

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Meeting Name

Members Present (voting):

Senate President: Melissa Korber
Senate VP: Tina Inzerilla
Senate Treasurer: Mark Grooms
ALSS: Julia McGurk, Marilyn Marquis
STEMPS: Jill Carbone, Richard Grow, Teri Henson
BSBA: Rajeev Chopra
Counseling: Heike Gecox (FA), Rafael Valle, Mike Schwarz
Part-time Faculty: Candace Brown
ASLPC Student Rep: Angela Toledo

Members Absent:

Mark Grooms, Julia McGurk, Marilyn Marquis, Teri Henson, Candace Brown, Angela Toledo

Guests: Accreditation Members

Philip Dykstra
 Stephanie Fleming
 Adrienna Foster

APPROVED Minutes

Presenter

1. GENERAL BUSINESS

Melissa Korber

1.1 Call to Order/Quorum

Meeting called to order at 11:00 am

1.2 Public Comments (This time is reserved for members of the public to address the Academic Senate. Please limit comments to three minutes. In accordance with the Brown Act, the Academic Senate cannot act on these items.) – No comments

1.2 Review and Approval of Agenda

MOTION to Approve Agenda

MSC: T.Inzerilla / H.Gecox / APPROVED

2. DISCUSSION

2.1 Accreditation – Question and Answer

What is the role of the Academic Senate when it comes to the development and review of the mission statement? How involved is the Senate?

The mission statement is discussed in the senate, at Town Meetings, division meetings, and throughout the campus. At the division level the senators' present and collect feedback based on the faculty's point of view. In some divisions small groups were formed and each group was asked to focus on one part of the statement, brainstorming on how to improve upon it. Everyone has the opportunity to get their voice heard. The information is then presented at a senate meeting for further discussion.

The statement goes through multiple iterations and includes presenting it at Town meetings, and others ways to make certain everyone is included each time changes are made. Plenty of discussion takes place when creating a mission statement. The need to make certain that the statement is aligned with what the college does is kept in mind. Many steps were taken to make sure that this is done.

Explain how curriculum gets developed and approved at the college, over to the district, and then to the Board?

If recommendations are received from the state, from industry/community, or just within the department in general – the curriculum is reviewed. The most recent for Mass Communications was the development of a degree and having to rewrite most of the courses so that they aligned with the CID. First is to review what the state had sent forward, present the information to the advisory board as appropriate, confer with part-time instructors, and collect feedback. The proposal is reviewed by the curriculum committee and goes through a multitude of steps. CurricUNET is used to go through this process.

The faculty member develops a proposal that is then documented in CurricUNET. From there it passes over to a division technical review committee to make certain that the criteria for the proposal is met. If an articulation review, DE review, transfer review, or a librarian review apply, these steps are documented in CurricUNET. The proposal then moves forward to the curriculum committee who discusses the proposal and if corrections are to be made, is returned then resubmitted. Once the curriculum committee has made their thorough review, the curriculum proposals are presented to the Board for approval.

The handbook for course or program development, and the curriculum process itself is available online.

What type of interaction does LPC have with Chabot when it comes to curriculum?

LPC shares some courses with Chabot so a student can attend both colleges to continue a sequence (of study) already started. Whenever a curriculum update is made it is sent to the faculty at Chabot, and if changes are suggested it is sent back and reviewed once again by LPC. Some disciplines do not share the same rubric so the coordination between both colleges is less extensive.

There is also coordination with counseling since disciplines need to make certain that the needs of the students are still being met, and can continue to take courses between the two colleges in the district. If shared, the courses must be 100% aligned.

What oversight committee at the district is associated with graduation requirements?

The newly formed Educational Support Services committee originated in the spring of this year and is just beginning to look at graduation rates, what the colleges are doing, and working with the colleges. Coming from the ESS is a district-wide public relations campaign with the focus on students completing classes. The need to get the word out about the many transfer degrees will increase graduation rates. LPC and Chabot worked together aligning GE requirements with regard to the AA/AS degrees.

Will the Academic Senate website ever be housed on the college's website?

We have a new webmaster coming on board and that is the plan.

Are the members of the Senate elected at-large or represent a specific discipline?

The offices and the part-time representative are elected at-large. The senators are elected by division.

What was the faculty's role in the development of the self-evaluation process?

Faculty were asked to assist in areas where they felt they had some expertise. Groups were formed with each having an administrator, faculty member, student, and classified staff. The standards were divided and each group was assigned a sub-standard. Each member wrote a section of the sub-standard assigned to the group. When combining all of the writings, they made certain that everyone's information was aligned. A timeline was developed to keep all groups on track. Evidence was gathered all along the way and sent to Jeff Sperry. Mike Sato was responsible for editing the report, and Elena Cole was the faculty point person.

Is the level of committee involvement reflected in all campus committees? Are faculty well represented?

