



**ACADEMIC SENATE MEETING
APPROVED MINUTES
October 5, 2017**

Members Present: Curtis Martin (President), Steve Amador (Vice President/Parliamentarian), Shelley Circle (Secretary), Hans Hauselmann (Legislative Analyst), Rob Stevenson (sub for Aishah Saleh), Andrew Kranzman, Ashley Yu, Austin Adams, Barbara Salerno, Bob Droual, Michael Jackson (sub for Elizabeth Hondoy), Eric Ivory, Holly Nash-Rule, Jennifer Macias, Jim Howen, Jim Stevens, Kerri Stephens, Kevin Alavezos, Lisa Riggs, Margaret Kingori, Mark Robertson, Noah Wilson, Roger Smith, Stella Beratlis, Theresa Stovall, Titiana Stovall, Tristan Hassell, Troy Gravatt

Members Absent: Belen Robinson, Deborah Laffranchini,

Guests Present: Adam Prachittham (student), Allan McKissick (Faculty Liaison to the Board), Alexis Zaragoza (ASMJC), Barbara Adams, Greg Hausmann, Jennifer Hamilton, Ross McKenzie

C. Martin handed out the ASCCC Local Senates Handbook, Senate Notebook and the blue card (10+1) to new Senators and those that did not have them.

I. APPROVAL OF ORDER OF AGENDA ITEMS

As there were no objections, the Order of Agenda Items were approved.

II. APPROVAL OF THE MINUTES (September 21, 2017)

As there were no objections, the minutes of September 21, 2017 were approved.

III. CONSENT AGENDA

1. Board of Trustees Policies and Procedures: 4010, 4025, 4030, 4040, 4050, 4060, 4070, 4100, 4101, 4102, 4103, 4105, 4106, 4110, 4220, 4222, 4226, 4300, 4400, 4610

J. Howen requested that all Policies and Procedures be pulled and put at the end of the agenda for discussion.

2. Faculty Hire Proposal Form, Revised

A new Faculty Hire Proposal Form was done and an amendment was made at Instruction Council.

As there were no objections, the Consent Agenda was approved with the amendment to the Faculty Hire Proposal Form.

IV. PUBLIC COMMENTS - None

- V. *REPORTS: Due to time constraints and the volume of work before the Senate, regular reports of the Legislative Analyst Report, Instruction Council, Facilities Council, Resource Allocation Council, College Council, Faculty Representative to the Board, Distance Education Committee, Students Services Council, Faculty Professional Development Coordinating Committee, and District Advisory Technology Committee will be provided electronically as an appendix to the minutes. Issues that arise from faculty participation in these committees need to be brought for disposition to the Academic Executive before the publication of the agenda.*

Curtis Martin waited until Chancellor Henry Yong spoke before delivering the presidential report.

Henry Yong commented about the high number of attendees at the Academic Senate meeting. Chancellor Yong made remarks on the role of academic senate and the importance about sharing and encouraging each other while developing ideas and driving solutions forward. He praised faculty for their ability to serve, teach and show students the way. He also stated that faculty were the only constituency that generated FTES, and the only ones that could create courses and programs of study. Chancellor Yong considers faculty an informed constituency that plays a key role at the institution – perhaps in recognition, faculty is the only constituency that receives tenure. According to Chancellor Yong, with tenure comes responsibility. He ended his introduction to Senate by thanking faculty for their good work.

a. Associated Students Senate Report – Alexis Zaragoza

A. Zaragoza mentioned FLOW is every week and the 3rd Wednesday of the month is on West Campus, FLIP (Financial Literacy event) is next Tuesday, Oct. 10 on West Campus, Library and Learning Center Awareness Day on Oct. 16 on east campus and Oct 17 will be on west campus and Child Development Day is scheduled for Thursday, Oct 26. International Festival takes place this weekend where most of ASMJC will be volunteering.

They met with the evaluators of Accreditation on Oct. 4 and the meeting went well. The evaluation team were impressed with their program and their intensive training to be in their program.

C. Martin mentioned that ASMJC received commendations from the accreditation visiting team.

b. Outcomes Assessment Workgroup Report – Nita Gopal, Chair OAW – Report following

C. Martin mentioned at the last meeting that N. Gopal will be going back to teaching in the spring and that is a big loss as she has moved the institution, in terms of outcomes assessment, where it has not been before. Senate and administration are discussing how best to fill her shoes.

c. President's Report – Curtis Martin

1. **College and Career Access Pathways (CCAP)** discussions and planning are underway. He encouraged discussion and feedback on the strengths of such a program and avoiding potential pitfalls.

