

SBVC Academic Senate

Meeting Minutes

November 28, 2018

AS/SS 207 3:00 – 4:30 P.M.

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> Meeting called to order at 3:02 p.m. Roll call via sign-in sheet [see attachment: AS Documents, Sign-in Sheet]. 	
2. Public Comments	<ul style="list-style-type: none"> None 	
3. Senate President's Report C. Huston	<ul style="list-style-type: none"> [see attachment on the Academic Senate's website, under Agendas & Minutes, 11/28/18] Attendance: Attendance has been a big concern for the Senate for the past year or so. The attendance report is listed on the Senate's website. Please check it for accuracy. We are looking to hold a special election to replace senators who were absent more than permitted by the by-laws. The specifics of the by-law and the replacement numbers for each division can be found in the Senate President's report [see attachment]. We will be adhering to those policies in the spring semester. Please contact B. Tasaka if the attendance record is inaccurate (btasaka@valleycollege.edu). ASLO Faculty Lead: C. Huston will continue as the Accreditation Lead in Spring 2019. I will still be Senate President. Senate Meeting Dates, Spring 2019 Save the Date: Upcoming conferences and meetings. 	
4. SBVC President's Report D. Rodriguez	<ul style="list-style-type: none"> Our enrollment is going into the spring term a little soft. We are looking at about 200 FTES below where we were this time last year. We have fewer students and students taking fewer units. I know that T. Long and the deans have been talking to all of you and looking for ways to increase enrollment. I appreciate all of the help in looking at that and what we can do. Our enrollment management team has a plan to do outreach to students (phone calls, emails, etc.). They will reach out to students who are here now, but who may not have registered for the spring term to give them a little nudge. Unfortunately HR deemed the science dean position was deemed a failed search. We will regroup and come back again. An offer for the VPI position was made a few hours ago and it was accepted. The candidate's name will go to Thursday's special Board meeting. We will send out a notice across campus shortly. I'm excited; we haven't had a permanent VPI in the 2.5 years I've 	

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<p>4. SBVC President's Report, continued D. Rodriguez</p>	<p>been here so I'm looking forward to it. They will be here on Opening Day and start on January 7, 2019.</p> <ul style="list-style-type: none"> You should hear conversations about the bond. We will get to talk about what we want to accomplish across the campus. You'll hear conversations about planning sessions and meetings with constituency groups as we start to plan. One of the things we will discuss on Opening Day is the bond. We will talk about timelines, processes, etc. My preference is that this be a conversation for the whole campus, not just those who are housed in that building. Hopefully we get a lot of participation. 	
<p>5. Committee Reports</p>	<p>a. Ed Policy [vacant]</p> <ul style="list-style-type: none"> No report <p>b. Legislative [vacant]</p> <ul style="list-style-type: none"> No report <p>c. Financial Policy [vacant]</p> <ul style="list-style-type: none"> No report <p>d. Personnel Policy [J. Notarangelo]</p> <ul style="list-style-type: none"> No report <p>e. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> We have been looking at BP/AP 4100. The version we put forward to Crafton has been integrated into the newest version and is ready for the consent agenda for all the constituencies. C. Huston: Thank you for all of that work. <p>f. CTE [K. Melancon]</p> <ul style="list-style-type: none"> On the agenda later on. We will all be at the Winterfest next week. <p>g. EEO [R. Hamdy]</p> <ul style="list-style-type: none"> I missed the first EEO meeting earlier this year because it directly conflicted with the Professional Development Committee meeting where we were choosing which sabbatical applications to forward. I'm happy to say we forwarded two sabbatical applications to the District. EEO has to submit a plan to the state every year. I did get the minutes from the meeting and the draft of that plan. I'll be looking at those. <p>h. Elections [D. Burns-Peters]</p> <ul style="list-style-type: none"> We will probably hold special elections coming up to replace senators. <p>i. Curriculum [L. Hector]</p> <ul style="list-style-type: none"> No report <p>j. Program Review [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> We completed our needs assessment [see attachment: AS Documents: Program Review Prioritization Lists – Fall 2018]. 	

