



SBVC Academic Senate Agenda

Wednesday, August 18, 2021

3:00- 4:30 pm via [Zoom](#)

Commonly known as the "Ten Plus One," (as articulated in [Title 5 of the Administrative Code of California, Sections 53200](#)) the following define "[Academic and Professional matters.](#)"

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| <ol style="list-style-type: none"> 1. Curriculum including establishing prerequisites and places courses within disciplines 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 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 between the governing board and the senate |
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	Agenda Item	Discussion	Action
1.	Call to Order and Roll Call (Sign- In)	Called to order at 3:04 p.m. Sign-in Sheet and Voting Record	
2.	Public Comments on Agenda Items (max. 10 minutes @ 2 minutes each)	<ul style="list-style-type: none"> • C. Jones: My department had a question about the time it's taking to get approval for curriculum. Our understanding is if we get curriculum sent in to the committee by like May of 2022 it would take until 2024 before we can actually have that in the catalog. So that was due to some sort of timing between like the UCs and Cal States for articulation and related to when our school publishes its catalog I believe. We were wondering if there's anything we can look into doing so that it's not like a two-year turnaround. <ul style="list-style-type: none"> ○ M. Copeland: I suppose the Senate could take it up, but the dates for articulation are pretty set in stone and when we changed the date over a year ago to move the date to the end of the year. This was vetted through the Senate, it went through the Senate, we talked about it with the Senate, and we voted on it in the Senate. There's a number of factors at play, it's the articulation, publishing of the schedules and so I think it might be helpful to have the articulation officer here because there's only certain times of the year that courses can be submitted for articulation. I suppose if the Senate wants to talk about it and put it on a future agenda they can. It's not really the Curriculum Committee saying, this is what we have to do, it's because of the outside factors. ○ C. Jones: So there are multiple things that could be adjusted to kind of make the turnaround faster. I kind of wonder if we could have some sort of resolution or whatever you want to call it to maybe adjust the catalog date or move up things. 	

		<ul style="list-style-type: none"> ○ M. Copeland: The Curriculum Committee has no purview over when the catalog is published, this is through the Office of Instruction and the Curriculum Committee has no purview over articulation dates. ○ R. Hamdy: Maybe it would help if we had a presentation on what C. Jones is talking about so if there's an issue we're all on the same page and certainly the articulation officer would be a big part of that. Just so you know, it's not resolution-worthy. I think we at least need to understand what factors are in. ○ M. Copeland: I think it might be helpful for the VPI to address that as well. I don't think we have discussion around public comments. 	
3.	Senate President's Report (max. 5 minutes)	<ul style="list-style-type: none"> ● View Academic Senate President's Report ○ Applause Cards: <ul style="list-style-type: none"> ▪ M. Notarangelo, Library ▪ V. Valdez-Flynn, Counseling 	
4.	Committee Reports (max. 15 min.) <ul style="list-style-type: none"> a. <i>Student Services</i> b. <i>CTE</i> c. <i>EEO</i> d. <i>Professional Development</i> e. <i>Elections</i> f. <i>Curriculum</i> g. <i>Program Review</i> h. <i>Accreditation & Outcomes</i> i. <i>Financial Policy</i> j. <i>Distance Education</i> k. <i>Personnel Policy</i> l. <i>Legislative</i> m. <i>Ed. Policy</i> n. <i>Guided Pathways</i> 	<p>d. Professional Development [R. Hamdy]: Convocation Week – thank you to everyone who participated and ran meetings and just showed up. Your dedication is noticed and appreciated. Our committee met on Monday, and we had a robust conversation on workshops we want to develop as a committee, particularly around how to connect with our students and humanize ourselves and build relationships. We heard that coming out of convocation week and a couple of sessions. There is sometimes a struggle depending on our discipline about how to get to know our students and how to understand their needs as well as get to know us. So the committee is excited about building the workshops they're already sending me resources. I'm also putting together an email about the flex obligation – it will be the same 12 hours like last year. I see some people already putting in their hours.</p> <p>j. Distance Education [M. Worsley]: Meeting this Friday, will have a report next time.</p>	
5.	Additional Reports (max. 5 min) <ul style="list-style-type: none"> a. SBCCDTA 	a. No report	b.
6.	SBVC President's Report (max 5 min.) S. Thayer	<ul style="list-style-type: none"> ● I know we had a chance to see each other last week during convocation. We wanted to send a shoutout to our Professional Development Committee for a very successful convocation week. I really enjoyed participating at a different level. As many of you know, since August 1, I had the opportunity to sit in this seat. I'm wanting to continue the good work done by our new Chancellor D. Rodriguez. To hone in on all the wonderful things we've been able to do. My goal is to support and continue that work so I really look forward to the opportunity and I'm excited about the things that we can do together. I really feel like we're going to have a convergence of things this upcoming year because of the great foundational work that's been done already, and really keeping students at the center of what we do. We've been 	

