

MINUTES
Mendocino College Academic Senate
Thursday, March 1, 2018
Room 1060, 12:30 – 2:00 p.m.

<i>Call to Order</i>	Edington called the meeting to order at 12:31 pm
<i>Present</i>	Jason Edington, Conan McKay, Doug Browe, Rachel Donham, Taylor Cannon (12:38), Rodney Grisanti (12:55), and Catherine Indermill
<i>Absent</i>	Nicholas Petti, Rhea Hollis
<i>Guests</i>	Ginny Buccelli, Jim Xerogeanes (1:10), and Phil Warf
<i>Agenda Approval</i>	M/S/C (Browe/McKay) to approve the Agenda of March 1, 2018
<i>Minutes Approval</i>	M/S/C (Indermill/Browe) to approve the minutes from 2-15-2018. Yes: Grisanti, Indermill, Browe, No: McKay, Abstain: Donham
<i>Public Comment</i>	none
<i>President's Report</i>	Edington reported that Planning and Budgeting Committee (PBC) discussed Strategic Planning. The question addressed was, "What are the important things for Strategic Planning for the next six years?" He indicated there was a heavy management influence as only Phil Warf, Catherine Indermill and Jason Edington were the only faculty who were part of this meeting.
<i>Senator's Report</i>	Taylor Cannon gave a synopsis on the topics discussed and responses given at the Part-time faculty meeting held Tuesday 2-27-2018. (Attachment 1 & 2) He mentioned ConferZoom was used for the meeting and faculty might consider using it for other committee meetings (e.g., Distance Education Committee).
<i>Committee Report</i>	none
<i>Action Items/ Old Business</i>	1. Academic Senate Meeting Schedule: Concerns about the time of the meeting being a block to participation. Donham explained that her term is just about done and she has been looking for someone in her constituent group to take over for her next term. The Academic Senate meeting time is difficult for STEM constituents to commit to as they are not able to attend the 1.5 hour

meetings as scheduled. Indermill and Edington gave a short history of the meeting times. Thursdays during College Hour have been the standard meeting time for some years. Generally, Fridays are difficult time due to other committee work already scheduled for that day. Meeting for less time (one hour) on Thursdays means that the Academic Senate would probably have to meet three or four times a month to allot for the same amount of time to complete our work.

Ideas discussed:

- Every other meeting on Friday or meeting every week
- Realigning constituent groups so there is better opportunity for science faculty to be represented. It was noted that even if constituent groups are realigned is it fair that STEM faculty still may not be able to participate?
- Shared Governance should not exclude anyone (as it often does the STEM faculty) who are not available due to class/lab schedules.
- We need to not change the schedule due to our perception that no one would step up if the meetings are held every week.

The members decided to:

- Reorder the constituency groups.
- Look at having meetings weekly to allow for those with time constraints due to teaching commitments to participate
- Address the Academic Senate Bylaws on this topic.

2. Guided Pathways (Standing Item)

A. Update on Phase One planning progress. (Attachment 3)

From a meeting with Catherine Indermill, Jason Edington, VP's Debra Polak and Ulises Velasco it was suggested that #1: Cross Functional Inquiry should be added to the list for Phase One. The justification was, "in an effort to continue the work that we started with CUE and to continue to help foster an inquiry-based culture in our planning and decision making #1 should be added."

B. Report from Workshop (Attachment 4)

Discussion from Vice Chancellor of Academic Affairs, Laura Hope's session:

- This document we are creating is more for our college and NOT for the Chancellor's office.
- It is okay to only have three things that you are focusing on for Phase One. (We have 6)
- "We are building the plane while it's flying."

Discussion from Janel Fulles, Bakersfield College (Started GP in 2013)

- Bakersfield has seen a 34.4% increase in student enrollment over the last five years.
- Students applying in October for graduation, receive priority registration for Spring.