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5. Committee Reports, continued	<ul style="list-style-type: none"> • I want to thank the Technology Committee. They did their work on the technology needs assessment. We should be getting to facilities next week. • If you have any questions let me know I will send this out to the college before the end of the semester. It's always worth it to take a look at the rankings. It's a global committee and it shows the needs of the campus. <p>k. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • C. Huston is the faculty lead. • Committee members have been going out to the campus committees to ask what accreditation standards they can provide evidence for. Our campus committees do wonderful work and we want to showcase that work as it aligns with our standards, particularly in relation to SLOs. <p>i. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • We have one more meeting on December 3. We still have funding to approve conferences. If there are conferences you want to attend there is still money available. Please get your conference requests to us. 	
6. Additional Reports	<p>a. SBCCD-CTA [L. Lopez]</p> <ul style="list-style-type: none"> • The luncheon was today. They want us to be more informed about the state of negotiations. There's one issue. The District wants to lower the number of instruction days and increase the number of inservice days. The union wants faculty to have a say in instruction days. • R. Hamdy: I think there's a big difference in how Crafton does inservice days compared to how we do them. I want to say that when the District mandates professional development, it's under faculty purview. The campuses own inservice days through the Professional Development committee. • L. Lopez: I think we separated flex days from inservice days. Flex days won't be touched. • R. Hamdy: It's the same kind of issue. The way that Crafton runs their inservice days is their management doesn't involve the professional development people. We don't do it like that here; it's more faculty-driven. • L. Lopez: That seems right since our new CTA leadership is at Crafton. They also want people with experience with learning communities so they can get that language in the contract. Contact me if you've got experience in that. • C. Huston: If you haven't had a chance to go on the sbccdata.org website, there are negotiations updates. We can be very informed. • R. Hamdy: I just don't want the sticking point of moving to the 16-week calendar to be, "Who owns inservice days?" That's not what it's about. We want to move to increase student success and align us with every other campus. Let's use our voices to make sure that's what it's about. 	

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	<p>b. District Assembly [C. Huston]</p> <ul style="list-style-type: none"> Haven't met yet. We will meet next Tuesday, which is just prior to our next meeting. I'll have more to report at our next meeting. 	
<p>7. Consent Agenda</p>	<p>a. Minutes</p> <ul style="list-style-type: none"> 11/7/18 <ul style="list-style-type: none"> Motion 1 	<p>Motion 1: Move to approve 11/7/18 minutes. 1st: J. Notarangelo 2nd: D. Smith Discussion: None Approved: Unanimously Abstentions: None</p>
<p>8. Old Business</p>	<p>a. AB 705 Update- English [J. Notarangelo]</p> <ul style="list-style-type: none"> [see attachment: AS Documents: AB 705: New Recommended Placement for SBVC English Classes] I'm here to give you an update on how English is working with counseling, etc. in trying to address and meet the requirements of AB 705. First of all, the part that's relevant to us today is that AB 705 says community colleges must "maximize the probability that a student will enter and complete transfer-level courses in English and mathematics within a 1-year timeframe." Additionally a lot of that data that went along with AB 705 suggests that a corequisite model is much more effective than a traditional prerequisite model. Instead of taking English 914, 015, 101, there will be supplemental help to get students through 101. Community colleges who do not adhere this will have significant penalties with the new funding model. What this all means to us as an English department is we are going to be challenged to try to get 800 – 1000 students each semester, most of whom were placed anywhere between an 8th and 10th grade reading/writing level prior to AB 705, through English 101 in 18 weeks. The AB 705 subcommittee in the English department has been working on this since October 2017. The approved plan is that 914 will not exist any longer. Most 015 classes will not exist, but students can still self-place there. We are going to replace those courses with English 101 courses paired with corequisite courses that are aligned with students' skill levels as assessed through counseling. The second thing that we are doing, and I want to give a shout out to the Basic Skills committee since they were a really strong early supporter of this, is we are trying to develop intensive writing labs in these classes. Our idea is that instructors will have between 70 – 90 hours of in-person instruction on writing through the use of Chrome books. We are also working on increased instructional writing support in the Writing Center. We are also working on professional development for faculty training and collaboration with other community colleges. 	

