Members Present: Curtis Martin (President), Chad Redwing (Vice President), Shelley Circle (Secretary), Steve Amador (Parliamentarian), Deborah Laffranchini (Legislative Analyst), Annaliese Hausler-Akpovi, Ashley Yu, Belen Robinson, Christian Hali, David Seymour, Elizabeth David, Elizabeth Hondoy, Ellen Dambrosio, Eric Ivory, Holly Nash Rule, Jennifer Macias, Jim Howen, Kevin Alavezos, Kurt Olson, Lisa Riggs, Mike Adams, Nathan Bento, Paul Berger, Theresa Stovall

Members Absent: Aishah Saleh, Allan McKissick, Christian Hali, Jim Stevens, Tristan Hassell

Guests Present: Beth Bailey, James Todd, Joseph Suratt (ASMJC – Senator of Tech. Education & Workforce Development), Michelle Christopherson (Faculty Liaison to the Board), Nita Gopal

Others Present: Kathy Haskin

I. APPROVAL OF ORDER OF AGENDA ITEMS

No objections, the Order of Agenda Items approved

II. APPROVAL OF THE MINUTES (November 17, 2016)

No objections, the minutes of November 17, 2016 were approved

III. CONSENT AGENDA

1. Board of Trustees Policies and Procedures: 3518, 3710, 3715, 3750, 3530, 3570, 3-8002, 3-8004, 3-8016, 3-8024, 3-8025, 3-8026, 3-8027, 3-8030, 3-8032, 3-8033, 3-8035, 3-8069, 3-8071, https://sp-portal.yosemite.edu/committee/policycommittee/Constituency%20Group%20Review/Forms/AllItems.aspx

2. Appoint Talitha Agan as faculty representative to Starfish Core Implementation Team.

E. Dambrosio requested item #1 - Board of Trustees Policies and Procedures be pulled.

No objections, the Consent Agenda was approved.

IV. PUBLIC COMMENTS

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.

a. Associated Students Senate Report – Joseph Suratt

J. Suratt mentioned the date and location for the funeral services for Will Tumblin, student, veteran and active ASMJC senator, and the date of the celebration of life.
J. Suratt also mentioned the vacancies for ASMJC Executive Offices have been filled.

b. President’s Report – Curtis Martin

Curtis Martin mentioned lingering concerns regarding Accreditation and Interim Chancellor Search. He also praised faculty, as 94% of instructional and student services programs have completed their Program Review. Program Review is moving to eLumen and the question that remains is how Program Review information can be made an integral part of planning and an ongoing conversation in departments and across the college so it is not just a resource request document. A meaningful feedback loop needs to be created.

c. Faculty Liaison to Accreditation Council – Nancy Sill – No Report

d. Outcomes Assessment Workgroup Report – Nita Gopal, Chair OAW

N. Gopal mentioned that CLO assessment completion has dramatically increased since the beginning of the semester, but is still far from where it should be. CLO assessment workshops are planned to assist faculty in getting their CLOs assessed. See http://www.mjc.edu/instruction/outcomesassessment/workgroup.php for dates and most recent newsletter.

VI. SENATE BUSINESS

A. Motion to Revise Bylaws – add one senator from Special Programs and certificated “general” counselors – 2nd reading

M/S (H. Nash-Rule, B. Robinson) Motion to add one senator from Special Programs and certificated “general” counselors for a 2nd Reading.

After a discussion took place, a two-thirds vote was needed for a revision of Bylaws, by the raise of hands.

M/S/C (H. Nash-Rule, B. Robinson) Motion to add one senator from Special Programs and certificated “general” counselors for a 2nd Reading.
19 Ayes, 0 Opposed, 2 Abstentions (B. Robinson, E. Ivory)

B. Motion to Revise Bylaws – Add At-Large Senator to Represent Distance Education – 2nd Reading

M/S (B. Robinson, H. Nash-Rule) Motion to add and At-Large Senator to Represent Distance Education for a 2nd Reading.

After an enlightened discussion took place, a two-thirds vote was again needed for a revision of Bylaws, by the raise of hands.

M/S/F (B. Robinson, H. Nash-Rule) Motion to add and At-Large Senator to Represent Distance Education for a 2nd Reading.
10 Ayes, 10 Opposed, 1 Abstention (Kurt Olson)

C. Motion to Revise Rules – Add Minimum Qualifications and Equivalency Committee as Standing Committee of Academic Senate – 2nd Reading

M/S (M. Adams, H. Nash-Rule) Motion to add Minimum Qualifications and Equivalency Committee as Standing Committee of Academic Senate for a 2nd Reading.

