

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."

- Curriculum including establishing prerequisites and places courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the senate

	Agenda Item	Discussion	Action
1.	Call to Order and Roll Call (Sign- In)	Meeting 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)	None	
3.	Senate President's Report	<ul style="list-style-type: none"> • I want to highlight some Applause Cards that will be going to the Board of Trustees tomorrow. Our faculty are doing great work. <ul style="list-style-type: none"> ○ Keynasia Buffong ○ Rania Hamdy ○ Heather Johnson ○ Patty Jones ○ Mary Lawler ○ Maria Notarangelo ○ Daniele Smith Morton ○ Abena Weber • I just came from the President's DEIA workgroup. I want to recognize that the last two meetings have been extremely productive and have resulted in what I think is some real action-oriented work. I want to bring a summary of that work to our next Senate meeting. • We continue to have conversations about changes happening on our campus. We have a lot of change and it's at many levels. Some is related to DEIA work, some related to position changes or turnover in roles and at the district, while some of those have been here for a while it's still pretty recent in our time frame. You pull all that together and it's just a lot of change. We tend to face it with a bit of fear because we don't know what the results are going to be and it's easy for us to fall back on what we have experienced and what seems to be working. These are all very human reactions to change. Change is the theme I've experienced as your Academic Senate President. I've been having good conversations about 	

		<p>that change, and how even good change causes these emotions for us. Even positive change, which is what we're striving for, can be scary. In this role I'm having those conversations and just thought I would take a moment to verbalize it, recognize it, identify it as one piece of the puzzle with some of the sense of uncertainty that's going around. Some of the feelings of not quite being sure if we are moving in the right direction. I don't have an answer to what's a normal natural response, so this is just reflecting on my days of therapy that normal human response is really hard to address. We say it's okay to be a little fearful of change and that's normal; it's okay to be a little fearful and skeptical and concerned. I want to promote the idea that those things surface and help us preserve in some cases, so as we continue to navigate all of this change it can be overwhelming, and that's a normal reaction. You should not feel bad about having those reactions. I would like to encourage us to identify it and to work towards trusting it as much as we can that the intent is good.</p> <ul style="list-style-type: none"> • I will be at tomorrow night's Board of Trustee's meeting in person. I always try to highlight some of the work we're doing as a faculty body and to highlight the good stuff you're doing, so you're always welcome to send stuff like that to me. • We just had a plenary. It was a wonderful experience again. I attended virtually this year. If I continue as president, I look forward to attending in person in the future. I look forward to bringing back some of those resolutions to this body and kind of synthesizing what those mean for us, and some of the impact. We actually have an agenda item today to cover one of those components. • I'm grateful for the campus community that I work with. I'm really thankful for the commitment across campus that I see to our students and to the hard work we're doing. I'm thankful for that today. 	
<p>4.</p>	<p>Committee Reports</p> <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> 	<p>c. EEO [R. Hamdy]: The committee will be meeting in December so I'll report on that once we meet to talk about the EEO plan.</p> <p>e. Elections [B. Tasaka]: About a week ago, M. Worsley sent out an email detailing the election for Academic Senate President. That is open right now. We can probably resend the email, I'll let M. Worsley decide on that. There's a form on there to vote. We do ask you to sign in; it's just an authentication piece. We're not going to publicize who voted or how they voted. Just as a reminder, only faculty are eligible to be voted into this position. Please vote – it closes on November 29.</p> <p>j. Distance Education [D. Burns-Peters]: I would say our dates for spring are up, so feel free to check that out. If you're in a positions of peers talking about us being behind on grading, and I say us but I'm not doing a lot of that, but I'm trying to help where I can. It's a lot of people this time around and we're just overloaded, so please be patient and show some grace and kindness to those involved in those courses and facilitating them. It's a heavy load, so please just continue to show some grace and kindness and the next round of submission for the stipend for training completion of Level 1 or Level 2 will be submitted. Our goal is to have it submitted before leaving on winter break.</p>	

