

MINUTES
Mendocino College Academic Senate
Friday, October 7, 2016
11:30a.m. – 1:00p.m., Room 4210

- Call to order* Vice President Indermill called the meeting to order at 11:30 a.m.
- Present* Jordan Anderson, Jessica Crofoot, Catherine Indermill, Tascha Whetzel, Doug Browe, Conan McKay, Vivian Varela
- Absent* Maria Cetto, Jason Davis, Jason Edington
- Recorder* Tascha Whetzel (with assistance from Jessica Crofoot)
- Agenda Approval* **M/S/C (Anderson/Browe) to approve the agenda**
Crofoot asked if Discussion Item #2 could be moved to an Action Item, as she had requested at the previous Academic Senate meeting and in an email to Edington on 10/3/16. Indermill indicated that this is not possible, at this time because it was too late and it needed to be on the published/public document unaware of this and the 9/23 minutes do not reflect this request
- Minutes Approval* **M/S/C (McKay/Browe) to approve the minutes of September 23, 2016 as presented.**
On page 5, Discussion Item #4 Academic Calendar--- Crofoot asked for the minutes to reflect her statement regarding the Wednesday before Thanksgiving. Indermill stated that she had a copy of the Crofoot's request in a draft of the minutes and thought it had been forwarded to the senators. Indermill read from the said draft: "Crofoot stated that if progress is moving forward, by the end of March/April, we would in fact be able to adjust the 2017-18 calendar to reflect the Wednesday prior to Thanksgiving off. Edington stated that since the Academic Calendar is a negotiated item, he was unsure of the dates that Crofoot mentioned."

Motion passed unanimously.
- Consent Calendar* None
- Public Comment* Indermill reminded the senators that public comment is the time members of the public to make comments on items on the agenda. If Senators have comments related to the business of the Academic Senate not on the current agenda they can be made in the Open Forum at the end of the agenda. Browe said his comments were better suited for Open Forum.

Reports

Presidents Report: Indermill indicated that Edington was not present due to illness but had submitted his report (attachment #1) prior to the meeting for review and asked if anyone had comments or questions.

Item # 7 ASCCC Area B meeting: McKay asked if anyone was going to the ASCCC Area B meeting. Varela was unsure if she could attend. McKay shared that he was also attending the Statewide Academic Senate Conference and was also attending the Basic Skills and Online Distance Education committee meetings.

Item #6 Committee Staffing/Senator Involvement: Anderson asked for clarification of and the role of the Coast Implementation Committee. Indermill explained the function and goals of the committee. Anderson indicated he may be interested in this committee and will follow up with Edington. McKay commented that he may be interested in the Distance Education Committee if there are no other volunteers.

On #5, Indermill shared that no formal action has occurred related to she and Jason obtaining information about the calendar.

#7, Crofoot asked if we still need others to go to Area B. Indermill indicated yes, since either Edington or Indermill will not be able to attend at this time.

Senators' Reports:

- *Update on ASCCC Online Education Committee – McKay.* McKay submitted a report (attachment #2) and spoke about the updates on ASCCC Online Education Committee. The committee has two main goals: 1. To ensure the appropriate use of education technology. 2. To give recommendations to the Chancellor's Office on the definition of a hybrid course. There have been recent changes in Title 5 and there is no consistent definition of a "hybrid" across the state. He requested those with additional questions contact him.
- *Strategic Planning Retreat – Indermill.* Indermill indicated she did not submit a report for this meeting and will likely do so in the future. She was able to attend the retreat for part of the morning session, but had requested information from the organizers about the remainder of the day which she was unable to obtain thus does not have the information to share at this time.

