

**Ventura College Academic Senate  
Minutes  
Thursday, December 1, 2016  
2:00-3:30pm  
Multidiscipline Center West (MCW) – 312**

I. Call to Order at 2:05pm. The following senators were present:

*Michael Bowen for Donna Beatty—English/Math/Learning Resources*  
*Colleen Coffey (CMC)—Senate Secretary*  
*Roxanne Forde (RF)—Water Science/WED*  
*Chris Frederick (CF)—English/Math/Learning Resources*  
*Angelica Gonzales—Student Affairs*  
*Bill Hendricks (BH)—Visual Arts/Behavioral and Social Sciences/Languages*  
*Andrea Horrigan (AH)—Visual Arts/Behavioral and Social Sciences/Languages*  
*Alex Kolesnik (AK)—Senate President*  
*Paula Munoz (PM)—Student Affairs*  
*Henny Kim-Ortel—English/Math/Learning Resources*  
*Peter H. Sezzi (PHS)—Senate VP*  
*Brent Wilson (BW)—Health/Kin/ICA/Performing Arts*

II. Public Comments

Public Comments Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to Alex Kolesnik/Peter H. Sezzi, 4667 Telegraph Road, Ventura CA, 93003.

PHS: Save the date “Diversity in Culture” event will be Wed/Thurs April 12<sup>th</sup> & 13<sup>th</sup>. In the district multi-cultural date is April 11<sup>th</sup>. There will be announcement forthcoming soliciting ideas for speakers, etc.

III. Acknowledgement of Guests: Lydia Morales (senate president-elect)

IV. Informational Items

a. Curriculum Committee Update: Update from Michael Bowen. Curriculum Committee members have recently undergone a training re: course outline review in preparation for meetings. Next meeting is Tues 12/6, one of the things on the agenda is the program in Diesel Mechanics. This so that the students enrolled in the program can receive financial aid.

b. Smoking on campus: Dr. Gillespie is here to speak with the senators about the prospective college smoking ban. Overview on status: he had received from AK the senate recommendation not supporting the ban. The thought around being a smoke-free campus came from Safety & Health Committee. Mary Jones realized there was money we could access to help with this transition. The thought was then to get feedback from the various constituencies. He has not received a formal response from students or classified staff yet. This isn't something that administratively they would decide to do unilaterally; it needs to be a campus decision. One thing that has been missing and he has asked Mary to work with Safety Committee on this is how would this be implemented? They are pulling this information and it will be available. Questions still remain re: how would violations be handled;

resources available to help people quit if they desired to do so. He thinks a decision will be made in spring. PHS asks for clarification about funds having already been received to make this a smoke-free campus? Yes, the funds have been received but not spent—they will be returned if we do not become a smoke-free campus. Discussion ensues and senators ask further questions. Suggestion is made to send out information in advance (pros/cons) of any survey. AH raises concern that this seems to have been the cart before the horse; applying for funds first, then deciding. Dr. Gillespie says that he thinks this occurred because it appeared that smoking bans would be implemented statewide. That ended up being vetoed. AG raises concern to Dr. Gillespie about extending the permit-free parking to the whole two-week period of add/drop. PM wants to have the senate's discussion shared with the classified staff & ASVC. Senators agree and AK will.

c. Achieving the Dream: Kay McKlinney & Mark Figueroa are here from Achieving the Dream. She thanks the senate for their support of ATD. Says that any successful endeavor re: student success is championed by faculty. One of ATD's preferences as they meet with a group for the first time is to listen. She asks about this academic senate in particular: how do you view your current (or your aspired) role in leading an agenda for student success/equity? AK says that it is this body that sets goals (ex: IEPI goals); we also have college forums and retreats. He feels like the senate does lead a lot of those efforts. In addition to setting goals, is there a companion role in looking back and taking stock of what was achieved? Senators say, not really. AK says that part of this is that the accountability measures have been moving targets the last few years. We may set goals and by the time we go back to measure, the metrics have been changed. PHS: it's hard to do longitudinal research when metrics change. Equally difficult to discern what that was implemented was actually effective. Kay: Too many different competing initiatives that are difficult to scale up. Tough to tell what moves the needles where there are so many different competing initiatives to determine what works. AG adds that we are so focused now on certificates, degrees, etc as measures of success, but some students come for just one class, for professional development, etc—we don't measure that as a success. KMc says that she will take as the larger point here that defining student success is a complicated endeavor. She says across American higher ed, the most common scenario is an accumulation of credits and debt and no degree/credential. This has equity implications because the students least likely to complete their degree/credential are students of color, students of lower socio-economic status. One thing we can conclude is that we have not done a very good job in community colleges in particular to let students explore in a guided way. To have a structure that allows for exploration. If part of college is about exploration, how are we going to structure that? What is happening nation-wide is students accumulating many, many credits beyond the contemplated 60 just to earn an AA (in part, because they are exploring/wandering around/trying to figure out what they're doing). But this of course has a huge cost to students for tuition, Pell grant eligibility, lost wages, etc. MB: the CC just had their tech review meeting and they happened to have a soon-to-be-retired auto/diesel program coordinator and they were working on a degree/certificate for that program. In that meeting they had a discussion re: students not applying for degrees/certificates that they actually do earn. KMc says some colleges/universities have taken to automatically issuing degrees/certificates without waiting for students to apply for them. Discussion ensues. AH: comments about students' sources of advisement and that faculty on this campus have been explicitly discouraged from advising students (i.e. deferring to counseling). KMc says that we need to think about a triangular model: different people do different pieces that they are good at (counseling, faculty & peers). RF: brings up the issue of classes having been cancelled for low enrollment—interrupts students' degree paths, completion rates. KMc: in her view the criterion that drives class scheduling should be what students need to take, not what faculty want to teach. CMC: on this campus the conversation has been about making freshman take math/English first year, but we don't have enough sections to accommodate. So instead the conversation has taken us to priority registration and trying to move

students up in the line to best their peers. This is not the conversation we should have. KMc: getting students successfully through two college-level courses their first year is highly predictive of degree success. Scheduling, remediation, course design etc should all flow from that idea. Senate (and faculty at large) should discuss what they think the entering experience for first year students should be (i.e. imagining FYE, or the further development of it). Senators discuss FYE. PHS asks if maybe some programs (like FYE) cannot be scaled up? When you make it generic you take away that which makes it successful. KMc: Conversation should be re: all students should have a first year experience. What do we want that experience to look like? It is not a one-size fits all—different populations will have different needs. Discussion continues.

#### V. Action Items

- a. Minutes (11/3/16, 11/17/16): Motion by RF; 2<sup>nd</sup> by PHS. Discussion: none. Vote is unanimous.
- b. Faculty Handbook (2nd reading)—This was not discussed as time ran out.

#### VI. President's Report:

#### VII. Senate Subcommittees/Task Forces/Work Groups Reports

#### IX. Campus Committees Reports

#### X. Announcements for the Good of the Order

#### XI. Requests for Future Agenda Items

#### XII. Adjournment at 3:33pm.

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.