MISSION COLLEGE ACADEMIC SENATE
MINUTES
February 25, 2021
2:20 P.M. – 4:15 P.M.
Location: Zoom

Senators	A	P	Senators	A	P
AS President - **Aram Shepherd**		x	Instruction – **Elaine Wong**		x
Associate Faculty – **Alla Petrosyan**		x	Language Arts - **Lora Glaser**		x
Associate Faculty - **David Piper**		x	Language Arts - **Christine Ritz**		x
Bus., Tech. & Kin.- **Wenlei Shan**		x	Math, Science & Engineering – **Neil Viernes**		x
Bus., Tech. & Kin.- **Brenna Wundram**		x	Math, Science & Engineering – **Max Sklar**		x
Career-Tech. Education - **Daniel Arias**		x	Student Services – **Alejandro Zavala**		x
Health Occupations – **Marsha Oliver**	x		Student Services – **Michele Hittleman**		x
Hum Soc Sci & Fine Arts - **Joanna Sobala (Vice President)**		x	ASG Representative- **Lesley Geronimo**		x
Hum Soc Sci & Fine Arts - **Matthew Johnston**		x	Frank Yeung – ASG Representative		x
Administrative Assistant: Liz Bogatin-Starr					
Additional Attendees: Nohemy Chavez, Counseling; Brian Goo, Research; Tara Hardinge, Chair Faculty Professional Development Committee; Valerie Jensen, Dean of Instructional Support; Connor Keese, Outreach; Clement Lam, Dean of Math, Science and Engineering; Leandra Martin, Vice President of Instruction; Omar Murillo, Vice President of Student Services; Monica Sain, Adult Education; Asmare Tadesse, Admissions and Records; Aaron Tolbert, Dean of Language Arts					

1.0 Call to Order & Roll Call

2.0 Order of Agenda
Agenda approved as written. During meeting Teaching Learning & Improvement Fund moved earlier to 7.5.

3.0 Approval of Meeting Minutes (I/A)
3.1 February 18, 2021 Minutes
Minutes approved as written.

4.0 Oral Communication from the Public (3 minutes/person) (I)
This portion of the meeting is reserved for persons desiring to address the Senate on any matter not on the agenda. No action will be taken.
There was no communication from the public.

5.0 Information & Announcements (College & District) (5 minutes) (I)
This portion of the meeting is reserved for College and District announcements. Items should be limited to one minute per person. Topics requiring additional time may be put on the agenda for a future meeting.

Asmare Tadesse, A&R - A&R met with Student Petition Cmte. In discussion affirmed faculty makes decision on final grades. More discussion in 7.3. Senate President Aram Shepherd is to

follow up.

Senator David Piper – Cross Cultural Solidarity: Lessons from Cesar Chavez and Larry Itliong, Wednesday, March 24, 12:30-1:30pm, presented by La Misión Colectiva.

African American History Month final presentation, Friday, February 26, 5-6:30pm focuses on rights and activism celebrating African American contributions. VPI Martin gave a shout out to Donnelle McGee, English, and Senator Piper for the fabulous African American poetry program very well attended on Wednesday.

VPI Leandra Martin – Tenure Reception, Tuesday, March 16, 4:30-6pm. Honorees for this and last year's academic year.

Senate President Aram Shepherd welcomed newly appointed ASG Representative Frank Yeung who will be working along with ASG Representative Lesley Geronimo with Senate.

6.0 Unfinished Business
None

7.0 New Business
7.1 Guided Pathways Scale of Adoption Self-Assessment (SOAA) —Nohemy Chavez and Aaron Tolbert — 15 Minutes — (A)

MOTION to approve the Scale of Adoption Self-Assessment (SOAA).
(D. Piper/M. Hittleman) (M/S/U) No abstains. No opposed. Unanimous.

Senator Alejandro Zavala spoke to the Co-Chairs thoughtful approach and strategic planning in creating this proposal.

Aram and President Peck will sign SOAA going to the state. Senate appreciates all the thorough work going through shared governance. Looking forward to exciting Guided Pathways work going forward.

7.2 Institutional Set Standards — Valerie Jensen and Brian Goo — 25 Minutes — (I)
Valerie Jensen, chair of the committee, and Brian Goo, acting director of research, as members of the Institutional Effectiveness Committee presented work on redefining and revisioning MC's institutional set standards.

