

Meeting called to order at 3:03 p.m.



Wednesday, March 30, 2022

3:00-4:30pm 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."

- 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 3:05 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"> • Remember we have a lot of nominations going on. There a lot of deadline in general. Outstanding Professor nominations are due April 15. We have two full-time awards and one adjunct award. There is a nomination form this year. You should also have outstanding awards for your division and Spotlighting awards coming up. I’m working with P. Bratulin to be inclusive this year for those who didn’t get a physical opportunity to have that recognition and get that award. • Committee selection – we also have a form this year. We are trying to comply with bylaws and make things more efficient. We are asking for your top four choices. You can still communicate with your division senators if you have questions about the process. Senate ultimately makes the committee assignment. <ul style="list-style-type: none"> ○ R. Hamdy: I want to remind everyone not to pick only because a committee fits your schedule. Choose something that’s a good fit for you and your interests. ○ M. Copeland: It might be good to acknowledge the change of process in the email so people don’t bypass the email. ○ B. Tasaka: If the senators in the room can take that information back to their divisions too, just to make sure the message is received. 	

<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> n. <i>Guided Pathways</i> 	<p>d. Professional Development [R. Hamdy]:</p> <ul style="list-style-type: none"> • I sent an email that the budgeting deadline is approaching, so if anyone needs conference funding it needs to come to the PD committee in April. You can send it to me so I can put it on the agenda. After April, we cannot fund any more requests and those are conferences for April, May, and June. We can tentatively approve things for next year, but they don't come out of this budget. • Flex reports – If anyone has flex activities to submit, we've been using the Vision Resource Center for the past couple years. As a reminder, there are only 12 hours to submit. • In-service Day – The schedule is ready to be sent out. I created a SharePoint site for In-service Day. You can click on links to read about the events and get their Zoom links. There will also be a survey everyone can take after they attend a workshop. • Great Teachers is happening in person on April 29th at Crafton. <p>g. Program Review [C. Huston]:</p> <ul style="list-style-type: none"> • [View: Program Needs Ranking 2021 – 2022: Classified Professional and Faculty Needs] • [View: Program Needs Ranking 2021 – 2022: Budget & Equipment Needs] • The Needs Assessment process has been completed. Senate has it and it will go to President's Cabinet and College Council. They will decide how much one-time funding is available, and then fund as much equipment and budget augmentation as can be funded with that money. • We are working to establish a replacement process for when you need to replace equipment that's worn out or broken, as opposed to having to go to Program Review and beg for equipment like microscopes every year. • Friday the committee will start to develop a handbook for the overall Needs Assessment process that will answer a lot of those questions, like, "Is this Needs Assessment or is it Replacement?" I would like to have all that done by our May meetings so that information will be available to department chairs before they leave campus. 	
<p>5.</p>	<p>Additional Reports</p>	<p>a. SBCCDTA [B. Tasaka]: Check for an email from J. Herrera for the most recent updates.</p>	
<p>6.</p>	<p>SBVC President's Report</p>	<ul style="list-style-type: none"> • Enrollment is currently about 3500 FTES for the spring semester, which is pretty comparable to what our fall semester looks like (just over 3500). Historically for spring our numbers are less than fall, so I wanted to note that we're making progress around enrollment. I want to acknowledge the Office of Instruction: D. Humble and her team, the deans, and chairs, and anyone who helped put the schedules out. The short-term schedule have really helped us move towards recapturing enrollment. We're still about 300 less from a year ago, but that fall to spring number is very promising. • Eighteen students were paired up with professionals at San Manuel for a mentoring project. At last night's event, they said they want to continue to add more students. I wanted to say kudos to C. Rodriguez and the Student Equity team for starting that pilot. • Friday, April 1, we are going to continuously work to strengthen our dual enrollment program; we have a meeting with the Rialto Unified School District. We're had some 	

