



SBVC Academic Senate Minutes - DRAFT
December 4, 2024, Wednesday, 3:00-4:30 pm
Location: Business Building, room 100

The Academic Senate at SBVC is dedicated to empowering and strengthening the voices of our esteemed faculty members. We are committed to fostering active participation, while maintaining a positive and respectful atmosphere that ensures our perspectives resonate strongly throughout our institution. We are the official voice in accordance with, Title 5, section 53200, of the California Education Code §70902 (b)(7) “...the governing board of each community college district shall... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” which is known as 10+1.

California Title V §53200 “10+1”	Senator Representation	Senate Exec
1. Curriculum, including establishing prerequisites. 2. Degree and certificate requirements. 3. Grading policies. 4. Educational program development. 5. Standards or policies regarding student preparation and success. 6. College governance structures, as related to faculty roles. 7. Faculty roles and involvement in accreditation process. 8. Policies for faculty professional development activities. 9. Processes for program review. 10. Processes for institutional planning and budget development. 11. (+1) Other academic and professional matters as mutually agreed upon.	<p align="center">Applied Technology, Transportation, and Culinary Arts</p> <input checked="" type="checkbox"/> Samuel Valle (2026) <input type="checkbox"/> Vacant (2027) <input type="checkbox"/> Vacant (2027)	<input checked="" type="checkbox"/> President, A. Hecht <input checked="" type="checkbox"/> Vice President, T. Vasquez <input checked="" type="checkbox"/> Secretary, J. Salyer <input checked="" type="checkbox"/> Program Review, D. Burns-Peters <input type="checkbox"/> Curriculum, T. Berry <input type="checkbox"/> Accreditation and Outcomes, C. Huston <input checked="" type="checkbox"/> Professional Development, R. Hamdy <input checked="" type="checkbox"/> Part-Time Senator at Large, C. Sarfo-Poku <input checked="" type="checkbox"/> Academic, Senator at Large, B. Tasaka <input type="checkbox"/> Student Services, Senator at Large, Vacant
	<p align="center">Arts and Humanity</p> <input checked="" type="checkbox"/> Amy Mills (2026) <input type="checkbox"/> Carol Damgen (2026) <input checked="" type="checkbox"/> Joe Notarangelo (2027) <input checked="" type="checkbox"/> Judy Joshua (2027) <input type="checkbox"/> Kevin Lyons (2027) <input checked="" type="checkbox"/> Rangel Zarate (2026)	<p align="center">Guests</p> <input checked="" type="checkbox"/> Gilbert Contreras <input checked="" type="checkbox"/> Olivia Rosas <input checked="" type="checkbox"/> Patty Quach <input checked="" type="checkbox"/> Sam Trejo <input checked="" type="checkbox"/> Maria Adkins <input checked="" type="checkbox"/> Vanessa Thomas <input checked="" type="checkbox"/> Joanna Oxendine <input checked="" type="checkbox"/> Vinnie Wu <input checked="" type="checkbox"/> DinaHumble <input checked="" type="checkbox"/> Nohemy Ornelas <input checked="" type="checkbox"/> Sam <input checked="" type="checkbox"/> Dan Mayo <input checked="" type="checkbox"/> Nader Gergis
	<p align="center">Academic Success</p> <input type="checkbox"/> Vacant (2026)	
	<p align="center">Math, Business & Computer Tech</p> <input type="checkbox"/> Samuel Addington (2025) <input type="checkbox"/> Vacant (2026) <input type="checkbox"/> Vacant (2027) <input type="checkbox"/> Vacant (2027) <input type="checkbox"/> Vacant (2027)	
	<p align="center">Science</p> <input checked="" type="checkbox"/> Carol Jones (2025) <input checked="" type="checkbox"/> Jessy Lemieux (2025) <input type="checkbox"/> Matt Robles (2026) <input checked="" type="checkbox"/> Maria Valdez (2027) <input checked="" type="checkbox"/> Melissa Romero (2026) <input checked="" type="checkbox"/> Michael Torrez (2027) <input checked="" type="checkbox"/> Tatiana Vasquez (2025)	
	<p align="center">Social Sciences, Human Development & Physical Ed</p> <input checked="" type="checkbox"/> Danielle Graham (2025) <input checked="" type="checkbox"/> Denise Knight (2027) <input type="checkbox"/> Kellie Barnett (2025) <input type="checkbox"/> Lisa Henkle (2027) <input type="checkbox"/> Melissa King (2027)	
	<p align="center">Student Services</p> <input checked="" type="checkbox"/> Debbie Orozco (2027) <input checked="" type="checkbox"/> Erica Begg (2026) <input checked="" type="checkbox"/> Jamie Salyer (2025) <input type="checkbox"/> Keynasia Buffong (2025) <input checked="" type="checkbox"/> Pedro Gonzales (2027) <input checked="" type="checkbox"/> Ulavale Matavao (2026) <input type="checkbox"/> Vacant (2027)	
	<p align="center">Part-Time Senator Reps</p> <input checked="" type="checkbox"/> Christian Sarfo-Poku (2025) <input type="checkbox"/> Brenda Orozco (2025) <input checked="" type="checkbox"/> Loni Dennett(2025) <input type="checkbox"/> Vacant	