There being no discussion, a vote was taken.
M/S/C (M. Adams, H. Nash-Rule) Motion to add Minimum Qualifications and Equivalency Committee as Standing Committee of Academic Senate for a 2nd Reading.
21 Ayes, 0 Opposed, 0 Abstentions

D. Resolution F16-B: Procedures for Minimum Qualifications and Equivalency Committee - 2nd Reading

M/S (M. Adams, H. Nash-Rule) Motion to approve Resolution F16-B: Procedures for Minimum Qualifications and Equivalency Committee for a 2nd Reading.

There being no discussion, a vote was taken.

M/S/C (M. Adams, H. Nash-Rule) Motion to approve Resolution F16-B: Procedures for Minimum Qualifications and Equivalency Committee for a 2nd Reading.
21 Ayes, 0 Opposed, 0 Abstentions

E. Faculty Hiring Prioritization List from Instruction Council – 2nd Reading

C. Martin reiterated that the top list is the only guaranteed hires. The other two lists are recommendations as budgeting and decisions beyond Academic Senate are taking place. If more money becomes available the lists have already been reviewed.

M/S (H. Nash-Rule, T. Stovall) Motion to approve the Faculty Hiring Prioritization List from Instruction Council for a 2nd Reading.

Discussion ensued.

M/S/C (H. Nash-Rule, T. Stovall) Motion to approve the Faculty Hiring Prioritization List from Instruction Council for a 2nd Reading.
20 Ayes, 1 Opposed (Jim Howen), 0 Abstentions

F. Program Review and Assessment Cycle Proposal – 1st Reading

K. Alavezos, A. Hausler-Akpovi and P. Berger left prior to the motion to approve.

M/S (S. Circle, H. Nash-Rule) Motion to approve the Program Review and Assessment Cycle Proposal for a 1st Reading.

The new cycle would include an update to program review at the end of a 2 year cycle rather than during the 5th year of a cycle. Discussion ensued.

M/S/C (S. Circle, H. Nash-Rule) Motion to approve the Program Review and Assessment Cycle Proposal for a 1st Reading.
18 Ayes, 0 Opposed, 0 Abstentions

G. Nominations closed for Secretary, Legislative Analyst, Parliamentarian.

Nominations were closed and there were nominations for Secretary and Parliamentarian, however there were none for Legislative Analyst. The nomination date has been extended to January 19, 2017, the first Senate meeting of the Spring 2017 semester for Legislative Analyst. D. Laffranchini briefly described what the position entails.

H. Nominations closed for At-Large Senator

MJC Academic Senate Meeting Minutes
December 1, 2016
The nominations were closed for At-Large Senator and there was a nomination for At-Large Senator.

I. Achieving the Dream

A couple of meetings ago at College Council, a new document was brought forth, which turned out to be an old document, regarding Achieving the Dream. It is unsure what is to be done with it as it is not being challenged.

C. Martin explained what Achieving the Dream is. It was solicited and a select number of colleges are doing it. It is not called an initiative, but is called an “umbrella” under which initiatives are supervised. It gets MJC the opportunity to obtain help from other institutions.

Nothing has taken place about Achieving the Dream since February 2016, but C. Martin will inform Academic Senate when there is a better grasp on it.

VII. INFORMATIONAL ITEMS

e. Fall and spring assessments due by end of Spring 2017 for courses scheduled in the cycle.

VIII. ITEMS FOR FUTURE AGENDAS: Defining plagiarism; Educational Master Plan; Curriculum Alignment between MJC and Columbia; Non-credit education; non-smoking campus; and Senate Bylaws and Rules Revision; Faculty Satisfaction Survey.

IX. ANNOUNCEMENTS – Next Senate meeting – January 19, 2017 – Library Basement, Room 55

X. OPEN COMMENTS FROM SENATORS

It was mentioned there will be a meeting in Oakdale on January 13, 2017 between Columbia College and MJC to start a discussion about the Alignment of Curriculum across campuses and satellite campuses. It will take place at Bianchi Center from 12:00 pm – 3:00 pm.

