Oxnard College Academic Senate Assembly Minutes

LLRC-101

April 28, 2014 2:00 pm.

Members present and absent:

Academic Senate Executive Board	
Linda Kamaila, President	Present
Robert Cabral, Vice President	Present
Diane Eberhardy, Treasurer	Present
Gloria Guevara, Secretary	Present
Department	**Senators**
ADS/Paralegal	1. Becca Porter, Absent
CAOT/Office Technology	1. Diane Eberhardy, Present
Child Development	1. Vacant
Counseling	1. Graciela Tortorelli, Absent
Dental Programs	1. Armine Derdiarian, Present
Fine Arts and Performing Arts	1. Vacant
Fire Programs	1. Vacant
Health Services	1. Vacant
Letters	1. Jeanette Redding, Absent 2.Teresa Bonham, Absent (Jim Merrill proxy) - - - - - - - - - - - - - 1 PT Vacant 2. PT Vacant
Library	1. Tom Stough, Present
Management	1. Robert Cabral, Present
Math	1. Cat Yang, Present 2. Mark Bates, Absent - - - - - - - - - - - - - - 1 PT Vacant
Part-Time Faculty Rep. at-Large	1. Vacant
Physical Education/Health	1. L. Ron McClurkin, Absent
Natural Sciences	1. Shannon Newby, Present 2. Chris Mainzer, Present - - - - - - - - - - - - - -

	1 PT Melissa Graham, Absent
	2. PT Vacant
Student Support Services (EAC, Health Center)	1. Della Newlow, Absent
Student Support Services (EOPS)	1. Gloria Lopez, Absent
Social Sciences	1. Marie Butler, Present
	2. Gloria Guevara, Present
	- - - - - - - - - - - - - -
	1. PT Vacant
Technology	1.Vacant
AFT	1. Susan Jones, Present

Non-Voting Faculty: Bola King-Rushing, Carolyn Dorrance, Ishita Edwards, Kevin Hughes, Chris Horrock   Guests: Erika Endrijonas, Ricardo Duran

I. Call to order—Meeting called to order 2:08pm
II. Adoption of the Agenda—A. Derdiarian moved-Shannon Newby (second)
III. Announcements and Informational Items
   a. Student excellence award being renamed
   b. OC Garden
   c. Scholars Lecture Series: Juan Felipe Herrera Anthropologist/Poet
   d. Wed. 1pm Multicultural day—L. Kamaila will have table handing out information on Anthropology program, if faculty would like any handouts available to students please send
   e. New Phone—phone training—some problems when network is down.
   f. If anyone wants Microsoft office installed on home computer can do so per Dave Furman.
IV. Welcoming of Guests; Public Comment
   a. Dr. Durán
      Announcements
         i. Graduation May 21st @ 6pm. All faculty invited to dinner before graduation. OC will pay for cap and gowns.
         ii. Working on Student Success Plan SB 1456 (Duran chair of Task force) –preparing strategic plan to show how will comply with law that will affect college funding. Different approaches to matriculation process—campuses doing different things. Only one meeting left—will present to board, DCAP, Consultation Council. Students being told in orientations what they need to (e.g. orientation, ed plan, etc.) Mandated by law—says we have to offer but students don't have to follow—but penalties—go to end of line for registration. New software, new ways of connecting with students. G. Lopez working on Degree Works. EOPS, CalWorks, EAC, will be clearly identified. After 15 units have to see a counselor.

Grades First software is also being used. Student Equity Plan—looking at data of academic achievement—we need to identify achievement gaps and identify underperforming groups. Outline of plan will be working with Student Success Committee. E. Endrijonas—Student Equity Plan very clear explaining what data has to be observed and how to break it down. Since money is attached plan will be placed on this.   Senate has to approve this. M. Butler identified links between Student Success and Equity Plan.

   iii. Title V. Grant targeting transitional studies (due in May). Handout: "Empowering Community Colleges".   How do we achieve goals? Recommendations: Community Colleges need to reinvent ourselves. 80% need work in mathematics. 65% in reading and writing. Spending resources working with this group. Developmental ed is critical. Need to accelerate and get them through so they can meet educational goals.

