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| **Agenda Topic** | **Desired Outcome** | **Facilitator/s**  **Presenter/s** | **Time in**  **Minutes** | **Follow up Notes** |
| Present: A’kilah Moore, Anthony Hailey, Brad Nash, Cecil Nasworthy, Cindy McGrath, Clayton Smith, Daniel Ramirez, David Wahl, Debbie Wilson, Durwynne Hsieh, Eileen Valenzuela, Estelle Davi, Frances Moy, Frank Dorritie, Gail Newman, Jancy Rickman, Jill DeStefano, Joanne Bent, Julie VonBergen, Kasey Gardner, Ken Alexander, Kevin Horan, Christina Goff, Kiran Kamath, Laurie Huffman, Len Price, Mike Grillo, Nancy Whitman, Nancy Ybarra, Nick Garcia, Pam Perfumo, Richard Villegas, Scott Cabral, Silvester Henderson, William Cruz, Milton Clarke, Tawny Beal, Eva Monteverde, Krista Ducharme, Bob Estrada, Arvella Tutt, Kathy Griffin | | | | |
| Welcome |  | Kiran & A’kilah |  | Meeting called to order at 12:37 |
| Book orders, textbooks, and Financial Aid Timelines | Update | Bob Estrada and Eva Monteverde | 15 | Bob Estrada presented information on the importance of getting textbooks in on time, particularly due to:   * The ability to search for used copies, which are more cost effective for students * Ensuring compliance with Higher Education Opportunity Act, which mandates that students have textbook information available to them when they register for classes   Bob asked what the Bookstore could do to help ensure timely submission. Discussion included:   * The ability to request books online with a simple check off box. Bob will research this, however, still requests the department chair sign off as it is more organized and effective * It was noted that it seems everything is due at the same time…schedules, texts. Bob will look into an easier submission but there is not much leeway as textbook requisition deadlines are now driven by registration dates.   Bob re-iterated that the deadline for summer and fall has passed (April 1st)  Bob provided information on ways the college is currently providing more cost effective ways for students to obtain books, as well as additional ways that can help reduce costs, including:   * A new rental program that is in place for students that enables them to rent books for up to 50% off the purchase price * Recommends that faculty can work directly with the publisher representatives, as faculty have more leverage in negotiating book prices than the bookstore staff/manager * Faculty can negotiate to have custom books for courses that do not require all of the content, but instead only parts of the text, or for books that can be put into paper copy instead of hardcopy * If faculty use online books/resources, make sure they will use all of the extra ‘bells and whistles’ that the reps try to sell them. Often students are required to have access codes or a CD, which costs extra, and also makes it difficult to sell back the book (or to provide used books). If these are not used, it is an added expense for the student that is not needed   Eva and Krista reported out on the financial aid process, including:   * Students receiving financial aid receive 50% of their disbursement in the first week of school. Amounts are based on the number of units students are enrolled in * Eva distributed a handout of the distribution payment schedules * If students drop all of their classes prior to completing 60% of their courses, they may be required to pay back their financial aid they received * If students keep just one class, they are not required to pay back funds distributed * There was a question if students could receive the check before school starts so they could purchase their books. Currently, that is possible per federal guidelines which allows disbursement 10 days prior to the start date, however, the district does not do this * It has been found that when checks are distributed prior to the semester start date, that there is a greater responsibility on the students for payback when they add and drop courses, this is particularly true during the first few weeks when students are adding and dropping a lot * It was noted that books are on reserve in the library, and students can access those, particularly in the first week of the semester. Faculty are encouraged to put books on reserve |
| Credit by Exam and Challenge (Curriculum Committee) | Share information about the process | Laurie Huffman | 15 | The college has a process in place for providing students an opportunity to receive Credit By Exam (CBE). Previously, a course was offered at LMC for CBE, but it was determined that it was out of compliance. Currently there are no courses that offer this option. A new process has been put in place, and includes a petition to the Curriculum Committee. Laurie and have submitted a course to Curriculum Committee for approval of CBE. Laurie stated completing the paperwork was fairly simple, and took approximately 25-30 minutes. It was noted that some colleges implemented a CBE day, where students from across the college can take the exam, which is proctored. This would allow students to know ahead of time in order to prepare.  It was noted that if students previously took the course, it is verified by A/R. Students still pay for the course, then test out of it.  There were questions about impact to students. It was noted that if students take the CBE option, and do not pass, that it counts against the new limit on the number of times a student can take a course. In addition, they receive the failing grade on their transcript.  It was noted that this option works well for many CTE programs, particularly where students have already been working in the field and can test out of the introductory course. It was noted that very few students actually do this each year.  The college does not receive apportionment for these credits, as there is no instructor-student contact.  It was also noted there is a difference between the challenge exam, and CBE, and that students should be guided to take the challenge exam first. |