	n. Guided Pathways		
5.	Additional Reports None	a. SBCCDTA [J. Herrera]: <ul style="list-style-type: none"> • The email update on negotiations went out last week. We want feedback from the faculty on Article 2; the district wants managers to be allowed to teach. SBCCDTA is opposed to this for several reasons, but one of the main reasons is we just don't feel like we can take away faculty work and give that to managers. So if you have any additional information or thoughts on that please, email us. <ul style="list-style-type: none"> ○ R. Hamdy: As someone who talks to a lot of adjunct faculty through different PD and orientations, I really feel their pain because they will be offered classes and they expect that, as part of their livelihood, then those classes get cut and they have to go on unemployment. It's a real detriment to their actual well-being. I can see why CTA would be opposed to this. For a manager it would just be like one fun class, like oh hey I get to teach a class, but they'd be bumping an adjunct faculty who actually needs that money to live like literally, and they are already at poverty level and they teach. I mean I don't have to go into this, but it just breaks my heart and that's not equitable. ○ J. Herrera: Ours too honestly, and we realized that sometimes an adjunct faculty member with a full load makes in the whole semester what a manager makes in a month, and there's nothing about that that feels right to us. ○ M. Worsley: Everything R. Hamdy said. I'm also thinking of the pressure on chairs to schedule their supervisors into the schedule. I know deans have right of assignment, but I can see the pressure for a chair to schedule their manager. ○ T. Simpson: I'm thinking of this from a student's perspective – if they're taking a class taught by a member of the management, it's very intimidating to have somebody, you know somebody in charge of your grade, but ultimately their stance at the college. I love the fact that we don't have management teaching, but yeah, listen to me for students. ○ J. Herrera: Yes, that was kind of the other thing we realized. If it's really that important, there are several local colleges around us and they can teach at one of those colleges. That's the kind of feedback we can take to negotiations, so please send us your thoughts. • We are also looking at wages. We are doing our own salary study, which we do most of the time, just to see where we're at compared to the local colleges. Hopefully evaluations will be finished soon; I will be excited to have this three-year work-in-progress completed. • Also, tomorrow afternoon there will be a giveaway. I believe M. Lawler sent out the Zoom link. They are giving away gift cards, but it's a time to ask questions and just have fun and possibly win a prize. 	
6.	SBVC President's Report	<ul style="list-style-type: none"> • D. Humble: A vendor for was chosen for the vaccine mandate logistics, those particular logistics are being worked out. The VPSSs at both colleges are working with the committee to send out messages for students and so that is forthcoming. We are practicing compassion and empathy for all of our employees and will continue to <ul style="list-style-type: none"> ○ A number of faculty chairs who were at the meeting last Friday were able to observe a demo for Course Dog, which is a scheduling software. We're working with K. Wurtz at Crafton and the district to join forces to bring the software to faculty chairs to make scheduling easier. There's a two-way communication between Course Dog and Colleague, which is great because when we see these kinds of platforms there's a one-way communication and we have to develop a data loop back, but with this it's complete. We'll continue to get feedback on Course Dog and to bring that for easy scheduling. No tool is perfect, but we're excited about it and we're getting excited feedback. 	