Discussion from Mustafa Popal

- Guided Pathways has to be grounded in equity.
- Equity is not our 1990 idea of diversity.
- This is a social justice issue.
- The members would like him to come up to Mendocino and speak.

C. Discussion on Strategies/ideas/questions from senators regarding the planning of key elements for the Phase One Guided Pathways Report.

- We need to have assign time and with an amount in our plan.
- The Four Pillars of Guided Pathways. (**Attachment 5**)
- Redefine the list- 6, 8, 9 taken off, 11 was looked at from a different perspective of “What Strategic Professional Development” means.
- Students need to be involved in this planning.

Next Steps (Attachment 6)

The following areas were discussed as where we go next in this process:

- Create an inclusive Guided Pathways team
- Course Mapping at in-service/faculty event
- Professional development on Guided Pathways for faculty
- Faculty need to have a discussion on how we would like to choose leadership for Guided Pathways.
- The fall-to-fall persistence of First-time degree/certificate or transfer seeking student’s numbers were discussed.

Lastly, Edington highlighted the responses received by the Senators feedback on planning for the key elements. (**Attachment 7**)

3. Full-Time Faculty Climate Survey-Phil Warf, MCFT President

Discussion of survey items with Senate (10+1) purview (**Attachment 8**)

Phil Warf explained that the data shows over whelming attitudes towards sub-groups based on the various questions in the survey.

This information has been sent to the board and the president. A response has been received from the board president, David Geck. Phil read the following email into the record:

Good morning Phil.

I wanted to let you know that the Board has reviewed the faculty survey results you have shared with us.

Campus climate is a concern for everyone and as a matter of fact we have directed the administration to survey the campus community. This month a survey will be sent out to full-time and part-time faculty, management, classified staff, and students. The results of this broad survey will hopefully provide the Board with information regarding the status of the campus climate. Based on the results the Board will have a more informed opinion of the broader campus climate.

Thank you for the additional information you brought to the Board’s attention.

Dave Geck

Indermill expressed appreciation to Phil for his work and also added that this is a difficult thing to process and to present. The discussion was about whether this topic could be placed on a future agenda so the Senate can look at these areas further and decide what we can and should do with this information.

Adjournment The meeting was adjourned at 2:01 pm

Academic Senate Membership 2017/2018

Jason Edington, President
Catherine Indermill, Vice President (Math)
Doug Browe (Fine & Performing Arts)
Rodney Grisanti (Social Science)
Rachel Donham (Science)
Taylor Cannon (PT Faculty Rep)
Conan McKay (Career & Technical Education)
Nicholas Petti (English, Library & Languages)
Rhea Hollis (Student Services, Learning Skills & Counseling)

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Attachment 1 Part Time Faculty, Taylor Cannon: Senator's Report for 3/1/18:

1. The first meeting of the spring 2018 semester for Part Time Faculty was held on Tuesday 2/27/18 from 3:00p-4:00p on the Ukiah campus. ConferZoom (video conference app/program) was used to allow video and/or phone conferencing to the meeting for part time faculty not located in Ukiah, including distance education part time faculty. Attending the meeting virtually were Mina Cohen (Art) and Heidi Ahders (Math). Agenda below.

