



**MISSION COLLEGE ACADEMIC SENATE  
MINUTES  
March 4, 2021  
2:20 P.M. - 4:15 P.M.  
Location: Zoom**

Senators	A	P	Senators	A	P
AS President - <b>Aram Shepherd</b>		x	Instruction - <b>Elaine Wong</b>		x
Associate Faculty - <b>Alla Petrosyan</b>		x	Language Arts - <b>Lora Glaser</b>		x
Associate Faculty - <b>David Piper</b>		x	Language Arts - <b>Christine Ritz</b>		x
Bus., Tech. & Kin.- <b>Wenlei Shan</b>	x		Math, Science & Engineering - <b>Neil Viernes</b>		x
Bus., Tech. & Kin.- <b>Brenna Wundram</b>		x	Math, Science & Engineering - <b>Max Sklar</b>		x
Career-Tech. Education - <b>Daniel Arias</b>		x	Student Services - <b>Alejandro Zavala</b>		x
Health Occupations - <b>Marsha Oliver</b>		x	Student Services - <b>Michele Hittleman</b>		x
Hum Soc Sci & Fine Arts - <b>Joanna Sobala (Vice President)</b>		x	ASG Representative - <b>Lesley Geronimo</b>		x
Hum Soc Sci & Fine Arts - <b>Matthew Johnston</b>		x	ASG Representative - <b>Frank Yeung</b>		x
Administrative Assistant: Liz Bogatin-Starr					
Additional Attendees: Nohemy Chavez, Counseling; Edward Fedalizo; Instruction Technology; Brian Goo, Research; Valerie Jensen, Dean of Instruction; Connor Keese, Outreach; Clement Lam, Dean of Math, Science and Engineering; Leandra Martin, Vice President of Instruction; Alondra Martinez, ASG President; Omar Murillo, Vice President of Student Services; Daniel Peck, President of Mission College, Asmare Tadesse, Admissions and Records; Aaron Tolbert, Dean of Language Arts; Leo Cadian Wong, ASG.					

**1.0 Call to Order & Roll Call**  
Quorum met 2:20pm.

**2.0 Order of Agenda**  
Agenda approved as written.

**3.0 Approval of Meeting Minutes (I/A)**  
3.1 February 25, 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.*

Leandra Martin, VP Instruction - Mar. 16, 4:30-6pm, Tenure Faculty event, honoring this and last year's class: please attend to acknowledge tenured faculty for professionalism, value, and importance to college.

VPI Martin announced she is retiring as of July 1, 2021. Announcing retirement early is to open the VP of Instruction full search and possibly fill position this summer instead of hiring an interim VPI.

## 6.0 Unfinished Business

None

## 7.0 New Business

### 7.1 Student Experiences with Remote Learning – ASG/Alondra Martinez-Medina – 25 Minutes (I)

Senate President Aram Shepherd - First, thank you ASG for going out and surveying members on remote learning, and for thinking about what is working and some of the areas for improvement, and particularly what can faculty do to support students during these times.

Alondra Martinez, ASG President, introduced ASG members and presented survey results with Lesley Geronimo on how remote learning has affected student lives.

#### Student Climate Survey on Remote Learning

The response population of 35 students has provided a basis for future surveys.

Difficulty of Learning - ≥54%, 7 to 10 level of difficulty (ranked as 1 to 10)

Balance of Responsibilities, School & other responsibilities - 50% Slightly difficult, 17.6% very difficult

Key needs for Success - Highlights of aspects that are more difficult virtually

- Deeper connections with professors
- Clarity with dates and deadlines
- Organization and time management
- Social interaction
- Food necessities

Perceived Solutions: should consider all solutions and not cater to certain groups.

In an ideal world, which of the following would you prefer?

