

# Los Medanos College

## Minutes of the Academic Senate

**Date:** Monday, September 13, 2010

**Time:** 3:00 p.m. – 5:00 p.m.

**Location:** Room CC2-223

**Members Present:** Erich Holtmann, Mark Lewis, Lydia Macy, Joe Meyer, Michael Norris, Colleen Ralston, Ginny Richards, Kimberly Wentworth, Lois Yamakoshi, Cindy McGrath and Nancy Ybarra.

**Guests:** Julie VonBergen

Item	Topic
1	<u>Call to Order (M. Norris):</u>
2	<u>Public Comment (M. Norris):</u>  No comment.
3	<u>Senate Announcements and Reports (M. Norris):</u>  <u>Announcements:</u> <ul style="list-style-type: none"><li>• Erich Holtmann will be taking Mara Landers' place as the Math Department Representative.</li></ul> <u>Reports:</u>  <u>DGC:</u> <ul style="list-style-type: none"><li>• DGC Met on August 31<sup>st</sup>. The Governing Board adopted the budget on September 8, 2010. By the end of the year there should be \$800k left in the undesignated reserves. Most importantly this means that by the end of this year there will be: 5% mandated reserve by the state; 5% requested reserve by the Governing Board; and about 1%-1.5% at the colleges.</li><li>• A large portion was used before the passing of the budget to pay down, incrementally, CCC and LMC's budget changes from where they are to where they are going. Also, money was used to pay Chevron because Chevron had their property taxes re-evaluated and following suit, were awarded payment from the District at the sum of \$300k this year and about \$700k the</li></ul>

following year. There is a possibility that there will be future re-evaluations and payments to Chevron.

- The Governing Board meetings are changed for the months of October and November. An email will be sent with the new dates.

**SGC:**

- There was a 15-20 minute look at all the moves coming up. Michael sent out an email with the timelines of said moves. The goal is to have everyone moved to designate locations by November 11<sup>th</sup> for the construction process, with everyone moving back to their permanent location by June 2013.
- Other topic of conversation were the following: the priorities and focus of BRIC; ongoing assessment with CUE, Accreditation; the two-year charges given to committees with the thought being that presentations should be staggered to allow committees more time and to follow up on any conflicts; Classified Senate has nominated/selected new representatives, they provided a list of activities one of which is a Soup Cook-Off; LMC Associated Students did not meet but had comments regarding the Bookstore and how it has suffered a loss and how that in turn affects their budget and what activities they can provide to the student body. They are also revising their mission statement. Brentwood is asking for an extension on their lease (property) and then is looking at property is better suited for their needs.

**Curriculum Committee (Janice Townsend):**

- Did stand along training and also looked at the CC Mission Statement first written in 2006.
- Discussed future agenda items and made a tentative plan on what they wanted to do with them.
- Karen Nakaji/CC will discuss bringing the research back on how the faculty determines baccalaureate levels.

**G.E. Committee (Cindy McGrath):**

- Sept. 20<sup>th</sup> is the first G.E. seminar of the semester. The purpose is to get instructors ready to assess the SLO that deals with diverse perspectives. (00:46:35)
- The basic plan is to discuss the progress of diverse perspectives so far have a report on the successes and experiences by two faculty volunteers. People will decide what the SLO means to them and what part of it they will assess and create an assessment plan that we'll test among ourselves at the seminar two. If there are any questions or comments about the next seminar please send them to Scott via email.

