

Moorpark College Academic Senate Meeting Minutes

Tuesday, April 2nd, 2019, 2:30 – 4:00pm in Campus Center Conference Room

Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

STANDING MEMBERS / ACADEMIC SENATE REPRESENTATIVES, 2018-19						Guests
POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	
ASC Pres	Nenagh Brown	X	Physics / Astronomy / Engineering / Computer Science	Ronald Wallingford / Scarlet Relle	RW	Phil Abramoff Rex Edwards Beth Gillis-Smith
ASC V.P.	Nathan Bowen	X	Social Sciences	Hugo Hernandez / Susan Kinkella / Rex Edwards	HH	
ASC Secretary	Erik Reese	X	Student Health Center	Sharon Manakas / Silva Arzunyan	SM	
ASC Treasurer	Renée Butler		World Languages	Helga Winkler / Alejandra Valenzuela		
ACCESS	Jolie Herzig / Silva Arzunyan	JH				
Behavioral Sciences	Dani Vieira / Kari Meyers		Athletics	Vance Manakas / Mike Stuart	VM	
Business Administration	Reet Sumal / Ruth Bennington	RB	Library	Mary LaBarge	X	
Chemistry/Earth Sciences	Tiffany Pawluk / Deanna Franke					
Child Development	Cindy Sheaks-McGowan / Shannon Coulter		Part-Time Rep	Jennifer Lawler / Dan Darby	DD	
Counseling	Chuck Brinkman	X				
EATM	Gary Wilson / Cindy Wilson		AFT Rep (non-voting)			
English/ ESL	Sydney Sims / Jerry Mansfield	SS				
EOPS	Marnie Melendez / Angie Rodriguez		CTE Liaison (non-voting)	Josepha Baca	X	
Fine & Performing Arts	John Loprieno / Cynthia Minet	JL	GP Liaison (non-voting)	Beth Miller	X	
Health Education / Kinesiology	Remy McCarthy / Adam Black	RM	Committee co-chairs (non-voting)			
Health Sciences	Michelle Dieterich / Dalila Sankaran	MD				
Life Sciences	Jazmir Hernandez / Yana Bernatavichute					
Mathematics	Chris Copeland / Vahe Khachadoorian	CC				
Media Arts and Comm Studies	Jenna Patronete / Svetlana Kasalovic		Student Liaison (non-voting)	Shida Delgosha		

In accordance with the Ralph M. Brown Act and SB 751, minutes of the Moorpark College Academic Senate Council will record the votes of all members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

I) Public Comments

- a) Nathan Bowen
 - i) Two musical events this weekend
 - (1) Vocal Showcase on Fri Apr 5 at 7:30pm in the PAC
 - (2) Student DJ Showcase on April 6 12:00pm & 7:30pm in the Black Box Theater
- b) Sharon Manakas
 - i) Still room for additional participants for Safe Zone Training on Fri April 19th 8:30am in EATM 101
 - ii) Please RSVP to Sharon Manakas: smanakas@vccd.edu
- c) Nenagh Brown
 - i) Congratulations to Reet Sumal for being honored as full-time faculty employee of the month

- ii) Phil Abramoff—Christine Francom from Math is also receiving the part-time faculty employee of the month honor
- iii) Chris Copeland—How does one get nominated?
 - (1) Nenagh Brown—starts with a kudos award then goes to Admin Council for final decision

II) Approval of Minutes

- a) March 5, 2019
 - i) Motion to approve made by Ron Wallingford and seconded by Vance Manakas
 - ii) Voted to approve with Michelle Dieterich abstaining
- b) March 19, 2019
 - i) Motion to approve made by Chuck Brinkman and seconded by Sydney Sims
 - ii) Voted to approve with Ruth Bennington abstaining

III) Unfinished Business

- a) Academic Senate governance committee membership updates
 - i) Motion to ratify committee membership by Chuck Brinkman and seconded by Ron Wallingford
 - ii) Voted to ratify with no abstentions
- b) Elections Committee recommendations
 - i) Postponed to a future meeting