I learn more ways to be productive - 52.8%

I have more time to do my work - 47.2%

I have less work assigned - 41.7%

I have less challenging work - 16.7%

I have more challenging work - 8.3%

I have more work assigned - 2.8%

I need more time to do my work - 2.8%

ASG formed possible solutions, not listed in survey, to certain difficulties in response to direct feedback from students:

- Printer station open in Library
- More extra credit opportunities in classes, especially if students are struggling to turn in assignments
- Adding leniency to attending classes late or turning in work late with prior notice of situation
- Requiring breakout group activities to allow students to socialize together and create social interaction we're lacking so much of during the pandemic
- Allowing five minutes at the beginning and/or at the end of class for students to just

socialize and get to know each other so easier to reach out

- Less is more in terms of work, perhaps, having less work of a higher quality will allow students to still have homework but also be able to retain information given in class

Some Advantages of Online learning:

- Flexibility and comfort
- Access to family
- Reduction in travel responsibilities
- Ability to control pace of work which is important for a lot of students, especially if they're not able to keep up in class, they can slow down if they need to
- Independence is much appreciated

Distance Learning Disadvantages - Highlights

- Distractions/Multi tasking
- Workload increase too much to bear
- Proctorio causes anxiety and multiple classes have exercised their concerns against using
- Less motivation to submit work
- Social isolation is getting to students

Lesley Geronimo, ASG representative - More survey responses

- Time spent on school - 51.4%, more time in remote learning; 17.1%, about the same amount
- Work Load - 65.7%, more schoolwork, 17.1%, about the same schoolwork.
- Socialization - 85.7%, less socializing with peers, would like to have extra time to get to know peers
- Desire for socialization - ranking 1 to 10 (highest)
  - 57.1%, miss socializing with friends
  - Would you be interested in attending social events over Zoom led by ASG and other clubs at Mission? Maybe, if the event is interesting enough, 63.9%; Yes, 27.8%, more events that are less academic, e.g. financial literacy was attended and well-liked
- Conclusions:
  - Students need and desire more socialization between peers and professors, Possibly talk before and after classes
  - Students do feel empowered by the independence of online learning
  - Students feel that workload has increased on top of their unique responsibilities. Working extra jobs and additional responsibilities.

Aram - Thank you for sharing all these findings. ASG also presented this thoughtful presentation with College Council yesterday and recognized students involved. There's a lot to think about.

Senate discussion:

Senator David Piper recognized ASG Senate's activism with Faculty and Senate and moving ASG forward in a very positive way. His question related to survey questions focused on online learning going forward whether as synchronous or asynchronous classes and/or also for opening campus.

Alondra Martinez - Personally, I believe the survey was conducted on students who take both asynchronous and synchronous classes with Zoom. ASG would like to continue this survey during summer and fall semesters to get a sense because we will still be primarily online in fall. And ASG could continue survey into SP22 when the school opens up with some students in online classes. We could advertise survey to increase student engagement.

We're speaking about Zoom where our students are mostly lacking social interaction with each

other. We're hoping that within those five minutes before or after class, it'll allow students to make connections, e.g. ask for a phone number when student cannot get to class and to request class notes, to build that social connection. ASG is open to more interactive events.

Nohemy Chavez, Counseling - Students could post photo in Zoom account and learn each other's faces and turn on video in breakout rooms if not during main lecture.

Leandra Martin, VPI - For instruction planning and opening up the campus, it would help to know student opinions. Have looked at a model where a screen is in a campus classroom and some students are in-person and some students are remote. How comfortable are students in coming back to campus? Could survey ask students how they feel about remote, hybrid and in-person options related to opening campus. Would love to hear responses if ASG could share information with Office of Instruction and me; we could really learn a lot from that.

Another avenue where we could learn from students: What features in Canvas would be useful to students? Edward Fedalizo, Instructional Designer, will make these improvements in Canvas to help students and help faculty to help you. Please provide feedback and share information.

Faculty and students discussed the use of Proctorio to monitor online exams. Among the points made were

- It was noted that Proctorio can increase student stress and anxiety
- Faculty expressed the need to ensure academic integrity
- Proctorio is being discussed and discontinued in some colleges
- Could explore adapting other ways of testing or reframe test
- DE committee to agendize, recommendations, situations, alternatives
- State is also discussing discontinuing Proctorio but has not suggested alternatives
- Students can come to MC campus to use Proctorio

How student workload has changed:

- Frank Yeung, ASG member - One big change in distance learning is student has to be more responsible. I use a Time Tracker app and use different categories to track my time. Within a school category, I'll dedicate hours for instruction time. I found out that the transition to distance learning shrunk the amount of time I had to work. Looking at the data, there's less work. But the environment has changed. Sitting in my room nothing is forcing me to study versus sitting in a classroom or library where you're a student and feel more responsible to study and want to pass a class. I feel that change makes students feel they have more work to do.
- Other examples, writing discussions in posts and posting in chats. Typing math, can take longer.
- Senator David Piper - Students are comparing remote and face to face in my courses. The biggest complaint is way more reading: lectures, power points, lecture notes and textbook. Students may be doing more research and learning more. It does take more time than listening to lectures in class and forces more responsibility on the student to prepare themselves. This is an enhancement of education not a barrier.

