



**ACADEMIC SENATE MEETING
APPROVED MINUTES
February 15, 2018**

Members Present: Curtis Martin (President), Chad Redwing (Vice President), Shelley Circle (Secretary), Hans Hauselmann (Legislative Analyst), Aishah Saleh, Andrew Kranzman, Austin Adams, Belen Robinson, Cheryl Mulder, Deborah Martin (sub for Bob Droual), Elizabeth Hondoy, Holly Nash-Rule, Jennifer Macias, Jim Howen, Kerri Stephens, Kevin Alavezos, Lisa Riggs, Margaret Kingori, Rodolfo Andrade, Roger Smith, Theresa Rojas, Theresa Stovall, Titiana Stovall, Tristan Hassell

Members Absent: Deborah Laffranchini, Eric Ivory, Mark Robertson, Noah Wilson, Stella Beratlis, Steve Amador (Parliamentarian)

Guests Present: Alex Woodmansee, Alexis Zaragoza (ASMJC), Michael Smedshammer, Nita Gopal

I. ACADEMIC PROGRAM HIGHLIGHTS: Nursing

L. Riggs stated that a multi-screening process is now being used to accept students instead of the lottery system previously used. There is now five criteria and points being used. Points are received for each of the five criteria and then they take from the top points down. A sophisticated online application is used, is very efficient and has cut their work load tremendously.

L. Riggs gave a PowerPoint presentation and gave details about simulation labs that have mannequins that can react, have breath sounds, lung sounds, where their chest rises and falls, can have simulated blood put in their veins and other things that can take place using the mannequins.

A Summer Work Experience Program which was lost for a while has been brought back and students are now externing at the hospitals.

Only 25% of those students that apply actually are accepted into the program. 75% who are qualified or who are not as qualified are not getting into the program due to the application process stops them if the students do not have a certain score.

Of the 54 graduates in fall 2016, there was a 95% first time pass rate for the state board and a 96% pass rate within one year for those that retook the state board. For those that reported it 92% that passed the state board reported employment within one year and 98% of the graduates find employment in Stanislaus or Tuolumne County hospitals.

Thursday, April 26 is the Pinning Ceremony and all are encouraged to attend and support the students.

II. APPROVAL OF ORDER OF AGENDA ITEMS

M/S/C (J. Howen, D. Martin) Move to postpone Senate Business C – Resolution F17-A: Adoption of Program Viability, Revitalization, and Discontinuance Procedures, 2nd Reading to the next meeting on March 1, 2018.

22 Ayes, 0 Opposed, 0 Abstentions

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

III. APPROVAL OF THE MINUTES (February 1, 2018)

M/S (J. Howen, Th. Stovall) Motion to approve the minutes of February 1, 2018.

As there were no objections the minutes of February 1, 2018 were approved.

IV. CONSENT AGENDA

- a. Appoint Sarah Curl and Debbie Laffranchini as Faculty Marshalls for graduation (Friday, April 27, 2018)

As there was no objections the Consent Agenda was approved.

II. PUBLIC COMMENTS - none

III. 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 – Alexis Zaragoza

Alexis Zaragoza mentioned she had extra African American Week Fliers and those were passed out.

The African American Week events taking place this week are:

Tuesday, February 20, Contributions to America and PIT's BBQ Docs, East Campus Quad, 10 am – Noon

Wednesday, February 21, African Dance Performance, West Campus Quad, 10 am – noon

Thursday, February 22, Hip Hop Workshop, East Campus, Founders 235, 3 – 5 pm

Friday, February 23, African American Education Conference, West Campus, Mary Stuart Rogers Building, 9 am – 1 pm

ASMJC is attempting to find students for the focus groups for Guided Pathways.

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

N. Gopal reported that for fall 2017 assessments, 98% of courses were completed, 88% of CSLOs containing data were completed, and about 85% of sections were completed.

N. Gopal attended an SLO Symposium recently put on by ASCCC where she gave a presentation. She compared MJC to other colleges and found that MJC is ahead of many schools and making progress towards our goals.

The next step is to look at the collected data and have a discussion regarding its usage and applicability. The plan is to have some data-discussion sessions for various areas so that programs/departments/individual faculty/groups can attend at their convenience.