The college administration attended the Academic Senate Executive meeting last week regarding certain issues of concern of the Academic Senate. One of those concerns was CCAP. Several issues were raised: 1. Whose faculty? 2. Whose curriculum. 3. Whose hiring procedures? 4. Whose evaluation? President Stearns responded with “our faculty, our curriculum, and our hiring and evaluation processes.”

C. Martin and J. Hamilton further explained CCAP as a way of getting students college ready before arriving in MJC.

Questions were asked and answered. Columbia College already has some of this taking place. There is an Electronics 208 being taught at Ceres High School by one of the MJC adjuncts. It was stated by J. Hamilton that MJC cannot limit our institutional offerings in order to offer a class at the high schools, nor can we limit

access to our student population in order to offer those classes at the high schools.

As the foundation of CCAP gets laid, J. Hamilton will direct deans to initiate discussion with faculty to see which courses best to offer in CCAP.

2. **BOT Travel Approval:** There are questions about the new Board of Trustees (BOT) policy on out of state travel. C. Martin will directly address the BOT seeking clarification about its impact on out of state travel timelines.
3. **ACCJC Visit:** The accreditation visit is complete and in the exit report we received five recommendations and ten commendations. C. Martin didn't feel the recommendations were threatening to the institution. The final report is due January or February 2018, but none of the recommendations seemed like something that would place MJC on probation. C. Martin hopes that MJC will receive an affirmation with recommendations. If MJC received affirmation with recommendations then MJC will have 12 months to address those issues. C. Martin quickly went over the commendations and recommendations received.
4. **Winter Intersession:** At the last District Council Chancellor Yong asked if MJC had ever considered a three week "winter intersession" as a mechanism to garner more FTES. Feedback is welcome.

VI. SENATE BUSINESS

A. Henry Yong – Chancellor – (was moved up in the agenda)

Nominations for Senator at Large was moved up in the agenda. There were no objections to moving up the next item so it may allow for more heavy discussions following it.

D. Nominations for Senator at Large

Nominations for Senator at Large ended Wednesday, October 4, 2017, and there was only one candidate - Margaret Kingori.

Vote was taken by acclamation in favor of Margaret Kingori as Senator At Large.

0 Opposed, 0 Abstentions

B. Guided Pathways Self-Assessment Tool, 1st Reading

This document is required so that MJC can apply to receive part of the \$150 million dollars, of which 25% is allocated equally to all campuses. Another percentage is allocated according to the FTES. The allocation is distributed over a three year period. J. Hamilton said they want the majority given out in the first 1 ½ years. They will have a better idea by December as to how many colleges made it through the first portion.

M/S (H. Nash-Rule, T. Stovall) Move to pass the Guided Pathways Self-Assessment Tool for a 1st reading.

Curtis Martin asked all to take this document back to the constituents for discussion and feedback. This document needs to go before the Board, so the 2nd and final reading will take place at the next Senate meeting on October 19, 2017.

M/S/C (H. Nash-Rule, T. Stovall) Move to pass the Guided Pathways Self-Assessment Tool for a 1st reading.

26 Ayes, 0 Opposed, 0 Abstentions

C. Brandman University Proposal Presentation – VPI Jennifer Hamilton

This idea from Brandman University came to campus over a year ago. They came to MJC wanting to partner with us to help our students have a quicker avenue to a completion of a 4 year degree, particularly in teacher education because this area has a dire need.

The model being discussed is called a University Center Model. That model is: we pick our students, help them get their Associates Degree and if they go to another building or down the hall on our campus and other people come with their curriculum, our students do not have to go anywhere. They can finish their Baccalaureate Degree on this campus.

It is not our curriculum, but our faculty could teach in some of the upper division classes as an adjunct to the University or college that is teaching out the upper division classes.

What Brandman has approached MJC with has been discussed with SCOE (Stanislaus County Office of Education) for a while. Brandman calls them “early deciders”, which is students that are deciding out of high school that they are interested in teaching. If MJC had “early deciders” coming out of high school, college ready, using the model that Brandman has put together, students could be graduating in four years with a certificate to teach.

J. Hamilton briefly went over the opportunity, the advantage to students, what is required from MJC faculty, opportunity for MJC faculty, cost to MJC, future possibilities and the reason to explore the University Center Model. Questions were fielded and answered.

J. Hamilton will keep us updated as things progress.

D. Nominations for Senator (**was moved up in the agenda**)

E. Student Success discussion: Marketing MJC – Curtis Martin

C. Martin handed out an “in-class” assignment. He wanted all to review the data and develop a marketing plan for MJC. He wanted the senators to take it semi-seriously - a tongue-in-cheek assignment. It is real data and is valuable to look at ourselves and see where we are at. When you look at the data, think what could be done to fix those numbers. Surveys and exit interviews were suggested in the drop process. The research data collected across the state says that students taking less than eight units have an almost impossible chance that they will ever graduate.