	<p><b><u>TLP (Cindy McGrath):</u></b></p> <ul style="list-style-type: none"> <li>BRIC/TAP day-long retreat: 3 areas that we are beginning to think that we might need some help are trying to simplify our assessment process, need better communication about assessment with the college community, and help on the use of data (what kind are we getting, what is useful for and what is it not useful for). The next TLP meeting is a week from tomorrow with an agenda coming out mid-week. CM had a meeting with department chairs to arrange meetings with faculty members. Her goal is to have met with every faculty member by the end of semester, either one-on-one or in small groups, to get their sense of what assessment means (how is it working, what is not working, what improvements they can suggest) so that next semester (spring) we can make changes that we need as identified by faculty/faculty groups.</li> </ul>
4	<p><b><u>Approval of Previous Minutes (M. Norris):</u></b></p> <p>The approval of the minutes was tabled for corrections.</p>
5	<p><b><u>Agenda Reading and Approval (M. Norris):</u></b></p> <p>The agenda was approved.</p>
6	<p><b><u>Appointments: Study Abroad Committee (C. Ryan):</u></b></p> <ul style="list-style-type: none"> <li>The Study Abroad Committee at the District needs a total of three faculty members. Currently Ken Alexander is on the committee and there are three other faculty members who are interested in filling the last two positions: Maria Tuttle, Ana Gutierrez and Joann Hobbs.</li> <li>One possibility is to have Ken Alexander serve as chair and appoint all three faculty members.</li> <li>The group decided to request a paragraph of interest from Maria, Ana and Joann, from which the Senate will vote and make a decision on the appointments.</li> <li>Clint will send the paragraphs to the Senate members upon his receipt.</li> </ul>
7	<p><b><u>ACE program financial needs (T. Rust):</u></b></p> <ul style="list-style-type: none"> <li>ACE = Academy for College Excellence: ACE is a new program and is in the middle of its first semester.</li> <li>It's an interesting program due to its two-week intensive course: 100% of the students complete the course (64 hours). 100% successfully completed the course and move on to the Bridge program.</li> </ul>

- The challenge: Students take 2-3 years to complete college-level English and Math. Research shows that of those students who started in English 90, after census, 40% successfully completed English 100. For students who began in Math 12 after census, 5% completed transfer-level Statistics and of those who started two levels below, 21% completed.
- The solution: ACE's goals are to increase those numbers to over 60%.
  - Q: How many students does ACE have?
  - A: ACE is currently serving 26 students and the goal is to have 30 students.
- Needs help with funding for the program.
- ACE has an 18-week semester: The first two weeks are Math 5 and then the next segment is slightly compressed (English, Math, a Social Justice course and a management course). It's a full-time load and by the end, any student who assesses into English 90 will fulfill their English and Math pre-college requirements in one semester, as well as, about 4.5 ACE credits, which are degree applicable.
- ACE is now financially allowed to have three cohorts and the goal is to have six and reach about 500 students a year.
- If ACE grows at LMC, the research analysis on the cohort can be used for future funding purposes if ACE is able to fund a Spring semester. If the Spring semester of ACE isn't funded there will be a loss of momentum.
- Another goal is for ACE to be the hub for local community colleges.
- The situation: ACE has instructors and students, but needs 180 instructional hours (3 ACE courses) = \$20k in hours. There is a cost of \$5,195.52 for foundation courses.
  - Cabrillo will fund two of the ACE courses.
  - Tue has applied for an LMC Foundation mini-grant (max \$1000).
  - He is asking ACE teachers to donate time to attend the weekly meetings (\$3,300).
  - Human Services 110, the foundation course, is the course that needs to be funded (\$5,195.52).
  - ACE has \$13k but needs \$5k more.
- The request is that the Senate votes on approving the \$5195.52 so that ACE can operate in the Spring semester.
  - Q: Is there a possibility that the number of Human Services courses offered could be reduced to cut the amount of money needed? Can ACE apply for more grants? Also, computer science, psych and nursing students wouldn't be allowed to take the class to fulfill their requirements.
  - A: Other schools that have cut hours have had disastrous effects. ACE's Fall cohort/first semester was entirely funded by a grant. The idea was that LMC would see success of the ACE program and choose to fund it. Tue was unaware that he would have to ask for money so soon. He has been able to find funding for 70-80% without going or cutting into LMC courses. Tue is open to applying for grants but the turn-around time isn't soon enough; ACE will be applying for grants for next Fall and Spring semesters. Nursing students can do the ACE statistics course, not pre-calculus. Is the
  - Q: Is the understanding that the request for Senate funds is for one semester only?
  - A: Yes