able to navigate a pandemic together for 18 months and now come back together in person, you know, in a safe gradual way. It's been good to see people in person again. I've been on campus and had an opportunity to run into people as you see them coming into the offices. It's little by little we're making our way back and our students really appreciate to see them make their way back to campus. I wanted to note we sent out a letter through campus mail and everybody's mailbox. Inside that is a mask. As you know, masks are a requirement now indoors, so we wanted to give you all a SBVC mask so when you are on campus you can help us market the college, but it's just a token of appreciation for all you do just to make sure we stay safe together as we do this work. I know we talked a lot about our vision and success during opening days. I want to share a few things that occurred. I really enjoyed the meetings I've had with our leadership throughout the college and the district. I'm getting up to speed on different things that we're doing. It's been a gracious welcome from everybody, so I really appreciate that now that I'm coming into my fifth year here at Valley College. When I reflect on that I'm thinking time really does fly by when you're having fun because it's been a great ride and I'm really looking forward to continuing that. The got an opportunity to meet the new superintendent of San Bernardino City Unified School District. Doc Urban has been there now for a few months, but we're looking forward to continuing our relationship with our feeder K-12 districts and enhancing those relationships so that we can make sure we're supporting the students as they come to us and through concurrent enrollment and other programs.

- We had our foundation retreat and the big topic of that was the 95th anniversary. As we know, we're preparing for the big gala in January to celebrate the successes of the college over the past 95 years and the Foundation is doing some great work just to make sure the event occurs and is successful.
- As we know, we launched a new program for our students, Books+, so all of our students who are registered for the fall semester will be receiving books and those books are available, either through the bookstore and no students get notified via email to either come pick up the books or those books are automatically placed into the Canvas shell. We're excited about Books+ and helping students adjust to coming back to campus by alleviating some of those financial burdens they they'll have with textbook costs.
- Today on campus the Chancellor's Cabinet held the meeting on our campus and we were able to walk around some offices just to see how everybody's doing. We walked to the library and other spaces to tell people welcome back to the fall 2021 semester and to check in to see how everybody's doing.
- As you all know we participated in the California Community College Racial Equity Leadership Alliance through USC's Race and Equity Center. It's a year-long program where we sent monthly teams of five individuals to different topic areas to learn about different things and have that information available to us. We're looking forward to getting that information from all those sessions, we were told they were being recorded. We want to make that available to the rest of the campus, not just those who participated, but also for others who are interested in learning more about the topics recorded. We just concluded that in August and we had a great participation amongst our faculty, staff, and administrators.

