



**College Council  
Meeting Minutes  
September 9, 2019**

<b>Members</b>	<b>Representing</b>	<b>Present</b>	<b>Absent</b>
Jim Houpis	President, Chair	√	
Jenni Abbott	Technology Committee Representative	√	
Shelley Akiona	YFA	√	
Flerida Arias	Vice President of Student Services	√	
Patrick Bettencourt	Dean Representative	√	
Nancy Carranza	ASMJC	√	
Shelley Circle	Academic Senate	√	
Julie Hughes	CSEA	√	
Lisa Husman	LTAC		√
Andrew Kranzman	Academic Senate	√	
Bryan Justin Marks	Student Services Council	√	
LaKiesha McDonald	CSEA		√
Ross McKenzie	YFA	√	
Jennifer Novoa	ASMJC	√	
Parul Parikh	CSAC		√
Mikayla Ramirez	ASMJC	√	
Chad Redwing	Academic Senate	√	
Michael Smedshammer	Distance Education Committee	√	
Tiffnie-Ann Versola	CSEA	√	
Jennifer Zellet	Vice President of Instruction	√	
Vacant	Vice President of College and Administrative Services		
Vacant	Accreditation Council		
Vacant	Resource Allocation Council		
Vacant	Instruction Council		
Vacant	Professional Development Coordinating Committee		
Vacant	Student Success and Equity Committee		
Sabrina Miranda	Recorder	√	

<b>Guests</b>	
Laura Maki	Dean of Science, Math & Engineering

**I. CALL TO ORDER**

J. Houpis called the meeting to order at 3:03 pm.

**II. Action Items**

**A. Approval of Minutes**

**Action Item - Motion:**

**Who: R. McKenzie moved, J. Zellet seconded**

**What: Motion to approve the minutes of April 8, 2019 with amendment**

- o **Result: 16-ayes, 0-no, 1-abstention**
- o **Motion Carried**

**III. Information & Discussion Items**

**A. Guided Pathways Update**

J. Zellet stated that the Guided Pathways Institute #6 was recently visited on September 5 and 6 in Sacramento. It was heard from multiple key players at the institute that MJC is doing great things, and that Davis is even sharing practices implemented by MJC as model practices. Among the model practices shared was the GE trading card idea.

Some soft rollouts have already taken place, including New Student Days where students are oriented to MJC by their school, registering in computer labs alongside their success specialists.

P. Bettencourt has been working with Turlock Unified School District. Every single freshman in Turlock high schools will go out their first year with at least 6 units from MJC. Systematically we are already working them into our schools.

With Columbia College, we are investing in the eLumen curriculum management system and online catalog. In the process of doing a campus wide communication, there will be plenty of time for people who work with curriculum to be trained in the new system. We are moving away from a paper driven catalog to a system that is much more user-friendly for our students.

**B. Program Review Update**

J. Abbott explained that program review now focuses on program outcomes rather than course success rates. For the most part, these program reviews can be completed in 4 – 6 pages. There are questions built into a SWOT analysis, which includes internal strengths, internal weakness, external opportunities, and external threats. Included is also setting goals for themselves to work on in the next two years, outlining activities that meet those goals, and outlining the resources that meet the activities that meet the goals.

One of the things noticed in several program reviews was great analysis and goals, and listed in the resources were two full time faculty. If full time faculty are being requested, they must be connected to the analysis, goals, and activities, which is the difference between this program review and ones in the past.

A program review party is being held on September 20, where we will read them all and provide feedback. Deans will take the programs to their areas and will do an administrative review and set overarching goals for their division. Vice Presidents will then also do an administrative review and set overarching goals for their areas. By December, we will be able to send a disaggregated list of resources to Resource Allocation Council, where processes can be reviewed and RAC can allocate where possible.

**C. Funding Shortfall and Effects on Enrollment/Scheduling**

J. Houpis explained that in past years, a strategy of 85% was adopted. Instead, we should be asking for the amount that is truly needed. As a campus, we need to understand our operational budget so that we can plan accordingly, as we cannot have a final budget provided in September when the fall semester has already begun.

The Vice President of Instruction will have a much better estimate based on when census hits and we will have an idea of all the courses on the books. At that point, we can look back and review how much PTOL is leftover after fall expenditures have been made. In the future, no recommendation other than 100% should be proposed.

**D. AB 705 Classes and Student Support**

R. McKenzie stated that although math faculty are excited about new coreqs, there are still some concerns. One concern is that some of the physical resources needed have not yet arrived, including new desks and new whiteboards. Another concern that was discovered in the beginning of the semester involved scheduling. Part of this is also outreach to students and advising them of their expectations.

Many students do not understand how the pre-requisite model works, especially the way waitlists are implemented. Students who would enroll in the coreq companion course would then enroll in the transfer parent class. But if a student was on the waitlist then they were on the waitlist for the coreq and not the parent class. Students did not know which classes they enrolled in, whether they should show up, and some students thought their classes were only held two days a week instead of four.