IV) Consent Calendar

- a) ACCJC Annual Report
 - i) ACCJC requires each college to set metrics as does the Vision for Success but they have different metrics
 - ii) Senate needs to approve the ACCJC Annual Report and we presumed would have the financial metrics in plenty of time to post for this meeting but was not the case
 - iii) The ACCJC annual report including the financial component is due on April 5th
 - iv) This ought to have gone through the local senate and the district as well before submission
 - v) Senate should approve this so shall we pull from consent?
 - vi) Nathan Bowen
 - (1) Looked at the first half with the data reporting in previous meetings
 - (2) The surprise is the financials, second half and I am unable to approve something that I have yet to see
 - vii) FTES for Moorpark, general fund expenditures, reserves, etc.
 - viii) Ruth Bennington
 - (1) Concern is that we are signing off on numbers from the district that nobody has reviewed
 - (2) And therefore would not dream of signing off
 - ix) John Loprieno—Has Silvia Barajas weighed in on this?
 - (1) Nenagh Brown—Silvia Barajas does not think there is an issue
 - x) Jolie Herzig
 - (1) For data metric 7a, the method that students must update their major is a very confusing process
 - (2) It is highly likely that 60% of majors are inaccurate
 - (3) What if the programs students enrolled in actually reflected their majors?
 - xi) Motion to take off consent made by Ruth Bennington and seconded by Hugo Hernandez
 - xii) Voted to remove from consent unanimously

V) Information Items

- a) Compressed Calendar Workgroup Report
 - i) This is still a draft
 - ii) Looks good until the tables at the end that have not yet been updated to more closely match the conclusions of the workgroup
 - iii) Next year the compressed calendar will be a huge topic
 - iv) Chancellor's consultation council decided to make another workgroup to investigate the operational impact and feasibility
 - v) Very earliest would be Fall 2021 for implementation of a compressed calendar should it be adopted
 - vi) Please direct opposition to and comments on the compressed calendar to Nenagh Brown or other members of the workgroup
 - vii) Charge of this first workgroup was only to assess if a compressed calendar is beneficial for students
 - (1) Including a winter session as part of the compressed calendar makes it beneficial for students
 - (2) Success rates for 18 versus 16 week semesters are similar
 - (3) Courses of length ~6-9 weeks show the highest success rates; all shorter courses show significantly increased success rates
 - (4) The results are evident across all student populations and across all disciplines
 - viii) Workgroup recommended adopting two 16 week semesters with a winter intercession
 - ix) Adding winter intercession does affect FTES
 - (1) FTES see an initial increase at first
 - (2) Then students plan schedule including winter intercession and FTES level out
 - x) Quarters were also discussed but do not fit well with our area feeder schools
 - xi) Dan Darby

- (1) How are data taken for the 6-9 week class success bump?
- (2) Is all material covered in the shorter formats?
- (3) How do we translate success into workgroup for both students and faculty?
- (4) Nenagh Brown
 - (a) The report has detailed information as does the workgroup website
 - (b) As an example, Santa Monica College has tracked the same faculty who teach 4 week and 18 week sessions in terms of course content and potential grade inflation
 - (c) Current surveys are not comprehensive enough to answer the questions of “why”
- xii) Josepha Baca
 - (1) Summer students are a different population of student, including a number of students from four year institutions
 - (2) In addition, the hardship on the site is large
- xiii) Jolie Herzig—Really just moving 4 week session from summer to winter so not a brand new session length
- xiv) Chris Copeland—surprised that district will not make more money on this model
- xv) Nenagh Brown
 - (1) Repercussions on classified will be large
 - (2) Some campuses enable flexible schedules so that contract hours can be spread out over the various sessions
 - (3) Workgroup on the financial and other ramifications will form and will see this back in council next year

