



**ACADEMIC SENATE MEETING
APPROVED MINUTES
SEPTEMBER 8, 2016**

Members Present: Curtis Martin (President), Chad Redwing (Vice President), Steve Amador (Parliamentarian), Shelley Circle (Secretary), Deborah Laffranchini (Legislative Analyst), Aishah Saleh, Allan McKissick, Annaliese Hausler-Akpovi, Ashley Yu, Belen Robinson, Elizabeth David, Ellen Dambrosio, Eric Ivory, Ginger Charles, Hans Hauselmann, Holly Nash Rule, Jennifer Macias, Jim Howen, Jim Stevens, Kevin Alavezos, Lisa Riggs, Mike Adams, Nathan Bento, Pamela Kopitzke, Theresa Stovall

Members Absent: David Seymour, Lonita Cordova, Paul Berger, Tristan Hassell

Guests Present: Alfonso Romero (Exec. Vice President of ASMJC), Michelle Christopherson (Faculty Liaison to the Board), Rob Stevenson, Nita Gopal, Glen Stovall, Ulises Ochoa, Eva M. Munguia, Florida Arias, Al Smith, Pam Crittenden, Students: Duron Crosby, James Sheppard, Reynaldo Ruiz, Joseph Suratt, Martin Hernandez, Rajeev Chand, Efrain Carmona, Juan Huerta, Peter Vang, Daniel Cornejo, William Tumblin, Ricardo Herrera, Matthew Vega, Jonathan Roblero, Jordan Jordan

Others Present: Kathy Haskin

I. APPROVAL OF ORDER OF AGENDA ITEMS

No objections, the Order of Agenda Items was approved.

II. APPROVAL OF THE MINUTES (April 28, 2016)

M/S/C (T. Stovall, D. Laffranchini) Motion to approve the minutes of April 28, 2016.

21 Ayes, 0 Opposed, 0 Abstentions

III. CONSENT AGENDA

1. Board of Trustees Policies and Procedures: 3435, 5500, 5020, 5015, 5013, 5010, 4225, 4222, 4105, 4102, 4070,
<http://www.mjc.edu/governance/collegecouncil/minutesandagendas.php>
2. Confirm Appointment Ross McKenzie, Susan Cassidy, Bruce Anders and Iris Carroll to the Library & Learning Center Manager selection committee.
3. Confirm Appointment Nathan Bento and Marcos Contreras to the Lit/Lang Administrative Technician Hiring Committee.
4. Confirm Appointment of Debi Bolter, Susan Kerr, Bobby Hutchison and Stephen Choi to the selection Committee for the 1-year Temp Anthropology position.
5. Appoint Allan McKissick as Academic Senate representative on the Policies and Procedures Committee.

A. McKissick requested that Items 3435 and 5500 of the Policies and Procedures be pulled, to be placed as item B. of the Senate Business.

No objections, the Consent Agenda was approved as revised.

C. Martin requested that each new senator, new member of the Executive Committee of the Senate, and new ASMJC Executive Vice President give a brief background of themselves.

IV. PUBLIC COMMENTS - None

- V. REPORTS:** *Due to time constraints and the volume of work before the Senate, regular reports of the Accreditation Council, 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. ASMJC Senate - none
- b. President's Report – Curtis Martin

C. Martin voiced concerns about accreditation and the ACCJC visit in 2017. He briefly described the dangers of being placed on caution or probation and its potential impact on faculty and the institution. Faculty, and the institution, will find itself in a difficult position unless the accreditation standards are met for program review and assessment.

C. Martin also voiced concerns about the role and responsibilities of the Academic Senate in participatory governance. The Academic Senate is the exclusive voice of the faculty per stated law. Furthermore, C. Martin emphasized the need of broad faculty participation so that resolutions that are approved, and positions that are assumed by the Academic Senate, reflect the will of its constituents rather than just that of the representatives sitting on their behalf.

C. Martin reported that one of the most exciting outcomes of Great Teachers Retreat was a discussion of how to bring Modesto Junior College and Columbia College can collaborate on increasing student success and access by, for example, exploring curriculum alignment or alignment of the separate course numbering systems.

