

ACADEMIC SENATE COUNCIL MEETING

January 28, 2020

APPROVED

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.

PRESENT: John Freytag (President), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Kris Koblik (Professional Development), Anthony Gonzales (English), Bridgitte Schaffer (SRC), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Heidi Gentry-Kolen (Math/Computer Science), Joann Denning (CE), Theresa Flores-Lowery (Kinesiology), Susan Parkinson (Part-time Faculty), Riva Bruenn (Part-time Faculty), Sangha Niyogi (Social Sciences), Jane Fisher (Applied and Fine Arts), Yvonne Canada (Counseling)

ABSENT: Ray Goralka (Biology/ Health Sciences), Alan Haslam (Representative-at-large)

GUESTS: Becky Opsata, Mojdeh Mehdizadeh, Satish Warriar, Kim Taugher

1. APPROVAL OF AGENDA OF JANUARY 28, 2020 AND MINUTES OF JANUARY 23, 2020.

It was MSC to approve the agenda of January 28, 2020.

There were no minutes ready for review.

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

Bruenn said a part-time instructor told her that they had received recommendations last semester on which day of the last week would be best to hold their final. They would like to get the same information for this semester.

Bruenn said since the recent system upgrades, part-time instructors are not able to hook up their personal laptops with the college printers.

Gonzales said the rosters that were sent out do not include the wait lists.

Seefer said that when the problems came up with Canvas at the end of last semester, she reported it to the help desk. She said the issue eventually got resolved but she had never gotten a receipt for her held desk request.

When she came back after break, she happened to check her junk email folder and the response from the help desk had been routed to there.

Canada said students trying to register for classes today were getting a message that they needed authorization. She said the issue is being resolved but in the meantime, if they just go ahead and click on the register button, it will go through.

Kiely said over the last few months the library has been going through some huge software transitions. There were some issues as they were put online. The issues are being resolved but he also sent out a list of workarounds until they are all fixed.

Kiely said the prayer room being built in the library and should be done in the next week or so.

Seefer said she went to the Welcome Day on Saturday on campus. She said whoever put it together did a great job and the event was a lot of fun. There were a lot of representatives from all around campus. The turnout was much larger than they expected.

Koblik said the All College Day was a great event and she thanked all the people that put so much work into it.

Parkinson told Council faculty should keep in mind that the last week of this Semester falls on Ramadan, in case any students need accommodations.

4. ANNOUNCEMENTS

Flores-Lowery said the softball team is starting their season tomorrow at home. The baseball team has played two games so far and their next game is at home on Tuesday. The tennis team plays on Friday at home. And men's and women's basketball are at home tonight. The women's team is 16-3 and the men's team is 14-6.

Canada said the posters for Black History Month will be out soon. She said there are many activities planned throughout the month with at least one a week. They include a mobile museum, speakers, workshops, an Umoja student panel and, a movie night.

Flores Lowery said there is still space available for the upcoming athletic fundraising poker tournament. The hall of fame banquet is sold out.

Freytag said Brett Pepo and the group he performed with on opening day will be performing tonight. He said they are fantastic and encouraged people to go see them.

5. APPOINTMENTS

Scheduling Committee

John Rodriguez, Physical Sciences Division Rep.

Director of Advancement Hiring Committee

Craig Gerken
Patrick Leong

It was MSC to approve the appointments listed above. The following members all voted aye: Moe, Smiley-Ratchford, Koblik, Gonzales, Schaffer, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Parkinson, Bruenn, Niyogi vote aye. No nays, no abstentions. Approved.

6. RPEC ANALYSES AND REPORT ON CCSSEE SURVEY

Becky Opsata shared information with Council from the ILOs (Institutional Learning Outcomes) report and also the CCSSE (Community College Survey of student Engagement). She reviewed that SLOs (Student Learning Outcomes) are at the course and student services levels. PLOs (Program Learning Outcomes) are at the degree and certificate level. And ILOs are for the overall institution. An example of an SLO for a communications class is that students will be able to write a clear speech thesis and purpose. An example of a PLO for a Health Ed class is that students will be able to identify risk factors for disease and disability. ILOs are skills and attitudes students should learn over their time at DVC. They apply to courses, activities, teams, programs, and services. These also apply to employees of the college and to the college itself – they are outcomes everyone should strive for.

