



MODESTO JUNIOR COLLEGE
INSTRUCTION COUNCIL
 March 19, 2019

Members, Instruction Council	Representing	Present	Absent
Jennifer Zellet, Vice President of Instruction	Chair	X	
Robert Stevenson, Professor - Art	Co-Chair		X
Shelley Circle, Professor - English	Co-Chair – Sub	X	
Joseph Akpovi, Professor – Logistics	Academic Senate		
Kathleen Ennis, Professor – Librarian	Academic Senate		X
Nita Gopal, Professor – English	Academic Senate		X
Lori Marchy, Professor – Agriculture & Environmental Sciences	Academic Senate		X
Ross McKenzie, Professor – Mathematics	Academic Senate	X	
Tonya Robinson, Professor – Nursing	Academic Senate	X	
Martha Robles - Dean		X	
Al Smith, Professor – History	YFA		X
Don Borges, Dean, Agriculture & Environmental Sciences	Dean	X	
Jillian Daly, Dean, LLA & LLC	Dean		X
Ashley Griffith, Student Services	Dean	X	
Michael Sundquist, Dean – Arts, Humanities & Communications	Dean		X
Julie Trejo, Financial Aid Technician	CSEA		X
Santiago Uvina, Program Specialist	CSEA	X	
Carlee Walsh, Student	ASMJC	X	
Jorge D. Alvarado, Student	ASMJC	X	
Vacant, PRHE Representative	Academic Senate		
Vacant, Family & Consumer Sciences Representative	Academic Senate		
GUEST(S):			
		X	
RECORDER			
Maryanne Ambler, Executive Secretary, Instruction Office	Recorder	X	

I. CALL TO ORDER

Jennifer Zellet called the meeting to order at 3:06 p.m.

Action Items

II. ACTION ITEMS

- a. None

Business

III. NEW BUSINESS

A. Study Session/Post Mortem from 2018-19 Hiring Prioritization Process

- i. Steps to process: using senate members to decide

1. If throughput increases, are we looking at a short-term impaction?
2. Presentations
3. PE gave their presentation away to show how much they appreciated the counseling position, showing collaboration within areas and recognized the value of a counselor within their division to help their students get through
4. Reminder that not all faculty are in the classroom generating FTES – like counselors, articulation officer, librarians. Of 256 full time faculty, only 209 are classroom faculty
5. Understanding the multiple functions that our faculty do are critical in that are not inside the classroom
6. Student to counselor ratio is about 900 students to 1 counselor, it used to be 1500 to 1 a few years ago
7. We are working on information to hand up to explain and help others understand the different functions that are needing
8. Maybe extended library hours during finals week or variable hours for student services, so students can get to their counselors.
9. When a division has multiple positions, having the division rank prior to sending to Instruction Council and then have that presented to Instruction Council
 - a. Where did the department see the need was not always clear
 - b. The form should maybe need a spot for it, 2018 was the first year that the divisions were allowed to present more than one or two

B. Group work suggesting improvements

1. Suggest allowing flexible scheduling, if done in advance. Consider changing the language in the IOR Position Presentations section of the Instruction Council Hiring Prioritization Process “15 minutes (maximum of 5 minutes per position).”
2. Suggest to change the Instructional Cost Analysis out of the IOR Position Presentations

3. Number of declared and number awarded. Can we think broader? Instead of by the major, determine based on schools instead.
4. For GE classes, how many
5. Can the data we get match the scoring rubric
6. Scoring rubric may change:
 - a. Student success data
 - b. Instead of looking at majors, look at schools
 - c. Number of sections and the need for those sections
 - d. Add a section like: "Explain how your discipline contributes to overall completion"
7. Instructional Outlook report: we hope to hear what the committee needs to be looking for in order to see how departments fit in schools and fit into the vision alignment. We want to consider all disciplines and how they impact students more holistically. Biology does not have a biology degree, however many degrees cannot complete without it
8. Maybe have headings that align with the vision goals
9. Can the outlook report look like a program path and how we are trying to align with the IOR?
 - a. We need to look at the entire student journey to see how
10. Data Elements to keep or change:
 - (Keep) Number of Full Time Faculty Members in Discipline
 - (Keep) FTEF – Full Time Equivalent Faculty
 - Why it may be important to keep this factor in mind: 75 full time faculty to 25 part time suggestion from the state for the college. MJC is at 65%, 10% less than the state suggests we need to be.
 - (Remove) Number of Program Sections (keep but alter the name to Discipline)
 - Alter definition? Maybe say Number of "Discipline Sections"
 - (Remove) Number of Sections and Percentage Taught by Adjunct Instructors (get rid of)
 - (Remove) Number of Sections and Percentage Taught by Full Time Instructors
 - (Remove) Number of FTES the Program Generated in the Previous Fall Semester
 - (Remove) Instruction Cost Per FTES (Instructional Cost Analysis Report)
 - (Keep) Student Success Data (the next three fall into this area)
 - Retention Rate
 - Success Rate
 - Disproportionate Impact Data
 - (Change) Fill Rates – to Unmet Need
 - Use Ad Astra and Starfish instead to find the data needed
 - (Remove) WSCH/FTEF (Weekly student contact hours divided by full time equivalent faculty)
 - (change) Number of Majors to "Participation in Schools" or Number of Majors/Participation in Schools"

- (change) Number of Degrees / Certificates Awarded each Year to “Completion Rate”
- (Keep) Student to Faculty Ratio (for non-instructional programs, if applicable)
 - Should there be student tracking, who is using the services?
- (Keep) Full Time to Part Time Faculty Ratio (for non—instructional programs, if applicable)
 - Shelley and Jennifer will take the suggested amendments and work on the wording together to bring to the April 2 meeting

IV. PUBLIC COMMENTS – None

V. Other

The meeting adjourned at 4:57 pm