

**Mendocino College Academic Senate**

**Minutes**

November 14, 2019

12:30 - 1:50 pm

LLRC Room 4210

**I. Call to Order**

*Present:* Julie Finnegan, Jody Gehrman, Janice Hawthorne Timm, Rhea Hollis,  
Nicholas Petti, Lisa Rosenstreich

*Absent:* Doug Browe, Taylor Cannon, Rodney Grisanti

*Guests:* Stuart Campbell

**II. Approval of the Agenda**

**M/S/C (Hawthorne Timm / Gehrman):** *Unanimous*

**III. Approval of Minutes**

None

**IV. Public Comment**

None

**V. Consent Agenda**

**M/S/C (Gehrman / Rosenstreich):** *Unanimous*

**A. Spring 2020 Academic Senate Meeting Times**

Academic Senate Meetings will be held from 12:30 - 1:50pm on the days previously approved: January 23, February 6 \*, February 13, March 5 \*, March 12, March 26, April 2 \*, April 23, May 7, May 14 \* (Faculty Meetings\*)

**B. Student Learning Outcomes Team Chair Duties**

Reaffirmation that the Slot Chair serves on the Curriculum and Educational Action Planning Committees, but virtue of position.

**VI. New Business**

**A. Committee Report: Student Learning Outcomes Team (SLOT)**

SLOT Chair, Julie Finnegan, provided a report (Attachment 1) on recent committee work. The committee has met twice since she was appointed the Chair. The use of Excel for reporting SLO assessments is being phased out and replaced with a fully integrated use of Canvas. This should be easier for faculty and more streamlined. It will also allow faculty to load assessment data directly into eLumen. About a half dozen faculty have been asked to pilot this process during the Spring semester. The plan is to have this fully implemented in Fall 2020. Finnegan said we need to start adding SLO data at an institutional level when creating a pathways model. SLO's must be aligned with whatever the end goal is and we need to map the SLO's to inform institutional decision making. Finnegan added that the committee has asked that a representative from the Information Technology Department attend the SLOT meetings. Senators commented that part time faculty have a significant responsibility for completing SLO assessment potentially without the proper training. An idea is to training full time faculty as the "trainer" to work with the part time faculty. Finnegan was asked to provide this feedback to the committee and the senate's concerns

about the need for adequate training for *all* faculty. Further, it was suggested that SLOs should not be done in isolation, disconnected from the other academic planning we are involved in. Ideally they should be driving the work with and connected to Guided Pathways and AB 705, for example.

#### **B. Committee Reports for December**

President Indermill lead a discussion on the priorities for reports from the key decision-making committees to be given at the December 5, 2019 meeting of the Academic Senate. She noted that in her president's report there are regular updates about the Educational Action Planning Committee (EAP) and nothing has developed with the Professional Development Committee, so the other five need to be prioritized. It was agreed that the senators on the Outreach and Marketing, Technology and Information Technology Committees will be asked to submit reports at an upcoming meeting. In addition to the general committee information, it is requested information about the development of the committee description and master plan be included in the report.

#### **C. Academic Senate's Committees Description and 2018 / 2019 Accomplishments Reporting Requirements**

President Indermill and Vice President Gehrman updated the senate on committee information requested via Planning and Budgeting Committee (PBC). PBC has requested that committee chairs submit the committee description and 2018/19 accomplishments as they align with the Strategic Goals to the Director of Institutional Research, Minerva Flores. The four areas of the Strategic Goals are: Student Learning and Support, College Culture, Student Equity and Community Relations. It was noted that it is important that committee members participate in generating the requested information. Senators on the key decision-making committees are asked to initiate a dialog about this with the committee chair (in the event that a meeting is not scheduled in a timely manner to discuss this with the committee as a whole).

### **VII. Standing Items**

#### **A. Accreditation Update**

President Indermill and Accreditation Steering Committee Co-Chair provided an update on the timeline, campus visit, continued planning, the status of the Institutional Self-Evaluation Report (ISER), and addressed the faculty vacancy on the committee. The Board of Trustees conducted a first reading of the ISER at the November 13 meeting and are scheduled for the second reading (and approval) on December 11. A Logistics Team has been put together to plan for the Peer Review Team visit in February. There are not a lot of details yet, but initial planning is underway. There will be a reception sometime on Monday, February 24, of which the senators will be invited to attend. Senators were asked to make recommendations to fill the vacancy on the Accreditation Steering Committee.

#### **B. Accreditation: Institutional Self Evaluation Report (ISER)**

**M/S/C to approve the contents of the ISER (Gehrman/ Petti): *Unanimous***

It was noted that all of the evidence has not been linked into the report and there might be a few minor adjustments, but nothing of content in the ISER will change.