VI) New Business

- a) Academic Senate budget update for April—presented by Ruth Bennington
 - i) Postponed until next meeting
- b) Academic Senate scholarships—Ruth Bennington
 - i) There were 18 applications with 2 disqualified for not meeting the criteria
 - ii) Michelle Dieterich, Mary LaBarge, and Vance Manakas worked over spring break to meet yesterday for final selection of senate scholarship recipients
 - iii) Group recommends three \$500 awards be given to the following students:
 - (1) Emily Katz
 - (2) Kylie LaFrenais
 - (3) Kathleen Lamarque-Navarrete
 - iv) [Motion to ratify the scholarship made by Chuck Brinkman and seconded by Hugo Hernandez](#)
 - v) [Voted to ratify with no abstentions](#)
 - vi) Please thank Obie Younan and Jolie Herzig for obtaining the proper transcripts that have cumulative GPAs
 - vii) Nenagh Brown—Look forward to recommendations and suggestions by the group to improve the process for the future
- c) Academic Senate Standing Committee co-chair elections
 - i) Have 4 vacant co-chair positions: EdCAP, PD, SEA, DE
 - ii) Mary LaBarge
 - (1) It was not made plain that comments were going to be made about candidates at Council meeting
 - (2) Could change people’s minds if one candidate spoke but not the other or likewise if somebody spoke on one’s behalf but not the other
 - iii) All candidates were invited to attend the elections
 - iv) Comments are now welcomed about particular candidates
 - (1) Mary LaBarge
 - (a) Would like to support Linda Kennedy who is very experienced with DE and works with many of our digital library systems
 - (b) Confident she would do an excellent job
 - (2) Ruth Bennington
 - (a) Shannon Macias would be a great candidate
 - (b) She already serves as a member of the DE committee and teaches a lot online
 - v) Distance Education co-chair: two nominations, Linda Kennedy and Shannon Macias
 - (1) [Votes for DE faculty co-chair:](#)
 - (a) [Votes for Linda Kennedy: Chuck Brinkman, Hugo Hernandez, Mary LaBarge, Sharon Manakas, Ron Wallingford \(5 votes\)](#)
 - (b) [Votes for Shannon Macias: Ruth Bennington, Nathan Bowen, Chris Copeland, Michelle Dieterich, Vance Manakas, Erik Reese \(6 votes\)](#)
 - (c) [Abstentions: Nenagh Brown, Dan Darby, Jolie Herzig, Remy McCarthy, Sydney Sims \(5 abstentions\)](#)
 - (d) [Shannon Macias has been voted the next co-chair for DE](#)
 - vi) Professional Development co-chair: one nomination, Beth Gillis-Smith
 - (1) [Votes for PD faculty co-chair:](#)
 - (a) [Abstentions: Nenagh Brown](#)
 - (b) [Beth Gillis-Smith has been voted the next co-chair for PD](#)
 - vii) Student Equity and Achievement co-chair: one nomination, Trulie Thompson
 - (1) [Votes for SEA faculty co-chair:](#)
 - (a) [Abstentions: Nenagh Brown](#)
 - (b) [Trulie Thompson has been voted the next co-chair for SEA](#)
 - viii) No nominations for EdCAP
- d) Proposed resolutions for consideration at ASCCC Plenary
 - i) Not discussed at this meeting