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<p>1. Call to Order</p> <p>1.1. Call to Order/Establish Quorum</p> <p>1.2. Approval of Agenda: The Consent Agenda is expected to be routine and noncontroversial.</p>	<p>Called to order at 3:02pm.</p> <p>Agenda approved by consensus.</p>
<p>2. Public Comments - refers to the opportunity for members of the public to speak on both agenda and non-agenda items. <i>(Limited to 10 minute total time limit, 3 minute max per person)</i></p>	<p>(10 min)</p>
<p>3. Approval of Minutes</p>	<p>Motion to approve the minutes.</p> <p>1st: R. Hamdy</p> <p>2nd: J. Notarangelo</p> <p>Yay: 23</p> <p>Nay: 0</p> <p>Abstain: 1 (D. Graham)</p> <p>(L. Dennett, M. Torrez, and M. Valdez were not here for the vote)</p> <p>Motion approved.</p>
<p>4. Reports</p> <p>4.1. AS President, Andrea Hecht</p>	<p>(10 min)</p>



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❖ *NOTES*

➤ [BOT Report](#)

- Plans to move the meetings to NH-215 for the remainder of the year.

➤ N. Ornelas

- [Dual Enrollment Update](#)

- Shared updates on the progress of dual enrollment planning. She highlighted the work done over the past two and a half years to expand dual enrollment programs, addressing declining enrollment and increasing student access. Efforts have focused on eliminating barriers for students, especially underrepresented groups, by addressing state regulations and requirements that hindered enrollment. A district-wide framework was developed, informed by faculty, staff, and campus groups, to create a sustainable and equitable dual enrollment program. The plan aims to improve the student experience, streamline processes, and ensure resources are in place for success. The work will continue to evolve with feedback, and updates will be presented to the board in December.

- Conversation about SB 554, P. Gonzales, N. Ornelas, and P. Quach

- ◆ It was clarified that while the focus of the current dual enrollment plan has primarily been on high schools, the importance of including adult education programs was recognized. Coordinating with adult schools was also discussed. There are existing MOUs with adult schools in areas like Redlands and San Bernardino, but issues arise when students from different districts want to participate in dual enrollment programs at other schools (e.g., water treatment). The group acknowledged the need for



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cross-district cooperation and emphasized the role of the district in facilitating these agreements. The agreements and processes are in place, and further discussions are planned with adult education administrators to address these concerns.

- D. Burns Peters, advocates for the district enrollment work group to support, rather than direct, the campuses. The district's role should be to provide communication, coordination, and information from a broader perspective, leaving the authority for decisions regarding curriculum and programs at the campus level. As long as this balance is maintained, the system will work effectively.
 - ◆ A. Hecht, commended Jose for his efforts in connecting key stakeholders across both colleges to ensure collaboration, and emphasized the importance of ongoing support from the district.
- D. Knight - staffing
 - ◆ Emphasizes the critical importance of targeted hiring for dual enrollment programs, stressing that without it, the program and students will be underserved. High schools require faculty to fit their schedules, but many adjuncts are only available in the afternoons or evenings. Without specific hiring strategies to match these schedules, even if high schools are on board, staffing becomes a challenge.
 - N. Ornelas, conversations are ongoing with the CTA to address these issues regarding workload and working conditions.