		<ul style="list-style-type: none"> • A reminder to students that parking is free in students lots so that message continues to be reiterated. There's signage around campus so that students are aware of that. We want to emphasize that it's in student lots to make sure they're not parking in the staff spaces so that there's enough parking. The good news is there is plenty of parking on campus, but we will continue to incentivize our students to come back, incentivize them to stay, and really just make sure that they're supported in their fall semester. • I know a lot of folks never left during this time, so to say, "Welcome back!" may not be appropriate. But I want to say, "Welcome to the fall semester and we look forward to working together to support our students." I really look forward to working with you all to do the best we possibly can. 	
7.	Consent Agenda a. Approval of the minutes for 5/19/21	<ul style="list-style-type: none"> • Motion 1 • No discussion 	Motion 1: Move to postpone the approval of the 5.19.21 minutes to the next regular meeting. 1 st : M. Worsley 2 nd : T. Vasquez 21 responses Aye: 100% (21 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes
8.	Action Agenda (max. 20 min.) a. 9/1/21 Plenary b. Opening of Bylaws	a. 9/1/21 Plenary [D. Burns-Peters]: <ul style="list-style-type: none"> • I want to propose a motion to move our regular meeting on September 1, and allow that time frame to be used as a plenary session where we will provide various sessions to support our student body and to cover our communication lines, etc. That still leaves us with our regular meeting during the month of September, it just happens to have five Wednesdays. • Motion 2 • No discussion b. Opening of Bylaws [D. Burns-Peters]: <ul style="list-style-type: none"> • We love our bylaws. I feel like we've opened them every year for the last several years, however, I am seeking or proposing and seeking support of opening our bylaws once again. There are a couple of reasons. One is the transition of District Assembly, and it's still included in our bylaws. We can update to reflect what we're currently doing. • Motion 3 • No discussion 	Motion 2: Move to make the regular meeting on 9/1 a plenary session. 1 st : S. Meyer 2 nd : J. Bjerke 21 responses Aye: 100% (21 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes Motion 3: Move to open the bylaws. 1 st : A. Aguilar-Kitibutr 2 nd : T. Simpson 19 responses Aye: 95% (18 votes) Nay: 0% (0 votes) Abstain: 5% (1 vote) Motion passes
9.	Information Items (max. 25 min.)	a. Accreditation & Outcomes Committee: Institutional Set Standards [C. Huston]: <ul style="list-style-type: none"> • View Institution Set Standards 	

<ul style="list-style-type: none"> a. Accreditation & Outcomes Committee: Institutional Set Standards b. Standing Committee Assignments c. Adjunct Senator Elections 	<ul style="list-style-type: none"> • I'm going to share the results of our institution set standards. Just a brief background, institution set standards are part of our accreditation requirement. We report it out to the accrediting body, ACCJC, every April. In this case, it was later in April as we had some scheduling problems. Our institution set standards are set by us, the college, and we are asked to set the floor, the lowest we will go before bad things happen, or rather, good things happen because we're going to take steps to correct and a goal that we're striving for, and then a stretch goal. What our Senate-approved institution set standards are at is one standard deviation below a three-year average in any given category and the categories are things like graduate rates, certificate rates, etc. • Our goal is to be one standard deviation above the three-year average and our stretch goal is to be greater than or equal to one and one-half of the standard deviation above a three-year average. Should we fall into these categories, if we fall below the floor then the action that should be taken by the campus or committee or appropriate people to look at an investigation to try to identify factors that could have caused us to fall below our standard and any interventions that can be done. • So far, we're on goal. We just want to monitor; we want to make sure we're still making progress and working our way forward. Then if we hit our stretch goals, if we're doing really well again, we want to take a look at it and see if it's something that's sustainable. Is this a number we think is going to be replicated every year, and, if so, is this something we can replicate in other areas. <ul style="list-style-type: none"> ○ A. Aguilar-Kitibutr: Is the word "investigation" coming from somewhere else from an office somewhere else? I'm wondering about the impact of that word. ○ C. Huston: The word chosen came out of our Accreditation and Outcomes Committee and came to Senate for approval. We're certainly open to changing the wording. You know the implication is if we're falling below our institution's set standard, we want to know why and ask if there's anything we can do as a campus to bring those scores up. We can take your comment back to the Accreditation and Outcomes Committee and we could look at this if we feel like we want to propose new language and bring it back to the Senate. ○ A. Aguilar-Kitibutr: That would be appreciated. "Investigation" sounds ominous and threatening. A logical point of view, so I don't know if there's a better word for it or if it capitalizes the intent of what the college wants to do. ○ C. Huston: We'll take it back through collegial processes and get it reapproved with different language if that's the will of everybody. • C. Huston: Again, this is the complicated charge. It shows each metric like course completion, where the data came from, the data has some additional years that aren't factored into the institution set standard. Then again, we take the past three years and that is the average of what our institution set standard is. The column on the chart shows what we did and if it is orange, we did not meet our standard. If it's green we did, and if it's yellow we didn't reach our spread stretch goal. • I wanted to show you where some of the data came from so we could look at this. It's also been presented to the managers committee and College Council as well. One of the areas we did not meet our institution set standards was enrollment after application; our 	
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institution set standard was 23.8% and what we did last year was 16%. We fell well below the institution's set standard for students who enroll after application to the college. Some of the internal causes we found when we investigated this was you know, COVID. Obviously that really impacted enrollment; there were changes in the way the CCCC collected data and the data was skewed because students were applying for college in order to receive services without actually intending to come to college without actually intending to come to college. So the recommendations of the committee were TESS is working to block email access for non-students and that we want to observe data changes as the economy recovers and the pandemic ends, I think that COVID-related numbers for institution set standards will be with us for a couple years. We'll be watching this all going forward.