| Assessment & Accreditation (TLC) | Discussion and update | Laurie Huffman, Christina Goff, Cindy McGrath, Kevin Horan, Kiran Kamath | 30 | In the most recent report due to Accreditation, ACCJC requested information on how colleges are providing current and prospective students information on the results of the student learning outcomes (see questions 30a and 30b). This was the first time this information has been requested from ACCJC. When programs previously conducted PSLO assessments, they were for internal use only, and may not they may not be appropriate for publication due to possible confidentiality agreements.  It was noted that at CCC, the college posted all of the prior reports as is. LMC decided to not do this in order to have faculty feedback. There was dialogue on the best way to provide this information.  The college needs to determine how to best publicize this information. The Teaching and Learning Committee decided at its last meeting to begin with faculty that are able and willing to either post what they have, or to provide a brief summary. Cindy distributed a handout of what she summarized based on her findings. The summary is included 4 questions and can be a model.  It was determined that faculty can provide the information in whatever format works for them. Christina will be able to assist faculty in the following ways:   * Post the current assessment report, however, faculty will need to re-read it carefully to ensure confidentiality * Send the prior reports to the faculty if they do not have them handy * Create a template/form for faculty to complete * Post a Word document that faculty send to Christian in whatever format works for them   Christina iterated that it is very important to read all documents that will be read, as they will become searchable documents by anyone  There was clarification between a ‘template’ that will be created by marketing, and the ‘form’ that Cindy provided as an example. Marketing will be creating a template where faculty can input their information, and this will be what becomes public. The form from Cindy is a Word Document and can be used by faculty, if they choose. The template will consist of 5 boxes where faculty can input the information on the department, course, and outcomes. Kiran will work on the technical side of the posting  The goal is to have the “Executive Summary”, or the summary for the public, completed by April 15th, as the college is required to include this in the Accreditation report, with the first draft due April 30th.  Faculty expressed frustration with the state regarding the reporting of SLOs for the public. There was discussion about this frustration and a lack of trust. Kevin noted a lot of this is coming from the federal government as well. In addition, it was noted that this is a peer evaluation structure. |
| Hiring Procedures | Quick refresher | Kathy Griffin | 15 | Kathy provided 3 packets that included forms and instructions on the hiring process for part-time faculty, regular classified and hourly employees. This information is also important for Gratuitous employees, as they need to be covered for liability purposes and worker’s comp.  The business offices needs PID sooner rather than later, as it is tied to the salary placement. Kathy also needs transcripts and/or resume. Employees can make an appointment with Kathy to go over the process. Paperwork needs to be forwarded to the manager/dean for signature.  Faculty can hire anyone up to 30 days. However, if more than 30 days, the position needs to be announced to all district employees for 5 days.  The process to request an hourly employee is through the RAP process.  With an out-of-class assignment, we can hire an hourly or the best fit.  When hiring part-time faculty, the form allows for 3 interviewers. However, there can be as many interviewers as the department needs. It is recommended to have more than 1 interviewer.  If faculty retire, they come back at their exiting rate. With new retirement laws, they must wait prior to returning to employment. |
| Announcements |  | All | 5 | Cindy announced Richard Livingston’s retirement after 39 years. There will be a celebration on May 5th. April 15th is the deadline to RSVP. There is a planning meeting on April 3rd, in CO 420 and all are invited and welcome to help in the planning |
| Next Dept. Chair meeting May7 in L109 |  |  |  | Meeting adjourned at 2:06 |

Next meeting agenda topics: Definition of Programs, particularly related to Skills Certification