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- Conversation about challenges and replacing, J. Joshua, N. Ornelas, and A. Hecht
 - ◆ Discussed the added workload for part-time community college faculty teaching dual enrollment classes, emphasizing that these are supplementary to high school teaching staff, not replacements. This adds pressure on students, particularly dual enrollment students who are overwhelmed with the demands of both high school and college courses. Suggestion of collaborating with academic leadership to evaluate practices and ensure the success of students. The ultimate goal is student success, and ongoing communication and adjustments are necessary to achieve that.

4.2. AS Vice President

4.3. Campus Committees

4.3.1. Distance Education update, Davena Burns-Peters

❖ *NOTES*

➤ [DE Charge Update](#)

4.4. Academic Senate Subcommittees

4.5. San Bernardino Community College District Teachers Association

4.6. Associated Student Government

4.7. Classified Senate

4.8. President, Gil Contreras

❖ *NOTES*

➤ G. Contreras expresses gratitude for the college community's efforts during the fall semester, noting accomplishments like progress on the participatory governance handbook and the Black-serving institution designation. He



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<p>highlights the importance of dual enrollment and addresses faculty challenges with scheduling and student preparedness, emphasizing the need for collaboration to improve the program. G. Contreras also touches on parking solutions, athletics support, and the importance of participatory governance, advocating for faculty time to engage in critical tasks. He concludes by reflecting on a successful semester and looks forward to the spring with optimism.</p>	
<p>5. Unfinished Business</p> <p>5.1. FW and Best Practices - Financial Aid Coordinator, Sam Trejo and Maria Adkins, and Director Admissions & Records/Interim Dean-Student Support Services, April Dale</p> <p>❖ <i>NOTES</i></p> <ul style="list-style-type: none">➤ Presentation➤ S. Trejo and M. Adkins, the speakers emphasize the critical role that grades and accurate drop dates play in maintaining compliance with Title IV regulations for financial aid. Satisfactory Academic Progress (SAP) is determined at the end of each semester, and inaccurate grade entry or backdating can impact students' eligibility for financial aid. They also discussed "Return to Title IV", which tracks students who withdraw from courses and calculates whether funds need to be returned to the Department of Education. Accurate reporting of withdrawal dates is essential to avoid financial penalties and ensure students receive the correct financial aid.➤ Q&A<ul style="list-style-type: none">■ Is it a big problem that grades are getting backdated? And how does that work?<ul style="list-style-type: none">● Yes, backdating grades or altering grades after the semester ends is a problem. It typically happens when faculty forget to drop	<p>(30 min)</p>



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students who stop attending class. In some cases, instructors ask Admissions to backdate a drop after the semester ends, which puts the institution out of compliance with federal regulations, particularly Title IV (financial aid rules). This violates compliance with the Department of Education.

- If I submit my grades for a class, and I'm done, I can't go back into the system to alter the grades, correct? Are people doing that?
 - Correct. Normally, once grades are submitted, faculty can't alter them. However, in some cases, instructors might submit grade change forms or ask Admissions to manually make changes, which can cause problems with financial aid compliance. This workaround, especially involving late drops or withdrawals, is concerning because it violates the proper procedures.
- How does the workaround work? For example, what happens when a student never shows up for class, and the instructor forgets to drop them?
 - If an instructor forgets to drop a student who never shows up, the instructor may later request the Admissions office to backdate a withdrawal (or drop) at the end of the semester. This is problematic because it circumvents the proper process for withdrawing a student, and if the withdrawal happens too late, it could violate federal rules about financial aid and Title IV compliance.
- What is the real concern here? Is it about grade changes or the late drops and withdrawals?
 - The real concern is late drops and withdrawals after the drop deadline. Backdating grades or withdrawals can impact students'



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financial aid and lead to non-compliance with federal regulations, not necessarily changes to the grade itself. This technical issue creates problems for the institution and its ability to administer financial aid properly.