- Transfer to in-state private institutions, our standard was 90 and we had 86. Again, the underlying causes. There was a fall off and enrollment to for-profit schools and separate for-profit schools that are also private schools have ceased operations over the fewer local schools for our students to transfer into. It was only a difference of 4 students, this is 9% and again, given the pandemic and COVID, the committee is recommending that we just monitor this for another year or two as we pull out of the pandemic and see if our numbers start to recover.
- Again, we had with the site tech licensure rate another standard we have to follow. Our standard was 79% of our students would pass the licensure test. What happened was 78% did. Our underlying cause was COVID. There was a lot of problems with students getting access to clinical and instructors were not available for a while. We have some new curriculum in the works for preparation for licensure exams, so the support is already built in to bring that up.
- Of course retention was the last one. Our goal was 88%. We fell to 84% that semester we transitioned everybody to mandatory full time online environment. Once again we still just recommend we hold for COVID.
- The things we did really well in but we exceeded our stretch goal which was 156 for our transfer degrees. It was the culmination of a lot of years work to put transfer degrees in place to put in degree planners working with Starfish and that the new student centered funding formula also focuses on completion. We exceeded it quite well again, we want to monitor it. We're going to have so much lower enrollment that will be impacting us in later years. As we go by the same general thing with our AS-T degrees, we exceeded by quite a bit, but we need to watch out for COVID-transfer to CSUs, which we exceeded. Basically everything we've done, we think, except for these last two we really want to just observe and see what's going to happen.
- Transfer level math and English and completing both, we exceeded our stretch goals by quite a bit you know. The committee talked with management in College Council and now Academic Senate. We still need to focus on the large number of students who didn't pass those classes; yes, that percentage has gone up. But we also have a greater percentage of students enrolling into transfer level English and math due to AB 705. Why the percentages look good when you look at the raw numbers show that really a lot of students did not pass, and we need to continue to work and support those students. Our

support courses are corequisites. They're going along with those classes are in place and we just need to shore up our support services and support courses and watch AB 705 and how those numbers play out.

- The committee also recommended that the research team expand institutional set standards to include gender and ethnicity of our students. Then, in the future, we analyze data to compare drop enrollment with dropping degree certificates so we can see if there is a parallel between enrollment going down and certificates going down so those are the recommendations of the committee that we have to share with you.