- e) Academic Senate annual awards—review of process documents: Nathan Bowen
 - i) Process remains the same but must approve the process documents to move forward
 - ii) Motion to approve the Academic Senate annual awards process documents made by Sydney Sims seconded by Sharon Manakas
 - iii) Voted to approve Academic Senate annual awards process documents unanimously
- f) BP/AP 7211: Minimum Qualifications and Equivalency
 - i) Not discussed at this meeting
- g) AB705—Fall 2019 implementation: presented by Sydney Sims and Phil Abramoff, English & Math Department chairs
 - i) Sydney Sims—English
 - (1) Moorpark College English department was in compliance with AB 705 already since Self-Placement (instituted 1998) did not force students into any courses and we offered essentially only one level below transfer (2-3 sections of one further level below)
 - (2) Revised the Self-Placement Guide to remove test-like elements (reading comprehension, grammar), include high-school GPA, and guide students more firmly towards the transfer-level class (Engl 1A). It retains multiple measures such as performance in previous classes, reading and writing experience, study skills, personal situation, etc.
 - (3) Instituted “English after hours” tutoring (with highly qualified and trained tutors) targeted specifically at 1A students: one hour of support once a week after each 1A class time block (i.e., 10:00am, 12:00pm, 3:00pm)
 - (a) Currently creating a 1A corequisite support course for those with a lower GPA, probably noncredit to avoid potential grading and financial aid problems. The intention is to get this course through curriculum (via the new CourseLeaf software, when implemented) for spring 2020, more likely fall 2020. Will poll students about their preference for one or two hours of support per week. Once this course is ready to offer, we will re-revise the Self-Placement Guide to recommend 1A+support course to students with GPA below a certain threshold. The challenge will be getting the low-GPA students into the designated sections with coreq support.
 - (4) This semester: 6 hours of paid professional development for 20 faculty to introduce or reinforce culturally responsive teaching and beyond-cognitive domains
 - (5) Vance Manakas—English class at 8-10am and then tutoring at 10am, do students receive credit for this extra class?
 - (a) Sydney Sims
 - (i) No, and will not receive credit once they are converted to non-credit courses either. Students will need to block out a 3-hour time block
 - (b) How will word get out?
 - (i) Beth Gillis-Smith—Advertised these support courses on the portal and largely through instructors talking to their classes
 - (c) Will there be evening times?
 - (i) Beth Gillis-Smith—Offered evening sessions in the past but nobody came
 - (6) Hugo Hernandez—These are like embedded instructor office hours; will it be regular office hours or will faculty be paid for their time?
 - (a) Sydney Sims—instructors will be paid at the non-credit rate
 - (7) Beth Gillis-Smith
 - (a) Currently plan to offer these support sessions MWR 10am, 12pm, and 3pm
 - (b) Will poll sections and see what they say on 1 hour versus 2 hour sessions
 - (8) Jolie Herzig—What does this look like? Students typically receive one-on-one help during office hours versus these group tutoring sessions?
 - (a) Beth Gillis-Smith—Tutors provide a structured lesson based on topics being covered in the course at the time and then some open time for student questions and more individualized lessons
 - (9) Goal is to make these formal non-credit courses in time to offer in Spring 2020
 - ii) Phil Abramoff—Math
 - (1) Curriculum changes
 - (a) Below transfer level courses
 - (i) Had this sequence of below transfer level courses: Math M09→M01→M03
 - (ii) Another pathway was Math 08 and then into stats (M15)
 - (b) Students now go directly into transfer level courses as dictated by AB705
 - (c) Note that Math M03 has always had the most sections every semester
 - (d) Transfer level courses
 - (i) M05 College Level Algebra
 - (ii) M06 Trigonometry
 - (iii) M07 Precalculus & Trigonometry, which is equivalent to M05 & M06 combined
 - (iv) STEM calculus series M25 A,B,C
 - 1. Then leading to M31 (linear algebra) and M35 (differential equations)
 - (v) Business calculus series M16 A,B
 - (vi) M15 statistics
 - (vii) M10—math for elementary school teachers
 - (viii)M21—discrete math
 - (e) Math M09 will no longer be offered
 - (f) Math M01 previously had 8-9 sections and will now have only 2 sections in Fall 2019
 - (g) Math M03: offering 22 sections in Fall 2019 and 6-7 sections will be “with support”
 - (i) Some with support possibly including course embedded tutors (CET), specialized workbooks, etc.