Committee Reports:

- *Student Equity – Whetzel.* Whetzel submitted to the senators prior to the meeting, an outline of the PowerPoint she presented at the Strategic Planning Retreat on Equity with some changes (attachment #3). She shared that a new procedure was recently started in the Equity Committee where members were asked to submit proposals on how to spend monies not yet spent prior to Dec 31, 2016 (\$137,000). The members had pitched their proposals at a committee meeting, then members were asked to rank the requests. Most were verbal and a few were on the written request proposal form. Whetzel reported that she was unable to attend the meeting. She felt not enough information was provided for her to participate in the ranking process after the meeting. These rankings were tabulated by the Student Equity Coordinator Adan Chaidez. Adan met with Arturo Reyes, Ulises Velasco, and Debra Polak to review the committee’s rankings and determine appropriate allocations. Anderson noted a Native American Outreach Specialist position hiring process had started and the funds are not coming out of the \$137,000. Browe asked if this position would affect the %0% Law. Indermill said, “yes” in that it is not a faculty position.

*Action Items /
Old Business*

1. Distance Education Committee Recommendation for Canvas Training: Indermill introduced the topic by referencing the recommendations provided prior to the meeting (attachment #4).
M/S/C (McKay, Browe) to approve the recommendation the Distance Education Committee as submitted by Vivian Varela (Distance Education Coordinator) prior to the meeting.

Discussion included the following: Varela shared that there was much discussion in the committee about how to proceed with the trainings. Recommendation C: “Brand new, never taught online for Mendocino College, wishing to use Canvas for Face to Face courses: complete a two-week Canvas Basics course before using Canvas for a face to face course” was the point of contention. Indermill shared that she is on the committee and felt that “C” was a compromise made by the committee which felt some formal training was important. Varela shared that after the next training (November 7), there will be an evaluation made by the committee regarding the value of the training. Anderson asked with the number of seats available for the training, would this limit the amount of instructors who could use Canvas in spring? Varela affirmed this but did not think it would be detrimental to the process. Indermill added there may be exceptions and special circumstances to help meet the needs of the instructors and these will be handled case-by-case. McKay asked if the committee is looking at andragogy and use of technology in the

classroom. Varela shared there is discussion about what topics are most appropriate for the committee and for other committees or forums. Browe asked how technology within Canvas will be addressed in regarding Student Learning Outcomes". Varela shared that it is addressed. Indermill suggested that we continue the discussion of use of Canvas with SLO's in Face to Face classes, andragogy, and technology in the classroom by putting in on a future agenda. Senate voted on approving the Distance Education Committee's recommendation for Canvas training as was presented in the handout. Motion passed unanimously.

2. Curriculum Committee Co-Chairs Division of Tasks: Indermill referenced the document submitted to the senators prior to the meeting (attachment #5). She indicated the Academic Senate appointed Co-Chairs (Vivian Varela and John Koetzner) of the Curriculum Committee (May, 2016) for the first time. This agenda item is a follow up to that action.

Varela explained the breakdown of duties for the Co-Chairs as presented and as developed in a meeting between the Co-Chairs (Varela and Koetzner), Vice President Guleff and Dean Montes. It was recommended by this group that the committee should precede with this division for one year and then evaluate the effectiveness of the arrangement. Each Co-Chair receives 20% re-assignment to complete their duties. McKay asked if the percentage of time was adequate. Varela shared that it was too soon to tell.

Discussion Items

1. Report of Dual and Concurrent Enrollment – Polak

Acting Vice-President Polak presented her power point (Attachment #6) she shared during the Strategic Planning Retreat on Dual and Concurrent Enrollment. She clarified the definitions of each, why our college provides both, the requirements, important documents, sections scheduled and other related initiatives. McKay asked if we share who attended in college classes with the K-12? Would this violate FERPA? Polak will check. Browe asked if students who take AP class from the college, will they receive the 5 point A from the high school. Polak believes so. McKay asked if these programs have impacted college part time faculty not getting work when the high school teachers are teaching the courses. Polak indicated no since these were classes set up at the high school. Polak also indicated that high school retained by the school district are not college employees, the high school is paid \$500 per class, of which the teacher receives \$400.00. McKay also asked about maintaining college rigor at the high school classes. Polak shared that the college evaluated the teachers and this is discussed.