Discussion ensued. Discussion will be ongoing on this topic.

F. Callout: Math Multiple Measures GPA Crosswalk and Math Emporium

Recently C. Martin discussed with the Dean of SME how Math had developed a multiple measures GPA Crosswalk and requested that Ashley Yu and Austin Adams go over that information in Academic Senate.

A. Yu reviewed the graphs that were in the agenda packet showing the GPAs and the classes. If a certain GPA (along the top) was obtained in high school the student could automatically

go into the course that is listed (on the left hand side) without taking the assessment test. Math just voted to implement the same thing in spring 2018 for all classes.

C. Martin asked whether a Common Core crosswalk was being considered – the answer was “yes.” In a meeting held between Curtis Martin and Dean Jillian Daly, she stated the change to multiple measures meant +1,000 additional students going directly into transfer level courses. In addition, ENGL 45 has been so good there was an increase in students also entering ENGL 101. C. Martin posed a question: If math’s multiple assessments proved as successful as that in English, would math have enough faculty to teach transfer level courses? C. Martin also asked if the crosswalk could be modified if the expected opening of the pipeline proved illusory.

Math faculty stated it was too early to make any predictions, but that it could potentially alleviate a lot of the Math 29 and 30. Possibly those teachers could teach the transfer level classes.

Austin Adams mentioned that over the summer a new non-credit sequence was built. The system is two different courses. One course is basically the Math 9/10 sequence split into three module components (911, 912, 913) and the other one is basically the Math 20 series split into four module components (921, 922, 923, 924).

A. Adams went over what took place during the summer. A number of students went into the modules and had seven weeks to go through them and try to finish as many as they could. If they were eligible after completing the 9/10 equivalent to reassess and move up to the 19/20, they were allowed to take the assessment test and move up to the 19/20 if they passed the first one. If they passed both of them, they could reassess and move up even further depending on how far they managed to go. In terms of the initial results from the summer, there is not much yet, but it ended up approximately 50% of the students who started the modules finished. Some who took the assessment went up into 19/20, some went up into the 29/30 and some went into the 90. Not a lot went into the 90 but a few did. It is an early trial and will be run again in the fall. It is unknown how they will perform in the class that they challenged to get into. It is unknown if that will be successful on that path, but they have been successful challenging up the assessment and getting higher placement than they would have otherwise.

The assessment being used is the Alex Assessment, not the MJC assessment. It is running through the Alex System in a computer lab that was built in Yosemite Hall last spring. The Emporium is a computer lab where there are 40 computers in the classroom and the teacher running it is not giving lectures but just helping them with individual questions. Everyone is working at a different pace and has different questions.

C. Martin asked when the data is obtained, on how successful the students were, to have someone bring it to the Senate to share and be able to talk about it.

A. McKissick mentioned that Michelle Christopherson had been working on facilitating faculty presentations to the Board. Previously the idea was resistant but is becoming more acceptable and the Board is very interested in connecting with faculty. He mentioned those that would like to present in front of the Board, he would be happy to help facilitate with this.

A. Adams mentioned that both faculty working this program in the summer would be happy to talk to the Board about this.

- G. A.B. 705 - An act to amend Section 78213 of the Education Code, relating to community colleges **(no discussion due to shortness of time)**
- H. Resolution F17-A: Program Viability/Discontinuance Procedures **(no discussion due to shortness of time)**

INFORMATIONAL ITEMS – No informational items

ITEMS FOR FUTURE AGENDAS: Defining Plagiarism; use of publisher canned online courses and educational quality; Student Success Discussion: The Moral Imperative; Does class size matter? Educational quality, faculty workload, and keeping the institution in the black; Discontinuance/Program Viability Procedures.

VII. ADJOURNMENT – 5:47 PM

Next Academic Senate Meeting, October 19, 2017

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Modesto Junior College Academic Senate will record the votes of all members as follows: 1. Members recorded as absent are presumed not to have voted; 2. the names of members voting in the minority or abstaining are recorded; 3. All other members are presumed to have voted in the majority.

Report to Academic Senate 4 October 2017

--Nita Gopal (Professor of English & SLO Coordinator)

Two Meetings with ACCJC's visiting team:

1) The visiting team met with Nita for an hour on Monday, Oct 2. They wanted a view of eLumen and the spring completion rate. One team member (being a researcher at his institution) was familiar with eLumen.

