**ACADEMIC SENATE MEETING SUMMARY**

**02/09/09 Room 222 3:00-5:00 p.m.**

Present:

Alex Sample, Michael Norris, Ginny Richards, Clint Ryan, Lois Yamakoshi, Judy Bank, Mara Landers, Lydia Macy, Estelle Davi, Brad Nash, Mark Lewis, Christina Goff, Colleen Ralston, Nancy Bachmann, John Henry, Scott Cabral, Phil Gottlieb, Casy Cann

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|  | **Topic/Activity** | **Summary/Actions Taken** |
| 1 | Call to Order |  |
| 2 | Public Comment |  |
| 3 | Senate Announcements & Reports | **Announcements & Reports*** Casy Cann is the new Part-Time Liberal Arts Representative.
* Lois Yamakoshi is here today as the alternate representative for Brendan Brown.
* Mara Landers will be substituting as the Mathematics Representative for the rest of the Spring 2009 semester for Erich Holtmann.

**SGC (Shared Governance Committee) Report*** Peter Garcia discussed the budget.
* There will be a SGC Retreat tentatively scheduled for the first Friday in April 2009.
* Students brought up Tri Delta Transit bus passes. The last Student Government group decided to explore an ongoing contract with Tri Delta. The first proposal was each student would pay $5/semester then eventually raising the final cost to $10/semester. With this proposal, Tri Delta would receive approximately $50,000 --$100,000. Under the current contract, Tri Delta receives $15,000 each semester. The students stated they the contract is still under negotiations and once an agreement is reached SGC will review it and a campus-wide student vote will follow.
* The representatives of the SGC sub-committees will rotate turns giving their reports to allow for more extensive and detailed reports.

**DGC (District Governance Committee) Report*** Most of the DGC meeting was focused on the District Strategic Plan, which is on today’s agenda for discussion.

**Consultation Committee*** There was some discussion about compliance of the “lab hours by arrangement” issue.
* Mojdeh talked about the SARS program, a tracking and appointment system currently used in some labs. The SARS system will be used throughout the district to keep track of the dates and times the students actually came in as well as a list of the dates and times that they students had arranged or signed up to come in. Instructors with lab hours tba courses should be collecting slips from the students listing their planned lab hours. One suggestion from one of the other colleges was instead of collecting one slip per student, using a roster for the students to sign up for their “lab hours by arrangement”.
	+ Michael said he will ask Mojdeh about the SARS process for the “lab hours by arrangement” becoming completely paperless, in order to eliminate the paperwork (i.e. rosters or individual student slips).
* A listing of a CSUEB Online Teaching and Learning Certificate Program and the courses offered for this program was distributed.
* The ongoing discussion and negotiation about getting load and money for the Senate and C.C. (Curriculum Committee) Chairs. FSCC requested a minimum of .25 load directly from the District for the C.C. Chairs. The District responded with a counterproposal of no additional load for C.C. Chairs and instead increasing the district-wide Senate budget from $60,000 to $100,000 (LMC Academic Senate gets ¼ of that). Each individual senate would then make decisions on how that extra money is spent. The District also stated that there are a lot of items that the District currently pays for that would also have to come out of that money such as: registration to the State Senate, the money that pays the Senate President to work during the summer, etc. The Senate presidents’ response was to list out the ongoing budget items that we currently have (outside of load). Each college has many differences among their ongoing expenses including paying for their Secretarial help.

**Curriculum Committee Report*** A lot of discussion focused on “lab hours by arrangement” and 900 courses.
* The committee also discussed Janice’s announcement of the Google search she did on “Title V experimental course outline of records” and that the first link to come up was LMC’s website for Curriculum Committee.

**TAG (Technical Advisory Group) Report*** A lot of discussion focused on raising more money to maintain the hardware and software on campus.

**DE (Distance Education Committee) Report*** Review of the feedback on the training session held in January. We also discussed some potential additional training that may be made available.
* Also discussed the task force that is working on the strategic plan for online education. Deborah Blue from the District Office attended the meeting and will be a member of the task force.