## 7.2 Institutional Set Standards – Valerie Jensen and Brian Goo – 10 Minutes – (A)

MOTION to adopt the Institutional Set Standards.

(M. Johnston/D. Arias) (M/S/U ) No abstains. No objections. Unanimous.

Senate discussion:

Senator Joanna Sobala - I'm sharing three concerns from constituents: (1) Using standard deviation for setting up standards and aspirational goals with only 3 data points may be problematic. (2) May want to have more targeted goals or set standards for different

demographic groups to adapt to circumstances at MC. Different groups of people enroll at MC at various times as impacted by economy, transfers, adult education. (3) Correction of Exam Pass Rate, Registered Nurse - NCLEX-RN. Minimum percentage of 75% of student pass rate is required to maintain accreditation.

Valerie Jensen, chair of committee. We're open to expanding data points in a year to 4 data points, and possibly 5 data points in the year after. Starting with 3 years provides reliable data after the Banner and Ellucian systems switch.

Brian Goo, Research - Three-year average is a combination of traditional Banner and acknowledgment of the significant work MC has done with Guided Pathways and our equity efforts for the past few years. Did not want to set a mean or an average based on a longer period to negate those efforts and have a lower mean in some of our equity areas for disproportionately impact for success rates or Guided Pathways metrics.

For creating an expanded model for enrollment trends. We tried a predictive enrollment model in the last year and the model complicated our ability to create set standards. Working toward these specialized metrics for our different groups might work but we do not want to build in many external factors at this time. Could bring into future research methods.

### 7.3 Extension of Pandemic Grading Policies – Omar Murillo – 15 Minutes – (A)

MOTION to approve the extension of the EW and P/NP grades.  
(A. Zavala/J. Sobala) (M/S/U) No abstain. No oppose. Unanimous.

#### EW as it relates to after final grade is assigned.

- Why does instructor need to agree to a grade change if the point of the committee is to be an appeals process? In spirit of academic freedom, college cannot change a grade after it is posted without the instructor's consent. The instructor has the ability to approve or deny that request. The student petition committee will review request and if in support, make recommendation to instructor. At this point, instructor may disclose additional information or not. It is solely up to the instructor to agree to a grade change.
- What is the advantage for student going first to the Student Petition Committee? Part of this is having a standardized process for formally vetting student petitions for EW during and after term. Instructors may be gathering information but due to confidentiality, college does not know what student will be disclosing.
- Title 5 law is specific, that an instructor of record must be the one to change the grade. The vetting process being proposed is consistent with law. Also the language is that if a student feels like that a grade is not fair, there has to be an alternate process at the College to appeal the decision of the Faculty.
- What if a disagreement? Grievance process is in place. If student submits grievance, the department chair and dean will investigate and may come to a recommendation to support or not. The student has the ability to escalate that grievance after a second denial and case would go to a hearing committee that gathers information and hears positions. If student is still not satisfied, and thinks discrimination is involved or anything related to that, then college policy is followed.

## 8.0 Administrative Business/Actions/Appointments (I/A)

### 1. President's Report

Chancellor's Roundtable: March 1 - Return to Campus

Fall 2021: Mostly Online; Spring 2022: back to in person

Fall 2021

- College is supporting hybrids when faculty request them, if feasible in terms of rooms

and space, and timing.

- It is likely there will be some in-person services on campus with limited hours.

Other notes

- CSUs and UCs plan to be mostly in person but they have some advantages including being able to require vaccination. Community Colleges usually don't require vaccinations and are unlikely to.
- District is doing airflow studies of all buildings and what else can be done for cleaning.
- Spring 2021 formal plan coming in April.