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9. Old Business, continued	<ul style="list-style-type: none"> • I want to point out that these 2 courses have been created and they will go online in fall 2019. We have English 086 and 087, which is a corequisite. <ul style="list-style-type: none"> ○ Those who would have been assessed into 015 right now will take English 101 plus English 086 as a corequisite. ○ Students who would have been assessed into English 914 this fall, will take English 101 plus English 087 as a corequisite. • There's a rudimentary graph on the back of the handout. The assessment is through weighted overall GPA. We are quite comfortable with how the counseling department make these decisions. GPA breakdowns can be seen on the handout. • There is a lot that still needs to be worked out (scheduling, coding, etc.). • Questions/Comments: <ul style="list-style-type: none"> ○ Y. Beebe: You're looking at the overall GPA? ○ J. Notarangelo: Yes, overall GPA for all classes, not just English. ○ A. Aguilar-Kitibutr: It's a weighted GPA. ○ M. Worsley: Do we know if the graded schemes are the same for all high schools? ○ J. Notarangelo: No, we don't. Students self-report, so some students may self-place in the wrong class. We are looking at the wording that says students can be recommended to another class if the college can provide data showing that they would be highly unlikely to succeed in 101. We are looking at how to do that. ○ T. Long: We are actually going to put these in the addendum this year so we can pilot these classes, including Math 096 and 601 plus Reading 015 (modified) and 620, in the summer. We have to get them approved first so the courses are going to Board this December. We are hoping to get all the kinks out of the system over summer. ○ L. Lopez: Are the classes integrated aside from being taught at similar times? Will they have separate SLOs? ○ J. Notarangelo: They don't have overlapping SLOs. We are looking at holistically addressing student preparedness. For instance what you'll see that's obviously not 101 are ACAD college skills. On top of that we have some positive early results in hopes that students will be able to work in labs with Chrome books. That will let them practice writing right away. We want that built-in support because it's hard to teach writing without a computer and Internet. ○ L. Lopez: If I'm an English teacher, am I teaching a different class with 086 than I was in 015. ○ J. Notarangelo: It's more like you're teaching an added section where we are working on skills development. I think each individual will be able to do it themselves. We are essentially requiring more to help supplement study habits, grammar, etc. ○ P. Ferri-Milligan: Our plan is to have embedded tutors in both the 086 and 087 	

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9. Old Business, continued	<p>classes.</p> <ul style="list-style-type: none"> ○ L. Lopez: It might be me, but I see problems if they get an A in the corequisite and then wonders why they didn't not the class. ○ J. Notarangelo: Yeah, definitely. ○ P. Ferri-Milligan: It's a cultural shift; I'm sure it's the same with math. We've been teaching the same for years, so it's totally different for the teachers and the students. ○ L. Lopez: We are getting a lot more grade complaints at least. I'm just wondering about preparing for that. ○ J. Notarangelo: That's something we will need to consider. ○ T. Allen: This was brought up in Basic Skills and DSPS- they want to know about their students. It's a legitimate concern. Right now they feel like they're on the fringes. These are students who struggled in the past and we are going to hurl them into college-level classes. ○ C. Huston: They aren't required to go into college-level classes. Everyone can select to go straight into 015. ○ T. Allen: Is that for credit? ○ J. Notarangelo: Yes. These are issues. This is why we were more comfortable with the traditional way of teaching. ○ C. Huston: There are a number of colleges who have been doing this successfully for a number of years. We may have issues as we start, but we will work it out. ○ J. Notarangelo: If you have questions feel free to email me. I'm your link to the English department on AB 705. ○ C. Huston: Thank you for all your hard work to the English, Math, and Reading departments. It's all state-mandated and everyone has been working hard to comply with those mandates so the college is ready to move forward. <p>b. Term Lengths [R. Metu]</p> <ul style="list-style-type: none"> • [see attachment: AS Documents: Term Length Committee Recommendations] • The team decided to defer the recommendation of the term lengths until Spring 2020. The committee also recommended training faculty chairs and other faculty on scheduling. • This is a preliminary recommendation. As we get answers we will make a permanent recommendation. • Questions/Comments: <ul style="list-style-type: none"> ○ M. Worsley: Do we know if CTA is close in the 16-week negotiations? ○ C. Huston: I would say we don't. It will go to a vote of the entire faculty if it gets there. If we make a decision on 16-week term lengths, then vote on it later everyone can change their mind. That's the primary reason behind the committee's recommendation to wait until Spring 2020. We also want to get used to 	