2. CCA Request for information from community colleges regarding

ACCJC – Crofoot: Indermill introduced the discussion by indicating that the California College Association (CCA) is an affiliate of the faculty union (California Teachers Association – CTA) representing our part-time faculty. At the last Academic Senate meeting it was reported by Crofoot that CCA was requesting Colleges take a position of non-support for ACCJC. Crofoot noted that if the Academic Senate doesn't have enough information and cannot make a determination about this issue today, then she can make that report to the CCA. McKay asked if he could add some information from his last State Wide Academic Senate meeting (9/30-10/1/16) regarding non-support of ACCJC as the accrediting body for the community colleges. He said there are several resolutions to this accord. And State Wide Academic Senate does not support ACCJC.

M/S/F (Crofoot, McKay) Crofoot made a motion for the Academic Senate to take a stand of non-support of ACCJC, with a second by McKay.

Discussion was *suspended to accept a motion for action* not previously identified on the agenda. Indermill (with input from McKay) explained the rules for a suspension of order to consider this motion.

Crofoot shared that she would like Senate to take a stance on ACCJC. Indermill felt that we cannot take a position based on what was just shared from McKay and our own experiences. In order to take action to support or not a motion of this nature requires qualifying documentation and in the absence of such does not support the acceptance of the motion to continue discussion and take action for a topic not on the current agenda.

Indermill noted no additional discussion was occurring and called for a roll call vote on whether to consider the motion on the floor, but not on the current agenda. The motion passed:

Yea: Varela, Browe, McKay, Crofoot

Ney: Anderson, Whetzel

Indermill indicate discussion on the motion to for the Academic Senate to take a stand of non-support of ACCJC, may commence, noting it will be discontinued due to time constraints at 1:08pm.

McKay said he feels it would be a stronger vote, if everyone can see the documents and let their constituents know their opinions. He asked that the Senate discuss the ACCJC and vote on this in the future. In this way he can take our position to the State-Wide Academic Senate meeting in November. Indermill and Varela both agreed more information was needed in order to make an informed decision. Additionally, Varela shared that she had been approached by ACCJC to write a letter of support for them since she has been on several accreditation teams.

McKay shared that some his colleagues have been approached by President Reyes to write letters of support for ACCJC. Indermill asked if there was additional discussion, hearing none she called for a vote on the motion. McKay requested a roll call vote. The motion failed:

Yea: Crofoot

Ney: Whetzel, Browe, Varela, McKay, Anderson

2. Senate Operations/Senators Roles: Indermill stated that Edington will discuss this at a future meeting.

Open Forum

Indermill indicated that this agenda item is the time that Senators can discuss any of the “10 +1” items that were not on the agenda. By discussing these items, they are public and will be in the minutes and may be included on a future agenda.

Browe shared that he had been involved with public radio KZYX, based in Anderson Valley, with a satellite in Willits and one on the Coast. He wondered if Mendocino College should be one of the satellite bases. Indermill suggested that he speak with Edington about adding this concept to a later agenda.

Adjournment

The meeting was adjourned at 1:12p.m.

Next Meeting

Friday, October 21, 2016 from 11:30a.m. – 1:00p.m.

Location: LLRC, room 4210

ACADEMIC SENATE PRESIDENT'S REPORT

October 7, 2016

Respectfully submitted by Jason Edington, Academic Senate President

1. **VP/Deans/Directors Meeting:** On 9/27 I met with Debra Polak, Rebecca Montes, Valerie Jensen (Director of Lake Center), and Matt Gordon (Athletic Director) to discuss what things we are all working on in our 'areas'.
 - a. Debra stated that the college had no information to release about our previous VPES. When the resignation was received, it was forwarded shortly thereafter with a statement from President Reyes.
 - b. Valerie let us know that she is working to coordinate scheduling of classes between the centers and the main campus, including gathering input from and working with full-time faculty.
 - c. Debra is working on Sub Change and Midterm reports (see next meeting for dates), as well as gearing up for E-lumen.

2. **Distance Education Committee:** On 9/27, I attended the Distance Education Committee to discuss the recommendation on Canvas Training. After discussion with the committee, it was agreed that Vivian and I would work together to bring forward a recommendation to the Senate, which we will be seeing today.