- A view of Spring 2017 completions division by division:
 - AGEN: 6/12 (meaning—12 distributed and 6 completed)
 - AHCO: 52/69
 - ALHE: 10/11
 - BSS: 125/152
 - BUSI: 55/68
 - COUN: 89/99
 - FACO: 1/1
 - LLA: 44/53
 - PEHE: 86/120
 - SME: 94/108
 - TECH 14/21

When counting sections (as done above for spring 2017) we have completed approximately 81% of scheduled assessments. The true number is a couple of points higher than 81%, but I can arrive at the true number only when *faculty who have created their own assessments contact me to let me know that they have created their own assessments, and I can now remove the distributions in eLumen*. The reason for this required communication is that my view in eLumen is very limited thus making housekeeping a bit of a challenge.

When counting courses, for spring 2017, 137 courses out of 148 have scores in them. That brings our completion rate to 92.5% or approximately 93%.

- The visiting team also gave me a list of courses for which they wanted to see the completion rate and read faculty reflections. I provided them with what they asked by uploading to One Drive as there were about 54 attachments.
- They asked about GELOs, and I showed them the GELO tab in eLumen with the data in it.
- I expressed the importance of mapping and how we map at MJC.
- I spoke about our five ILOs—the five core values and how every course (irrespective of being part of a program) maps to at least one ILO.
- A couple of questions were about training and our deadlines for data entry.

2) The visiting team also met with some members of OAW and James Todd on Wednesday, Oct 4, 2017: Lynette Borrelli, Bobby Hutchison, Nick Stavrianoudakis, Aurelia Gonzalez, and Nita Gopal. A few questions (based on recollection) are as follows:

- Do we assess all our courses? Sections?
- When we say we assess all courses, does that mean 100% of our courses?
- Why is OAW not a committee but a workgroup?
- To whom does the workgroup report?
- Do we like eLumen?
- How do we reach faculty who're not willing to do assessments?
- How do we provide incentives for training?
- When we have eLumen trainings, do we also talk about ways of assessment?

In case I've made an error in any of the information above, I'll resubmit this report with corrections.

The Instruction Council last met on the 3rd of October, 2017. At that meeting the IC:

- Passed the revised Faculty Hire Proposal Form with an additional amendment that the field for history of the position be included.
- Passed a motion to extend the deadline to announce retirement and receive an on-cycle replacement for that position that matches the deadline for any YCCD District/YFA agreement on a retirement incentive. Current indication is that this deadline would be October 30th and that a second set of on-cycle replacements could then be seen as consent agent item at the November 14th meeting.
- The IC heard a presentation on Strong Workforce from Jenni Abbot that explained the need for a process to apply for new programs. The IC recognized this need as separate from our faculty hiring and curriculum processes. A motion was passed asking the President and Academic Senate to come to agreement on and MJC policy regarding new programs, and further asking these bodies to direct the IC to create such a process.

Rob Stevenson

Faculty co-chair of the Instruction Council

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Report on the 9/20/2017 YCCD Policies and Procedures Committee Meeting

Colleagues:

The September 20th meeting of the YCCD Policies and Procedures Committee occurred on the last day of my service as your representative to that body. (Henceforth, Deborah Laffranchini will represent the MJC Academic Senate.)

In an email I sent on September 6th, MJC faculty were alerted that the following policy/procedure drafts were scheduled for a second reading at the September 20th meeting of the P & P Committee. Some discussion of the drafts took place at the September 7th Academic Senate meeting. Concerns expressed by faculty members about policy/procedure drafts 4070 and 4100. Those concerns were mentioned in the September 20th P & P meeting, which resulted in Satisfactory changes to the drafts. Recommendation: approval by the Senate.

1. 4010 College Calendars
2. 4025 Philosophy and Criteria for Associate Degree and General Education
3. 4030 Academic Freedom – Faculty
4. 4040 Library Services
5. 4050 Articulation
6. 4060 Delineation of Functions Agreements
7. 4070 Course Auditing and Auditing Fees
8. 4100 Graduation Requirements for Degrees and Certificates
9. 4101 Independent Study
10. 4102 Career and Technical Education Programs

At the September 20th meeting, the committee gave the following policy/procedure drafts a first reading and agreed to send them out for constituency review. They will be considered for a second reading at the October 18th P & P Committee meeting. At this time, the MJC faculty have not been alerted about these drafts. Recommendation: in order to facilitate additional faculty input, these drafts should be pulled from today's Consent Agenda.

1. DRAFT 4103 Work Experience
2. DRAFT 4105 Distance Education
3. DRAFT 4106 Nursing Programs
4. DRAFT 4110 Honorary Degrees
5. DRAFT 4220 Standards of Scholarship
6. DRAFT 4222 Remedial Coursework
7. DRAFT 4226 Multiple and Overlapping Enrollments
8. DRAFT 4300 Field Trips and Excursions
9. DRAFT 4400 Community Education
10. DRAFT 4610 Instructional Service Agreements

Respectfully submitted,

Allan Mckissick

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