XI. ADJOURNMENT 5:50 pm
Report to Senate: Distance Education Advisory Committee, November 14, 2016  
From: Iris Carroll  
DE Senate Representatives: Iris Carroll, Leslie Collins, Mary Silva, Vacancy  
Date: November 16, 2016

- Mike has been working on standardizing the appearance of course shells in Canvas. To that end he has placed the Start Here module in new shells for the spring semester. Faculty may customize or delete the Start Here module. Faculty who already have a customized Start Here module should reset their course before they start customizing this module. Mike will send out relevant instructions to faculty.

- The E-Add Card Ad-Hoc Committee reported out. The goal is to develop a consistent process for students to add classes once registration has closed. We had a robust discussion of options which the ad-hoc committee will develop further. Once we have a best practice the DE Committee will recommend it to the Technology Committee.

- The DE Committee will craft a resolution to the Senate requesting a Distance Education Senator-at-Large.

- Due to lack of functionality and cost, the District will no longer fund Respondus Lockdown Browser.

- Faculty need to backup their Blackboard courses. Our contract with Blackboard will end in mid-June and they have informed us that they will end our access at that time. Also, YCCD is way over its data limit of 400 GB and Blackboard wants to charge us a large sum of money for the extra storage. For both of these reasons, faculty need to go ahead and backup old courses.

- There is a free site called Coursesites by Blackboard <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/index.html> where you can easily transfer up to five courses if you need them but are not ready to migrate them to Canvas or back them up. Mike will send out more information on this option.

- MJC is part of the developing OEI Proctoring Network providing proctoring services for member institutions. Mike needs to investigate this further. We found out that MJC has a proctoring service as part of the Testing Center. For more information you
can email: mjctesting@mjc.edu to request an MJC proctored test. The cost to the student is $15.00 per hour.

- Jacquelyn Forte reported that the Community College Chancellor’s Office is looking at ways to better operationalize the SSSP, Equity, and Basic Skills initiatives. These three will merge to become the Student Support for Basic Skills.

- Brian DeMoss from District IT reported that the SQL server transfer will occur over Thanksgiving. This project has monopolized the time of the IT department for quite a while. Once it is completed they will be able to move on to some other high-priority projects.
Planned Assessments of Curricular Courses for fall 2016

Course Assessment Thermometer: Average of fall 2015 & spring 2016 Course Assessments

Completed

AGRICULTURE & ENVIRONMENTAL SCIENCES: 28
ARTS, HUMANITIES, & COMMUNICATIONS: 92
ALLIED HEALTH: 7
BUSINESS, BEHAVIORAL, & SOCIAL SCIENCES: 95
COUNSELING: 38
FAMILY & CONSUMER SERVICES: 2
LITERATURE & LANGUAGE ARTS: 112
PHYSICAL, RECREATIONAL, & HEALTH EDUCATION: 50
SCIENCE, MATH & ENGINEERING: 64
TECHNICAL EDUCATION & PUBLIC SAFETY: 21
LIBRARY: 1

Total Planned: 510 Assessments
(In eLumen “assessments” refers to sections)

TARGET DATE TO ENTER FALL 2016 INFORMATION

JANUARY 31, 2017

Assessment Labs for Information Entry

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<tbody>
<tr>
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Q & A about the Assessment Labs

Q. What are the Assessment Labs for?
A. They’re for faculty who are assessing this semester to walk in and enter their students’ SLO information.

Q. What if faculty members want to enter information on their own? Do they have to attend the labs?
A. Not at all. The labs are set up to support faculty if they need it. Faculty members can enter the information on their own without attending the labs.

Q. Does this mean faculty need to have completed their training before attending the labs?
A. Having finished the training before coming in will be an advantage.

Q. How are these labs different from “training”?
A. In a regular training, we learn to sign up, sign in, understand the eLumen screen, and set up assessments. In the assessment labs, there’ll be less of overall training and more of help with entering the information.

Q. What if a faculty member has been too busy to train or to access the assessment page or the Canvas shell or ask for any kind of help? Can he or she still come in and expect help?
A. Yes, absolutely. It’s very difficult to anticipate what kind of situations will come up with each assessment, but the purpose of the lab is to help individual faculty complete the planned assessments.
Q & A about the Assessment Labs Contd . . .

Q. What should I bring to the lab?
A. Bring your test or tests’ scores. If you assess with a presentation or portfolio or exam, bring those scores to enter in eLumen.

Q. What if I don’t bring any hard copies but access my Canvas grade book instead?
A. That should be fine too.

Q. Will Flex be offered for these assessment labs?
A. Yes.

Q. Will there be more labs in January as our target date is Jan 31?
A. Yes, but these might be fewer than what we have now.