3. **9/28 VP/AS Meeting:** Met with Debra Polak and Catherine Indermill
 - a. Debra will be reporting on Dual and Concurrent Enrollment (at today's meeting)
 - b. We should see the Sub-Change (Fort Bragg) come to the 10/28 meeting (it is due by 1/10/17) and the Mid Term Report for ACCJC on 12/9 (Due 3/17).

4. **9/29 Committee Chairs Meeting:** We discussed the goals for the year (get the handbook completed by mid-October) and briefly discussed the idea of this being the place where we might consider expansion or contraction of committees, as well as committee makeup.

5. **Academic Calendar:** Jason and Catherine are working on obtaining more information on the Academic Calendar and will bring the item back once they have gotten the information.

6. **Committee Staffing/Senator Involvement:** At this time we need one member for the Distance Education Committee. Also, we need to replace Dan Jenkins on the Coast Implementation Committee, and it would be a great idea to have this replacement be a Senator (that is how Dan was placed on in the first place).

Further, having a Legislative Liaison and an Applied Academics Liaison is great idea. Currently, Conan is serving as the Applied Academics Liaison, but ASCCC would prefer it was not an Executive Committee member. The Legislative Liaison would be a faculty member that would keep up with new and pending legislation as it pertains the Community College System.

7. **Next week is the ASCCC Area B meeting:** Conan McKay, Catherine Indermill, and I will be attending. (Anyone else?) Also, I have asked Catherine (and she has agreed) to attend the Regional Institute on Minimum Qualifications and Equivalency on Friday, October 28 at Woodland Community College.

Update on ASCCC Online Education Committee

- The Online Education Committee meet in Sacramento on Friday, September 23, 2016 from 10am to 2:30pm
- The committee reviewed resolutions from the previous year and prioritized our assignments. It was determined that the main priority for the Online Education Committee was to update/rewrite Ensuring the Appropriate Use of Educational Technology: An update for local Academic Senates. Some of the Topics that were identified as missing were:
 - Student Services
 - Professional Development
 - Quality of Instruction (rubric from OEI)
 - Authentication and Testing
 - Definition of “What is a hybrid course”
 - Ensuring all technology (and online instruction) is 508 compliant
- The Online Education Committee will be presenting at Plenary Session in November 2016. The Breakout session will be an update from Pat James regarding where we are with OEI and what are the next steps and a discussion on Best Practices, Authentication and testing and anything else that people want to talk about.

Update on Student Equity Committee- 10/4/16 by Tascha Whetzel, Co-Chair

Student Equity Plans

- Student Equity is a state mandated campus activity
- Funding is provided
- The goal is to identify and reduce success gaps for students

Populations and Success Indicators

- Populations- American Indians or Alaskan Natives, Asians or Pacific Islanders, Black or African American, Hispanic or Latino, White Non-Hispanic, Current or former foster youth, Low income, Veterans, Persons with Disabilities
- Success Indicators- Access, Course Completion, ESL & Basic Skill completion, Degree and Certificate Completion, Transfer

Mendocino College's findings

- Disproportionate impact on three groups
 - African Americans
 - Foster Youth
 - Native Americans

Activities were written for the three groups in relation to the five success indicators

Activities are in 3 categories: Research, Professional Development, and Direct Student Support

Activities

- Round Valley Outreach position. Kits for students. Computers for library.
- Summer Bridge- Ukiah campus
- Hired Native American Student Resource Center assistant
- Opened the Native American Student Resource Center- room 6210
- Posted the position of Native American and Other Populations Outreach and Support Specialist
- Provide funding for off campus childcare for classes
- CUE

In Progress

- Establish a first year experience cohort for Spring 2017 with our disproportionate impacted students
 - Enrolled in English 200 and Sociology 202
 - Provide counselor, supplemental instruction
 - Take 12 units, develop Ed. Plan
- Use information from Spring 17 to create an first year experience for 2017-2018