**Follow-Up Report-Michael Norris*** After visiting DVC’s website we obtained a copy of one of their COORs. DVC has a separate document for SLOs are not contained in their COORs at all. DVC does have a 20 page guide on how to write student learning outcomes for the courses. DVC also has two forms each one with a grid to be filled out one labeled “DVC SLO Plan”. The first three columns you would complete as you create your SLOs and the last two columns you would complete after the assessments of the SLOs summarizing the data. The other is a matrix form and is for the PSLOs. They have yet to be compared line for line, but with the exception of the format all of information seems to be about the same as LMC’s COOR with the embedded SLOs.
* Michael confirmed with Richard Livingston that Management is still offering a stipend for part-time faculty who are in departments with COORs that need to be updated or rewritten and those courses are uniquely understood by the part-time faculty member(s). Richard also stated that in departments where the number of COORs to be completed far outweighs the number of full-time faculty, Management also offers stipends to those part-time faculty members who can complete COORs in those departments.
* Michael also talked to Richard Livingston and Ruth Goodin about possible individual department retreats and money coming from Professional Development to pay for substitutes for the classes in the department and a coach for the retreat. Richard was very receptive to this idea and to the idea of paying for it.
* Michael stated he has not been able to get a hold of a list of the COORs that need to be updated yet.
* The year for the Midterm Report will be 2011.
* The Box 2A process is still ongoing. The Union Representative, Mike Zilber and Michael Norris have discussed on coming out with a list of “who’s next”. The next meeting with Richard and Dan, Michael stated that he will forward this request to the group.
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| 4,5 | Approval of previous minutesAgenda reading and approval | **Minutes approved with three corrections:** (13-0-0)1. In the Announcements and Reports section under the last bullet the word “suggestion” is replaced with “request”.
2. In the TAG report section under the first bullet the word “was” after Clint Ryan is eliminated.
3. In the DE report section under the first bullet the name “Tanya Beal” is corrected to state “Tawny Beal”.
4. In the COORS Plan section under the “Follow-Up” portion add: “6.) Michael will also look into obtaining the Box 2A ranking list and see how it can be made public to LMC.

**Agenda approved with one correction:** (13-0-0)1. Move item #8 COORs-what they really look like up to #6 on the agenda.
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| 6 | COORs – what they really look likeJanice Townsend(see Handouts) | **Sample Course Outline from LMC Website*** The sample course outline handout is of the PE-057 class.
* The objectives for this discussion is:
1. To get familiar with and understand the course outlines and their components.
2. To understand how the COOR links to the assessments for each CSLO.
* As faculty, on the first page you must fill in the boxes. Then you must come up with a catalogue description and a schedule description.
* The second page is for the Office of Instruction to complete, faculty does not need to complete anything on this page.
* On page 3, faculty must check boxes.
* On page 4 every department has the PSLOs for the courses, they are in your program review you just need to import them in. Then you write the CSLOs.
* The “Assessment Criteria” on page 5 is optional although some departments (ex. Mathematics) still require it to be completed.
* On page 6 “Assessments” is how you evaluate each CSLO. You can attach more than one CSLO to the “Assessments” section. The “Assignments” section also on this page is available for you to link your assessments to each CSLO.
* On page 8 “Method of Evaluation/Grading” you are asked to write about what an “A level student can do” and a “C level student can do”. Based on the assessments you use for the CSLOs you are able to say how many students were able to get a “C” or better. Based on this outcome you are able to evaluate that and possibly re-write your CSLO and/or assessment and measure it again.
* Page 9 you would list the “Course Content” for your course.
* “Instructional Methods” on page 10 there are currently boxes on this page that need to be checked as to what your methods of instruction will be. This page may be changing to a more detailed written portion instead of the checkboxes but currently, this is how it is. The Curriculum Committee will accept narratives instead of checkboxes for “Instructional Methods” on page 10.