- c. Outcomes Assessment Report – Nita Gopal

N. Gopal highlighted some areas from an action letter received from the Accrediting Commission for Community and Junior Colleges (ACCJC) in February 2012. It stated that **Modesto Junior College must establish clear standards of assessing course learning outcomes that will inform course-level curricular and pedagogical improvement.** It also stated **the college must demonstrate that it assesses the outcomes and uses them in college decision making processes to improve institutional effectiveness.** The college must create venues to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

N. Gopal briefly went over the history of Modesto Junior College removal of Probation and reaffirm accreditation in February 2014.

N. Gopal had a brief Power point presentation showing the different cycles of assessment. After two semesters, of the courses that were scheduled only twelve percent had completed their assessments.

A discussion took place about the accountability of assessment being done. It was mentioned there will be a letter sent to each department that had uncompleted assessment.

- d. Curriculum Committee – Steve Amador - None

VI. SENATE BUSINESS

- 1. Resolution S16-G: Resolution in Support of Adopting the OEI Rubric for Online Courses

M/S/C (H. Nash-Rule, J. Howen) Motion to approved Resolution S16-G: Resolution in Support of Adopting the OEI Rubric for Online Courses for a 1st Reading.

21 Ayes, 0 Opposed, 0 Abstentions

- 2. Brief report by Allan McKissick.

A. McKissick gave a brief report on the Policies and Procedures #3435, and 5500. Please watch for emails for versions of policies being reviewed.

- 3. Delicious Dinner and a Presentation: "If I were your teacher" (Critical Thinking) – Professor Eric Ivory.

A. Smith opened the presentation with "Student Success & Equity: A Three-tiered Approach" (<http://alsmithmjc.weebly.com/student-success.html>). A. Smith proposes three restructuring solutions: Cultural Competence/Humility, College Represents the Community – Hiring, and Student Voice on issues of student success and equity.

E. Ivory followed. Quotes from James Baldwin had been posted around the room and E. Ivory requested all faculty and invited male students of color pair up and discuss each quote. Following this reflection time, "The Fire This Time: A Message to Black Youth" was played. The film was a recording of an inspirational presentation by James Baldwin to students at Castlemont High School, in Oakland, CA on June 23, 1963. Comments from both faculty and students were made regarding the video and the quotes.

Lastly, A. Smith and P. Crittenden worked with students outside the room while faculty were asked to line up at the front of the room. The faculty were given instructions to ONLY LISTEN to the questions that were about to be posed by students upon their return to the room. The instructions were followed faithfully.

VII. INFORMATIONAL ITEMS

- a. Fall and spring assessments due by end of Spring 2016 for courses scheduled in the cycle.

VIII. ITEMS FOR FUTURE AGENDAS: Program Discontinuance; Program Review *eLumen* pilot; Educational Master Plan; Curriculum Alignment between MJC and Columbia; Non-credit education; non-smoking campus; Guided Pathways; and Senate Bylaws and Rules Revision

IX. ANNOUNCEMENTS – Next Senate meeting – September 22, 2016 – Library Basement, Room 55

X. OPEN COMMENTS FROM SENATORS

XI. ADJOURNMENT 7:05 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the MJC Academic Senate records the votes of all committee 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."

RAC Meeting, September 2, 2016

By: Nancy Sill

Following summarizes the RAC meeting from Friday, September 2, 2016.

1. Budget and FTES Summary – The Final MJC Budget that will be presented to the Board in September is as follows:

Permanent Personnel	\$42,699,159
PTOL	11,188,380
Operating Expenses	<u>2,269,839</u>
Total MJC Budget	\$56,157,378

Target FTES 2016-2017 14,657

2. Instructional Equipment & Library Materials (IELM) Funds – One-time general fund money has been allocated to the colleges and is designated to be spent on instructional equipment and library materials. The amount available to MJC consists of the following:

Carryover from 2015-2016	\$ 839,525.58
2016-2017 Allocation	<u>1,297,135.00</u>
Total Allocation	\$2,136,660.58

It was discussed that funds may be distributed in two phases, with a possible carryover, given funds are one-time in nature. Program Review requests will be considered for allocations. Areas that have not yet completed their Program Review from spring 2016 may be considered in the second round of allocations, once their Program Review has been completed. More detailed information will follow once the allocation process has been finalized. The RAC will communicate the allocation process for the foregoing funds once RAC makes a determination for allocation of the funds.