		<ul style="list-style-type: none">○ The President’s holiday virtual gathering is December 7, I believe at 11, during our usual college time. There will be baskets and tickets for that.○ On December 3 we are meeting with our Guided Pathways Steering Committee, but we’re having a mini-retreat for faculty chairs, Senate Exec, deans, and some of our managers from joint cabinet. We’re going to be talking and discussing how we can all work together and understand what we each do in serving our students.○ The Day of Service is Saturday, December 4. I know a number of requests for volunteers have gone out, so I encourage anyone here who would like to volunteer. Last year we didn’t have an in-person day of service, so it will be nice to get out in the community. I know Dr. Rosas is working with her team and marketing to develop some materials that will go out and bags to the community. There’s a barbecue, so free food will be had for all.● K. Hannon: We are in the process of sending out some communication district-wide and there’s two different processes - one for employees and one for students because OSHA is mandating certain rules for employees and then we have our district vaccination mandate that is in regards to students. When it comes to employees, we will be honoring the Board’s wishes, we have presented our MOU to CTA to discuss the impact of the decision. We will, if we haven’t already, present it to the other bargaining units over the next week. So as part of the presentation, yes there are two legally mandated exemptions: religious and medical. In order to respect the Board’s wishes, we have also added in the third, which is personal beliefs. So instructions on how to submit any of those exemptions will be sent, and then instructions on how to submit vaccination status will be sent. Just know that we will be honoring the Board’s wishes in observing the personal belief exemption status. Know that anyone granted an exemption will then have to participate in weekly testing, so we’re spending time at the table to discuss that weekly testing and what it looks like and what are some of the ramifications if someone doesn’t comply with that process. You should, as an employee, be getting something in the next week with information and instructions, and then, once things get settled at the table as far as the impact of the decision, you’ll be getting something from your union.● Questions/Comments:<ul style="list-style-type: none">○ D. Burns-Peters: There was a question: Is there going to be any allowance for weekly testing or regular testing in lieu of vaccinations? I don’t know if you want to answer that at this time, or if that will be included in communication.○ K. Hannon: Because we are following the federal mandate, and we do have to anticipate having CalOSHA affirm that mandate for the state of California this week. In the mandate it states vaccination or weekly testing for those that have an approved exemption, so weekly testing in lieu of exemption or vaccination is not allowable. So it’s either vaccinate or fall into one of the three categories of exemption, and then, if approved, then you are part of the weekly testing cadence.○ C. Jones: I’m wondering for those that need exemptions, when are we going to receive the email on how to submit that, and as far as weekly testing goes, will that be something we have to pay for out of pocket, or is the school going to provide that if they’re not still doing pre-testing.○ K. Hannon: All of the information will be going out again, at the latest next Monday, but we’re going to try to get everything out Friday. So you will be given instructions on the three exemptions and the process for submitting it to the third party vendor, and then once we have all the information for submitting the vaccination records and/or the weekly testing cadence that is being reviewed by a third party vendor, meaning HR will not review, approve, or have any part of approving the exemption	
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7.	Consent Agenda Approval of the minutes for 11/3/21	<ul style="list-style-type: none"> ● Motion 1 ● Discussion: None 	Motion 1: Move to approve the minutes. 1st: S. Meyer

			<p>2nd: T. Simpson 24 responses Aye: 92% (22 votes) Nay: 0% (0 votes) Abstain: 8% (2 votes) Motion passes</p>
<p>8.</p>	<p>Action Agenda a. Guided Pathways: Working Goals for AY 2021-2022</p>	<p>a. Guided Pathways: Working Goals for AY 2021-2022 [A. Castro]:</p> <ul style="list-style-type: none"> • We are looking for support to start these conversations and to explore. It's not a directive, we aren't going to bring an iron fist down to say, this has to happen. It's really to open the door to begin working on this, to begin discussions, and to begin to see what they look like for our campus. Of course the exploration will be done will collegiality across all the campus. That's why we are just looking for support to start these conversations, have to start this process. We are asking for a motion. • Motion 2 • Discussion: <ul style="list-style-type: none"> ○ D. Burns-Peters: Can you discuss what, "Evaluate the viability of Student Success Teams." means? ○ A. Castro: We do not have a formal definition of that yet. That is the purpose of putting the goal on here, so we can begin the discussion to see what that looks like at our campus specifically. Other campuses have implemented several variations of this as kind of strategic checkpoints using equity and counselors or advisors throughout the map process lot their educational journey as for right now we don't have a specific definition, it's more so we just want to begin the conversations. Obviously we don't want to make it too defined because, again, I don't want to make it seem like a directive, if this is the result of our work, we wanted to say yes, this was done through many conversations and much consultation, and this is what we feel Valley College students need to help them get through their path and educational journey, sot that as transparent as possible, that's what we mean by this executive. ○ T. Simpson: For Goal #2, I'm not sure what you're coming at with that. ○ A. Castro: The intent is to examine all of the work that's being done towards essentially AB 705 success in terms of math and English. I know we have a lot of coordinated tutoring efforts, we also have our corequisite support. The hope is to unify this in a nice cohesive way to help students first off get through these because these gatekeeper courses, we don't want them to be an obstacle. In the past, with sudden success rates, they could create a probabilistic model that would create a conflict and some of the maps so the intent is to see how to best support our students lacking in English and math. ○ P. Wall: I wonder if there's been thought on where the library is in Guided Pathways and where we could be placed in this. ○ A. Castro: We have not had that discussion yet, but the intent of this is to get that feedback. If we can make use of the library services in implementation, that's something we would love to do. We want to have discussion with you and have you attend the committee meetings. ○ K. Barnett: I want some clarification about support for our students. For example, for like reading and writing, is that going to be included? Also getting extra support for our students when we find out that they need that? ○ A. Castro: The intent of the second bullet point is with success and retention. First to visit the English and math departments to see what's being done to get some data to see where we stand. And what 	<p>Motion 2: Move to support the Guided Pathways team as they work toward meeting the three objectives they're presenting. 1st: R. Hamdy 2nd: S. Meyer 24 responses Aye: 100% (24 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>