**Questions/Comments*** One question asked was on page 10 regarding the checkbox labeled “Collaborative Learning/Peer Review” and as to whether collaborative learning is equated to peer review in your course, or whether this box is referring to whether you have one or the other in your course? This checklist has been inherited by Janice and the Curriculum Committee has not yet had the opportunity to review this portion of the COORs.
* Another question was regarding the “Assessments” and “Assignments” portion on page 6 and the redundancy of the two. The COORs asks you to list all of the assessments you are using and then attach them over to the CSLOs. This is not the same for other courses such as a GE course whereas, one assignment is meeting more than one CSLO. If you take a look at another course such as, a GE course, you don’t see the redundancy as much.
* The GE courses have to combine the GE criteria which are: reading and writing, problem solving, ethical inquiry, diversity etc. These classes are a little more complex in the completion of the COORs because they must meet a separate set of criteria as well.
* The models for the course outlines can differ greatly because each faculty member thinks about their courses differently and how they want them structured. Therefore, they complete their course outline in whatever best suits their format of thinking and writing them.
* There are a lot of external factors that can weigh in on the content and format of the course outlines.
* One issue was brought up regarding the differences in style in the course outlines and how it may be difficult for another instructor to try to complete the course outline in the same format in which it was completed previously. Janice spoke about how there does is a balance in the course outlines between students receiving “like” amounts of work and information in the particular class (Carnegie unit) and the personality and interests of the faculty teaching the course.
* There is one concern that when writing the COORs for a particular course that there is not enough room to allow for creative differences in how the instructor teaches the course, specifically pertaining to the “Assignments” section on page 6. Janice addressed this by stating that the COORs can be written so as to provide more room for the instructors to have some academic freedom and express their different styles of teaching that particular course.
* The process for course outline review will be coming out in an e-mail. Also in that e-mail will be the entire COOR Review Process map and the instructions for each step of the process. Janice is hoping that tomorrow that faculty will get the dates for “Camp Course Outline” and Content Review.
* Janice also announced that if any faculty need to complete COORs to please come anytime between 9am and 3 pm on the last Friday February, March, and April for coaching and a computer available to assist in completing your COORs.
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| 7 | Appointments | **Nomination(s)*** Lois Yamakoshi has been nominated as the new Brentwood campus Curriculum Committee representative.

**Motion made, seconded and approved to appoint Lois Yamakoshi as the Brentwood Curriculum Committee representative.** (12-0-1)  |
| 8 | District Strategic Plan(see Handout) | **Update*** The DGC before Christmas 2008 came together and decided that they wanted to have a process in place for creating a District Strategic Plan. They hired a contractor to come in and assist with that process. This contractor has been hired and has met with them a few times, the most recently being last week. The schedule is to have the faculty and staff review this CCCCD Strategic Plan Framework 2009-2014 document. On the last Friday in February from 8:30 am-3:30 pm everyone will come together and spend this time working through this. The ultimate goal is to have the final District Strategic Plan done and approved by the Board by the end of the semester.
* There was a lot of discussion last year about the Strategic Plan. Some colleges in the district stated that they have their own individual strategic plans that are in great detail and there was a lot of time and effort put into completing those so why can’t we compile the individual college strategic plans and submit that as the District Strategic Plan. Another approach is there are some things district-wide that are not handled by the individual colleges and are in fact district issues. Those things are broader issues and do need to be put into a District Plan.

**Review of the Handout*** DGC, each of the College Presidents, the research personnel and the contractor all came together and produced this document.
* Specifically on page 4 of the handout that pertains to goals. There are 5 main categories:
1. Student Learning and Success
2. College Awareness and Access
3. Community Development
4. Organizational Effectiveness
5. Fiscal Health and Resource Management
* Suggestion to add improving the full-time to part-time faculty ratio. It is unsure under which category that particular item would be placed. Michael will list this as one of the items to be added to the document and he will take it to the next meeting.
* One comment made at the meeting was when it came to “Increased Level of Professional Development” it does have something to do with “Student Learning and Success” but they did categorize those under “Organizational Effectiveness”.
* Suggestion for direct measures of student learning and success to also be included. 1A, 1B and 1C are all indirect measures of success.
* Concerns are brought up regarding productivity and how to incorporate the goal we should be striving for of the largest percentage of full-time faculty and the smallest classroom size that is fiscally possible.

**Suggested Changes to the CCCCD Strategic Plan Framework 2009-2014 Document** * Michael will take back to the meeting the following changes:
1. On page 4 add under one of the 5 main categories “Improving the Full-Time to Part-Time Faculty Ratio”.
2. The item pertaining to the goal of “smallest class size and the largest percentage of full-time faculty that is fiscally possible”. Also if this goal is added which category to add it to and if this is added the possible deletion of 1A.
3. The idea that 2A-“Increasing enrollment..” is in fact part of 2B-“Manage enrollment..”, so these two separate goals should possibly be combined into one goal under category #2.
4. The addition under category #3 of Advisory Boards and their role in community development.
5. Will get clarification on item 3F as it pertains to “international levels”.
6. Find out how we will assess this District Strategic Plan.

**Plan*** The CCCCD Strategic Plan Framework 2009-2014 will come out again sometime in mid-March 2009, after the meeting at the end of February. Michael stated that he will bring it back and pass it out to the Senate again at that point.
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| 10 | Lab Hours TBA | This item was removed from the agenda because it has been addressed. |
| 11 | Adjournment |  |