There are five areas that we evaluate for ILOS.

Communication and collaboration effectiveness

- A student with effective communication skills will be a good listener and speaker
- A student with collaboration skills will be able to work with teams comprised of a diverse set of people

Empathy

- A student with an empathy mindset will be able to build relationships through understanding and valuing others with diverse backgrounds and cultures
- They will be connected and active in their community

Growth Mindset

- A student with a growth mindset is willing to take risks, learn from mistakes, and has a drive to complete tasks
- A person with a growth mindset believes that abilities and intelligence can be developed through practice, training, and effort

Information and Technological Fluency

- A student who is information and technology fluent will utilize appropriate technology to locate and critically evaluate information from a variety of sources, to formulate responses to issues, reach informed decisions, and communicate effectively.
- This includes being flexible and strategic in the use of technology, as well as the accurate and ethical use of materials.

Solution Mindset

A student with a solution mindset will think critically and evaluate information sources for accuracy and usefulness. They will think critically about data and information. They will be able to design and implement appropriate solutions for situations they face.

This includes understanding methods of inquiry and analysis of available mentioned icons for each component

The mapping for assessing our ILOs is being done now through the curriculum process from courses and programs and, in Student Services for the service outcomes. Once mapping is completed, we will assess them

within existing processes. In the meantime, we conducted the CCSSE in spring 2019 and are using it as an assessment tool.

The Community College Survey of Student Engagement was conducted in 68 randomly selected face-to-face classes in spring 2019. It took about 45 minutes and asked 165 questions. It resulted in 1030 total usable surveys. Comparisons of the student demographic of the respondents vs DVC population are available in the report as well as information on the sampling procedures. Complete results are available on the Research, Planning, and Evaluation Committee “Results Archive” webpage.

In November 2019, a portion of a meeting of the Classified Senate was dedicated to mapping the CCSSE questions to the ILOs. In December, a group of faculty did the same exercise. It was found that many questions were asking about aspects of the ILOs. Where at least 3 independent groups said a question was about an ILO, that question is included in this report.

Following are summaries of the report.

Communication and Collaboration

Strengths: Over 88% of students reported that their experiences at the college have contributed to their knowledge and skills in written communication, spoken communication, and working effectively with others.

Areas to Improve: Half of the students reported never or only sometimes working with other students during class. 74% reported never or only sometimes working with other students outside of class to prepare assignments. Almost a quarter of the students reported not making any in class presentation during the entire academic year. 37% reported never having serious conversations with students who differ from them during the academic

Empathy

Strengths: 84% of students reported that the college emphasizes contact among other students from different backgrounds at least some of the time. 64% find student organizations somewhat or very important to them.

Areas to Improve: 37% reported never having serious conversations with students who differ from them during the academic year. 75% reported never having participated in a community-based service learning project.

Growth Mindset

Strengths: Over 65% of students reported that the college often or very much emphasizes the application of theories to practice, forming new ideas from pieces of information, and using information to perform new skills. Over half report preparing at least two drafts of a written assignment and that they have worked harder than they thought they could to meet an instructor’s expectations. Over 90% report that their experiences at the college have contributed to their ability to think critically and to learn effectively on their own.

Areas to Improve: There is room for the college to improve in helping students develop career goals, learn about career opportunities, and to acquire job-related knowledge and skills.

Information and Technological Fluency

Strengths: Over 90% of students reported that their coursework at least somewhat emphasized making judgments about the value or soundness of information, arguments or methods. 91% of students reported having completed at least one paper or project in the current academic year which required the integration of ideas or information from various sources. 90% report having written at least one paper over the year, with the majority of the students having written at least five. Library resources and computer labs are somewhat to very important to about 80% of the students.

Areas to Improve: 24% of the students reported that their experiences at the college have done very little to inform them about career opportunities. 62% did not use a skills lab for writing or math once during the year.

Solution Mindset

Strengths: Over 92% of students reported that their experiences at the college improved their ability to think

critically and analytically. Over 82% reported their experiences have improved their ability to solve numerical problems. A large majority reports that their coursework has encouraged them to apply theories to new practical problems, to form new ideas or do new skills based on various pieces of information, and it has caused them to make judgments about the soundness of arguments, information, or methods.