Sometimes MJC statistics classes fill in less than 24 hours. Some statistics classes that had the coreq did not show a waitlist. This results in students bombarding those instructors with requests to add because there was no waitlist shown. This is a concern, especially for incoming students. An additional concern is the wrap around support, as there are not many statistics tutors that can assist students. Students are coming in at vastly different levels of preparedness and faculty cannot always help them.

J. Zellet introduced Dean of Science, Math & Engineering, Laura Maki, for an update on the AB 705 Taskforce. L. Maki stated that she and Curtis Martin are the co-chairs for the AB 705 Taskforce. The taskforce is a diverse group of members that includes Jenni Abbott, Tina Akers-Porter, Barbara Adams, Jillian Daly, Shelley Circle, Patrick Bettencourt, Natalie Hassell, Anthony Frias, Angelica Guzman, and Joe Macklin. There have been a variety of guests who have been very helpful in discussions, a retreat was held in March where many topics were discussed, and most recently, the latest meeting held introduced the update to the placement video on MJC's website.

The latest conversation among the taskforce has been regarding guided self-

placement. Math had an update to help guide students into stand-alone transfer level courses. When questions were updated, it would advise what you were eligible to take. The concern is that this had to be by petition, waiting for the taskforce and the math department to look at the guided self-placement. Both areas thought the questions were a good next iteration in the guided self-placement. The next step would be for the wording and automatic update, without waiting for a petition.

English is working on updates for ELIC students and adding additional questions, as this is the area that has experienced the most trouble with guided self-placement. There was a request from English faculty to remove the second attempt in guided self-placement and robust discussion took place regarding this. It was discovered that students who should be placed in English as a second language courses were instead placing into English 101. The taskforce did believe that English and math should have the same number of attempts, and the recommendation from the taskforce was to have only one attempt.

L. Maki explained that many decisions have been made by the taskforce since its formation due to the speed of implementation of AB 705 and no College Council meetings taking place. J. Zellet stated that given that the implementation of AB 705 has such a high impact on students, it is in the best interest of those serving on the taskforce that any future decisions made be brought forth to College Council for discussion and action.

L. Maki stated that a mini grant has been received from CVHEC that is geared toward research for effective supplemental learning models and wrap around services. L. Maki and F. Arias have discussed working on getting the grant together to do some research and possibly travel to other schools. This work must be completed by October 31, 2019.

R. McKenzie asked if the vote to change math placement language could take place today and J. Zellet stated that if this was agreed upon, it would allow students to attempt to place straight into college level math for the spring semester. L Maki agreed to contact IT to have this change completed.

#### **Action Item - Motion:**

**Who: R. McKenzie moved, J. Abbott seconded**

**What: Motion to approve the change of math language in GSP**

- **Result: 17-ayes, 0-no,**
- **Motion Carried**

#### **E. ZTC**

J Houpis stated that on Institute Day he expressed that one of the initiatives that the college stand behind be a ZTC option program for putting more zero textbook cost material into the classrooms. This can have a tremendous impact on reducing costs for our students.

ASMJC President M. Ramirez stated that students often discuss zero textbook cost and how helpful it would be for many people. J. Houpis explained that, for example, Skyline College published the ten most expensive textbooks and at the top of the list was physics, with a single textbook costing \$285. The college eventually found a ZTC textbook for the book, and within a few months, it was replaced. One argument that has been made is that students may want a hard copy of the book. In this case,

Skyline College would print and bind the book for approximately \$15 to \$30.

**Action Item - Motion:**

**Who: S. Circle moved, P. Bettencourt seconded**

**What: Motion to approve the implementation of ZTC**

- **Result: 17-ayes, 0-no,**
- **Motion Carried**

**F. School for Online Learning**

J. Houpis explained that while MJC currently offers many online courses, we need to coordinate our efforts to provide a better online experience. Students should be able to easily find where all of their courses are online, which degrees are online, what textbook materials are offered online, tutoring, pirate care, etc. There are also some degrees that can be offered completely online. An online degree is the only choice that some individuals have. In order for MJC to be accessible to everyone, we must offer cohesive online services and degrees.

**G. Engaging All Voices**

J. Houpis stated that he has reviewed the Engaging All Voices document and feels that a fresh look should be taken at shared governance. For example, there is confusion surrounding the differences between committees vs councils, and why groups are grouped as they are. The document is also long and should instead be concise and clear as to how MJC operates as an institution.

**Action Item - Motion:**

**Who: B. Marks moved, J. Zellet seconded**

**What: Motion to approve the selection of a representative from each committee and council to serve on a taskforce to update Engaging All Voices**

- **Result: 17-ayes, 0-no,**
- **Motion Carried**

**H. Athletics**

Tabled.

**IV. Representative Reports**

**A. CSEA**

Tabled.

**B. CSAC**

Tabled.

**C. LTAC**

Tabled.

**D. YFA**

Tabled.

**E. Academic Senate**

Tabled.

**F. ASMJC**

Tabled.

**V. ADJOURNMENT**

The meeting was adjourned at 5:13 pm.