- c. Guided Pathways: Tina Giron, Shelley Circle, Rob Stevenson

The 3rd Institute for Guided Pathways took place recently and a team from MJC attended and no one is here that attended to give a report.

S. Circle mentioned the next Paving the Path is February 22, 4:00 pm, in the Science Community Center Lobby, on West Campus, where programs will be sorted. A sorting activity will take place. S. Circle asked all to start thinking about what might fit in those categories as we move closer to metamajors.

It was brought up that students will be doing the same type of sorting activity during the focus groups next week from the students' point of view. Students will have several opportunities to do this also. What makes sense to faculty may not make sense to the students.

d. President's Report – Curtis Martin

J. Sahlman sent out an email asking faculty to attend the Board of Trustees meeting last night and to make a presentation which faculty attended in force. The room was packed and seven faculty spoke and the speeches were wonderful and professionally done. Each spoke to what they do as faculty and it was clear that faculty go above and beyond the call of duty. It was a great team building experience. The reason faculty were requested to attend had to do with negotiations. If you would like to view the video, it will be available on the YFA website in a few weeks.

Recently, there were issues with Curriculum Committee that took place that are presently being addressed.

IV. SENATE BUSINESS

A. Resolution S18-A: Online Course Exchange, 2nd Reading

M/S (Th. Stovall, T. Rojas) Motion to approve Resolution S18-A: Online Course Exchange for a 2nd Reading.

M/S/C (C. Redwing, H. Nash-Rule) Motion to change the title of the Resolution to: Applying to Become Part of the Online Education Initiative Consortium Cohort. As there were no discussion or objections the title of the resolution has been amended.

M/S/C (Th. Stovall, T. Rojas) Motion to approve Resolution S18-A: Online Course Exchange Applying to Become Part of the Online Education Initiative Consortium Cohort as amended for a 2nd Reading.

22 Ayes, 0 Opposed, 0 Abstentions

Rodolfo Andrade arrived prior to the vote, Jennifer Macias left prior to the vote.

B. Resolution S18-B: *Regular, and Effective Contact for Online Courses*, 1st Reading

M/S (H. Nash-Rule, Th. Stovall) Motion to approve Resolution S18-B: Regular, and Effective Contact for Online Courses, for a 1st Reading.

This resolution was put together because of the results of the Accreditation Visit. During the Accreditation Visit, there were recommendations. The recommendation that affected faculty had to do with regular and effective contact. The report mentioned they looked at 92 – 96 online courses, and evidence could not be found for regular and effective contact taking place. It is difficult when evaluating a course to determine how regular and effective contact is happening. The processes need to be fixed to insure that we have mechanisms to evaluate them. The Federal Requirement is for instructor initiated regular and substantive contact.

[The Distance Education Committee is proposing guidelines.](#) Questions were asked and answered and a lengthy discussion took place.

M/S/C (H. Nash-Rule, Th. Stovall) Motion to approve Resolution S18-B: Regular, and Effective Contact for Online Courses, for a 1st Reading.

22 Ayes, 0 Opposed, 0 Abstentions

- C. Resolution F17-A: *Adoption of Program Viability, Revitalization, and Discontinuance Procedures*, 2nd Reading, MJC Program Discontinuance_document - (Postponed until March 1, 2018)
- D. ITEMS FOR FUTURE AGENDAS: Course Unit Value, Academic Integrity, and Student Success; A.B. 705; Defining Plagiarism; use of publisher online canned courses and educational quality; Exit Survey for students dropping courses; noncredit education.

INFORMATIONAL ITEMS - E. Hondoy briefly went over an Upcoming Veteran Ally Training on February 23, 2018, 8 – noon, CAT 116. This is a four hour training that provides staff and faculty with education and awareness related to the veteran student experience on the campus. Participants would receive a certificate, guidebook, and ally sticker.