In Progress

- Conduct interview for Native American and Other Populations Outreach and Support Specialist
- Student Perspective- conduct a student perspective survey and conduct focus groups
- Professional Development- invite speakers to campus to discuss diversity and equity, provide Student Equity Institute October 28
- Specialized Student Support Programs- research possible programs and implement

Proposal for Use of Student Equity Funds

- As of 9/30/16- ~\$137,000 needs to be spent by 12/31/16
- Student Equity Committee members completed a request for funds form and had to indicate how the project will address the Success Indicators and Target Populations and close the gaps as identified in our Student Equity Plan
- Equity Committee members will rank the requests and make a recommendation
- Student Equity Coordinator and President will review recommendation and determine which projects will receive an allocation

Recommendation: For the spring semester classes, as a pilot, require all faculty to complete training according to the following:

- A. **Brand new, never taught online for Mendocino College:** Complete a 4-week Introduction to Canvas Course (approximately 40 hours) from @One designed for brand new online faculty. This course includes Canvas Basics and appropriate pedagogy for teaching online.
- B. **Previously taught for Mendocino College using Etudes:** Complete a two-week Canvas Basics course before teaching online with Canvas.
- C. **Brand new, never taught online for Mendocino College, wishing to use Canvas for Face to Face course:** Complete a two-week Canvas Basics course before using Canvas for a Face to Face course.

The Distance Education committee will be collecting input from faculty regarding the effectiveness of the training as a support for classroom usage. A final recommendation on training will be made to the Academic Senate in the Spring of 2017.

Vivian Varela

Distance Education Coordinator, Chair Distance Education Committee

Curriculum Co-chairs Division of Tasks

John:

1. Chair Tech Review
 - a. Work with Amy to prepare agendas
 - b. Communicate with faculty about changes / proposal readiness / problems
 - c. Ensure submissions meet requirements of new PCAH
2. Run the Six Year Review cycle
 - a. Inform and set deadlines for faculty
 - b. Spread out submissions so faculty/ curric committee not overwhelmed by submissions
3. Monitor CTE 2 yr review cycle through program review
4. Develop new transfer degrees, if necessary
5. Communicate with Kurt about C-ID
6. Update counselors on relevant curricular changes (ideally early in spring semester)

Vivian:

1. eLumen implementation
2. Chair Curriculum Committee
 - a. Work with Amy to prepare agendas
 - b. Follow-up to verify requested changes made before submission to Chancellor
3. Write reports for Chancellor's office (following requirements of new PCAH)
 - a. narratives for new and modified programs (Amy will do non-substantial changes for certificates and local degrees)
 - b. templates for new and modified transfer degrees
4. Be course substitution point person for Anastasia
5. Maintain families
6. Serve on SSSP committee

Both:

1. Orient committee members to curriculum processes
2. Attend EAP meetings
3. Attend Committee Chairs committee meetings
4. Review catalog for accuracy

Dual and Concurrent Enrollment

Strategic Planning

September 23, 2016

Mendocino College Definitions

- **Dual Enrollment:** Classes scheduled at a high school during the bell schedule **and** taught by a high school teacher.
- **Concurrent Enrollment:** High School students taking College classes.
 - Regularly scheduled college classes (on campus or online) with k12 students enrolled
 - Classes scheduled at a high school but after school
 - Classes scheduled at a high school during the bell schedule taught by a **College** instructor.

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Why Dual/Concurrent Enrollment?

- Provide college going experiences for students in the supportive environment of high school
- Cultivate college going culture among broader range of students
- Opportunities to explore CTE pathways
- Alternative to Advanced Placement (AP) classes and tests
- Economic advantage of graduating with college credits (college is expensive)
- Small high schools can offer increased options