Two parts of reports—available at AACC website high impact practices that work.

Recommendation #2: Dramatically improve college readiness—by 202 reduce by ½ students entering college unprepared for rigorous college-level work and double completion rates of developmental education courses. Focus on collaboration with K-12 partners. Gives a process to think about what we need to do to help achieve this goal.

Proposal—handout flow/chart. Reorganize parts of Math and English. Program Renamed "Transitional Studies"—adult education is coming to community college—should link to CTE—

"Assessment" is linked to student services—faculty deals with this—they set standards and work with counselors.   Statewide committee on assessment— will be state mandated.

Summer academies—what happens when STEM funding is gone? It will need to become part of learning resources. Learning communities can work.

Professional development has to be strong component.

Need to get through faster will have limited resources (such as financial aid).

This has to be approved by the Board—will only require an Assistant Dean. Try to do this by Fall 2015. Prefer Full Time faculty only in this area.

KAHN academy—OC linked to this online program.

Broke out into questions and comments. Issue of computer based literacy.

R. Cabral—when faculty hear Dean sounds expensive.

Dr. Duran—40,000 dollar difference. Diva was a "classified manager".

b. Vice Chancellor Brian Fahnestock—comes from background of private sector and education. Worked for Santa Barbara City College and started software company. Trying to change the way the District operates. Customer service—get them what they need to be successful and support colleges.   Funding model is going to change pretty drastically—were funded based on level of effort (FTES)---funding is going to be tied to

student success. Different model not enough to complete classes have to go somewhere.

V.   Approval of Minutes – April 14, 2014—Motion—R. Cabral. Diane Eberhardy (second)--No changes.

VI.   Treasurer's Report—Dues will be taken out of April paycheck, $2,150.40. Can still pay dues cash or check.   Also list of all senators in good standing.

VII.   Action items
   a.   Honoring Retirees (action item) Shelley Savren is poet laureate.
        M. Butler honoring founding faculty—resolution re: C. Dorrance. OC Senate would like to honor C. Dorrance. M. Butler moved that senate vote to adopt resolution.   New Title and Award—voted and approved. She will be presented with a plaque.   May not be annual award will be recurring award.
   b.   Distance Education: Attendance and Regular Effective Contact—Action is vetting— policies done by DE committee. Approved by curriculum.
   c.   Term limits (first reading)—proposed action item Art. II section 1 & 3—(elections) change term of service from one years to two years.   Would be in alignment with other two colleges.   Wordage changed to **every two years** by a vote of the faculty.
        M. Butler—how do we remove them if they are doing a bad job?
        Unclear if it should be retroactive—needs to go out to constituents and vet this. Motion to memorialize discussion---Robert Cabral; Gloria Lopez (second). Go back and discuss with departments and bring issue back 5/12.
   d.   Release time discussion, resolution crafting (First reading)

VIII.   President's Report (Accreditation Planning; DCHR; PEPC; Gradesfirst; Memory Garden; Earth Day; Multicultural Day; Student Awards and Ceremony – if short on time, will email report)
   a.   Will not expand access to emails. Could they trust Registrars to contact faculty? Helpful if they can email faculty. Craft it with one change at a time. L. Kamaila and Karla Banks do not have time to read everything forwarded.
   b.   Certain things not 10+1—will be space wars—certain faculty automatically do not have access to specific classrooms.
   c.   Goal Setting—student engagement and college hour and faculty engagement. At end of the year did better at faculty engagement (e.g. Gardens, lecture series, Sociology Club, Art Shows). Faculty engagement leads to Student Engagement
        E. Wilkes went to National Reviewer for Developmental Ed. Revitalizes DE process.
        CTE participate in OC Union High School Career Day. Not limited just to them.
        Broke out into discussion about how to increase student engagement.
   d.   Accreditation standards will be finalized.
   e.   DCHR—struggling coming to terms with hiring.
   f.   PEPSI completed program review.
   g.   Gradesfirst—creates a permanent file on student for others to see. Sharing information about academic and behavioral intervention. Create a document that follows students.