VII. ADJOURNMENT 5:44 pm

NEXT ACADEMIC SENATE MEETING: March 1, 2018

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: Distance Education Committee

Submitted by: Steve Miller

Senate Representatives: Iris Carroll, Rebecca Ganes, Steve Miller, Mary Silva

Meeting Date: 2/14/2018

HIGHLIGHTS:

- *This spring MJC will host a **Regular and Effective Contact in Online Courses** series and an **Accessibility in Online Courses** series. Every Friday, from February 23 to April 20th there will be a guest speaker. This will be an open forum where some of our most experienced online faculty at MJC open up their courses and talk about what works for them. The series will be held in **the DE Training Room, Library Basement 10, on East Campus, starting at 1:00 p.m.** This series also includes special guest presenter Tracy Schaelen, DE Coordinator from Southwestern College. Her presentation will be on **Friday, March 30, from 1pm to 3pm.** More information can be found on the MJC Online Instruction web page.*
- The DE Committee strongly supports the policy it developed on *Regular Effective Contact for Online Courses*.
- Substantive discussion took place on the issue of evaluator access to online courses during the faculty evaluation process, and in connection to the ACCJC Recommendation 4. Iris and Mike plan to talk with Jim and Curtis about this evaluator access issue as it relates to the YFA contract.
- NameCoach, which allows students and faculty to pronounce their names and provide their preferred pronouns, has been integrated into Canvas and will be shared with faculty soon.
- Students may change their names in Canvas. The process is that students are to contact faculty, and then the faculty are to send the changes to Mike. Or the students may contact Mike directly.
- Proctoring for online courses will be coming to MJC. We just don't know when yet. Questions on this matter may be directed to Patrick.
- The @One Digital Learning Day Conference will be held on Thursday, February 22. This is a 1-day, free online conference with workshops related to online teaching. Also, the STANCOE Technology Conference is on Saturday, February 24 at CSU Stanislaus. MJC faculty members are encouraged to attend these conferences.

Legislative Analyst Report MJC Academic Senate—February 15, 2018

Prepared by Hans Hauselmann

The following are laws that have had a first reading in the CA legislation since Feb. 1, 2018

SB 1009, as introduced, Wilk. Community colleges: tutoring.

This bill would provide that tutoring for courses and classes in all subject areas that are either basic skills or degree applicable, irrespective of whether a student being tutored has been referred to tutoring by a faculty member, is eligible for state apportionment funding. The bill would also make technical and conforming changes in this provision.

AB 2449, as introduced, Arambula. School districts, county offices of education, and community college districts: governing boards: elections.

This bill would provide for the commencement of those terms of office on the 2nd Friday in December. To the extent the bill would impose additional duties on school districts, county offices of education, and community college districts, the bill would impose a state-mandated local program.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

SB 1071, as introduced, Newman. Public postsecondary education: Chancellor of the California Community Colleges: course credit for prior military experience.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Under existing law, the board of governors appoints the Chancellor of the California Community Colleges to serve as the chief executive officer of the segment. Existing law requires the chancellor to determine by July 1, 2015, for which courses credit should be awarded for prior military experience.

This bill would delete the provision that requires the chancellor to make this determination.

AB 1951, as introduced, O'Donnell. Pupil assessments: Pathways to College Act.

Existing law establishes the California Assessment of Student Performance and Progress (CAASPP) as the statewide system of pupil assessments under which certain assessments are required or authorized to be administered in public schools, as specified, including a consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11 that measures content standards adopted by the state board.

This bill would require, pursuant to specified provisions of the federal Elementary and Secondary Education Act, the Superintendent of Public Instruction to approve a nationally recognized high school assessment that a local educational agency, as defined, may, at its own discretion, administer, commencing with the 2019–20 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

The bill would require a nationally recognized high school assessment approved by the Superintendent to meet specified requirements, would authorize the Superintendent to require the publisher of that assessment to provide documentation that the assessment meets or exceeds these requirements, and would require the Superintendent, if he or she determines that the assessment does not meet these requirements, to inform the assessment's publisher in writing of specific deficiencies and changes needed to meet these requirements. The bill would deem certain nationally recognized high school assessments to meet these requirements, and would require the Superintendent to approve these assessments for selection by a local educational agency.

The bill would require a local educational agency that administers a nationally recognized high school assessment to comply with specified requirements, would require the Superintendent to apportion to the local educational agency the lesser of the actual cost of administering the alternative assessment, as specified, and the amount that would have been apportioned to the local educational agency if it had administered the consortium summative assessment in English language arts and mathematics for grade 11. The bill would state that a local

educational agency may administer only one nationally recognized high school assessment in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

AB 1935, as introduced, Irwin. Community colleges: tutoring.