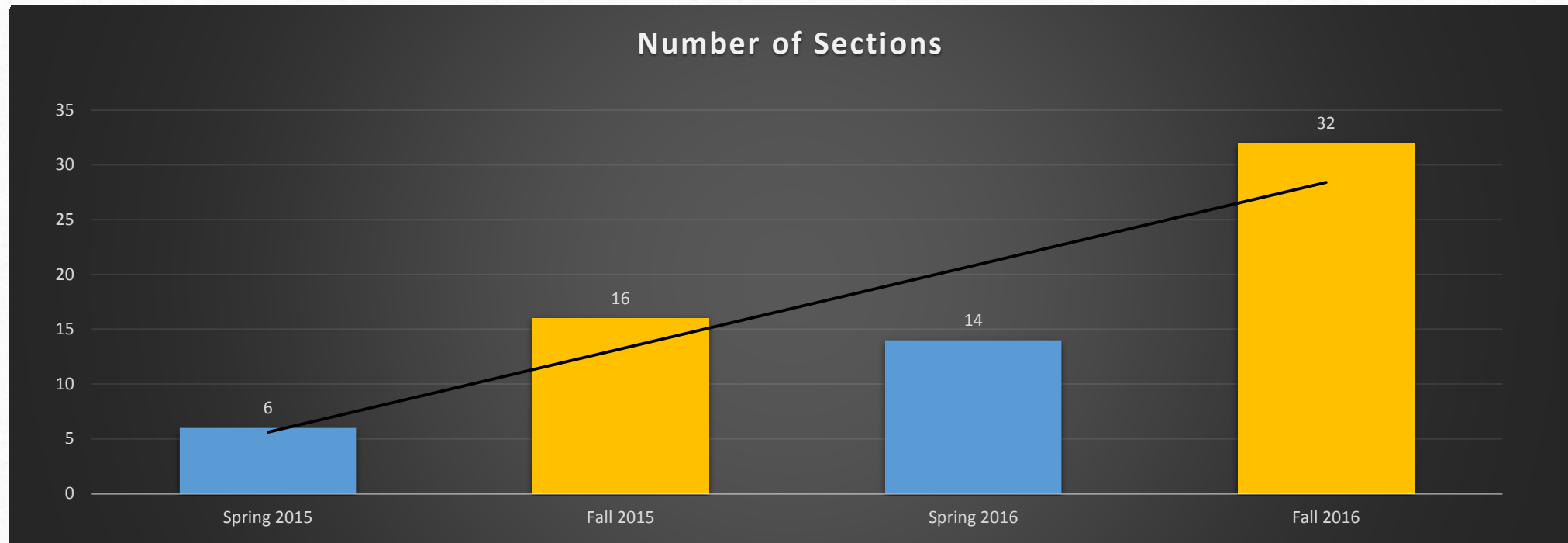
Requirements

- All instructors are approved through the part-time faculty application process. They must meet minimum qualifications.
- Scheduled sections are held to the same standards as any other section (open enrollment, 30-day rule, FERPA etc.)
- The College claims the FTES and the school district may claim *ADA* as long as their students complete 240-minutes of instruction per day outside of the college enrollment.

Important Documents

- **School District Board Resolution:** Statement that the high school campus is “open” when college classes are scheduled.
- **Instructional Services Agreement:** An agreement drawn up each semester with the district to clarify courses offered, instructors provided, and facilities required. Part B is an agreement with each instructor outlining their responsibilities to the College (teaching to the course outline, etc.)

Sections Scheduled



Fall 2016 Classes

- Ukiah:

- Potter Valley High School– CCS 100 (Career Planning Success)
- Ukiah High School– HLH 202, 2 sections (First Aid/Emergency/CPR), CSC 116 (Information Technology)

- Lake Center:

- Clear Lake High School– BUS 132 (Entrepreneurial Management), CSC 201 (Computer Applications), MTH 220 (Statistics)
- Upper Lake High School –CCS 100, 3 sections (Career Planning Success)
- Kelseyville High School– AGR 140 (Introduction to Horticulture), CSC 201 (Computer Applications)