		<p>good meetings with them and they're interested in engaging with us as a college to make sure our program is meeting the needs of their students.</p> <ul style="list-style-type: none"> ○ We are also going to celebrate our Eighth Annual Inspire Success Brunch to acknowledge the work of our Middle College High School program. ○ Our 95th Anniversary Gala is going to be here. It will be at 5:30 p.m. in the Gym. I want to thank M. Layne and P. Sanchez for making this happen. ● Last Monday I was able to attend a water industry pre-apprenticeship kickoff. I'm excited to see those students beginning that journey. ● At 4:30 on April 8th we have the groundbreaking ceremony for the Applied Tech Building. ● Our Educational Master Plan process has begun. J. Oxendine has been doing a great job helping facilitate those meetings and conversations. 	
7.	<p>Consent Agenda</p> <ul style="list-style-type: none"> a. Approval of the minutes for 3/16/22 	<ul style="list-style-type: none"> ● Motion 1 ● Discussion: None 	<p>Motion 1: Move to approve the consent agenda. 1st: M. Worsley 2nd: N. Sogomonian 24 responses Aye: 92% (22 votes) Nay: 0% (0 votes) Abstain: 8% (2 votes) Motion passes</p>
8.	<p>Action Agenda</p> <ul style="list-style-type: none"> a. GP SOAA Report b. Student Services: Valley Now Workgroup-Dual Enrollment and GPA Recommendations c. AB 705: Mathematics Department Course Scheduling and Compliance 	<p>a. GP SOAA Report [A. Castro]:</p> <ul style="list-style-type: none"> ● Motion 2 ● Discussion: <ul style="list-style-type: none"> ○ B. Tasaka: I am looking at the fourth bullet. I had a conversation with A. Castro about this too, and I can live with what's there. I would urge that more areas are consulted when writing this report. For example, I'm the Outcomes Faculty Lead and I was not consulted on writing that fourth item, but there are a lot of references to outcomes, mappings, and processes related to outcomes. I know there are other areas that fall into others' expertise, but it's important to be consistent with current processes and be in alignment with what's written down in reports like this. ○ R. Hamdy: I agree. That's a good practice for the next round. I think when Guided Pathways does their goals next year, if a goal has something to do with a faculty lead's role or area, I say loop them in right away. That way we can avoid scenarios like what B. Tasaka is talking about. <p>b. Student Services: Valley Now Workgroup-Dual Enrollment and GPA Recommendations [K. Johnson]:</p> <ul style="list-style-type: none"> ● Motion 3 ● Discussion: <ul style="list-style-type: none"> ○ A. Aguilar-Kitibutr: I don't quite remember that particular recommendation. I'm happy though that this was brought up because I would have liked to question whether the Student Services Communities were on the research the last year and a half regarding concurrent enrollment and GPA. We did come up with a vast 	<p>Motion 2: Move to approve the SOAA. 1st: R. Hamdy 2nd: M. Copeland 24 responses Aye: 83% (20 votes) Nay: 0% (0 votes) Abstain: 17% (4 votes) Motion passes</p> <p>Motion 3: Move to support the dual enrollment GPA recommendations brought to the Senate. 1st: H. Johnson 2nd: N. Sogomonian 24 responses Aye: 100% (24 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>

recommendation. We were not after the GPA, we just said these are things the committee should consider. I'm glad that some of those things are there. At what point will our other recommendations be considered? We are not after GPA, we said something about assessments and student development. At our last meeting, D. Hunter mentioned about student development and the answer was we were not going to add any more requirements to the students. So is the recommendation we are going to follow?

- D. Burns-Peters: This is the recommendation we are voting on, so if it reflects something you support, then vote appropriately. This is the recommendation on the table right now. I do believe the current recommendation reflects the conversations we had in the past. I know previous recommendations didn't address the GPA and that was the sticking point because it can't be a single assessment or measurement for those students.
- A. Aguilar-Kitibutr: The Student Services Committee mentioned that and came up with a number of recommendations, so I do hope that somehow the program would consider that at a certain point; it doesn't have to be added to the motion. I would like to recognize the work of the Student Services Committee.

c. AB 705: Mathematics Department Course Scheduling and Compliance [A. Castro]:

- A. Castro: The whole reason behind restructuring of the placement was we found students were having low success and struggling in our math courses. The main option was a recommended corequisite class, and with the recommended nature, students weren't taking that class and therefore weren't being supported, which was the intent of AB 705. We looked at the state chancellor's metrics again, we designed these placement tables to better filter our students into the corequisite courses. The numbers you see, the GPA recommendations are all state chancellor metrics we used this time around.
- The big change we did was changing the entrance from College Algebra to PreCalculus. The reason was there was data showing that getting students into STEM pathways sooner was better for their overall sense of success and it helps with alignment of the Guided Pathways maps, as I showed last time in the presentation. A lot of thought went into this; it wasn't just sporadic. This is what we think is best for our students and as always we realize there are many more iterations to come. Right now this is what we feel is best for our students and the Math Department is working with other departments.
- **Motion 4**
- **Discussion**
 - C. Jones: I couldn't remember the discussion we're having because I was preoccupied last week, but when I was reading through the minutes it said 942 and 952 were eliminated. I think Math 962 covers both, so is there some reason why we can't use that as a prerequisite?
 - A. Castro: 942 and 952 were eliminated at the beginning of the implementation of AB 705 in fall 2019. We want to be in full compliance, so moving forward, we are not moving anything below transfer level. It caused a ripple effect. The Math

Motion 4: Move to support recommendations made by the Math Department.

