

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 3:03 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"> • One-year anniversary of the Atlanta spa shootings. This resulted in the murder of eight people, six of whom were Asian women. It's one of many hate crimes against the API population; attacks, hate crimes, and incidents have spiked and continue to be on the rise. It should be noted that women are experiencing proportionately higher rates of such incidents. If we could be reminded to stand beside our API colleagues in solidarity and take action towards change. Please join me in a brief moment of silence in reverence to those who were lost to hate one year ago in Atlanta. The API Association sent an email earlier today; the names of those lost are listed in that letter. • Applause Cards: <ul style="list-style-type: none"> ○ A. Castro, Mathematics ○ L. Craig, Counseling (x7) ○ A. Hallex, DSP&S ○ T. Simpson, Counseling ○ T. Vasquez, Biology 	

		<ul style="list-style-type: none"> • New district Mission, Vision, Values, and Goals Statement. It's important to know this because it's what we'll address when we address district issues. • Both myself and Crafton's Senate President, B. Bailes, called for more of a faculty voice in reporting at BOT. One area is AB 705. C. Crew has been put in contact with A. Castro and P. Ferri-Milligan to begin conversations. We hope to get a narrative behind the numbers presented. • PPAC update: Committee is identifying the 10+1 chapter ownership for all our APs and BPs. Each AP will be aligned with one of three levels. Level 1 is generally legal updates required by law; there are no real changes, it's just review. Level 2 indicates a need to have some review and consultation, but there are no major changes; we expect those to have a shorter turnaround time. Level 3 represents major changes occurring that will take more than one cycle of meetings to update, such as AP 7210 and 7211. We also voted to support the addition of an API association seat and we had representation at the last committee. • IEAC update: Committee also approved an API Association seat. They also approved the prioritization of data, accessibility, and training. We recognized it would support other goals of that committee. • President recruitment update: It's in full swing. I don't know if the application window closed yet, but I can report the committee has been established and meeting dates are in place. I am in touch with S. Holloway, who will be the HR rep helping to support and facilitate from the HR perspective. We are going to work out details for a forum. As many of you know, there's generally a forum of candidates where the faculty body can participate. • Timelines: <ul style="list-style-type: none"> ○ Senate Secretary: .2 reassigned time. B. Tasaka has made it known she will not be running for secretary again. It's a little early, but I want to start putting the word out. Reach out to her if you have questions. It's a great opportunity for those of you who are playing with the idea of leadership. It's a good first step towards leadership roles within our local Academic Senate. The ASCCC is structured similarly. If you're interested in that one day, it's a great adventure and we will support you, and this is a great avenue to start trying to understand the inner workings of what occurs. ○ Spotlighting: I'm waiting on a deadline for submissions, but please start thinking about Outstanding Professor. We have two awards for our full-time faculty and one for our adjunct faculty. Make sure those are thought out so when the call goes out you are ready. ○ Spring Plenary: I put a call out and I only heard from two people. If you're interested in attending, please respond to that email. ○ Committee Assignments: We will be sending an email soon. ○ Academic Senate scholarship: Deadline is soon. 	
4.	Committee Reports <ul style="list-style-type: none"> a. Student Services b. CTE c. EEO 	h. Accreditation and Outcomes Committee: [B. Tasaka] Just a brief reminder to submit SLOs from last fall and possibly previous semesters. If you did not submit, you would have received an email from me. This is important for accreditation and compliance.	

	<ul style="list-style-type: none"> d. Professional Development e. Elections f. Curriculum g. Program Review h. Accreditation & Outcomes i. Financial Policy j. Distance Education k. Personnel Policy l. Legislative m. Ed. Policy n. Guided Pathways 	<ul style="list-style-type: none"> •D. Humble: I am happy to announce that B. Tasaka will continue as the Outcomes Faculty Lead. 	
5.	Additional Reports	<p>SBCCDTA [B. Tasaka]:</p> <ul style="list-style-type: none"> •The district will be sending out another lecture/lab/clinical parity survey. We know this is something that was sent more than once, but, as part of negotiations, the district wants to conduct their own survey. It's really important to fill out their survey, even if you filled one out in the past. We need to make sure faculty who teach lab and clinical courses accurately represent the time they put into lab or clinical outside of the meeting time. We aren't quite sure when it's being released or who will be sending it, but please keep your eyes open. We also know the timing isn't great because of spring break, but this is important. •The union is asking faculty to email their managers to ask about the plan for the fall semester, then forward the response to either J. Herrera or M. McLaren. We are hearing inconsistent answers and are asking district to make sure everyone gets the same message. This is an attempt to get everyone on the same page. Then they can follow through with the negotiations team. •J. Herrera did send out a negotiations update. Check your email for that. 	
6.	SBVC President's Report	<ul style="list-style-type: none"> •Thanks to D. Burns-Peters and M. Worsley for participating in the SBVC podcast. It's on Spotify. •I sent an email a week or two ago about a wellness campaign. The idea is, we are about 50% in person and 50% remote, give or take, it's a good reminder to get out and move around. We have walking maps for the campus identifying how far you have to walk from one building to the next or around the building. It's good to be moving instead of being stationary sitting at our desks, because that can take a toll. The idea is we can get everyone to start tracking your activity and do a monthly check-in to see how many steps we're taking collectively, but it's also a way to connect and see each other in person. •The reopening taskforce talked about seeing a decrease in COVID cases in our community, which is great news. We met last week and did confirm we'll maintain the mask mandate indoors throughout the semester. Also, this past Friday was the students' deadline to submit their vaccination or exemption for spring registration, which begins April 11. We will accept that information up until registration. We want to make sure students understand where we are in regards to that process. Messaging will go out to students within the week. •I want to congratulate the newest tenured faculty. 	