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9. Old Business, continued	<p>CourseLeaf.</p> <ul style="list-style-type: none"> ▪ Motion 2 ○ R. Metu will share this with the faculty chairs and then forward the recommendation to the VPI. 	<p>Motion 2: Move to support the committee's recommendation on term lengths. 1st: R. Hamdy 2nd: T. Allen Discussion: None Approved: Unanimously Abstentions: None</p>
9. New Business, continued	<p>a. Align Dual/Concurrent Enrollment with Ed. Code 76001.d [C. Huston]</p> <ul style="list-style-type: none"> • At our last meeting K. Melancon introduced some problems he was having with the CTE programs; we need to address these as a Senate to make changes to academic policies. CTE has been working hard and developing really cool opportunities to students. CTE has a partnership with the local high schools that allows them to earn a CTE certificate with dual and concurrent enrollment. It's also a guided pathway and a stepping stone to getting a degree. High school students in this program typically take more than 1 CTE course per semester. They can take CTE courses that numbered 001-299 because Electronics and Culinary Arts (just to name 2) have 200-level courses. • Our admissions policies limit high school students to 1 class/semester. Those policies also limit courses numbered 100-299 to juniors and seniors with a 3.0 GPA whereas our policies say CTE students only need a 2.0 GPS. Student Policies & Scholastic Standards Committee is denying petitions from high school students to be enrolled in additional courses based on the 3.0 GPA. They can challenge, but we have students taking classes for weeks without knowing if it will count. These policies were all set by the Academic Senate. We're going back 10 – 15 years, so it's time to revisit. • The first proposal for how to change the policy in our catalogue is to to align dual and concurrent enrollment language with Ed. Code. What is proposed is we amend the policy to say, "All high school students may enroll in up to 11 units as defined by Ed. Code"; this is what they're legally allowed to do. • Questions/Comments <ul style="list-style-type: none"> ○ R. Metu: Crafton requires a 2.5 GPA and we require a 3.0. ○ C: Huston: We aren't going to discuss that today. We will probably have the discussion next semester. P. Quach will prepare a presentation and bring us statistics. If we start this discussion today the CTE students won't know they can take 2 courses in the spring. 	

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> ○ D. Smith: What's the restriction now on the MCHS or CCAP program? ○ P. Quach: MCHS take 2 classes each term, in fact it's in their contract to do 2 courses in addition to the high school curriculum. A CCAP will allow students to enroll in 15 units (as opposed to 11). There are a lot of other little nuances with CCAP. We currently don't have a CCAP agreement. ○ D. Smith: So a 2-track delineation is still necessary here? Regular high school students, 11 units; CCAP, something else. ○ P. Quach: Yes. <ul style="list-style-type: none"> ▪ Motion 3 <p>b. Dual/Concurrent Enrollment CTE Transfer Level Courses [C. Huston]</p> <ul style="list-style-type: none"> • Next we want to discuss high school students take transfer-level courses (numbered 100-299). We want to include the specification "non-CTE" to "courses numbered 100-299". This would only apply to non-CTE transfer-level courses and allow CTE students maintaining a 2.0 GPA to take 2 courses per semester and earn their certificate while they earn their high school diploma. • Questions/Comments: <ul style="list-style-type: none"> ○ C. Jones: Is there a cap on CTE GPA? ○ C. Huston: Yes, a 2.0, but it's elsewhere in the catalogue. ○ M. Jacobo: Is that CTE information in the same section? ○ C. Huston: It's at the top of the next page; I can pull it up if you want. This is a screen snapshot. ○ M. Jacobo: No, it's okay. ○ C. Huston: It would be at the top of page 5. ○ J. Notarangelo: We are just breaking out the CTE people so they can take classes. ○ C. Huston: Correct. ○ K. Melancon: We realized students couldn't continue their programs because they were being held against a 3.0 GPA. ○ C. Huston: We will start the 3.0 GPA conversation for all high school students later. R. Metu's point is well taken; Crafton has a 2.5 GPA requirement. Additionally we now have college-level math and English classes that allow students in with a 2.6 GPA. There's a lot more that will go into this. ○ P. Wall: When will these changes be implemented? ○ C. Huston: We would send them forward to Admissions and the Scholastic Standards committee. Maybe we can add it to the addendum. It may not be published because the catalogue isn't published, but students should be able to move through in Spring. 	<p>Motion 3: Move to approve suggested changes. 1st: J. Notarangelo 2nd: M. Jacobo</p> <p>Discussion:</p> <ul style="list-style-type: none"> • M. Jacobo: It says, "[...] may enroll in up to 11 units"? • C. Huston: It's word-for-word from Ed. Code. • M. Jacobo: I think there should be more specific that they can enroll in. • C. Huston: We'll talk about that on the next slide. <p>Approved: Unanimously Abstentions: None</p>