**C. Guided Pathways and AB 705**

President Indermill communicated that the Guided Pathways Leadership Team met November 4. Much of the agenda included reports from various work groups. Ginny Buccelli provided a lengthy report on behalf of the AB 705 work group. Among other things, they are coordinating with math and English faculty to develop a short questionnaire for the students asking them how they decided to enroll in the classes they are in this semester. The Teachers on Teaching work group has set the dates for the Spring workshop. The theme will focus on *Pathways*. The Leadership Team decided to send a group to the *Leading from the Middle* Conferences this Spring and next Fall. The training requires an application process that includes each participant writing a narrative about their expected experience and what they want to gain. Each group must also decide on and present a “theme” on which they want to focus during the workshops. It was decided our theme will be “student onboarding”.

**VIII. Reports**

**A. Academic Senate President’s Report**

President Indermill provided a verbal report. Planning and Budgeting Committee (PBC) met November 5. The budget and a health benefits report were reviewed. Two replacement classified positions were approved: Center Assistant / North County and Student Equity and Achievement Specialist. Interim President Cichocki announced she agrees with the PBC recommendation to replace two full time faculty positions: Head Librarian and Child Development. Educational Action Planning Committee (EAP) meeting was cancelled due to the power outages and has not been rescheduled. At the November Board of Trustees meeting, Indermill provided the “Big Picture” item with a presentation entitled “Collegiality and Leadership: The Role of the Academic Senate in Participatory Governance”. The board approved the timeline for replacing the Superintendent /President that was developed by the Ad Hoc committee. The position will open February 3 and close March 27. Initial interviews will be scheduled the week of April 20 with second level interviews and public forums the following week. In addition, it was announced that Interim President Cichocki has indicated an interest in applying for the permanent position.

**IX. Open Forum**

None

**X. Adjournment**

**M/S/C Gehrman / Petti to adjourn the meeting at 1:53pm**

Future Meetings (\*\*Faculty Meetings)

- Fall 2019  
**December 3\*\* / December 5**
- Spring 2020  
January 23, February 6 \*, February 13, February 27, March 5 \*, March 12, March 26, April 2 \*, April 23, May 7, May 14 \* (Faculty Meetings\*)

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**Academic Senate Meeting October 24, 2019**  
**ATTACHMENT 1**

**Student Learning Outcome Team Report**  
**November 14, 2019**

This report is respectfully submitted by J. Finnegan, Chair

**Committee Report: Academic Senate Questionnaire**

*In order to better serve you, the academic senate seeks feedback about issues encountered and/or progress made while chairing or sitting on committees. Please use the questions below to guide your verbal and written report to Senate.*

*Committee Name:* Student Learning Outcomes Team

*SLO Committee Co-Chair(s):* J. Finnegan, Faculty

*Meeting days/times (if regularly scheduled):* Third Monday of month 4pm  
Room 740, or as needed.

- 1) *What are the most pressing issues your committee is currently addressing? Please be specific.*
  - Elumen technology implementation of student learning outcome assessments for all faculty by spring 2020.
  - Training and support for data-informed teaching practices.
  
- 2) *What actions (if any) has your committee undertaken to address these challenges?*
  - J. Finnegan was appointed Faculty Chair in September 2019.
  - SLOT committee voted and approved 3 significant changes (September 2019) to course SLO assessment:
    - Measure by individual student
    - 3, 2, 1 = met, partial, did not meet, respectively
    - Reflection template
  - CANVAS Shell was created which will eventually be an institutional resource to provide institutional support (by activity) within the SLO process (October 2019).
  - The above changes allow for the *assessment of disaggregated data by student*, critical to measuring leading indicators of student success in the guided pathway model.

- October 2019, Committee Chairs requested committee members to read and review the entire “SLO handbook” created in 2016, as this will need fully revising with aforementioned changes.
- Requested each committee member (from highly diverse disciplines and institutional roles) write an individual statement of purpose for SLO assessment.

3) *How can the Academic Senate be of assistance in handling these issues? (Please see the primary purview of senate listed below in the “10+1” if needed.)*

- Provide professional development for faculty to embrace disaggregated SLO assessment as integral to “completion by design” higher education programs.
- Request IT department technician attend SLO meetings as needed to assist with ongoing elumen implementation and upload challenges.

4) *List any relevant timeline issues, such as grant application deadlines, academic calendar deadlines, accreditation deadlines, etc.*

- We expect spring and fall 2020 semester to be a time of transition for SLO’s. Faculty will need training and support for Elumen SLO assessment.
- We really need a 2-year action plan for integrating SLO data as leading indicators to inform faculty and the institution-at-large for better decision-making along the guided pathway model.

5) *Anything else you want to discuss about your committee? Feel free to report here on progress and accomplishments as well.*

- Please do not perceive or convey the perception of the above changes as “more work for accreditation.” We will work to reduce the time faculty spend on non-value added activity in the assessment process.
- How can we inform students of SLO’s more to improve their learning experience along the guided pathway? (Why?)