Faculty are well-represented on campus committees. Some committees have members that are appointed by the senate while others elected or have chosen to serve. Committee membership is set up in the spring for serving the following academic year. Division meetings dedicate the first hour to meeting as a whole, and the second hour is dedicated to just the faculty who are updated on senate issues or other areas that might be of interest. The administrator or classified staff are not present during this portion.

Did anyone present share in the writing of Standard 4B (Governance)?

No.

The reporting structure shows order as the board, chancellor, president and then the academic senate. What is the reporting line when it comes to the senate?

The senate president meets with the president on a monthly basis, and more often- if needed. Notes are prepared based on the senate's activity and reported at the Board meeting. Resolutions are presented to the board. The senate president reports at monthly Chancellor's Council meeting and attends and reports at College Council meetings.

Were there any resolutions presented last year, and are they located on the website?

No resolutions presented last year, and would be found in the senate minutes on the Grapevine

Melissa Korber's perspective is that the senate is a place where the 10+1 is monitored, where people come to suggest changes in processes, a place where 10+1 issues come through as a result of work done by the college, a place where resolutions are written, and where people come to be heard.

Referring to the reporting chart, what type of items related to the 10+1 does the board primarily rely upon or mutually agree with the academic senate?

Rely primarily:

Is when the senate would take an initiative of being the “authors” of something and working collaboratively on things such as: Curriculum, prerequisites, degree and certificates requirements, grading policies, faculty roles and involvement in accreditation, and minimum qualifications.

One example would be the Educational Master Plan. Faculty reviewed, revised, and ratified the document. Faculty participated with the writing, editing and were involved heavily in the process.

Mutually agree:

Would be program development, standards and policies regarding student success, governance structures as it relates to faculty roles, professional development, planning and budget development, and program review.

An example of Professional Development: There was a lot of collaboration with the President and VP’s related to a flex day recently held. A movement to add an additional speaker (Dr. John Hetts) to the agenda was presented to the senate, and college council. The change was made to add another speaker (Hetts) who presented information and data regarding assessments and the different ways to assess, which is what the college is currently involved in doing.

Campus allocating committees have a role in resource priorities. What is the faculty’s role in deciding what the priorities are?

The role varies depending on the committee. Example: Faculty Hiring Prioritization Committee’s membership are the deans and faculty (one from each division). The current chair works towards voting as a campus as a whole, not solely for any one particular division. This year there was an issue with one dean not able to attend, and the committee came to the senate for advice. It was decided that a proxy could not sit in, and even with this dean’s absence, the committee felt that the ranking represented the campus as a whole and the good of the college. A few of his positions ranked in the top 5 with the total rankings being presented to the senate next week for their review.

Example: Resource Allocation Committee – Instructional Equipment requests are received from each division’s discipline twice a year. A timeline is followed whereas the proposals are submitted to the deans and reviewed, then presented to the entire division to give everyone an opportunity to ask questions. The proposals are vetted then presented at a Resource Allocation Committee (RAC) meeting where that group is given another opportunity to speak about their proposal. The RAC members then rank the proposals and the number of proposals approved depends on the amount of funding.

Where in the process are SLO's?

The college was in sad shape a year ago. The committee decided to have an SLO liaison work individually with faculty. Currently, the number of courses with SLO's, assessments for courses program, and degree certificate outcomes and the assessments, are about 90%-100% complete.

Action plan?

Faculty have been encouraged to place their SLO's on their course syllabi. Faculty have been encouraged to place their SLO's on their course outlines. There was a common ground meeting there was discussion of adding a page in CurricUNET that would guide faculty to use courses objectives as a starting point for writing their SLO's. SLO's would then be drawn into eLumen. The SLO committee cannot require faculty to write SLO's, but in the upcoming contract it does state that SLO's must be completed and assessed. SLO's are not added into the curriculum due to the fact that the college curriculum process is one year.

Speak to the senate's role in helping faculty implement those items that are from improvements and the senate's role in program review and annual updates. How does assessment feed into that?

Both the SLO and program review committees report to the senate each month. The SLO chair provides monthly reports at senate meetings. The SLO committee frequently asks the senators to encourage faculty to work on their SLO's. The SLO committee worked on developing SLO related questions. The SLO chair worked closely with the program review committee to include a section on SLO's that tied in with program review. The redesigned program review template that included the SLO section was then brought to the senate for approval and continues to be improved.

Conversation ensued of how faculty at-large are included and participate in program review, and explained how this process affects the college's planning. The allocation process has participation from both full and part-time faculty, and is a highly inclusive process. Flex day sessions includes program review and SLO workshops, and groups present at Town Meeting in order to familiarize everyone with the processes of program review and SLO's and of the faculty's responsible. Both program review and SLO committees make themselves available to faculty to assist them with understanding the process.

Where are division and senate minutes located with reference to SLO conversation?

On the Grapevine. Some minutes may include more detail than others, and not all disciplines take minutes (one person department, etc.) but do have conversations with the part-time faculty within their discipline.

3. ADJOURNMENT – 11:53 am

4. NEXT MEETING – October 14, 2015