Areas to Improve: 40% of students reported anxiety or stress that hurts their ability to succeed in college. 40% report negative impacts from the costs of textbooks and materials. Only 18% took a college success course in their first year.

Opsata said when faculty think about what these results mean to their work, they should pick one of the five areas and brainstorm actions they could take to improve outcomes for students, for yourself as an employee, and/or for the college itself.

Gerken wonders how the results on the question about the time they spend studying for a class correlates with how many units they are taking. Opsata commented that the hours students spend working was less than they thought they would be. She said next time they could specifically ask for the student's total unit load.

Opsata said this still has to go to RPEC for their final approval.

It was MSC to accept the ILOS and CCSSEE report. The following members all voted aye: Moe, Smiley-Ratchford, Koblik, Gonzales, Schaffer, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Parkinson, Bruenn, Niyogi vote aye. No nays, no abstentions. Approved.

7. INSTITUTIONAL LEARNING OUTCOMES (ILOS) REPORT

This topic was covered under item 6.

8. REVISITING 16 WEEK ACADEMIC CALENDAR DISCUSSION

Freytag asked Council to share any feedback they have heard regarding the impacts of the 16-week calendar since its implementation.

Taughar said the overwhelming theme in the sciences is the negative impact on the students. She said students often are taking more than one STEM class so they could end up taking 2 tough finals in one day. She said however, the science area knows they are in the minority on this issue but they were hoping that the decision could have been made through consensus.

Gentry-Kolen said her division had a lively conversation with comments on both sides. She said they did agree that not having a scheduled finals week is an equity issue for students and a disservice to them in many ways. She said one person did comment they like having a couple extra days that last week to bring in more curriculum and students seemed to feel less stress. She said we need to poll students about this.

Gonzales said English is pretty evenly split in whether they support it or not.

Bruenn said she has not heard any feedback from part-time faculty.

Gerken said he thinks it has raised students stress levels. Many STEM students felt stressed with the 18-week semester so this just make it more so for them.

Seefer said in the Business division they like not having finals week. They felt that changing class times for finals week was disruptive. She said they also think students feel less burnout with a shorter semester.

Flores-Lowery said they liked the flexibility of a finals week. But she said they used to see students burn out at 14 weeks but now at 14 weeks they are better able to keep going with just two weeks left. She said also, with keeping regular class times the last week, in some classes that might not be enough time for a final.

Koblik said although she is not representing a division, committee work is compressed and that can be a little stressful. She said she also knows that it has made it harder for DSS to accommodate students' needs.

Niyogi said her division has a lot of concerns but when they took a poll, most wanted to keep the 16 weeks. She suggested having some Flex workshops for faculty to discuss how they have adapted their classes to the 16-week semester.

Canada said they have definitely seen the stress it has caused students and that we need to poll them for their thoughts about it.

Smiley-Ratchford said faculty did not receive any training for this transition and they are feeling stress so it's no wonder that students do too.

Moe said changing the fall and spring schedules impacts summer and intersession and that needs to be looked at.

Opsata pointed out some questions on the CCSSEE on this topic.

19.4 % of respondents said they were not a student before the transition so they did not know anything different.

26% that were here for the transitions and they liked the 16-week calendar, while 32.5% that were here did not really notice a change or impact during the 18-week to 16-week transition. And, 21.6% said they strongly like it.

Opsata commented that leaving the fall 18 fire break out of the calculation, student success has increased by about 500, but we only have a few data points so far.

Taugher said she hopes before we move forward on the increase and success we need to dig into the data more to see if there are correlations.

Gerken asked if the decline in enrollment we are seeing has an effect on this data.

Koblik said she thinks over all it has not been a negative impact on the data but markers can be different among different groups of students. She said we should do a demographic breakdown of the data.

Freytag said the Council has to take action on this at some point. He would like to have a vote at the next meeting. He asked Council to take a vote of their divisions before the next meeting. Koblik said we need to agree on the question we are asking our divisions to vote on. She said it is important to have these conversations even if it does not result on a change to the schedule.

It was moved and seconded that we devote additional senate time and resources to examining the various student success data as a result of the shift to the 16-week calendar.

