help them advance to the next level (job placement or university transfer). There are workshops available to provide support and to help with analyzing their program outcomes. B. McCarthy shared the backward design timeline for when departments can upload their assessments to start the process of analyzing the statements. The next Friday meeting is scheduled for April 15, provided with colleague support for departments to receive individual feedback and coaching.</p> <p>A question was asked about how the PSLO assessment aligns with updating CSLOs; Briana shared the project's outcomes will determine the next steps with revising CLSOs.</p> <p>There was a question about the ISLO update, which C. Hsieh shared that the governance committees approved the six ISLO statements, but TLC is developing the assessment component to determine the ISLO assessment criteria. C. Hsieh shared that the ISLO statements have been uploaded in eLumen.</p> <p>A question was asked about the counseling and student services assessments, in which B. McCarthy shared the backward design sessions infuse support for the administrative departments.</p> |
| 4. | <ul style="list-style-type: none"> CSLO Assessment Update | <p>M. Lapriore screen shared an assessment document of those CSLOs that are completed. The document includes which assessments are outstanding partly due to the pandemic shutdown that changes the dynamics of course offerings. M. Lapriore notified the departments by email of which CLSO assessments are needed. Anyone that has completed them can notify M. Lapriore and B. Stone so that the spreadsheet is updated. It's not too late to submit the CLSOs, and all departments are encouraged to complete them. R. Pedersen shared that completing the assessment process aids in the college's accreditation process</p> |

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| | | and is encouraged by all to complete. M. Lapriore is available for anyone that needs assistance. The submission process remains the same; however, the next cycle of the CSLO assessment submission will be done using eLumen. |
| 5. | Draft LMC Technology Plan 2022-28 | C. Montoya updated everyone on the draft LMC Technology Plan 2022-28. The document was shared via chat along with the feedback form. C. Montoya shared the history of developing the draft and the time it took to complete it. The document presented to everyone includes the feedback collected from the college assembly. C. Montoya went over the document covering specific items within the draft; table of content, executive summary, president's message, mission, goals, objectives, guiding principles, resource allocation process (alignment of technology with funding), distance education total cost, and ownership, policies and procedures that includes an alignment summary with the district (PPs), teaching and learning software, technology standards, the collaboration between information technology and departments, technology process improvements, implementation plan (next steps), and more. C. Montoya asked the Chairs to review the document and provide feedback. The goal is to incorporate any feedback before it's presented and approved by SGC in May. |
| 6. | Guided Pathway | C. Hsieh shared how to use data tools to analyze the student populations completing programs. The Kinesiology program was used as an example of how data can be used to determine student population enrollment trends. The data is also helpful in looking at individual student demographics to determine enrollment and completion rates. The data matrix provides what types of courses students are taking and their success rates. For example, C. Hsieh shared English and Math transferable completion rates in which these courses are needed in conjunction with earning an ADT Kinesiology. Using the data is to understand the support needed for students to complete programs and departments to recognize the challenges in aiding in guided pathways to initiate student success. C. Hsieh is available for other departments to access their program data. |
| 7. | Mode of Submission: Instructional Drafts | D. Franco updated everyone on accessing the drafts, making the edits on the drafts, and submitting the drafts to the deans. |
| 8. | Q&A | R. Pedersen announced the graduation ceremony to encourage participation. Those that are attending can pick up their graduation regalia. |