- RAC agendas and minutes can be found at <http://www.mjc.edu/governance/rac/minutesagendas.php>.

OAW REPORT TO SENATE: EIGHT POINTS (SEPT. 8, 2016)

- i. Where We Left Off in April: the notes from our April meeting are in this link:
http://www.mjc.edu/instruction/outcomeassessment/oaw_minutes_04_15_16.pdf

- ii. Next Meeting: The next meeting is on Friday, Sept. 9 from 1:00 pm to 2:30 pm in Founders Hall 236.

We'll use this time to discuss how to move ahead this year with Outcomes Assessment.

Senators are welcome to attend all meetings. It's also important for senators to encourage their division to attend and partake in the OAW discussions even if there are reps in the division already attending the meeting(s). As we're a non-governance committee and a subsidiary of the senate, we request senators to help us brainstorm answers to problems.

- iii. Information on Schedules: Our assessment calendars can be found in this link:
<http://mjc.edu/instruction/outcomesassessment/5yearcourselearningoutcomescloasessmentscheduledbydisc.php>

- iv. Helping Departments: Based on the information found in eLumen (and also in CurriCUNET on the past cycle), there are many course that were scheduled for assessment but have data missing.

Nita is working on contracting the departments and helping them through assessment and data input.

OAW reps also continue to work on helping their respective areas.

- v. eLumen Trainings: eLumen Trainings (beginning on Sept. 16) have been scheduled for the semester and can be found at this link:
<http://www.mjc.edu/instruction/outcomesassessment/elumen.php>

Flex numbers for the trainings are also ready and will be provided in the email reminder(s) and again at the training(s).

- vi. An Institute-Day Breakout: Curtis Martin and Nita Gopal gave a presentation on August 24. The link for the presentation is here:
https://docs.google.com/presentation/d/DzYExPipWrjeISciKzVjbDui_LvXbTOGRXOaolufXCw/edit?usp=sharing

- vii. Co-Curriculars in eLumen: Nita is working on getting the co-curricular areas (e.g. L & LC and Student Services) set up in eLumen.

Nita is looking at other colleges that have used eLumen for their library services and has invited them to dialog with our librarians.

There are many discussions happening in this regard. As there's wide scope to adopt eLumen to the way our service areas function, the advice Nita gives all currently is to keep it simple. Once we master the simple and straightforward way of assessing, we can attempt more complicated things.

Nita also did a webinar on co-curriculars for which the link is here:

<https://attendee.gotowebinar.com/recording/8964937703265209089>

(Registration may be required for access.)

- viii. Providing Information: The OAW monthly newsletter called *In Sight* is way of providing information about OA to MJC and Columbia College. The newsletters can be accessed here: http://www.mjc.edu/instruciton/outcomesassessment/oaw_newsletter.php

Presentation “If I were your teacher” (Critical Thinking) – Professor Eric Ivory

Quote: **“When you begin to read you discover more about yourself”**

Comments from students:

Having an open mind will spark interests you weren't aware of.

I think that's true, you could learn more about yourself.

You become more independent & more powerful. Reading is empowerment!!

Teachers could tap into my interests more.

If I can't see myself in a book, I'm not interested.

Read! Books are food for thought!

The feeling that book's about come back's, and fighting back, book's are obsolete. Willpower.

(If teacher tap into more info _____ students _____) Unable to be read.

What we read we relate to what we know.

Reading allows one to discover the world. This leads to self-discovery and understanding. We

need to improve literacy rates.

Instructors, who are usually white (probably unintentionally) gear their content toward a similar demographic, and others can't relate.