- a. Guided Pathways – Discussed Guided Pathways and where we are at in developing the Guided Pathways plan. Course rotation and long term planning for degree completion was considered to be an important piece to include in the plan. Course sequencing was also discussed to allow students to complete their education plan in a timely manner. The math and science class scheduling was used as an example on how to align classes to meet student's needs for scheduling across STEM majors. More information on what courses are needed for degrees/certificates and when they are scheduled to occur, so students can map out courses to complete their degree in two-years. Having the instructor course assignments and schedule available early than one semester prior. It was mentioned that other community colleges are currently working on Spring 2019 while Mendocino College is just getting to Fall 2018. Knowing the courses 12-18 months in advance would also assist students in developing their education plan. For the Key Elements these seem to fall into 2) Shared Metrics, 6) Guided Major and Career Exploration Opportunities & 8) Clear Program Requirements.
- b. Addition of a plus or minus to grading system – There was a discussion of the benefits and implication of adding a plus or minus to the current grading system at Mendocino College. The current system does not provide for “wiggle” room to help motivate students, such as a B-, B, or B+ option might have in relation to final exams. Additionally if Mendocino College joins the OEI (Online Education Initiative), then a plus or minus addition to the grading system may be a benefit for enrollment, compared to schools that do not offer this grading system. Currently, the use of a plus or minus grade option is only 10% of colleges in the California Community College system. This item is scheduled to be discussed at the next all faculty meeting on 3/8/18.
- c. What does a Mendocino College Education look like? – Responses included: Fostering critical thinking. How can we get students to develop a language of critique and justification? A focus on community engagement. Awareness of ecological and social justice. Promoting Academic Honesty and Understanding Information Literacy using peer-reviewed references and citations.
- d. Academic Committees that have part time representation were reviewed. All of the part time committee's terms, with the exception of one, will renew in Fall 2018. Discussed \$700 Part time faculty stipend for committee representation. Part time faculty interested in getting involved in academic committees should contact the MPFA president to begin the process. Faculty inquired if it is possible to use ZoomConfer for virtual attendance to meetings, especially within the Distance Education Committee.

Attachment 2

Part-Time Faculty Meeting Agenda
Tuesday February 27, 2018 3:00pm to 4:00pm
Located in LLRC Room 4134, Ukiah Campus

Conference Call-in Options: **Meeting ID - 926 261 8286** & No Password

- <http://conferzoom.org/> : via computer, laptop or tablet.
- Phone Number: +1 408 638 0968 (US Toll)
- Phone Number: +1 646 876 9923 (US Toll)
- Phone Number: +1 669 900 6833 (US Toll)

Schedule:

- I. 3:00p-3:10p - Part Time Faculty Introductions:
 - a. Discipline, teaching locations, number of years teaching, one interesting item to share about yourself as part time faculty.

- II. 3:10p-3:25p – Academic Committee Updates:
 - a. Updates from part time faculty serving on academic committees
 - b. Academic Senate Updates:
 - i. Guided Pathways Update
 - ii. Committee Representations – Academic Senators Term 2018-2020

- III. 3:25p-3:40p – Discussion Topics:
 - a. What does a Mendocino College Education look like?
 - b. Adding a plus and minus to our grading system.

- IV. 3:40p-3:50p – Questions and Answers from part time faculty on Committee or Academic Senate representations:
 - a. What committees are available? What is the process for appointment? What compensation is received? What do your duties include? When do committee appointments occur?

- V. 3:50p-4:00p: Part Time Faculty Forum
 - a. Open Forum for Questions and Comments from part time faculty on issues or concerns.

Attachment 3

Guided Pathways Report March 1, 2018

Meeting with Vice Presidents of Polak and Ulises – 2/20/18

On 2/20, Catherine Indermill and I met with VP's Debra Polak and Ulises Velasco to continue working on the Action Plan for Phase One. Debra and Ulises agreed with the items that the Senate suggested, and agreed to leave out the two that the Senate suggested we do not work on in Phase One. Additionally, they suggested that we add Number 1, Cross-Functional Inquiry, in an effort to continue the work that we started with CUE and to continue to help foster an inquiry-based culture in our planning and decision making. Catherine and I felt that this was a good suggestion and accepted it.

To help facilitate the planning, Ulises created a Google Doc that includes each of the Key Elements (all fourteen), with space for each area and input from all six of the participants working on the plan (Debra Polak, Ulises Velasco, Jason Edington, Catherine Indermill, Chris Olson, and a student who is TBD). The intention is that we can put our thoughts, questions, comments, and ultimately work in this document, and we can all see it and decide on what goes in the actual report.