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> ○ D. Smith: What does “high passing grades” mean? Catalogues usually don’t have nebulous language like that. ○ C. Huston: This language is old- I think from the '06 – '07 catalogue. There’s more of a conversation we need to look at, but it would be part of the next conversation. ○ P. Quach: Are there any CTE that are transfer-level courses? Does this imply that CTE courses are non-transferrable? ○ C. Huston: Yes, there are CTE courses labeled 100 – 299; this is saying students who want to enroll in a course that <i>isn't</i> CTE and is between 100 – 299 must have the 3.0 GPA. Students who want to enroll in 100 – 299 course that <i>is</i> CTE does not need the 3.0 GPA. <ul style="list-style-type: none"> ▪ Motion 4 <p>c. New Student Centered Funding Model [S. Stark]</p> <ul style="list-style-type: none"> • I want to tell everyone where we’re at on the new funding model. With the previous funding model was we got \$4.5 million each year as base funding just for being a college in a multi-college district. Everything else with the exception of about \$800,000 in miscellaneous funds (parking fees, etc.) was based on FTES. • That was true up until this last summer. We went into the year with the previous model and the new funding model came down from the state so we swapped it. <ul style="list-style-type: none"> ○ 70% is based on FTES. ○ 20% is based on supplemental components (BOG Waiver, Pell Grant, AB 540). ○ The remaining 10% is the Student Success Incentive component. ○ The final breakdown in several years will be 60%-20%-20%. • Notice that there’s nothing about Valley or Crafton here; the apportionment goes to the District. The amount for FTES went down from \$5200 for a credit FTES to about \$3700, and noncredit is a little less than that. • We can check off as many of these boxes as possible for each student. The question is how productive in terms of generating income for the college will each student be? For example, we will look at how many students get an AST/AAT and how many actually transfer. • This whole funding model came with a safety net of \$88.84 million. As we look at our numbers from the past few years, the new model actually generated \$95.96 million for the District. So as a District we are doing better under the new model. • What about Valley specifically? What about the Resource Allocation Model (RAM)? The previous RAM was a 70%-30% model then it changed to a performance-based model. If we based it only on the funding model, not the RAM, it dropped slightly in Crafton’s favor. There are interesting discussions in the District Budget committee on how to split this up. It’s all based on our merit and efforts- from FTES we generate to AST to the number of AB 540 students. It’s not very subjective. Some discussion I’ve 	<p>Motion 4: Move to approve suggested changes. 1st: J. Notarangelo 2nd: M. Jacobo Discussion: None Approved: Unanimously Abstentions: None</p>

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<p>9. New Business, continued</p>	<ul style="list-style-type: none"> • heard is how to fairly divide this up. It seems that it will be fair to base the RAM on this model. It seemed like doing it any other way would affect morale and the efforts of instructors. We had to make a quick decision this year to get the budget done, so for this year it will be done 70%-30%. The RAM will need to be adjusted in the future. The District Budget Committee and others will be discussing this. • Forecast: the projection for the end of this year is we will have a \$3.7 million deficit. The fund balance is: \$20,802,796 (19.63%). The Board has a policy (approved last year) that they do not go below 12% of expenditures for each year. Projections were provided for the next few years [see attachment: AS Documents]. Valley's particular standing in this research model is yet to be determined. J. Smith is working on our numbers in his office. Crafton is working on their numbers. I have a feeling that our numbers and Crafton's will be greater than 100%, so there will need to be negotiating on how it's split. • Questions/Comments: <ul style="list-style-type: none"> ○ T. Long: Because we know what we are going to be funded based on, including a huge increase in noncredit FTES and since we are doing really well on developing more noncredit courses, it's all strategic on our part here at SBVC. We will look at how to get students to get more certificates, degrees, etc., but a lot of this rests with faculty (with the support of administration). We can control this. We are starting in a good way from my perspective for what we want to get funded for. As far as growth goes, it's hard to grow right now. The completion part will get better for us as long as we get better. It's really a matter of faculty being proactive and creating more certificates, making sure your course sequences are right so students can complete, creating a RTVF pathway, things like that. If you use the real numbers and we do the right thing, I think we will only benefit because we will be rewarded by our hard work. That's my pep talk. ○ C. Huston: We also have to remember that sometimes students don't get a degree because of veteran's benefits or financial aid, so it's important that we take a holistic approach. ○ M. Worsley: Remember we can double-dip. One student can bring in lots of points. 	
<p>10. Announcements</p>	<ul style="list-style-type: none"> • K. Weiss: The <i>In the Heights</i> play is next weekend: December 6 – 9. Tickets are available online. We also have several performances coming up. • C. Huston: Winterfest is next Tuesday from 3:00 – 7:00 p.m. There was also an announcement from D. Gallagher on buying tickets early for the President's Holiday Gathering which is next Friday at 11:00 a.m. • R. Metu: The Guided Pathways event is next Tuesday from 12 – 2:30 p.m.- taco Tuesday! 	
<p>11. Adjournment</p>	<ul style="list-style-type: none"> • Meeting adjourned at 4:23 p.m. 	