		<ul style="list-style-type: none"> • We have an educational master plan committee kickoff meeting this Thursday. The college is working with our collaborative brain trust consultants. We will start diving into the strategic planning of the educational master planning process. • I attended the 15th annual A²MEND conference this past week with 10 students and four faculty and staff. It celebrated the successes of our African American students and there was over 800 in attendance. Our students had a chance to attend a college fair with HBCU, CSU, and UC campuses, hear some outstanding speakers, attend meaningful workshops, and network with peers. • The 95th Annual Gala will be April 1. It's also a fundraiser for our foundation to be able to continue to support student scholarships and highlight the college as a center of the community for the past 95 years. • Our men's basketball team made it to the Elite Eight. They got to travel to the state tournament. Unfortunately some injuries slowed them down, but they had a great season. I wanted to acknowledge Coach Quincy Brewer for leading the team and the athletics program for the success of our student athletes. • Our Basic Law Enforcement Academy had their graduation. It's a partnership with San Bernardino County Sheriff's Department. The majority of the graduates have already been hired by law enforcement agencies. • A \$200,000 Institutional Effectiveness Partnership Initiative Grant through the California Community College Chancellor's Office will enable us to build some data dashboards and work collectively with our sister college and the district on identifying gaps and streamlining our data systems. 	
7.	Consent Agenda a. Approval of the minutes for 3/2/22	<ul style="list-style-type: none"> • Motion 1 • Discussion: None 	Motion 1: Move to approve the consent agenda. 1st: M. Copeland 2nd: T. Allen 21 responses Aye: 86% (18 votes) Nay: 0% (0 votes) Abstain: 14% (3 votes) Motion passes
8.	Action Agenda a. Senate Schedule a. 5 th Wednesday Meeting 3/30/22 b. Executive Committee meeting 4/6/22	a. Senate Schedule a. 5th Wednesday Meeting 3/30/22 b. Executive Committee meeting 4/6/22 <ul style="list-style-type: none"> • We don't always pre-schedule a 5th Wednesday; the practice has been to determine whether it's necessary and then we vote on that. In this case, a 5th Wednesday is warranted in order to finish our semester and get everything done. • Additionally, there's a need for the Senate Executive Committee to meet with the collective brain trust consultant regarding the educational master planning. They asked to meet with the Exec team and it conflicts with our Senate meeting. • Motion 2 • Discussion: None 	Motion 2: Move to hold a Senate meeting on March 30 th and the April 6 th meeting be changed to an Executive Committee meeting. 1st: A. Blacksher 2nd: M. Worsley 20 responses Aye: 95% (19 votes) Nay: 0% (0 votes) Abstain: 5% (1 votes) Motion passes