Next, we began working through one of the elements (#2) to get an idea of the work we will be doing. Several questions came up about 'Shared Metrics'. For example:

- What department data are we looking at?
- Who is looking at this data?
- How are we using the data?
- How do we use the data to move forward?
- Data should be used by all key decision making committees (as identified in the accreditation report) and maybe some other committees
- What are our key initiatives?
- How do we identify Cohorts?

In response to the idea of 'who is looking at the data' that exists, and 'how is it being used', there was some discussion about what is appropriate use of data (to support professional development, scheduling of class times, for example), and that it has never been used in any kind of employee evaluative way. In keeping with the spirit of a culture of inquiry, this is an important philosophy to continue to follow – the ability to learn from our data without fear of it being used in evaluation.

The last topic for discussion was the agenda for our workshop on 2/26.

Attachment 4

Guided Pathways Workshop – Sacramento – 2/26/18

Following are a list of ideas/suggestions/tidbits of information gleaned from the workshop:

Vice Chancellor Laura Hope opened the session. Some things that she shared:

- Do not over-narrate the plan; Bullet descriptions are fine!
- Remember that the plans are not chiseled in concrete – we can update the plans in real-time.
- This document we are creating is more for our college (us) than the Chancellor’s office (them).
- 77% of colleges rated themselves as “pre-adoption”
- Your college might only have three things that you are going to focus on in Phase One, and this is fine!
 - Spending your first year on inquiry is great!
- You should expect feedback on your documents from the Chancellor’s office in May (May 1st?)
- We need to think of what we are doing as innovating at scale, as opposed to prototyping.
 - It is expected that we will make some mistakes that we can learn from.
 - Part of our job, indeed, is to break it to make it better.
 - “How to improve the journey for every student on campus is our goal”.
- Things that are coming:
 - Student Voices tool
 - Field Notes
 - Online Learning Modules (to help everyone on campus come up to speed)
 - Facilitation Teams
 - Fall 2018 Flex
- “We are building the plane while it’s flying.”

A panel of three faculty each responded to a different question

Question: What outcomes, attributed to your journey in Guided Pathways, can you share?
Janel Fulles, Bakersfield College (Started GP in 2013)

- Student success lab 82%
- Supplemental Instruction 75%
- Tutoring 73%
- Writing Center 80%
- Completion of transfer level English/Math in first year is a new metric they are choosing to report.
- Bakersfield Meta Majors
 - Completion coaching teams are in charge of each meta-major for follow up with students that have fallen ‘off track’ from signing up for enough units to complete in two years.
 - They do this by sending out emails about getting back on track starting in week 3.
 - They are taking each meta-major and disaggregating it to each major to see how students are doing and what classes they are taking.
- Bakersfield has seen a 34.4% increase in student enrollment over the last five years.

- Not sure to what extent this is attributable directly to GP, but this is at a time when many colleges are losing enrollments.
- Students that are starting at 17 or younger are three times more likely to complete.
- Students are applying in October for graduation, and then receive priority registration for Spring.

Question: How do we design for Guided Pathways rooted in equity?

Jose Maldonado, LA Mission College (Started GP in 2013)

- Must be data driven, and must look at and understand 'Brutal Facts'.
 - For instance, percent of students completing in 2, 3, 6 years.
 - Important when sequencing courses to keep these facts in focus
- Must keep in mind who educational structures was developed by, and who they were developed for.
 - When designing the new system that GP proposes, it is important to keep this in mind and not fall back on 'default' because it is simple/familiar/comfortable.

Question: Much of the work of Guided Pathways involves curricular and program transformations. What role should faculty play in the process? How do we work together across campus roles?

Rebecca Eikey, College of the Canyons (Started GP in 2013)

- Trust is key issue as there is a lot of risk/nervousness.
- However, the reward is huge! Major increases in student success, closing of achievement gaps.

First Breakout Session: Guided Pathways First/Early Steps: Ready, Set...Now What?