Isn't it self-defeating to have them online?

Quote

*produce a spark of interest

*relate to literature

*Change perspectives

Stats

*why is there such a variation?

*online learners learn @ different paces

Students need maturity

% of Students NOT Passing **Online** Classes – Distance Ed, Credit Only, Falls 2011-2015

African-American – 65%

Hispanic – 42%

White Non-Hispanic – 38%

Quote: **“The measure of one’s dignity depends on one’s estimate of one’s history”**

Comments from students:

History tells us a story of how we can improve.

Understanding where you come from gives you a better understanding of who you are and where you are going.

My history doesn’t define who I am, my actions will speak for themselves, in fact they shape who I am.

There is a depth of character when I understand my history.

NO!

If I’m proud of my ancestors it improves my dignity. Likewise if I’m proud of myself & what I’ve done in my life, I have more dignity.

If you know your history. Helps to read quote down side up.

How you see your own past will add or detract from your dignity.

One’s self-worth depends on how they feel about their past, which may be largely dictated by society.

Student Success Rates – In Class, Credit Only, Falls 2011 – 2015

African-American – 55%

Hispanic – 65%

White Non-Hispanic – 71%

Quote: **“It is through your history that you arrive to your identity”**

Comments from students:

Not necessarily. Don't let the past predict your future.

If I do not know where I come from, I do not know who I am!

Look to History, to keep from re-inventing the wheel.

Cultural – can affect our history and continue the cycle.

We become what we believe about ourselves.

It does not matter where you come from, your individuality defines who you are.

Identity is something that you create and recreate all through your life. Your past does not need to define your present identity.

Know your family history. Your culture & family shape you.

Culture helps with identity.

Quote

- *doesn't necessarily define you
- *past can prohibit progression
- *Change perspectives

Stats

- *stagnant/distraction
- *deficient knowledge in pathway

5 Year Transfer Rate – Overall 2004 – 2008 Cohorts

African-American – 25%

Hispanic – 21%

White Non-Hispanic – 28%

Quote: **“If you give me a child for five years, I’ll have him for life”**

Comments from students:

Does this quote explain the stats? If so, what?

Lessons stick but new needs arise. There is no time limit on impacting someone’s life. Sometimes it happens in a matter of seconds... and lasts a lifetime.

If you teach the student how to read or write at a young age, statistics show – he/she should learn more independently.

We get them way after their first 5 years. We need to rebuild them in 2 years.

I won’t ever forget what I invested in.

If knowledge could speak it would restate quote.

Once you’ve learned to learn, you crave more knowledge.

If you capture or inspire, the results will last.

An early structured education can have the impact of a lifetime.

Student Degree/Transfer Rate – Cohorts 2005 – 2009, Tracked over 6 years

African American – 35%

Hispanic – 39%

White – 46%

Quote: **“As an educator I must teach you to think...Ask questions, all questions”**

Comments from students:

Listen more than you speak.

Teachers: Ask Questions that inspire critical thinking.

I want you to feel safe with your questions & others answers.

Are questions including the students' interests in your class?

Keeping an open & nurturing environment & access for assistance. Maybe students feel inadequate or judged.

There is no limit.

Are the right questions being asked to the students'. Is curiosity being provoked?

As an educator, I need to push myself to encourage students typically not passing (Af. Am. & Hisp) at high rates.

Teacher: Yes! Student: you can't teach me to think. Who's right? Why?

% of Students Not Passing Classes – In Class, Credit Only, Falls 2011- 2015

African-American – 45%

Hispanic – 35%

White non-Hispanic – 29%

Quote: **“Education does not occur in a vacuum, Education occurs in a social context”**

Comments from students:

Be more aware of what social context is and how it is impacting student groups – race, age

Breaking the of formality barrier in between teachers & students / helps learning.

Education can not just be thrown at one, it must be or there must be some connection or interaction between the educator & the educated.

People learn together not alone.

We learn together – from one another. We need to hear other opinions, think about them, maybe change our own.

Yes! We learn from all people we interact with.