Q. Can I make an appointment in January with my SLO coordinator to complete my entries?
A. Yes. Email gopaln@yosemite.edu

If you have other questions that haven’t been answered above, please email gopaln@yosemite.edu.

Some fall 2015 & spring 2016 assessments have not yet made their journey into eLumen.

Irrespective of the reason for those courses that got left behind, the departments/divisions could still catch up. That’s up to the teachers, the departments, and the divisions.

If the teachers of courses that were planned for assessments have either retired or left the school, then there may not be a way to enter that information in eLumen.

After Collecting Data: The Dynamic & Important Process of Implementing Evidence-Based Practices

As MJC endeavors to collect student-learning/performance data, administrative-outcomes data, and perceptual data of co-curricular services, two inevitable steps need to be accomplished: Data analysis/interpretation & Data usage/application.

Accomplishing Data Analysis/Interpretation:
- Individual analysis and interpretation of section data
- Group analysis and interpretation of course data
- Group analysis and interpretation of larger data at the program and institutional level

Accomplishing Effective Data Usage:
- Make decisions on issues that surface
- Apply changes at various levels as needed and decided upon

The goal of collecting, analyzing, interpreting, and applying data is to increase student success.

Video
Data Carousels: https://www.teachingchannel.org/videos/data-carousels-improve-instruction

If a college finds low achievement in an area, it could examine a variety of data sources, identify possible causes, and collectively strategize to improve student success.
Academic Senate
Legislative Analyst Report

Prepared by Debbie Laffranchini

FACCCs 2016 Priorities:

AB 2393, Campos, Paid Parental Leave, Certificated (Classified also included in bill)

- Approved by Governor, September 30, 2016
- If a school district maintains a rule that credits a person employed in a position requiring certification qualifications at least 100 working days of sick leave paid at no less than 50% of his or her regular salary, when he or she has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties on account of parental leave, the person employed in a position requiring certification qualifications would be compensated at no less than 50% of his or her regular salary for the remaining portion of the 12-workweek period of parental leave.
- No longer requires a person employed in a position requiring certification qualifications to have 1,250 hours of service with the employer during the previous 12-month period.
- Provides the differential pay benefit (described in bill) for up to 12 workweeks if the person employed in an academic position is absent on account of parental leave, as defined, as specified. The bill would provide that the 12-workweek period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave.
- Provides that if a community college district maintains a rule that credits a person employed in an academic position at least 100 working days of sick leave paid at no less than 50% of the employee’s regular salary, when an employee has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties on account of parental leave, the employee would be compensated at no less than 50% of the employee’s regular salary for the remaining portion of the 12-workweek period of parental leave.

SB 66, Leyva. Career Technical Education

- Approved by Governor, September 28, 2016
- Measure employment outcomes of students who participate in career technical education programs offered by the California Community Colleges and recommend how these programs may be improved and make available to the Chancellor’s Office
- Urges the chancellor to align outcome measures with the performance accountability measures of the federal Workforce Innovation and Opportunity Act.
- The chancellor shall implement performance accountability outcome measures for the economic and workforce development program that provide the Governor, Legislature, and general public with information that quantifies employer and student outcomes for those participating in the program. These performance accountability measures should,
to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128)

**AB 1690, Medina/SB 1379 (Mendoza), Implementing seniority and due process rights for part-time faculty, temporary employees**

- Approved by Governor, September 30, 2016
- Require community college districts without a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2017, to, on or after January 1, 2017, commence negotiations with the exclusive representatives for part-time, temporary faculty regarding certain terms and conditions.
- Require that minimum standards be established for the terms of reemployment preference for part-time, temporary faculty assignments, extend the time frame for compliance to July 1, 2017, and make compliance with the provisions a condition of receiving funds allocated for the Student Success and Support Program in the annual Budget Act.

**SB 906, Beall**, Supporting student services through legislative and budgetary advocacy.

- Approved by Governor, September 21, 2016
- Lifts the sunset on priority registration for EOPS, DSPS, and foster youth. FACCC also supports full restoration of CalWORKs in the Budget Act along with a COLA for student service programs.
- Revise the definition of foster youth or former foster youth for these provisions.
- Extend the operation of these provisions indefinitely.
- By extending the operation of requirements relating to student eligibility for priority registration at community college districts, the bill would impose a state-mandated local program.