- S.O.U.L. Searching
 - Sense of urgency about student success
 - Must confront brutal facts, and the need to make changes soon is important
 - Organic Design
 - Understanding the uncertainty
 - Course Mapping, Social Graph, Student Feedback
 - Skyline dealt with most of this through the use of data
 - Course mapping is a great way to get faculty involved and understanding the importance
 - Set default design principles (to avoid going to defaults)
 - Learning everyday
 - Embrace being surprised; there is growth in that space
 - Need to be conscientious in our design to ensure that we are not creating a hollow structure

Many of us utilized the second breakout time to discuss our plan and begin to work on it.

- Through much discussion, we decided to make some changes to the elements we were going to include in Phase One.
 - 1. Cross-Functional Inquiry (this was added already)
 - 2. Shared Metrics (Also on our original list)
 - 4. Inclusive Decision-Making Structures (Also on our original list)
 - 10. Integrated Technology Infrastructure (Also on our original list)

- 11. Strategic Professional Development (Added)
- We also went through an exercise of deciding where each of the elements fit into the four Pillars of Guided Pathways (Next Page)

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Attachment 5

Where Each Key Element Fits in the Pillars of Guided Pathways

	Create clear curricular pathways to employment and further education	Help students choose and enter their pathway	Help students stay on their path	Ensure that learning is happening with intentional outcomes
1. Cross-Functional Inquiry	X	X	X	X
2. Shared Metrics	X	X	X	X
3. Integrated Planning	X	X	X	X
4. Inclusive Decision-Making Structures	X	X	X	X
5. Intersegmental Alignment	X	X		
6. Guided Major and Career Exploration Opportunities		X		X
7. Improved Basic Skills			X	X
8. Clear Program Requirements	X			X
9. Proactive and Integrated Academic and Student Supports	X		X	X
10. Integrated Technology Infrastructure	X	X	X	X
11. Strategic Professional Development	X	X	X	X
12. Aligned Learning Outcomes	X			X
13. Assessing and Documenting Learning	X			X

14. Applied Learning Opportunities			X	X
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Attachment 6

Next Steps

- Create an inclusive Guided Pathways team
 - Goal is to create team by end of April for a meeting before the end of the semester
 - Highly important to ensure we have adequate representation from all groups, including students!
- Course Mapping at in-service/faculty event
- Professional development on Guided Pathways for faculty (perhaps teaching institute?)
- Faculty need to have a discussion on how we would like to choose leadership for Guided Pathways.
 - Senate?
 - Elected faculty member(s)?
 - Other ideas?

Keeping in mind the brutal truths that we need to confront, I requested some data from Minerva:

Mendocino College transfer rate: 12.71%

- In compliance with the Student-Right-to-Know and Campus Security Act of 1990(Public Law 101-542), it is the policy of the Mendocino-Lake Community College district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2013, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed in the table below.
- Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 2013 to Spring 2016.
- Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer-prepared'.
- Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five-semester period, from Spring 2014 to Spring 2016, are transfer students.

Fall to Fall persistence of First-time degree/certificate or transfer seeking students

- 3 year average persistence – 53%
- 3 year average loss of students – 47%
 - Students in this cohort must be New to the term
 - Indicate degree/certificate or transfer seeking

Attachment 7

Senator Responses to requesting feedback on planning for the key elements

1. Cross-Functional Inquiry

- SURVEY STUDENTS FOR THEIR PERSPECTIVE
- MAKE COURSE LEVEL DATA ACCESSIBLE WITHIN THE IR TABLEU PLATFORM AND/OR CANVAS
- How can we find out which programs are most effective on closing achievement gaps on campus? (i.e. CAMP, EOPS, FYI, APEX, Etc.)

2. Shared Metrics

- Will E-Lumen be our Student Data Repository to track longitudinal data?
- How can we implement a "Leaver's Survey" in the next year to address the retention gap from summer?
- Questions:
 - Do we have student data to track once they graduate to see if they've achieved degrees or employment?
 - Do we have an exit or follow up survey?
- Ideas:
 - After hearing that students who do not plan to earn an AA are looked on as a failure to MC, we need to address that.
 - Perhaps more options for students to choose from when they first register here....