	<ul style="list-style-type: none"> <li>○ Q: What percentage of the Senate’s carryover money would this request absorb?</li> <li>○ A: It would be \$5k out of \$13. By the end of this year we need to get to \$0 because the Senate will not be allowed to carryover. <ul style="list-style-type: none"> <li>▪ Q: Can the Senate use money from the current budget to fund the ACE request?</li> <li>▪ A: Yes.</li> <li>▪ Q: Based on current budget projections/normal expenditures for the Senate, what is the anticipated end of year balance?</li> <li>▪ A: Michael will get back to the Senate members with the correct figure.</li> </ul> </li> <li>○ Comment: We need to look at Senate needs as well. There are Distance Education attachments to course outlines of record that now have to be caught up to the brand new course outlines that have requested coaching money from the one-time funds.</li> <li>○ There is a concern that anyone needing funding will come to the Academic Senate. There should be some sort of criteria for requesting the funds or the Senate should announce that there are additional funds that can be applied for by faculty members. <ul style="list-style-type: none"> <li>▪ Q: Has ACE requested funds from the President?</li> <li>▪ A: Yes. ACE attended meetings and submitted RAP proposals. LMC has funded ACE in the past and has sent faculty members to trainings for the program.</li> </ul> </li> <li>● Tue will talk to Richard Livingston and Peter Garcia before returning to the Senate for a formal vote on ACE funding.</li> </ul>
8	<p><b><u>Accreditation Policy Rewrites (M. Norris):</u></b></p> <p>Tabled.</p>
9	<p><b><u>Professional Development and LPG (C. Ryan):</u></b></p> <ul style="list-style-type: none"> <li>● This item is exclusively addressing whether the Senate wants the LPG (Local Planning Group) to be an extension of PDAC.</li> <li>● Contract with management: Six faculty and six managers should meet every semester to discuss and plan FLEX.</li> <li>● The thought is to overlap Professional Development so that the group would also be on LPG since there are already four faculty members and several managers serving as reps on PDAC. Two additional faculty members and a couple more managers would supplement the current membership. This would mean that all current PDAC members would also be a part of LPG and be responsible for making decisions on what happens at FLEX.</li> </ul> <ul style="list-style-type: none"> <li>○ Q: Would the Senate appoint these two extra people?</li> <li>○ A: Yes.</li> </ul>

- Q: Who is currently serving on PDAC?
- A: Clint, Nancy, Erlinda, Jeannine Stein, Richard Livingston, Ruth Goodin and Mike Becker.
- Q: Is the LPG something that is required?
- A: It is strongly encouraged by the Union contract.
- Q: What is the disadvantage?
- A: Whatever philosophy PDAC adopts will have influence on the LPG, which may or may not be good or bad.
- Q: Do the members we appoint have to report back to the Senate?
- A: Yes.

- There is a concern over whether there are minutes, the reason for establishing the two groups and what the actual overlap will be.

- Motion: To expand PDAC by two faculty members to create the LPG.

- Vote Passes: 9-3-4

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**Ranking BSI funds and relation to RAP (J. VonBergen):**

- BSI Funds are allocated from the state and are diminishing. The state provides guidelines that indicate that the BSI funds must be used to improve the learning of Basic Skills and ESL students – Basic Skills are defined as Math and English courses below transfer level and ESL courses. What is happening now is that the funds are being put into the pot that is used for RAP and then RAP decisions are made based upon the funding source. As a result of this process, some projects that were not included in the BSI plan, but appear to be BSI related, get approved for funding and some of the projects that really are BSI projects don't get funded.
  - Question: What are the restrictions on the BSI funding?
    - See attachment (state guidelines).
  - Question: What percentage of the funding should be allocated specifically for BSI projects and what percent is not?
    - Roughly a third of the money is being spent on projects that weren't included in the BSI plan submitted to the state (BSI-specific).
  - Is there an overlap between BSI's charge and other organizations' charges on the campus?
    - It is part of Developmental Ed.
- There was a plan submitted to the state with a timeline for how the money would be spent over the next five months. It is believed that the current allocating from SGC isn't looking at that plan.
  - Question: Can D.E. develop a plan and process for these funds?

	<ul style="list-style-type: none"> <li>○ Suggestion: There is a need for BSI to develop its own forms and criteria process (submission and evaluation).</li> <li>○ Suggestion: BSI creates forms/process similar to what CTE does with the Perkins grant.</li> <li>○ Suggestion: D.E. makes a committee for allocating BSI funds through RAP.</li> <li>○ Suggestion: RAP proposals more targeted criteria/forms.</li> </ul> <ul style="list-style-type: none"> <li>● Julie will work with the D.E. committee to create forms and come back to the Academic Senate with proposed forms and processes.</li> </ul>
<b>11</b>	<p><b><u>BRIC and senate recommendations (M. Norris):</u></b></p> <p>Tabled.</p>
<b>12</b>	<p><b><u>Institutional effectiveness from DGC (M. Norris):</u></b></p> <p>Tabled.</p>
<b>13</b>	<p><b><u>Shortening Add deadline even more (E. Holtmann):</u></b></p> <p>Tabled.</p>