Leandra Martin, VPI - Looking at identifying key classrooms. Limited to several daytime staff for cleaning. Classrooms are Gillmor 107, perhaps another large classroom in Gillmor, the Gym, with additional cleaning staff. Plus, additional sections in larger classrooms that benefit students in a face to face mode: KIN, ESL, MATH. But we have not heard a lot of enthusiasm from faculty in those areas. For Fall, we are looking for more options to give students; deans have been asked to reach out. The Fall schedule is being finalized and is on a tight schedule.

Daniel Peck, President of Mission College -

We're looking at **Student Services** being phased in this Fall and a full return in Spring 2022. By bringing back student services gradually, services can be brought into different areas slowly to better identify what's working and what's not working and make adjustments before the larger number of people are on campus.

Managers are revisiting **return to campus plans** with some new data points in mind, e.g. some areas may return in Fall with a partial schedule and other areas may do a full-scale return because of duties and access to equipment either on campus or at home. We want to consider those areas that will be of most service and benefit for students to access in person. After managers review plans, group meetings will be held this semester.

Met with CEOs with the new president of CSU East Bay. CSU East Bay is trying to have 30%-50% maximum return in Fall. The majority of our Bay Area regional community college districts are similar to **WVMCCD planning for a majority of online in Fall.**

Fiscal Workgroup: March 1

Financials are in good shape.

- 2<sup>nd</sup> Quarter 311 Financial Reports (Unrestricted General Fund)
  - Tax revenues are slightly down but is offset by salary savings
  - Fund balance is \$5 million above this point last year
- 2<sup>nd</sup> Quarter Financial Report and Budget adjustment (All Funds)
  - Health Services is in good shape thanks to splitting director position between Mission and WV
  - Parking Fund has a significant shortfall due to pandemic. Parking fees fund district police; may consider using some of the second phase stimulus money
  - Child Development fund has had a major drop in revenue due to pandemic. The shortfall has been partially addressed by moving staff to other areas as well as using the positive fund balance.

College Council: March 3

- ASG members gave same presentation on remote learning and shared results of student survey and needs they have identified; there was good discussion.
- Program Review and Budget Update
  - 78 requests, \$1.2 million Mission total requests, quite a lot of requests should be funded from grants and other areas

- Requests are being validated before being sent out for prioritization from the various areas

#### Upcoming Events and Dates of Note

- Faculty Tenure Reception, Tuesday, March 16, 4:30-6pm: Please come out to support your fellow instructors
- ASCCC Spring Plenary, April 15-17
  - Online: early registration deadline is March 15
  - Senators and interested faculty are encouraged to attend. MCAS has funds to pay for registration.

#### 2. Report from the Vice President of Instruction - Leandra Martin

It's a busy semester. We have addressed faculty concerns about difficulties using **evaluation forms and awkwardness of process**, partially because of going into a DE mode. All evaluation forms were redone based on concerns, particularly easier to use, e.g. more writing/typing space.

**To improve Student Surveys**, the District has adopted a district wide adaptation of **Class Climate (ADA compliant)** and is compatible with District MIS and Banner system.

**Improvements in making Class Schedule.** As new systems adapted to DE, and following many trainings, scheduling is better with very few mistakes. Kudos to Valerie Jensen, Melissa Stewart, and administrative specialists, department chairs and deans.

**DE certification.** Every single faculty who was previously employed at Mission College has been DE certified. Kudos to the DE Committee and Faculty mentors. Now working with the DE Committee in developing a process to evaluate new faculty who may have DE certification so new instructors can go through a DE process and can be hired.

**New training plan for Spring break. Edward Fedalizo, Instructional Designer, is leading sections** over two days. The three types of trainings are different from past semesters. Can add more classes if there is demand. Instructors are paid at non instructional rate for three hours. Edward is also available any other time during office hours and for appointments. He is fully onboard for this work.

**New POCR, Peer Online Course Review, approval is underway in DE Committee**, that is the way of certifying that our classes are up to a certain level in DE. Edward is lead and also working through DE committee.

**Curriculum Committee** got through a record number of curriculum with DE Addendums. Thanks to Carla Breidenbach, Thais Winsome, Melissa Stewart, Linping Yu, and staff in Office of Instruction, and all the deans, department chairs and faculty.

#### 9.0 Adjournment

Adjourned, 4:11pm