4. Inclusive Decision Making Structures

- Will there be a faculty coordinator for guided pathways?
- If the college is siloed is there a way to co-mingle constituent groups into a work team that can focus on this category?
- How do we get more students involved?
- Idea:
 - The AS should email out a list of who our key leaders are and what their roles are, as well as asking for suggested changes.
- Question:
 - How do we get more faculty to be involved, it seems as though most of my constituents are not interested/engaged.
- Idea to follow up on Question:
 - Perhaps this can be an in service session, to have a captive audience?

6. Guided Major and Career Exploration

- Proposal to counselors to include at least one CTE course in student's Ed Plans.
 - This is in the spirit of career exploration and can also give students a practical skill they can use for both financial and personal enrichment.
- Having student ambassadors from different programs representing those programs to other students, perhaps during registration week.
- Idea:
 - For programs with FT Faculty, this should be done at the faculty scale.
 - For Depts without a FT faculty, maybe PT and someone else can help?
- Questions:
 - For Transfer degrees, the pathway is already set, right?
 - We desperately need a career and major exploration center on campus, or at least software that helps students explore the options.

8. Clear Program Requirements

- One of the issues encountered in the CTE world is cancellation of classes.
 - Since our campus is small, there are often students who need 1 or 2 classes to complete a certificate program whose classes are cancelled.
 - This is dispiriting for all.
 - Understandable, we need a minimum number of students for classes, but we need to address those students who have worked hard and are close to their goals, but are stymied through no fault of theirs.

10. Integrated Technology Infrastructure

- CHANGE THE MESSAGE PLATFORM FOR EARLY ALERT TO BE MORE STUDENT FRIENDLY.
 - STUDENT FEEDBACK IS THAT IT APPEARS TOO INSTITUTIONAL AND APPEARS MORE PUNITIVE THAN SUPPORTIVE.
- Develop a way to track students on academic probation and/or understand our "at-risk" population more holistically.
- Develop a Career Center & a Transfer Center to be the 2nd point of contact after in-take and education plan with general counselors.
- Provide 2 & 4 year course rotation and course sequencing at college groups and department levels.
- How do we group disciplines into "college groups"?
 - Use constituency groups' grid for academic senate?

11. Strategic Professional Development

- PERHAPS A WORKSHOP ON DATA PRINCIPLES AND CONTEXTUALIZING DATA IN RELATION TO OUTCOMES?
- UNDERSTANDING THE METHODOLOGY BEHIND OUR DATA
- CREATING COMPARISON GROUPS IN IPEDS TO LOOK AT OUR INSTITUTIONAL PERFORMANCE.

Attachment 8

To: Academic Senate
From: Phil Warf, MCFT President
Date: March 1, 2018
Re: Union Membership Climate Survey

Near the end of the Fall 2017 semester, the Mendocino College Federation of Teachers conducted a survey of members about the “climate” on campus. A number of questions explored attitudes about participatory governance. After consultation, union and senate leaders agreed that several specific survey items relate directly to the 10+1 and are appropriate for review by the Academic Senate. Of particular interest were the members’ evaluations of their colleagues and the administration in the following areas:

- Level of support for faculty in doing their job effectively
- Level of support for personally designed professional development
- Responsiveness to suggestions for improvement by faculty
- Valuing input by faculty in making staffing decisions
- Valuing input by faculty when considering adding or eliminating programs
- Observing participatory governance and creating internal processes for inclusive practices

I have already shared these results with the Board of Trustees and President Reyes. Below is some information about the survey.

About the survey:

The questionnaire was written by a committee of union members utilizing questions that have appeared in climate surveys done by other CCC’s as well as private consulting firms. The population for the study was all full-time faculty union members as of Fall 2017. We implemented the survey using the Survey Monkey online tool. It was open for responses from October 26 to November 10, 2017. Overall, 28 faculty completed the survey.