Existing law establishes a system through which state funds are apportioned to community college districts based on specified formulas. A provision of existing law identifies the noncredit community college courses and classes that are eligible for state apportionment funding.

This bill would provide that supervised tutoring for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors, is eligible for state apportionment funding.

AB 559, as introduced, Santiago. Community colleges: enrollment fee waiver.

Existing law requires community college district governing boards to charge students an enrollment fee of \$46 per unit per semester. Existing law provides for the waiver of this fee under certain circumstances.

The bill would require the board of governors, by January 1, 2019, to ensure a fee waiver application is available to be completed and submitted electronically by students at each community college. To the extent that this bill would impose new duties on community college districts, it would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

SB 319, as amended, Nguyen. California Community Colleges: remedial coursework.

This bill would require the California Community Colleges to provide for entrance counseling and assessment or other suitable means to fully inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to register for or complete and the reasons for the ~~requirement~~. *requirement, exemption policies, and the availability of any test preparation workshops or programs*. By placing additional duties upon a community college district, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

AB 1467, as amended, O'Donnell. *Child care. Community colleges: College and Career Access Pathways partnerships.*

Existing law authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

This bill would authorize courses offered through a CCAP partnership to be offered on Saturdays.

Existing law requires the Superintendent of Public Instruction to adopt rules and regulations on eligibility, enrollment, and priority of services needed to implement child care and development programs.

This bill would make a non-substantive change to this law.

AB 1382, as amended, Grayson. *California State University: Doctor of Nursing Practice degree pilot program. Community colleges: STEM course fees.*

Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges, and establishes community college districts throughout the state that operate community colleges and provide instruction to students. Existing law requires community college districts to charge each student an enrollment fee of \$46 per unit per semester. Existing law requires this fee to be waived for students meeting prescribed requirements.

This bill would additionally require the board of governors to waive the fee, for enrollment in science, technology, engineering, and mathematics (STEM) courses only, for a student who graduated from a California high school after attending a California high school for at least 2 academic years. The bill would specify that the fee shall be waived only for the student's enrollment in STEM courses within 4 academic years from the date of his or her high school graduation. To the extent that this bill would impose new duties on community college districts, this bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Existing law, until July 1, 2018, establishes the Doctor of Nursing Practice degree pilot program, under which the California State University is authorized to establish a Doctor of Nursing Practice degree pilot program at 3 campuses to award Doctor of Nursing Practice degrees, subject to specified program and enrollment requirements.

This bill would make non-substantive changes to the Legislature's findings and declarations relating to the pilot program.

AB 647, as amended, Reyes. Personal income taxes: credit: full-time community college students.

The Personal Income Tax Law allows various credits against the taxes imposed by that law.

This bill, *upon appropriation of specified funds by the Legislature*, for each taxable year beginning on or after January 1, 2018, *and before January 1, 2023*, would allow a credit under the Personal Income Tax Law in an amount equal to the fees and other expenses paid or incurred during the taxable year, as does not exceed \$2,000, for the enrollment of a full-time community college student for whom the credit was not claimed in any prior taxable year, as specified. The bill would also allow a payment in excess of that credit amount upon appropriation by the Legislature. The bill would require a taxpayer claiming the credit to submit with his or her return a copy of the student's transcript evidencing completion of an academic year of full-time enrollment in a California community college. The bill would make related findings and declarations regarding the specific goals, purposes, and objectives, performance indicators, and data collection requirements for the credit.

To the Academic Senate
SLO Report for fall 2017

--Nita Gopal

Courses Planned for fall 2017: 211
 Courses with scores for fall 2017: 207
 Percentage of completions in terms of courses: 98%

Total Courses: 1170

This table counts the number of Courses with at least one Assessment, Action Plan or RFI for at least one of the SLOs.

	For Any ISLOs	For Any Core ISLOs	For Any PSLOs	For Any Department PSLOs	For any PSLO Classes for Programs	For Any CSLOs	No SLOs
w/ Assessments						211	.
w/ Assessment Scores						207	

Number of Course Learning Outcomes planned for fall 2017: 612
 Number of Course Learning Outcomes that were assessed in fall 2017: 538
 Percentage of CSLOs containing assessment data: 87.9%

SLOs

This table counts the number of SLOs with at least one Assessment, Action Plan or RFI.