Background:

- As ACCJC's Standard 1.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
- Essentially, ACCJC says the college needs to monitor both our floor of the metric which we call the set standard as well as a challenge, or aspirational goal that we aspire to, to monitor student achievement in different areas.
- The guidance for summative measures of student achievement includes completion rates, course completion, retention, degrees and certificates awarded, and other measures chosen by the institution in keeping with its mission.

All institutions are relooking at their own set standards. In fall 2020, Mission began working toward setting a baseline or set standard as well as aspiration goal. This presentation looks at the methodology for the set standard and aspirational goal on each metric of the college.

The Methodologies:

For "Set Standard": The higher/better of
- the 3-year average minus ½ standard deviation, or
- the lowest rate/percentage achieved during any of the past three years

For "Aspirational Goal": The higher/better of
- the 3-year average plus 1 standard deviation, or
- The highest/best rate/percent achieved during any of the past three years

If College performs below set standard, college has to make a plan to correct. This is internally driven and not evaluated or assessed by ACCJC.

Metrics:
Course Success Rate: 20/21
New methodology slightly changed set standard and aspirational goal. More importantly, this is the first time the committee is proposing a set standard and goal on disaggregated data for MC's three most disproportionately impacted groups of students: African American, Hispanic, and Pacific Islander; and also In-Person and Distance Education (Spring 2020, code entered into Banner cannot be changed to DE).

Key Guided Pathway: 20/21
How first time students persisted from Fall to Spring – 3-year average rate, 53.92%
First year cohort complete transfer Math and English in first year is trending upward exponentially, and already reaching aspirational goal.
Average Units Accumulated for all Degree Earners – Trend is appropriately going down, part of Vision for Success goals approved by Senate; MC is to lower number of units accumulated by student earning first associate degree.

Based on AB 705 MC students are not accumulating a great number of English and math units, even though some students will still accumulate ESL units.

Exam Pass Rates - State standardized tests to get License: 20/21
Registered Nurse – NCLEX-RN; Licensed Vocational Nurse; Emergency Medical Technician

College Unduplicated Headcount: 2015-2020
Based on MC college data, degrees and certificates, and transfer awards. Since in pandemic enrollments are declining, numbers are based on the percentage of students that reach that goal in that year.

Award Completions: 20/21
Each of Degrees, ADT's, and Certificates are for the most part showing an upward tick in percentage of headcount each year. In the next two years, Certificates should have a hefty increase as MC awards non credit CDCP certificates, also Chancellor's Office approved certificates are counted. These meet vision for success local, college and state goals.

Transfers: 20/21
Data numbers are based on college data; state data lags up to two years: 2018/19 enrollment. Trends are stable and up a little for both Transfer to 4 year and Transfer to CSU/UC.

Senate Discussion:
Senator Joanna Sobala – I understand methodology and set standards and aspirational goals discussed. Is that something that only we are doing or are there other people doing the same methodology. Are we comparable with this methodology?

Brian Goo – Methodology varies quite a bit; some colleges are doing something similar. The ACCJC allows for MC to set the standards anyway college wants. We wanted to be standardized across all our metrics and done in a simplified way.

Senator Neil Viernes – To make clear, the goals are set individually to each of the community colleges but how you calculate these values, are they all standardized across the state?

Valerie Jensen – ACCJC gave specific guidance on what metrics should be included. As Brian says, the methodology needs to be consistent over time but not the same as other community colleges. The standard deviation approach for our methodology has been used at Mission for quite some time. We added in the idea of a floor that's no worse than what we've done, and a ceiling that's at least as good as what we've done. We need to be consistent to have something we can trend over time and is valid and accurate.

Neil – If all the colleges are creating numbers differently, it would be unfair to compare one school with another if they're all generating data and analyzing numbers and not using the same metric system.

Valerie – This is not meant to compare MC to other schools. ACCJC wants schools to set our own internal standards and to monitor and push ourselves to achieve those.

7.3 Extension of Pandemic Grading Policies — Omar Murillo — 10 Minutes — (A)
VPSS Omar Murillo reviewed P/NP proposed language and process that once approved will be shared with College and on website. Student Services Council has reviewed.
<u>P/No Pass process</u>

- Chancellor's Office has officially extended Executive Order 2021-01 and allows colleges to extend the Pass/No pass deadline for the spring 2021 semester and applies through December 2021.
- The deadline for students to select the Pass/No pass (P/NP) grade mode option for eligible full-term courses is the 75% mark of the course. The course must be eligible for a P/NP grade option. In the case of spring 2021, the deadline is Friday, April 30, 2021.
- MC wants a flexible process for our students, faculty, and staff.
- Student option to select P/NP is final after submitting P/NP request.
- Students are encouraged to meet with a counselor prior to submitting P/NP request form.
- Students whose grade mode has changed to P/NP will appear on grading roster at the end of the term.