		<p>can we kind of combine because I know there's a lot being done. How can we put it all together to give the students an experience and give them what they need to get them through and give them the information they need to help get them through these classes? We didn't want the two classes being a block in the past, so we will be reaching out to say what is available, what is your input that's going to best serve students in your specific area so we'll be coming to say hey the discipline network here, please guide us, please help us for the students in your discipline.</p> <ul style="list-style-type: none"> ○ R. Hamdy: I want to add, quickly to K. Barnett, that's a discussion that's been happening – kind of taking inventory of the services we offer. We have a lot of them that are just like really niche or kind of disjointed and so you know part of the Guided Pathways umbrella is advocating for all those to work together. I really advocate for that exercise, I think it's a good direction for the Guided Pathways team. 	
<p>9.</p>	<p>Information Items (max. 25 min.)</p> <ul style="list-style-type: none"> a. AP 7210, AP 7210a, Adjunct Hiring Handbook Feedback b. AB928: Impact on students and call for feedback c. Institutional Learning Outcomes: updates and call for feedback 	<p>a. AP 7210, AP 7210a, and Adjunct Hiring Handbook Feedback [D. Burns-Peters]: I want to keep this on your radar, particularly since AP 7210a is new, so it's being looked at in a variety of spaces. Recognize it's going to take more than just our Senate body kind of looking at it and giving some general feedback; we want to make sure it's done right. I also want to invite R. Hamdy to share because I know you're in those spaces.</p> <ul style="list-style-type: none"> ● R. Hamdy: I've been tasked by the Senate to look at AP 7210a and take it to various groups similar to what we did with our AP 7210 where we held many forums and did presentations with HR. Our intent was to take this to the last faculty chairs' meeting, but we will take it to the next one due to scheduling conflicts. We have a draft of AP 7210a to share and will get feedback. I also have a session scheduled on FLEX day to get feedback and then another session probably in February. Then I'll be able to get feedback from the Senate body and bring our recommendations. I know the committee will also be looking at some draft handbooks I know that some of those candidates have been brought to Senate previously and some things have changed. So I think what I'll do is since the committee is meeting in just a couple weeks, and I know they're probably going to get some motions of support from the committee. I'll also probably bring an update in December on where those handbooks are. ● D. Burns-Peters: 7210 is one of those APs we want to keep a close eye on. It's important to get it right instead of rushing it because it's all about us. ● R. Hamdy: I do want to add one more thing to make the distinction between the two handbooks. So the full-time faculty hiring process is very different than adjunct hiring and there is a handbook for the full-time hiring process, there's also a separate handbook for, and when I say handbook it's like a manual. There's one for classified hiring, I don't know if there's one for management hiring. There is not a handbook for adjunct faculty hiring as part of the forums, when we revise and give feedback on AP 7210a. The feedback that does not fit into an AP, which there will be a lot of it because there's just like procedural stuff that would not go into an AP, that information will be put into an adjunct faculty hiring handbook to clarify the adjunct faculty hiring process. That's literally different in every department we're finding out, so I just want to make those two distinctions because those are two very different hiring processes. I'll get more information on when the full-time faculty hiring handbook is next time. <p>b. AB 928: Impact on students and call for feedback [T. Simpson]</p> <ul style="list-style-type: none"> ● [View AB 928] ● D. Burns-Peters: This was one of the bills signed by our governor. It fell into the "ugly" category from ASCCC's president update at the Area D meeting. While it's an Assembly Bill, my understanding is that there's a potential opportunity to provide some feedback for some possible modifications on that Assembly Bill. I believe the executive body of our state senate is seeking some feedback from the local 	