	Total	With at least one Mapping	With at least one Assessment	With at least one Assessment Score
CSLOs	3142	2464	612	538

The following is a manual count as the sections' report is coming up as an error in eLumen:
 Number of sections/assessments on planner for fall 2017: 720
 Number of sections scored in fall 2017: 612
 Percentage of sections/assessments completed: 85%

MAGEN
Division



Assessments

11 / 20

Complete Total

MAHCO
Division



Assessments

133 / 142

Complete Total

MALHE
Division



Assessments

30 / 30

Complete Total

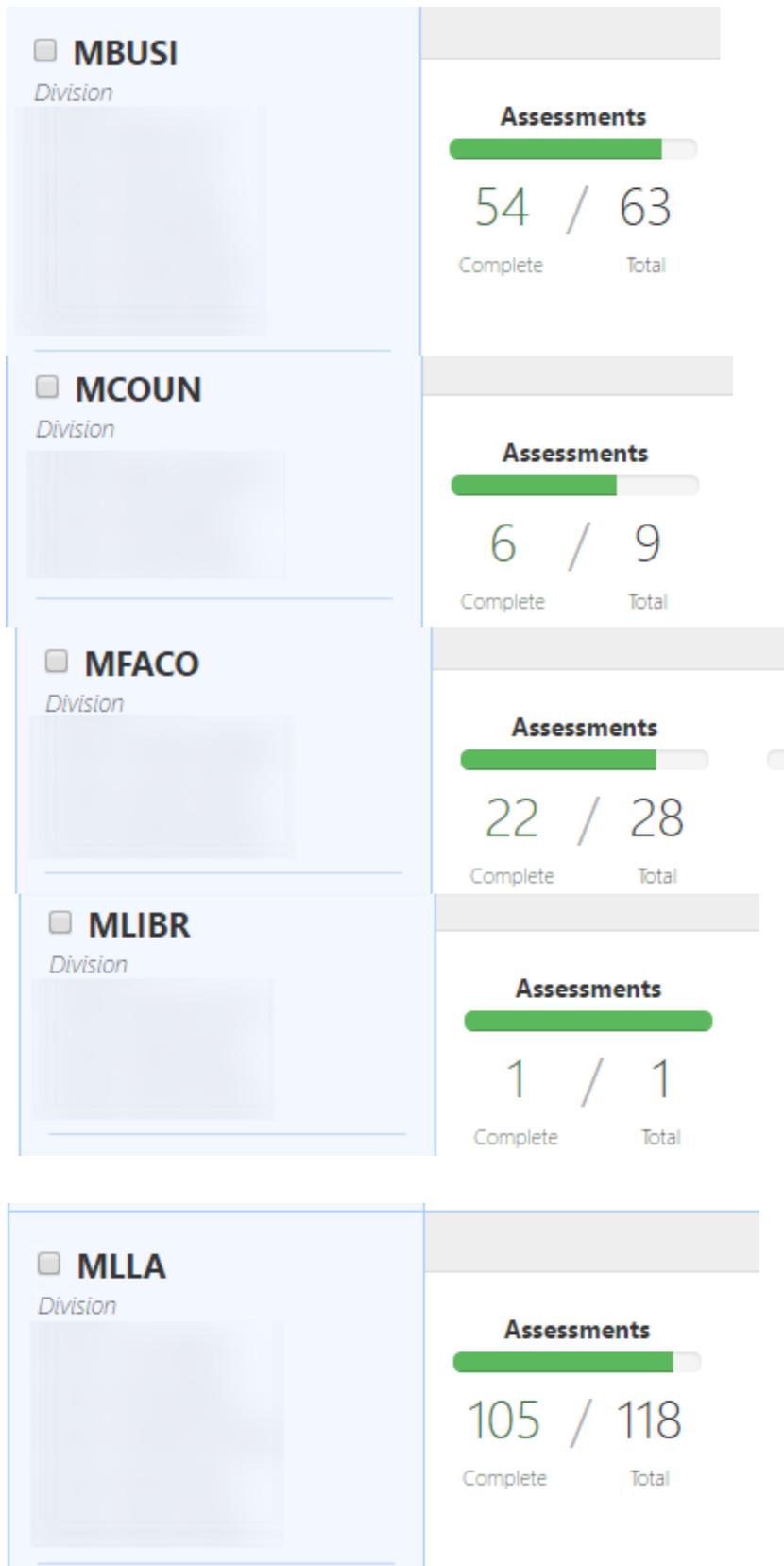