Learning doesn't just happen on a campus or classroom, it's all around and innovation should occur.

Education is not a building with a teacher.

The same state of mind that created the problem, will not also create a solution.

When your surrounding is so different, and consider eccentric. When in reality it's getting use to a new group of people who may or may not accept you for who you are.

Student Degree / Transfer Rate – Cohorts 2005 – 2009, tracked over 6 years

African American – 35%

Hispanic – 39%

White – 46%

Quote: **“American history seems to have been accomplished without my presence”**

Comments from students:

I can't change bad parts of history that have taken us to a place where men of color are underperforming in college. But I can work to improve the situation now.

Not lately!

Highlight the diversity of the American past.

The truth being told one way, but never in a way where people of color achieve success on their own.

Not recognizing important contributors in American history.

African-American and Hispanic-American students have not been represented through history, especially in higher education.

Mexicans were the “enemies”.

American history is someone else's story.

Yes, one due to lack of time spent of Mexican American influence in the curriculum and the lack of Mexican American, Latino or Chicano educators here at MJC.

5 Year Transfer Rate – Overall 2004 through 2008 Cohorts

African-American – 25%

Hispanic – 21%

White Non-Hispanic – 28%

Quote: **“We depend on each other, the old and young”**

Comments from students:

We depend on the young more than we realize. The young eventually grow to teach the old.

The old need to depend on the young with regards to tech.

My 88 year old grandmother was the webmaster at her retirement home!

We need each other. The young need the adults to help them channel their pathway.

Need more interaction between the old and young – faculty & students, especially for Afr-Amer. Students.

Everyone has a place – the same person teaches and learns.

Everyone has something to contribute & that should be valued.

Student Online Success Rates – Distance Ed, Credit Only, falls 2011 – 2015

African-American – 35%

Hispanic – 58%

White Non-Hispanic – 62%

Quote: **“The terrible storm called life, it is terrible and beautiful”**

Comments from students:

Life lessons learned from the storm prepare you for the next storm.

How you see the storm depends on where you are in relation to the storm.

There aren't enough resources and strategies to get through the storm successfully.

No safe space for A. Amer.

You may experience terrible events in life however you have an opportunity to learn from them and move forward.

Student Success Rates – In Class, Credit only, fall 2011 – 2015

African-American – 55%

Hispanic – 65%

White Non-Hispanic – 71%

Quote: **“If I were your teacher!”**

Comments from students:

Student guides the teacher – the way you are teaching is not the way I would teach.

.....I would listen to you & allow you to teach me.

Being engaged. Don't make light of the situation. Frequent friendly reminders.

Lack of availability of technology to students.

Address all learning styles in teaching materials.

You have to be more independent online! Less support.

Students lacking educational tools to do well online

These rates reflect socio-economic struggles (access to computers)

% of Students Not Passing Online Classes – Distance Ed, Credit only, falls 2011 – 2015

African-American – 65%

Hispanic – 42%

White Non-Hispanic – 38%

Umoja Community

<http://college.lattc.edu/counseling/umoja-community/>

Educational Philosophy

Umoja is a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja Community seeks to educate the whole student-body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja Community will deliberately engage students as full participants in the construction of knowledge and critical thought.

The Umoja Community seeks to help students experience themselves as valuable and worthy of an education. The Umoja Community gains meaning through its connection to the African Diaspora. African and African American intellectual, cultural, and spiritual gifts inform Umoja Community values and practices. The Umoja Community seeks to nurture knowledge of and pride in these treasures. The learning experience within the Umoja Community will provide each individual the opportunity to add their voice and their story to the collective voices and stories of the African Diaspora.

African American students are inextricably connected to global struggles for liberation throughout the African Diaspora. In light of this, the Umoja Community views education as a liberatory act designed to empower all students to critique, engage and transform deleterious social and institutional practices locally and globally. The Umoja Community will practice and foster civic engagement so that all its participants integrate learning and service. Likewise, the Umoja Community will instill in our students the knowledge and skills necessary to enable them to make positive differences in their lives and the lives of others.