- What are the ramifications for students if they fail vs. withdraw? How does this affect financial aid?
 - Failing (F): A student earns an F if they completed assignments but performed poorly. This affects their GPA and financial aid, as it counts as a failing grade and may contribute to them falling below the 2.0 GPA requirement.
 - Withdrawal (FW): An FW is assigned when a student doesn't participate at all, and it doesn't affect their GPA but may impact financial aid. The key point is that assigning an FW requires knowing the last date of academic activity, which impacts the student's financial aid eligibility and may prevent the institution from having to return financial aid funds to the Department of Education.
- What should faculty do if they have a student who stopped attending class but didn't formally drop out?
 - Faculty should assign an FW rather than an F if a student stopped attending but didn't drop. The key distinction is that an FW indicates no academic participation, while an F implies the student earned a failing grade based on their performance. When assigning an FW, faculty must document the last date of academic activity, which is essential for financial aid reporting.
- How does assigning an FW affect financial aid and compliance?



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- Assigning an FW requires specifying the last date of academic activity. This date is important because it affects the student's financial aid eligibility. If a student doesn't participate but is marked with an FW, it helps the institution avoid returning financial aid funds to the Department of Education, as long as the FW is properly reported.
- How can faculty help prevent issues with late withdrawals and backdated grades?
 - Submitting grades on time.
 - Ensuring that when assigning an FW, they provide the last date of academic activity.
 - Avoiding workarounds or late withdrawals that could put financial aid at risk. Clear communication and adherence to deadlines are critical in preventing compliance issues
- What should be done to improve understanding among faculty, especially part-time instructors?
 - Faculty, particularly part-time instructors, need clearer communication and training on grade submission procedures, FW assignments, and their implications for financial aid. The Faculty Handbook should be updated with this information, and faculty should be reminded about the proper processes, particularly regarding late withdrawals and grade changes. Additionally, adding this information to syllabi and having regular updates or reminders would be helpful.
- What are the financial consequences if these issues aren't addressed?
 - If the institution fails to comply with federal regulations, the Department of Education could impose penalties, including having



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to return financial aid funds. This could result in significant financial consequences for the school, especially if multiple students are involved. Non-compliance could also threaten the school's ability to administer financial aid properly.

- What is the role of the Faculty Handbook in this process?
 - Faculty must be reminded to submit grades on time and to assign FW grades properly with the last date of academic activity.
 - The institution should work with departments and the Faculty Handbook to ensure that these procedures are clear.
 - A system of accountability should be established to ensure that these steps are followed and to avoid any workarounds that could jeopardize financial aid compliance.
- Can the FW date be tracked through systems like Canvas?
 - Yes, the last date of academic activity can be tracked through systems like Canvas, which logs when students last participated. This information is important when assigning an FW and reporting the student's academic activity for financial aid purposes.
- What can be done to support part-time faculty in following these procedures?
 - Part-time faculty, who often don't have the same orientation or access to information, should be given clear, updated resources, including training during adjunct orientations and updated syllabi templates. Consistent communication and support are key to helping them understand and follow the procedures.

➤ Other Statements

- G. Contreras - mentioned with the FW, it will be expected to know when the last date the student attended/last day of academic activity. It would



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be important for Student Services to figure that out if there is an opportunity to enter that date, and if not, add space to reflect the date.

- T. Vasquez - mentioned she would like a written procedure

5.2. AP/BP, Jessy Lemieux (*2nd read*)

❖ **NOTES**

➤ [Education Subcommittee Report](#)

➤ Conversation amongst many senators.

- The discussion around AP and BP 2510 focused on the need for more time to thoroughly review the documents before they were presented to the Board of Trustees. Concerns were raised about the adequacy of the current review timeline, especially with the upcoming break and the busy schedule. Members emphasized the importance of ensuring a thorough review process, allowing faculty and staff enough time to provide feedback. The conversation also highlighted the significance of these policies in participatory governance, with a shared understanding that they should reflect proper governance procedures and allow input from all stakeholders. There was a general consensus that careful review was necessary to ensure the policies aligned with the academic community's needs and expectations.