• **Questions/Comments:**

- T. Vasquez: Awesome work and awesome data. I'm always trying to figure out if there's a plan by the committee to unpack some of the causes. I'm looking at that column you had where it was enrollment. See what is COVID-19 or what are the different things that might be improved or even looking at the students that did actually enroll to ask what kept them going. I suppose that's a different way of looking at it.
- C. Huston: That's a different way of looking at it. We hadn't really thought of it in that perspective. When you mentioned the first one that enrollments after application that did get impacted unpacked a little bit, it was a statewide trend that students applied for admission so they could apply for financial aid and other services they could get from a college and they didn't actually intend to enroll. J. Smith did the majority of the work on this before he retired and brought it to the committee and yes, I think that if we were to bring it back to them with the results of students surveys and the student responses to the COVID surveys, that we would be able to maybe start making some correlations and exploring what kept the students in and what kept them going.
- D. Burns-Peters: That's an excellent point to be shared, it's not only looking at what can be improved upon but looking at it from that perspective of what kept those students engaged. That information might be a little more easy to capture than trying to figure out where we lost them. Reaching out to students that never registered could be a challenge versus those that stuck around and made it through.
- C. Huston: Yeah and like I said it's going to be with us for a while because it's a three-year average. So we have lower enrollment last year and that's going to factor in and it's going to impact our numbers for quite some time would be three or four years getting out of having COVID be part of our institution set standards and having those unusual figures because of the drops in enrollment.
- R. Hamdy: Just a quick comment on what C. Huston just said, those numbers will be with us because we set it as a three-year average. But we made that decision, right, so we could really choose to look at it a different way like year by year or some sort of different averaging. Those are options to explore so we're not so focused on what happened during the pandemic years.
- C. Huston: Well we do set our own institution set standards, so yes, we can change them. I would want to investigate the different formulas being used across the state and make sure that we're in line with what happens. Our institution set standard used to be the standard deviation of seven years instead of three. So imagine how long the numbers would have been with us if we were still at seven years.

		<ul style="list-style-type: none"> ○ R. Hamdy: Right, I'm just wondering though I mean I'm sure that there are other institutions across the state that may be factoring things in differently, given the pandemic and so maybe we can look at what other institutions are doing and see if we can adjust the way that we average that out. <p>b. Standing Committee Assignments [D. Burns-Peters]: Our standing committee assignments in terms of determining the chairs of those committees, once that's finalized that will go out to the committee to the Senate body, and we will address actual membership to those committees so we can do the work that needs to be done.</p> <p>c. Adjunct Senator Elections [D. Burns-Peters]: We did share out at Adjunct Orientation that we had three seats open for adjuncts to join us. There was a form we sent out as well. I think they have another week and a half or so for them to be in compliance with bylaws in order for them to express interest and then once that closes up, we will be looking at the voting or selection of those seats. That's typically done by the elections subcommittee. We will be sure to pull together a representation of what that committee would look like and it's usually a senator from each division.</p>	
10.	Public Comments on Non-Agenda Items-including announcements (max. 8 minutes @ 2minutes each)	<ul style="list-style-type: none"> ● B. Tasaka: After the resolution last year on Anti-Asian hate, we are trying to get a formal association together. Myself and a few others from the campus and from Crafton are working together to get an official Asian Pacific Islander Association, so if you're interested email me at btasaka@valleycollege.edu. I'll probably be sending a bunch of information in the next couple weeks and announcing this several more times. We want to get as many people interested as possible. ● S. Meyer: The Den is open currently 8:00 a.m. – 11:30 a.m. Monday through Thursday. We have a few new items! The Sunroom will open September 7th. Look at the email sent out. ● M. Tinoco: Everyone should have received an email about Starfish today. Please use it in your classes. Tell your departments about it. You should be getting progress reports at some point in the semester as well. Updates will be on our Starfish page. We will have labs for anyone who wants more information on that. ● D. Burns-Peters: I also wanted to share this information on Pronouncing Student Names. It's so important. As we interact with our students more face-to-face and in person, the importance of sharing and recognizing the correct pronunciation of our students' names. We talked about humanizing our interactions with our students and we talked about equity and inclusion in terms of creating community. Feel free to share it with others. 	●
12.	Adjournment Next Meetings: <ul style="list-style-type: none"> ● SBVC Senate Plenary: 9/1/21 ● Regular Meeting: 9/15/21 	<ul style="list-style-type: none"> ● Meeting adjourned at 4:18 p.m. 	●

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body

need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20). EO N-08-21 extended the permissions for Brown Act bodies to meet virtually through September, 30, 2021.