senate bodies so they can provide that feedback at a higher level. So T. Simpson is going to share some of that possible impact.

- T. Simpson: This was a really hot topic at Plenary. It was a conversation at ASCCC Exec back in October, and so we were given a window of opportunity to speak and bring all the information that we possibly could back. The author of this bill actually has two bills being opposed and be given feedback, but with this AB 928, it poses a concern in that they're trying to make one general education pattern for all students. So we all know there's the three different patterns for transfer, which is the IGETC, the IGETC-CSU, and then the CSU G. There's the asset they're proposing to the field is that with us, they want to make it no more than 34 units for GE, for IGETC you see the concern is that number one, there was no consultation. We do have our California Interest Segmental Articulation Council, they were not consulted in this, nor was anybody in student services. So the problem with this proposal is that 34 units of general education will not allow students to earn a degree and keep in mind, we align our gen ed with the Cal State based on the resolution, so our students will not be able to petition for degrees because they're going to be about eight units short. We know that community college students rely on their degrees in order to go into the work field so that's a problem and then also the next problem is our CSUs transfer about 80% of students in California, UCs transfer about the other 20%, but some do go to privates. We are looking at making this GE required patterns 34 units will only meet the CSU, which is only 20% of our transferring population, so that's problematic.
 - The real problem is if our students can't meet me make a degree that's going to affect our FTES, that's going to affect our jobs as community college faculty. So in the meeting it was asked that we come back from the field and looking at the areas we would like to eliminate the GE, if any, to meet this requirement. The first thing that came up with communications and I really appreciated the CSU Chancellor giving a reason why that's not an option for that system.
 - I was asked to come to my local Senate and see what the ramifications for these laws would be and see how we would like to weigh in on that, so that's what I need back from our Senate. Another problem with this bill is it's again not going to allow our students to transfer, it's going to have the potential of removing our remediation and our support services. We know just listening to that at pathways they're relying on them, so if we're not able to have these things funded, our students aren't going to be able to compete, so that's another concern and then also one of the other components in there was to lessen the financial aid, which is only going to allow five years for students and that's going to hurt them. What keeps boggling in my mind is the 52 units they're requiring to finish not getting a degree. They're still going to get those units because they have not less than two units required for their actions. So those units are going to go over to the university and students will be forced to pay the \$300 plus versus the \$47 so we definitely need to look at this and see how we can weigh in and give that feedback as soon as possible.
 - We meet again on December 3, so I would like whatever feedback so that way I can voice our concerns.
- D. Burns-Peters: Thank you. I think I may have missed it to address the ADT component of the bill as well.
- T. Simpson: I just got so upset when I started looking at the not getting a degree, I mean that's going to throw us out of the water, but of course the ADT. Again our students aren't going to be able to meet that because the units are not going to be sufficient so that's going to affect our FTES, which worked very hard as a bill to get.