h. Memory Garden is functional.
   i. Ed Plans—G. Lopez EOPs do full Ed plans not partial ones. DTRW—3,000 out of 25,000 have done a completed ed. Plan.
   j. Reason for student Conduct policy changes—create a safe, viable work place and promote student learning.
IX. Committee & Department Reports
   a. Need faculty person on DTRWI
   b. Student Success committee is important.
X. Ongoing business
   a. Student Success Updates (status of SS plans in Dr. Duran's announcements)
   b. Committees for 2014-15 (changes and volunteers) . If serving on a shard governance committee need to let L. Kamaila know that you no longer want to serve.

XI. Adjournment—Meeting adjourned at 3:51pm.

Please see our website at www.oxnardcollege.edu for more information on what Academic Senate is, what it does – and how you can be involved. These meetings follow ADA compliance – if you need accommodations, email Lkamaila@vcccd.edu

Oxnard College Regular Effective Contact Policy

"Regular effective contact" can be defined as a certain minimum frequency of quality instructor-student interaction in a distance education class.

"Quality interaction" between instructor and students is regular communication between the two parties. As in a face-to-face course, the instructor must be able to initiate and participate in student discussions or the equivalent in an online environment via a variety of modalities in the district provided Learning Management System (LMS). The instructor must regularly monitor and moderate any student assignments or activities in the online classroom in which students interact with each other. The instructor must be available to answer students' questions about both the material and the course itself in an efficient and timely manner. The instructor must also provide regular and timely feedback on, and assessment of, student work; for example, the instructor should respond to students' emails within the instructor's stated availability contained in the syllabus; the instructor should provide feedback and/or grades on assignments within a week and/or within the instructor's stated availability contained in the syllabus. In the context of a Distance Education (DE) or hybrid course, the instructor must spend approximately as much time on these interactions as he or she would for a face-to-face course.

The modes that a DE instructor can use to create regular effective contact are almost limitless but should be easily accessible for the students and, when in question, verifiable. Use of the district provided LMS provides both accessibility and verifiability. Available within the district provided LMS and additionally, synchronous technologies currently available include (scheduled or unscheduled) online chat, telephone contact, video conferencing, virtual field trips, virtual meetings, or online presentation platforms such as CCC Confer; asynchronous technologies include email and other correspondence, discussion forums or boards, class announcements via a LMS homepage, websites, blogs, podcasts, voicemail, SMS/text messaging, or e-lectures. Neither of these lists is exhaustive, as there are always new technologies becoming available online. Any accessible medium (that is in compliance with Section 508 and the CCCCO Distance Learning Access Guidelines) is acceptable for facilitating regular effective contact.

Links to Regulations:

California Community Colleges Chancellor's Office – Distance Education Guidelines
http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

California Community Colleges Chancellor's Office – Distance Education Access Guidelines for Students with Disabilities
http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf

Oxnard College Distance Education Drop Policy

The Oxnard College General Catalog states, "Absence for any reason does not relieve the student from the responsibility of completing all class requirements. It is also the responsibility of students . . . to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled. When a student's absence exceeds in number 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may drop such student from the class and record a grade in accordance with the policy for dropping a course."

For Distance Education classes, specifically those that are 100% online, the drop policies of the individual instructor (as stated in the syllabus and/or the college's drop policy) may vary but be based upon the following:

- All students are expected to attend the online class regularly, for a minimum number of hours and/or to complete a minimum number of assignments or quizzes as determined by the instructor.

- Students enrolled in online classes must regularly login and <u>actively</u> participate or they may be considered non-participatory and thus may be dropped.

- Although it is the responsibility of the student to withdraw from a class officially, the instructor also has the authority to drop a student for lack of active participation. The instructor is not required to notify the student after having provided students with the drop policy in the course syllabus.

- Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student is

considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.

- Attendance assignments or student activity indicators must be clearly defined in the course syllabus and fall into one of the following categories:

  o Any assignment given before the census or drop dates.

  o Assignments and/or activities indicating the student has begun to participate in the online class.

  o Completion of assignments and/or activities by due dates.