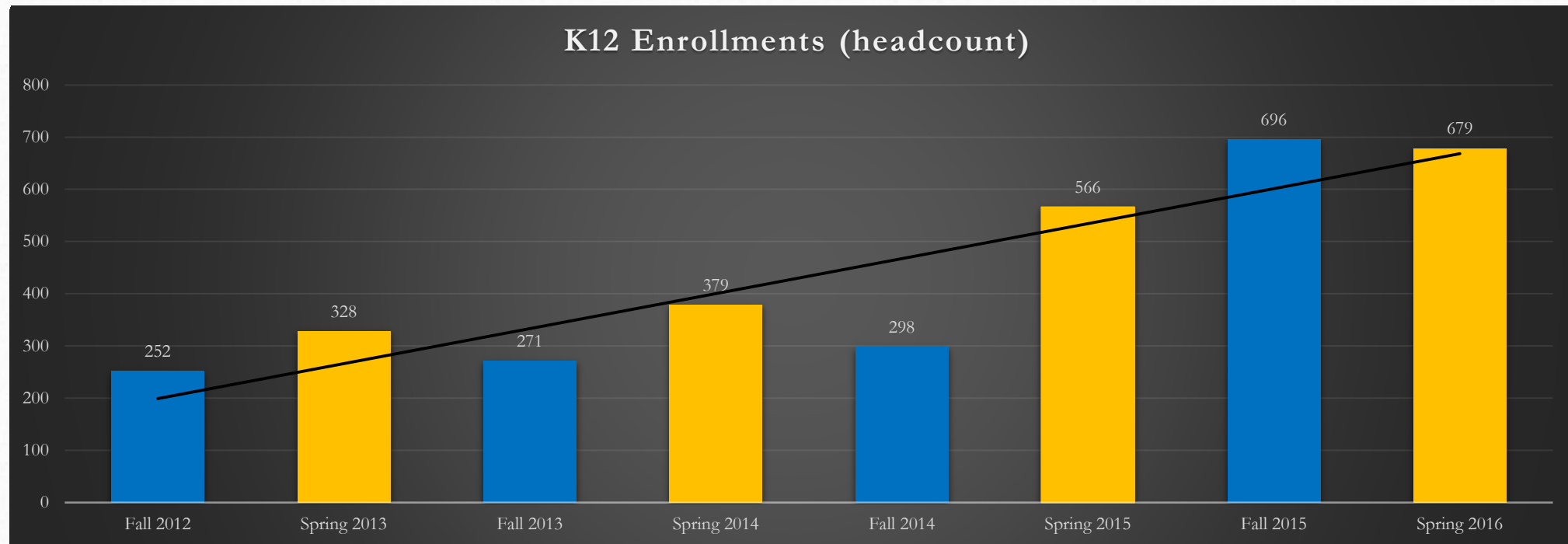
Fall 2016 Classes (con.)

- North County Center
 - Willits High School– CCS 100 (2 sections), CSC 201 (3 sections), MTH 220 (Statistics),
 - San Hedrin High School – ART 210A (Drawing), CCS 100
 - Willits Charter School – CCS 100
 - Round Valley High School—AUT 51 (Intro to Auto Technology), CCS 100
 - Laytonville High School– SST 180 (Construction Fundamentals)
 - Anderson Valley High School –AGR 56 (Small Farm Machine Operations and Safety), CCS 100, MUS 110/115A (Recording Studio Techniques and Lab), SPN 202 (Spanish 3)

Fall 2016 Classes (con.)

- Mendocino Coast Center:
 - Fort Bragg High School– MTH 220 (Statistics), PHL 220 (Introduction to Philosophy), PSY 205 (Introductory Psychology)
 - Mendocino High School – SPE 200 (Intro to Public Speaking).

K12 Enrollments



Other Related Initiatives

- Increase in after school college offerings at high school campuses
- Ukiah Independent Study Academy Middle College (15 students)
- High School encouraging concurrent enrollment at the College campus and Centers (e.g. Redwood Academy, Potter Valley HS, Three Rivers, Willits HS)
- Upward Bound (Lake) and Adelante summer programs
- Exploring the development of a Middle College HS on the main campus

Challenges and Impacts

- Admissions and Records (managing enrollments, payments, etc.)
- Center schedulers (greater work load with more complications)
- Auditor scrutiny
- Part-time faculty/high school instructors (keeping them connected)