- (h) New approved course: 905-S, support component for M05 class (900 level with S for support courses)
 - (i) Non-credit module for those in need taught by same instructor as the main M05 class
 - (ii) Ten of the 26 M05 sections will be linked to the support module
 - (iii) Vahe Khachadorian is doing a great job organizing and training other faculty
- (i) Also have bridge courses (zero to half unit) offered at the end of first or third weeks (700 or 900 level classes without S)
 - (i) Meet for 8 hours to review critical material for the course to which they are attached
 - (ii) Thus far there are bridge courses:
 1. 707 for Math M07 (will be renamed 907)
 2. 725A, 725B for Math M25A, M25B, respectively
 3. 901 for Math M01
 4. 903 for Math M03
- (j) Math M08, pathway to statistics, will have one section running in the Fall
 - (i) Long term plan is to remove M08 as well
 - (ii) Big movement in stats is to send students directly to Math M15
 1. Success rates are about the same straight in or with having previous course
- (k) In the pipeline for next year are
 - (i) M12 math ideas being developed by Rena Petrello for those that do not need algebra or calculus
 - (ii) M11, a 3 unit college algebra course to prepare students for M16A,B (business calculus)
 - (iii) 915 & 915-S bridge and support course for M15, respectively
- (l) Josepha Baca—Is there a support course planned for M16A? Business majors often get stuck here and a bridge or support course could be helpful
 - (i) Phil Abramoff—Not currently planned but will consider
- (m) Ruth Bennington—please explain Math M05 and M11
 - (i) Phil Abramoff
 1. Math M05 (4 units) will be college algebra for those going into STEM
 2. Match M11 (3 units) will be college algebra for those going into business and social sciences
- (n) Beth Gillis-Smith—Can set up study sessions for classes right now
- (2) Counseling
 - (a) Counseling based on what options students have informed by multiple-measures to recommend options
 - (b) Students always have the freedom to choose the course they actually take
 - (c) If students go for higher level then might recommend support classes
 - (d) Jolie Herzig—What if students do not want to continue in support section, which is a non-credit class?
 - (i) Phil Abramoff—No way to force students to attend
 - (e) Chuck Brinkman
 - (i) Big thing that AB705 did was take away the below transfer level threshold
 - (ii) Students can now sign up for precalculus M07 without any aid
 - (f) Sydney Sims
 - (i) When we went to self-placement there was no change in enrollment in the end
 - (ii) Expected an influx of students in the higher classes but saw no change
 - (g) Will make a handout to help students decide which math to take so as not to inundate counselors
- (3) Other support like math center
 - (a) course embedded tutors (CETs) and study groups
 - (b) Peer Assisted Learning Sessions (PALS)—student tutor lead study groups
- iii) Nenagh Brown
 - (1) English leading the state in terms of assessment already
 - (2) Math has done a tremendous amount of work
 - (3) Many colleges are at a standstill since do not agree with AB705
 - (4) Optimism and dedication to students has been incredible in both departments
 - (5) This is a grand experiment
 - (6) Please pass on we are so in awe at all of the hard work and positive attitude in English and Math
 - (7) Phil Abramoff
 - (a) Do not know what is going to happen with this new model so the student centered funding formula (SCFF) terrifies us
 - (8) Josepha Baca
 - (a) How do we pass on this information?
 - (b) Would like a simple grid of options, such as what was on the board
 - (c) And please send to the entire faculty
 - (9) John Loprieno
 - (a) Would be helpful to know what is ready for the Fall 2019 and then what is planned for the longer future

VII) Reports

- a) Officer Reports
 - i) Treasurer
 - ii) Secretary
 - iii) Vice President
 - iv) President

- v) GP Liaison—Beth Miller
- vi) CTE Liaison—Josepha Baca

VIII) Announcements

- a) April 5: Strategic Planning Retreat – California Lutheran University
- b) April 11-13: ASCCC 2019 Spring Plenary Session – San Francisco
- c) May 14 8am-10am: Year-End Brunch