<u>Withdrawing from a Class and Excused Withdrawal (EW)</u>
Since Fall 20 an EW petition process has been in place to vet requests due to extenuating circumstances.

- Extenuating circumstances category includes fire, earthquake, natural disaster, illness, accidents, death in the family.
- EW Process this year: during semester or after final grade is assigned.
    - During term: Student submits petition request that Student Petition Committee reviews.
    - After term and after final grade is assigned: Student submits petition request that Student Petition Committee reviews. If Student Petition Committee is in support of petition request, Committee would work with student to follow up with the instructor. The instructor can disagree and make decision to keep or change original grade.

Senator David Piper – Does the faculty have the last word on the grade change?

VPSS Omar Murillo – Yes, faculty has last word on the grade change. If the student wants to

take further action, if they think there is a level of unfairness, then student submits a grievance and board policy is followed.

Senator Alejandro Zavala – How is the EW option process communicated to students? Good to get this information out quickly before the deadlines.

Omar – The EW and P/NP option information will be updated on the Website and students will receive a specialized message as well as Eblast. Faculty could inform students of available options when a course is not working out for student.

Senator Neil Viernes – Would mental health and mental strain make students eligible for these P/NP and EW options? How can faculty support students who are so stressed in a course that they appear unable to follow a process or provide documentation due to the mental strain.

Omar – Documentation is key for students to support case when they submit petitions for EW, a letter from an instructor or mental health specialist. MC's mental health specialist could advocate that the student's stress is at extenuating circumstances level. Mental Health Supervisors can provide service at no cost. Faculty can also refer student to Student Services to help guide student through process to select best option.

7.4 Adult Dual Enrollment — Omar Murillo, Valerie Jensen, Connor Keese — 20 Minutes — (I)

Omar, Valerie, and Connor provided background and next steps in dual enrollment in particular for MC's adult population. This requires development of a new Board Policy and procedures for application and registering for courses. New legislation SB 554 impacts HSE/HSD Students.

Valerie Jensen – Since 2014, MC has been a member of the South Bay Consortium for Adult Education (SBCAE), represented by Valerie for the past three years and joined by Dean Aaron Tolbert this year. MC has strong relationships with the SBCAE members including 4 community colleges and five adult schools. SBCAE is the only consortium in the state that has combined two community college districts into one consortium.

Current MC Adult Ed Consortium work includes

- Coordinate adult ed offerings within the region
- Ease transitions for adult ed students into community college
- Transition Specialist, Monica Sain
    - Direct outreach to students, MC programming at adult schools, and MC site visits
- CHD program with Santa Clara Adult Ed
    - Considered model program at state level, developed a few years ago by Rob Gamble and Julian Rosner
    - Integrated English component that is CTE oriented, meant specifically for gaining vocabulary and language skills in areas of child care and child development

<u>Proposed Board Policy Change</u> - Connor Keese and Omar Murillo

- Objective: Adopt a board policy to allow students concurrently in a high school diploma or high school equivalency certificate at an adult school to enroll as ***special admits*** in order to expand concurrent/dual enrollment courses at the high school sites and increase the number of students who are able to successfully transition to Mission College and West Valley College from adult schools.
- Why SB 554 & Special Admit
    - Educational Attainment: 12% adults in SCC have less than a high school diploma; adult school is the reentry point
    - SBCAE demographics
        - 2018-19: 303 out of 2,954 students enrolled in HSE/HSD earned

equivalency; 2019-2020: 231 out of 3,386 students enrolled in HSE/HSD earned equivalency; 801 students continued from 2018-19 to 2019-20 (30% persistence rate)
        - 64% are Hispanic/Latinx; 16% are Asian; 67% are over 25 years old; 56% are female
        - Barriers to employment: 65% ≥1; 30% ≥3; 90% of those barriers are ELL, low literacy, low income, formerly incarcerated
- Benefits of Dual Enrollment are well documented
    - Students who participate in this program will be more likely to graduate from their adult high school programs, and also more likely to enroll in college and persist and achieve goals in college
    - CHD courses offerings at MC fill incredibly fast and can be expanded
    - Positive effects are proportionately greater for 1st generation and low Social Economic Status (SES) students