- **Questions/Comments:**

- H. Johnson: Did they also talk about the ramifications for out of state colleges like HBCUs or private colleges that let students get the IGETC?
- T. Simpson: No, we haven't looked at that. We are pretty much kind of looking at what's going on inside of our state, this is a big one, so it's a whole lot of components that is coming at us. So no we haven't looked at that. I did bring up the HBCUs. I mean because we weren't really that worried about it because it wasn't that big of a percentage of our students, but now if they go with the 30 transferable that's going to swell up. And I mentioned again by cutting that financial aid they're not going to finish.
- M. Copeland: Are local senates being asked to write a resolution or some other action to voice their concern or opposition to what's happened? I know it already passed, but what are our avenues?
- T. Simpson: The good news is they're still willing to have conversations so having all three of the chancellors together, but the fact that I was alone in there when we're done with governors, asked me to get this information, I feel like that's the area that we have that opportunity to and give that feedback. I believe that lets you know they're still willing to listen to this.
- D. Burns-Peters: M. Copeland, I will also follow up with our legislative group and see if that's something that they're seeking as well.
- T. Simpson: Can we give them a due date because I need to write her to make sure it's what we need to say.
- D. Burns-Peters: Yeah, it's a pretty short turnaround. Your meeting is on December 3. I don't know how long you need to write a report, I don't know how you operate, you know I'm a midnight burner, maybe the Monday the 29th when we return, does that seem fair?
- T. Simpson: Yes.

c. Institutional Learning Outcomes: Updates and call for feedback. [B. Tasaka]

- [View [Proposed ILOs – 1st read](#)]
- I want to go through some of the history of this at our college and lay out what we are asking you to do as senators. So once upon a time, the Institutional Learning Outcomes were called core competencies. I know when I started here at Valley and I opened the faculty handbook for the first time to create my syllabi, that's what they were called, and that wasn't that long ago. The language we now use is Institutional Learning Outcomes, or ILOs. The current batch we have was approved by this body in 2016, so it's been a few years since we reviewed this.
- That's a big piece of this too, is creating a regular cycle of review and evaluation, so things aren't stagnant. When these were developed we really treated our other outcomes differently, so we approached these differently. Not everyone had SLOs, PLOs, or SAOs, and we even created them in a different order; instead of the college ILOs leading into programs and areas, we did it in a different order. The focus historically was also more on our instructional areas than it is right now, so a lot has changed since 2016. We're reviewing our outcomes much more regularly than ever before. If any of you have had a chance to sit in Tech Review with me, M. Copeland, and a few others, you know I pick on all the SLOs and PLOs; I read them very carefully. We are also encouraging faculty to look at that SLO data instead of just putting it in the SLO Cloud and letting it live in this magical place forever without ever looking at it again.
- Here's a quick review of the current ILOs if you haven't seen them in awhile. We also have this adorable SBVC Outcomes Tree, inspired by K. Yarbrough. I originally had a plan looking tree made of boxes and

lines, and she suggested making it cuter. You can see how these outcomes all relate and connect with each other. It's not necessarily a top-down relationship, that's why we put ILOs at the bottom. They don't necessarily dictate what's happening in your classroom, but there's a connection and a relationship within what happens in your classroom or your service areas all the way through what we're hoping to accomplish as an institution. There should be this big picture connection and hopefully this adorable tree helps.