1st: B. Tasaka

2nd: T. Allen

22 responses

Aye: 82% (18 votes)

Nay: 0% (0 votes)

Abstain: 18% (4 votes)

Motion passes

		<p>Department worked really hard to connect with departments to adjust or remedy any situations.</p> <ul style="list-style-type: none"> ○ C. Jones: So you're saying even Math 962 is going to be eliminated, or it has been? ○ A. Castro: Yes, because it was below transfer level. ○ C. Jones: So we aren't going to offer it to people that need it? ○ A. Castro: The route we're going now, most of those students will be filtered into a transfer level math class. We're working on getting more classes aligned with the majors, so more relevant learning. We realize there's a population of students that are only seeking a local degree. Our current remedy is Math 601, the ALEKS lab, and then they can apply for credit by exam to meet the local degree requirement. There's going to be different iterations of support for students, but moving forward we are trying to do this the best we can. ○ C. Jones: But there won't be any basic algebra offered anymore? ○ A. Castro: No, those will be gone. ○ C. Jones: So how are they supposed to learn it then if they don't know? That's also why we're making these more specific courses? ○ A. Castro: Yes and no. The courses right now have communities of practice teams who are designing out college algebra and probably and stats courses. We're trying to make sure that those are meeting the student's needs. Hopefully developing courses more aligned with the major of study, those Guided Pathways maps, the math class will be more relevant and the student will be more successful. ○ M. Valez: Are those corequisites available next fall? ○ A. Castro: Right now, we have a corequisite for 102 and 108. We are working on ones for 141 and 151, which should be available in fall. ○ M. Tinoco: I know I spoke to you a few weeks ago in regards to the math. My question is regarding the Math 601. I know the student's option is to take the ALEKS course and then do credit by exam, but we have, I'm not going to say all of our student population, but a lot of our student population will not be able to afford credit by exam, a lot of our students are on financial aid and financial aid doesn't cover credit by exam, so we are eliminating that for students as an option, and students who are on financial aid and don't have the means to do credit by exam that's my concern. I know a lot of counselors have that question as well. That was my main concern. ○ A. Castro: This isn't the first time we as a department have heard this concern. I think your dean and Admissions and Records recently mentioned it. As of right now there's no current structure of support for students to pay for that; it's on our radar and we're trying to reach a better solution. ○ M. Tinoco: Then is communication going to go out to our students because I know a lot of us have already met with our students before you gave us the presentation in February and I know a lot of us have already developed those students Ed Plans with our students and put Math 090 or Math 095, and you know the lower maths on there, and I want to know if the Math Department is going to send out communication to our students to let them know about this. 	
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		<p>the catalog as well for this academic year. So there's just a little window of time really; advising does not only happen in April. I don't know where that timeline was said or based on, but this has been happening when students see us, and for some of them we chose Math 095 and they would be confused. Hopefully there is some kind of resource that the Math Department will develop or somewhere on a webpage or on our schedule of classes, I don't know because A. Castro said there will be a lot more iterations. More importantly, perhaps it will be at another time, we will have to change our graduation requirements because what it stats there for the competency is Math 095 or higher. So necessarily we will have to take out the Math 095 and change it to something else with the wording that the student can take credit by exam ad that's a very big hurdle for the students' financial aid as well. So I'm just mentioning it, that's all.</p> <ul style="list-style-type: none"> ○ A. Castro: We are looking to update the catalog information first, not just change the graduation requirement. I've heard rumors that the State Academic Senate is also trying to catch up with AB 705 reforms that are saying you can't offer any more classes at the lower level, but we aren't the only college that has this problem of the local graduation requirement. That's been a frustration of mine that one area got pushed quicker than another within the state, so I don't know if the state is going to come out with something later to say there's a new graduation requirement. ○ D. Burns-Peters: I think both of you are addressing that there's conflict in the language. At the regional curriculum meeting there was a lot of discussion about that. The language just doesn't align yet and there's work being done with Title 5 language being changed as well. There's work being done to make those things in alignment. We are watching closely for those updates to come and this probably won't be the last conversation around needing to support our students. I want to recognize this is a compliance issue at this point. 	
<p>9.</p>	<p>Information Items</p> <ul style="list-style-type: none"> a. Student Equity Plan <ul style="list-style-type: none"> a. Introduction to the plan, the team and the timeline b. Strategic Planning & Educational Master Plan: Review of Campus Mission and Vision <ul style="list-style-type: none"> a. Update of progress c. A.S. Scholarship Recipient d. ASCCC Resolution Packet 	<p>a. Student Equity Plan [C. Rodriguez]:</p> <ul style="list-style-type: none"> • [View Student Equity Planning: An Introduction to the plan, the Team and Timelines] • [View Student Equity Plan] • Our Student Equity Plan is due November 30. The plan is for three years: 2022 – 2025. We are working collaboratively with colleagues and people from the field. Many things have made us look more closely at how we're creating and writing the plan. The intention of the plan is to increase collaboration and integration with other areas of the college. The Student Equity Team will meet with constituents on campus and make sure we get feedback and incorporate what we're hearing. We want to keep students at the center. We are looking at the opportunity to transform the institution in new ways and strongly align with the vision for success goals and call to action. • The previous one from 2018 – 2022 was only about compliance with compartmentalized funding. The new plan is to be more transformational. We have to be community-driven, thoughtful and reflective, fluid and dynamic, raise 	