Equity focus of Senate Bill 554

- Authorizes governing board of a school district overseeing an adult ed program or the governing board of community college district overseeing a non-credit program to authorize a student pursuing a high school diploma or high school equivalency certificate to enroll as a special part-time admit student. The bill would credit or reimburse the community college through the apportionment process for student attendance. Fees are waived; FTES benefit.
- Special admits can take up to 11 units concurrently if enrolled in a high school and *now* Adult HSE/HSD program.
- Requires authorization of the adult secondary ed provider
- Colleges may waive fees and tuition for Nonresidents and International students
- CCCApply will add the following enrollment status: Enrolling in adult school and college at the same time
    - Pathways: reentry to finish diploma; take specific credit courses with guidance by college based on major
- Non-Credit online application in form stack being developed requiring some manual entry

Draft Board Policy proposal to go through discussion and approvals with Senate and governance groups. Aim to start program in Fall 21 partnering with WV.

Senate Discussion:
Senator Joanna Sobala asked to clarify status of the authorization of students pursuing a high school diploma to enroll as part-time students at Mission College.

VPSS Omar Murillo - Next steps as relates to SB 554 is to finalize new Board policy. Would like Senate's input on draft board policy before going to the April Board meeting. Need an approved Board policy before both Mission and West Valley pilot the program. I will share draft Board Policy with Senate for feedback.

Aram – This all sounds really promising. We'll share the draft board policy for consideration and bring forward any questions that come up.

7.5 Teaching Learning & Improvement Fund Timeline — Tara Hardinge — 10 Minutes — (A)

Timeline is similar to last semester. TLIF Applications are due March 26 and committee will bring recommendations to Senate for approval April 29. The Application only has a few changes: more of a focus on teaching strategies for online learning and instruction, and online tools for the classroom or laboratory which support innovative teaching methods. Applications

should be geared more toward what's currently going on to enhance student learning. Stipends are not available for full time faculty.

Application requests should again contribute to MC's mission statement, equity framework, and/or Institutional Learning Outcomes of Mission College, or to specific SLOs, PLOs and/or SAOs – links are provided in the application.

MOTION to approve Teaching Learning & Improvement Fund Timeline and Application. (M. Johnston/J. Sobala) (M/S/U) No abstains. No opposed. Unanimous.

Aram – Encourage faculty to apply. Faculty may have more time this semester to take advantage of funding new online teaching methods or transition to some in-person teaching. Really do encourage constituents to brainstorm and apply. Thank you, Tara.

7.6 District Social Justice Action Plan: Faculty Professional Development — Aram Shepherd — 10 Minutes — (I/A)

The District Racial Equity and Social Justice 2020 Action Framework was developed at the beginning of the academic year.

One of the items is Professional Development:
In collaboration with the Academic Senate, Human Resources will create a professional development program to promote and enhance cultural competence and provide training and ongoing assessment around diversity, equity, equitable teaching practices, implicit bias, micro- and macro-aggressions, anti-racist behaviors, and others.

What would that look like for Faculty?

- What kind of training and support or collaboration from the District would provide the kind of professional development for faculty to really address the racial equity and social justice framework. FLEX day activities were aligned with this.
- WV was interested in more support around the hiring process and training, shaping questions for hiring committees
- Badging system where people complete 8 hours of workshops and receive recognition
- Senator David Piper – Cannot seem to get past notion that if we participate or engage that we're labeled as racist, e.g. implicit bias test. The onus of a label is a barrier to open discussion. Senate needs to focus on something we can engage in and make change, starting with smaller steps.
- Senator Alla Petrosyan – I'm sending an email to part-time faculty and will bring back response to Senate.

8.0 Administrative Business/Actions/Appointments (I/A)
President's Report – postponed and in Senate folder

The Institutional Effectiveness Partnership Initiative peer resource team is coming to visit and looking to support the college and is not here to evaluate. The team consists of faculty and administrators from other colleges in state who will focus on suggestions for equity-focused curriculum. College makes own decisions on curriculum and how to use funding support.

- Two areas of focus:
  1) MC's Caring Community – Classified Staff proposal
  2) MC's Equity focused curriculum – Faculty proposal
- Team will meet with campus groups on March 5. Academic Senate is scheduled for 11:30—12:00.

9.0 Adjournment
Adjourned, 4:15 pm