- So now, what was our approach in updating these ILOs? We wanted to ask, what are the skills, knowledge, abilities we want our students to have when they either graduate or transfer? This is a very big picture approach to it and there's a lot of pieces that fit together. The ILOs may not reflect students' abilities who took just one class and that's it; it's meant to be a holistic approach to the full student who went through the full system with us and what we want to see out of them. A huge part of that is, how do all the pieces fit together? How does student services fit with instruction to give the student a full experience? Neither body can stand by themselves – it can't just be what happens in the classroom, and it can't just be the resources and workshops – we want to combine them all together under this ILO umbrella and have them feed into each other.
- The other thing I really want to emphasize is we are going to introduce five ILOs that we put together. You do not need to see yourself or your program in all five. Remember this is us coming together as puzzle pieces; you don't need to be the whole puzzle on your own. As long as you see yourself in one or two ILOs, I will be happy. If you get all five, then bingo! You get bonus points, but it's definitely not a requirement. We also really wanted to make sure we align with ACCJC's accreditation standards. Remember these are coming through the Accreditation and Outcomes Committee, so it's an important focus for us. We want focus on being inclusive, specifically with CTE and Student Services. The reason for this is, historically, those are the voices we have heard say they didn't see themselves or feel included in ILOs. So we wanted to be very intentional and make sure they could see themselves in our ILOs. Again, each department would only need to see themselves in at least one ILO, but we were conscious that each area could do that as we wrote them. We also wanted to be very intentional about incorporating DEIA work. That's actually what started this whole process. We also wanted to follow the same formatting that we use for other outcomes; are they measurable, student-focused, center around the course content or mission, and do they use the action verbs from Bloom's Taxonomy?
- With those intents, we also made sure to include both instructional and noninstructional faculty voices leading the charge, because this is faculty purview, and we also had classified and manager input. We also sought additional feedback from the Accreditation and Outcomes, Curriculum, and Program Review Committees. We emailed 11 others to broaden that feedback – if you received an email from me, you can still send feedback. We really wanted to make sure we touched all corners of the campus.
- Proposed ILOs:
 1. **Communication Skills:** Comprehend content and communicate in written, spoken, signed, or artistic formats.
 2. **Quantitative Reasoning Skills:** Apply mathematical or analytical skills to identify and solve problems and synthesize and evaluate ideas.
 3. **Critical Thinking Skills and Information Literacy:** Critically evaluate qualitative and quantitative hypotheses, sources, and conclusions.
 4. **Personal, Academic, and Career Responsibilities:** Develop goals for personal, academic, and career environments.

		<p>5. Social and Global Awareness: Recognize the impact of one’s actions on the environment and one’s role in society with respect to diversity, equity, inclusion, and anti-racism.</p> <ul style="list-style-type: none"> • So what we did is we took each statement and gave some examples of what that might mean in those actionable and measurable formats. Then we also gave specific examples of existing outcomes that fit into this category. Each one has a SAO, a SLO, and a PLO. • Right now we are asking for feedback. We want you to take this back to your departments and areas for feedback. Today is a first read, so we want you to sit with these and absorb them. Ultimately we will come back to the next Senate meeting to ask for action then, and go to College Council afterwards. It’s not going directly to Student Services Cabinet in person, but many of them were directly emailed and asked for feedback. • I also want to point out that this is building on things that C. Huston did. We wouldn’t have any of this if it wasn’t for her. This is just the next round of it. 	
10	<p>Public Comments on Non-Agenda Items-including announcements (max. 8 minutes @ 2minutes each)</p>	<ul style="list-style-type: none"> • D. Burns-Peters: Willy Wonka and the Chocolate Factory is coming to campus live and in person. • S. Meyer: The Thanksgiving dinner in the Sunroom is tomorrow. • A. Aguilar-Kitibutr: I would like to share a very warm-hearted kudos to our very own B. Tasaka for having been chosen as the chair of the ASCCC Caucus for API and the wonderful work she’s done for the college as well as the caucus. • B. Tasaka: Thank you. I also want to mention our local API Association. We were approved or given a vote of approval at the last HR DEIA meeting. We have one more round to go with the Chancellor’s Council until we’re officially official. It’s very exciting to see some of this come together, and on Thanksgiving we are getting our first every Asian American puppet on Sesame Street! • D. Burns-Peters: Also our Valley 360° food pantry is open next week. Remind your students that service is still there for them. 	
11	<p>Adjournment</p> <p>Next Meetings:</p> <ul style="list-style-type: none"> • 12/1/21 	<p>Meeting adjourned at 4:40 p.m.</p>	

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, Executive Order N-29-20 on March 17, 2020, and signed AB 361 into law on September 16, 2021. Portions of these orders and not now relax parts of the Brown Act under specific conditions. 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. The signing of AB 361 into law allows for the above conditions to remain in effect through January 1, 2024 as long as specific conditions are in place, the main condition being operating under a State of Emergency.