	<ul style="list-style-type: none"> a. Provide packet for feedback prior to Plenary voting 4/9/22 e. 10+1 Designation of APs <ul style="list-style-type: none"> a. Provide designation list for review and feedback f. AP 7210/AP 7210a <ul style="list-style-type: none"> a. Provide final opportunity for feedback and recommendations 	<p>consciousness. We're going to collaborate with Guided Pathways and the SOAA plans to make a robust student equity program on campus.</p> <ul style="list-style-type: none"> • We will look at data provided by the state chancellor's office. Our approach was to be informed by the commitment to take action and responsibility for inequities experienced by marginalized student populations. We're focused on the disaggregated data. We need to raise awareness about how the college prioritizes actions that serve student populations experiencing impact at the college. Now we're accessible to our college as a dashboard for data. This portion groups our Latino and Black students in areas of transfer retention or transfer math and English completion. • Ten of us are going to the SEP Institute. Each member is going to different constituents asking for feedback and recommendations. We will build on what we've learned over the last eight years of designing and implementing student equity efforts across the community college system. • Timeline: <ul style="list-style-type: none"> ○ We began conversations in November and January. ○ Prep meeting in February. ○ Virtual institute in March. ○ In May we're going to continue meeting and writing the plan. ○ Dark in June and July. ○ Finalizing the equity plan in September and bringing the first read to all shared governance. ○ Second reading and Board of Trustees in October. ○ November: Submit the plan. • We haven't received a new template or the data offered, so hopefully by the end of the week, we get a template. • Discussion: <ul style="list-style-type: none"> ○ J. Bjerke: I was curious about equity funds being involved in a couple initiatives over the years. I've heard people at the state level say many times that funding is related to equity funds. I'm not sure there's a process for that or if that's a consideration in the new planning. I would love to know if there's thought about that at some point, maybe making some mini grants available to people working on equity-related initiatives and changes. ○ C. Rodriguez: There is, I know through Basic Skills, because Student Equity is basic skills, student services, student success, support and student equity. We have to be careful on some of the student equity funding if it's used for FTES; sometimes we cannot use some of the funding to do the programing, but we will definitely look into that. ○ R. Hamdy: As you guys are going through this plan, there's an opportunity to build in some really intentional faculty and staff training relating how to handle particular equity issues. We wanted to launch some really robust safe spaces training several years ago, and there's lots of different thins we need to do to support our employees who are supporting those students as well. 	
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10.	Public Comments on Non-Agenda Items-including announcements (max. 10 minutes @ 2minutes each)	<ul style="list-style-type: none"> • B. Tasaka: We are going to start advertising for Asian Pacific Islander Heritage Month. Our first event is on April 19; it will be a panel discussion with colleagues and students from the district. 	
11.	<p>Adjournment</p> <p>Next Meetings:</p> <ul style="list-style-type: none"> • 4/6/22: Academic Executive Team Only • 4/20/22: Regularly Scheduled Senate Meeting <p>Upcoming Events</p> <ul style="list-style-type: none"> • Spring Plenary April 7-9, 2022 • SBVC Spotlighting 5/13/2022 	Meeting adjourned at 4:50 p.m.	

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.**