	<p>b. Curriculum Chair: senate confirmation vote</p>	<p>b. Curriculum Chair: senate confirmation vote</p> <ul style="list-style-type: none"> • Vote 3 [vote conducted by M. Worsley, Vice President] • Discussion: None 	<p>Vote 3: Do you vote to approve Bethany Tasaka for Curriculum Chair? 19 responses Aye: 100% (19 votes) Nay: 0% (0 votes) Abstain: 0% (0 votes) Motion passes</p>
<p>9.</p>	<p>Information Items</p> <p>a. Tenured Faculty</p> <p>b. Student Services: Valley Now Workgroup-GPA for Dual Enrollment</p> <p>c. AB 705 Mathematics Department</p> <p>d. Guided Pathways: Initial read of SOAA Report</p>	<p>a. Tenured Faculty</p> <ul style="list-style-type: none"> • Lucas Cuny • David Martin • Ty Simpson • Michelle Tinoco • Adam Pave <p>b. Student Services: Valley Now Workgroup – GPA for Dual Enrollment [K. Miller]</p> <ul style="list-style-type: none"> • [View presentation] • Quick recap: Based on Ed Code, admission for dual enrollment may be limited on age, grade level, and assessment instruments, methods, or procedures. Notably not on this list is GPA, and with instruction from the Chancellor’s Office, they indicated that we cannot prevent students to register or attend dual enrollment courses based on GPA unless it’s part of a multi-faceted system. So it cannot be just that one student has a 2.0 GPA and another does not, and a decision is made based on that. • The catalog says that we require a 2.0 for either transfer level courses or vocational course. It also says, “high passing grades,” but I’ll tell you that’s a bit nebulous. It’s also not how things have been applied. I see a lot of transcripts come through and I can tell you if a student is below a 2.0, it doesn’t matter if they have high passing grades and similar courses, they are not going to be approved. It’s something we want to address to give equitable access to those students. • One student was hit really hard by the pandemic. He didn’t do well in his high school courses. This year he came back and redoubled his efforts and got a 3.4. He was turned down for dual enrollment. He was not eligible, he submitted an academic petition, and again he was turned down. I know there are a lot of factors, but the policy we have is really rigid, especially for students who are dedicated to being successful. • We gathered input from everyone across campus and have a recommended replacement. It has two main components: Students who have demonstrated academic success by having that 2.0 are fine, those are the students we are already serving, and for those who do not have what we’re recommending, they will successfully complete a Student Development course chosen with their counselor. That way the course will apply towards their major and give them a good chance to be successful. The other component we added is a mid-semester check-in point for dual enrollment students. Students who don’t meet that component will be limited, even if they pass their class, to one course the following semester. <p>c. AB 705 Mathematics Department [A. Castro]</p> <ul style="list-style-type: none"> • [View presentation] 	

- We did a redevelopment of AB 705. The first thing was data analysis. We were aware that the data originally put out there, we know there's been talk about success rates. What originally happened was the math department eliminated 942, 952, and 090 courses. You can see our success rates took a hit. Math 102 (College Algebra), Math 151 (PreCalculus), Math 115 (Ideas of Math), and Math 141 (Business Calculus) did fairly well, but overall there was an impact. The reason for the first impact was we didn't have our co-requisites in place. Our initial response was to keep 095 and 096 when we launched our curriculum in spring 2020, and we all know how that story goes; it didn't go as we hoped.
- Fast forward a couple years, we're coming back to campus a little more. I did an analysis on where we stood state-wise. The median for all of California Community Colleges, per the state Chancellor, was 60.09%. Valley placed in the 12th percentile with a success rate of 48.75%.
- The Math Department made a lot of big moves recently with a lot of change. We have to have some reason behind it. Crafton fared pretty well. They were in the 61st percentile. SBVC EMP data had us at an overall success rate of 45%. We didn't get into the box on the box plot.
- The two major issues we learned within our analysis of our courses. In fall 2021 our support courses were not filling as we hoped. Students were taking them only as a recommendation, and therefore not really enrolling. Math 102 had 24 sections and we only held about 12 sections of the co-requisite, 602. We offered 30 sections of 108 and seven sections of 608 held. Students were not getting the support and went into transfer level without that support. We also noticed that the math courses did not really align with programs of study. Many of the majors were being filtered into College Algebra. Take music for example, does a music major need to know how to graph a circle? We don't know because we haven't discussed it with any other departments, so that's the next phase. We want to make sure math classes are relevant for students.
- The first thing we are looking at is new math pathways. Other colleges are doing that and they're having a lot of success. We created two more options, and currently have statistics and our liberal arts math. We're currently working to get those courses launched at the end of this term. We're going to do a math course for educators and a math and society class, just like a math finance course. We are also offering a new option for students to go straight into PreCalculus.
- The main reason we are here is our ripple effects will affect the campus. The first analysis of this came from looking at Guided Pathways maps. You can see that making students start in College Algebra forces them to take Calculus in the summer. I don't think that's a good idea for any STEM major. It's preposterous and we need to fix that. Now students can go into PreCalculus right away. These were also shared with counseling. We want to use them for advising in fall. The placement metrics are based off the state chancellor's office, it helps with data reporting and alignment.
- We are offering seven sections of PreCalculus, and four of them have a co-requisite. College Algebra has 20 sections, and 16 have a co-requisite, leaving some leeway for students who don't need the co-requisite. There's also a Business Calculus pathway, Math 141, we are adding a co-requisite to support them. That will be launched in fall 2022 as a noncredit course.