MBSS
Division

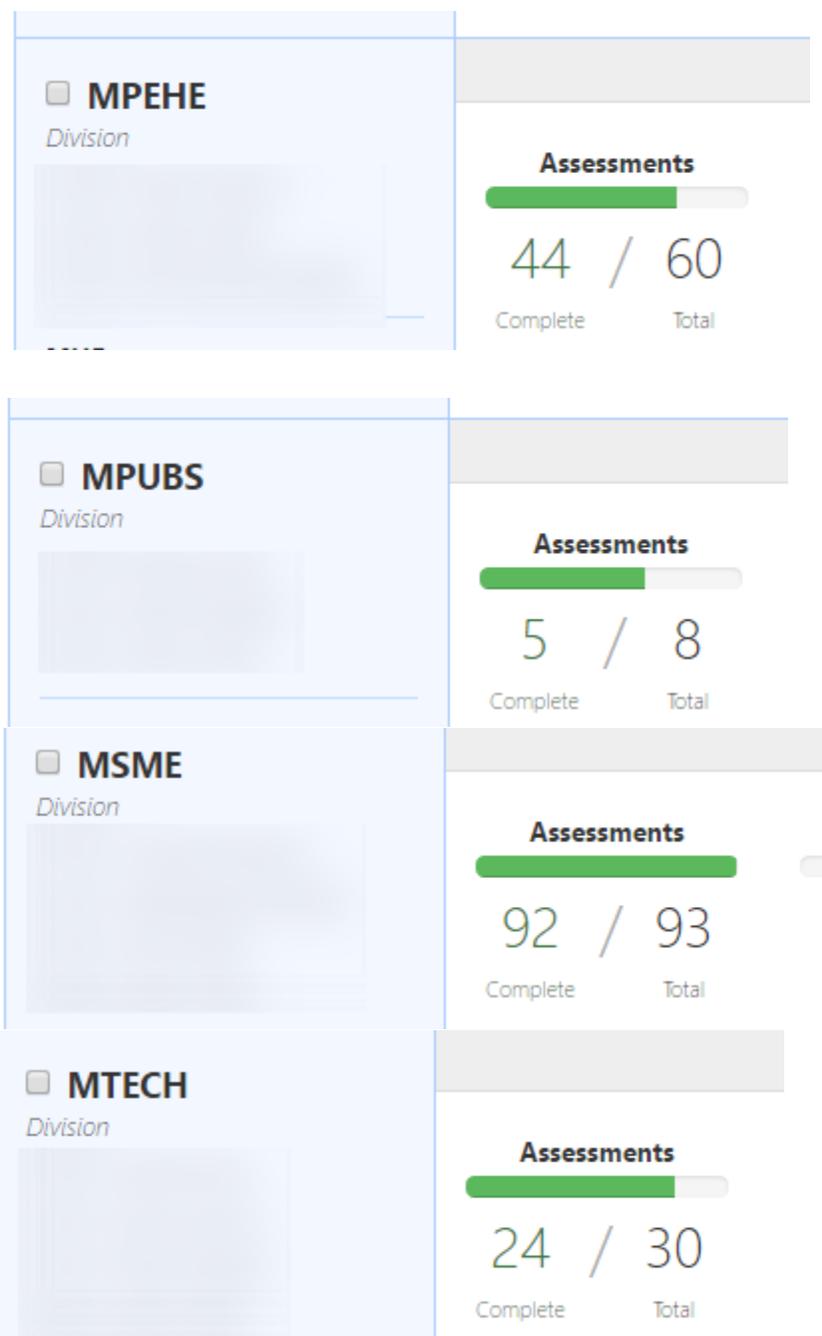


Assessments

85 / 118

Complete Total





- Spring 2018: 575 sections have planned assessments.
- If you would like to view a presentation ([made at the SLO Symposium on Feb 9](#)) about MJC's SLO journey, here's a link: <https://goo.gl/Q6ADHL>
- The Next Step: The next logical step is to look at the collected data and discuss its usage and applicability. I'll figure out data-discussion sessions for various areas so that programs/departments/individual faculty/groups can attend per their convenience.