9. FACULTY APPOINTMENT TO CHANCELLOR HIRING COMMITTEE

Freytag told Council the FSCC has been charged with coming up with three faculty to serve on the

Chancellor's hiring Committee. He said typically, nominations for hiring committees come to the senate for an appointment. But for this level of hiring, we don't really have a set process. He said there are four names of DVC faculty that are being put forward. Council discussed the four nominees and agreed they are all well qualified to serve on the committee.

After discussion, it was MSC to nominate John Freytag to serve on the Chancellor's hiring committee as the DVC Faculty representative.

Moe said we need to talk about developing a process to have in place in the future.

Council agreed to thank the faculty that put their names forward.

10. DISTRICT OFFICE IT AND PROCESSES TO SUPPORT LEARNING, COMMUNICATION

Mojdeh Mehdizadeh and Satish Warriar presented a PowerPoint explain how the information flow works in the Colleague Infrastructure. The overview covered faculty members accessing rosters; the student registration function; and the employee accessing earnings statements. This presentation will not cover any network hardware functions.

They explained to get to the InSite log in page, it goes through a firewall and a load balancer. Then it goes through the sign on to the Amazon Cloud which is where the data is accessed. So to get to a roster from the load balancers, depending on the level of usage at the time there are several different servers it could go through. Then it goes to the App server which accesses the database. We have two FTE responsible for all Colleague server infrastructures. There are other IT employees that may get pulled in to work on it when there is a problem or heavy usage.

For Canvas file transmission we send canvas 5 files (users, courses, sections, cross list, enrollments) It is an automated process that runs a program to create these files. Then another automated process takes the 5 files and transmits them to Canvas. Canvas processes any files sent to them and processing time on the Canvas side varies (from 45minutes to 1.5 hours).

They explained that during the week of Nov 18, 2019 registration for Spring 2020 started. During this week we had issues with colleague. It turned out to be a bad software update from Ellucian. So on Nov. 19 the automated process created half of a course and no enrollment file. Then the process automatically sent the "bad" files to Canvas. Canvas read the files and did a 'cleanup' of course/enrollment on their end that resulted in the bad (empty) files being uploaded.

They said as a result of this issue they have updated their practice and have implemented the following:

- the automated process runs every 4-hours (6am, 10am, 2pm and 6pm daily)
- they've implemented checks on the files generated
- Within Canvas, they've enabled the 5% Change threshold for: Course, Sections, Enrollment and cross list file. If any of the above files differs more than 5% the file is rejected by canvas.

They explained that their communications protocols on the technical side include a tile on the portal, notification via InSite App, a message after login but BEFORE getting to Canvas and email. On the functional side the District wide Dean of Distance Ed. and College Canvas Admins. communicate with each other when issues arise.

Seefer said that the issue actually came up on November 19. She has an email she sent out describing the issues that came up and the inadequate communication to students. She said when we first learned of the Canvas issue, she was immediately concerned that the only way students were going to be notified was by an announcement on InSite. She suggested that a mass e-mail be sent to students and that an announcement be made on social media. She just couldn't see students even thinking to go to InSite to learn about Canvas, but they will check their e-mail and social media. By not informing students in this way, we caused great panic among them, and that really bothers her.

She did notify all of her students via e-mail immediately when she got her first panicked phone call from a student a little before 12:30 p.m., even before Jeanette's message came through, to let them know that she was aware of the situation and had reported it to Tech Support. It was through one of those students that Seefer later learned that our courses came back as "Unpublished".

This was a BIG deal to students; it was terrifying for them to be kicked out of Canvas in the middle of a test, with no way to get back in, or to log on and to be told they had no active Canvas courses, terrifying to not know what was going on. A mass e-mail would have done so much to alleviate their fears.

Moe commented that for students that are taking all of their classes online, Canvas going down is the same as a campus shut down but it was not communicated the same way and a campus closure would have been.

11. ALL COLLEGE DAY DEBRIEF

Due to time constraints, this item was postponed.

12. SENATE GOALS REVIEW

Due to time constraints, this item was postponed.

13. MANAGEMENT HIRING PROCESSES

Due to time constraints, this item was postponed.

14. VPI REPORT

Due to time constraints, this item was postponed.

15. AS PRESIDENT'S REPORT

16. ADJOURNMENT

There being no further business the meeting was adjourned at 2:30 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*