- Finally, the state metric does not believe in mandating high school courses; at this point, it's just GPA. So if the GPA is greater than 3.0, they don't need a co-requisite. If they're below a 3.0, we're advising counseling to put that on their schedule. This is going to be tested out and should be launched in summer. We are looking to be fully compliant come fall 2022.
 - We worked with the Instruction Office to get all the data on all the programs that had Intermediate Algebra as a prerequisite. We've been working with department chairs to adjust the language. J. Wilkins has also helped out. One problem we hit was students who want a local degree. We heard feedback on this. For the time being we are going to keep Math 601 and do credit by exam. We're hoping along the way that the state catches up because right now we are being told don't offer anything below transfer level. We've also been getting feedback that Title 5 has the local degree requirements, so somebody's got to play catch-up somewhere. We're doing the best we can, but unfortunately some students will be affected.
 - We're going to do a more uniform approach to our co-requisites. We looked at other colleges and their data was minimized by doing a more synched approach. We're going to reform our tutoring efforts to look at an embedded Tutoring model. We are looking at SLO data for once. For example, our Stats class, the fourth SLO takes the biggest hit every semester, so one thing faculty recommended was getting this one up and getting more lessons on it to see how we can support those transfer level courses.
 - Guided Pathways is really hot about this idea – we're going to offer project pathways. The student takes a Stats class, and there's going to be a term project that relates to their program – medical data for the nurses. We're also going to do this for the Calculus classes – Bio projects, Chemistry projects, Business projects. Every class has a choice in the skills tailored to their major. We want to align the math courses to Guided Pathways maps. Now we can say we talked to each department and we recommend taking a certain math class. Of course you can meet with the counselor but that's our next goal. We want to reach out to departments to see what math each student needs. Hopefully when students see that connection they're more motivated
 - **Questions/Comments:**
 - M. Copeland: I just want to thank the Math Department for their thoughtful work and discussions. This is a reminder to faculty to look at your courses and if they have Math 095 or 096, that will not be offered in fall 2022. Curriculum is not planning to delete those. We feel it's up to each department to look at those classes and have thoughtful discussions about what you want to do if the prerequisite is going away. Those are things for departments to decide individual. You may also want to reach out to the articulation officer, J. Wilkins, to see how changing your prerequisites might
- d. Guided Pathways: Initial read of SOAA Report [A. Castro]**
- [View [presentation](#)]
 - D. Burns-Peters: This does require a signature from the Academic Senate President. Currently our bylaws require anything that requires my signature comes to Academic Senate and does require a review of the Senate. That's why it's going to come today. It will be back again.
 - A. Castro: I will send the PowerPoint and our goals that were approved at the beginning of the year. These are the objectives of the current team. We have been working to align them with the current SOAA and updating from the previous team to where we've come. Going

		<p>forward, when you read the SOAA there are four categories and I'm breaking it down by the four pillars of Guided Pathways. These are the categories being considered and what we're writing as a team. These will also be presented. Please don't hold back, this should be a campuswide effort, so if there's something you feel we're missing or needs to be updated, let us know.</p> <ul style="list-style-type: none"> •The first is mapping the pathways. The second is helping students choose a program pathway. A lot of that work has been done through our three workgroups. The third is keeping students on the path. The fourth is ensuring learning, which may seem like a lot with 33 items, but we made a lot of progress this year. •The document is broken into four main categories. We are looking for feedback and support from the Senate. 	
10.	<p>Public Comments on Non-Agenda Items-including announcements (max. 10 minutes @ 2minutes each)</p>	<ul style="list-style-type: none"> • B. Tasaka: API Heritage Month is coming. We have exciting events, including panels featuring district employees' stories and the 80th anniversary of Executive Order 9066 and Japanese Internment. • L. Cuny: Film Festival and Wolverine Con • J. Oxendine: EMP workgroup may reach out to some of you for a meeting. • J. Bjerke: Book discussion called <i>Out of Office: The Big Problem and Bigger Promise</i>. 	
11.	<p>Adjournment Next Meetings:</p> <ul style="list-style-type: none"> • 3/30/22: 5th Wednesday All Senate • 4/6/22: Senate Executive Team Only <p>Upcoming Events</p> <ul style="list-style-type: none"> • Area D Meeting: March 19, 2022 10:00 am-3:00 pm • Spring Plenary April 7-9, 2022 	<p>Meeting adjourned at 4:35 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.**