5.2.1. Level 2, minor review

5.2.1.1. 3250 Institutional Planning

5.2.2. Level 3, extensive review

5.2.2.1. 4010 Academic Calendar

5.2.2.2. 4020 Program, Curriculum, and Course Development

5.2.2.3. 4100 Graduation Requirements

5.2.2.4. 4230 Grading and Academic Record Symbols

5.2.2.5. 5012 International Students

Motion was for Jessy to request a timeline extension for the review of AP and BP 2510 due to the break and scheduling issues
 1st: T. Vasquez
 2nd: D. Orozco
 Yay: 22
 Nay: 0
 Abstain: 0
 (J. Notarangelo was not here for the vote)

Motion approved.

Motion directing the president of the academic senate to monitor the progress of 2510 and ensure that AS has the opportunity of a 2nd read before the BOT has a 2nd read.



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<p>5.2.2.6. 5035 Withholding of Student Records 5.2.2.7. 5055 Enrollment Priorities 5.2.2.8. 5530 Student Rights and Grievances</p>	<p>1st: D. Burns-Peters 2nd: T. Vasquez Yay: 22 Nay: 0 Abstain: 1 (C. Jones) (J. Notarangelo was not here for the vote)</p> <p>Motion approved.</p>
<p>6. New Business</p> <p>6.1. Participatory Governance Task Force Update, Tatiana Vasquez and Erica Begg</p> <p>❖ <i>NOTES</i></p> <ul style="list-style-type: none">➤ Update➤ The Participatory Governance Task Force are reviewing internal committee effectiveness and researching governance models from other colleges. Surveys were sent to gather feedback on committee operations. The task force recommended maintaining the current committee setup for Spring 2025, with faculty assignments managed by the Academic Senate. <p>6.2. Phase 1, Common Course Numbering & Related COR additions, Thomas Berry</p> <p>❖ <i>NOTES</i></p> <ul style="list-style-type: none">➤ T. Berry was unable to attend and this item was not discussed. <p>6.3. Aspire Year 2, Davena Burns-Peters</p> <p>❖ <i>NOTES</i></p> <ul style="list-style-type: none">➤ Aspire (Program Review Update)	<p>Motion that the language say that the task force noted that there was no change in the governance process, and that we as an academic senate made the decision to continue with committee assignments as they stand until fall 2025.</p> <p>1st: D. Burns-Peters 2nd: T. Vasquez Yay: 18</p>



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- The Aspire program is focused on year two of the program review process, which is due on January 24. The review is essential for all academic and student services programs, and resources, including a recorded launch event and documents, have been shared with faculty and staff. An open support lab will be held on Friday for assistance with the process. While administrative services programs (e.g., campus technology, food services) are not required to participate in the Aspire process, they will undergo other forms of review. Additionally, departments will need to complete a SWOT analysis as part of the review, with an option to request resources. The Aspire program is designed to help evaluate and improve program effectiveness, with flexibility for those needing extra support during the process. D. Burns-Peters will bring that back for official support.
- T. Vasquez - asked if there was a timeline for resource requests.
 - D. Burns-Peters, resource requests are part of the Aspire program review process. These requests are included at the end of the SWOT analysis, where participants are asked if they are requesting any resources. TShe also mentioned that there is a Word document available, sent in an email, that outlines the questions to respond to. Additionally, it was noted that for data support related to resource requests, Sam would be available on Friday to assist, and it was advised to bring a laptop for help.

6.4. RSI self-audit, Davena Burns-Peters

❖ **NOTES**

- Distance education is undergoing changes due to updated Title V regulations and new accreditation standards from the Accrediting Commission for Community and Junior Colleges (ACCJC). The ACCJC is introducing a standardized approach for evaluating online courses, specifically focusing on regular and substantive interaction (RSI) between instructors and students. To

Nay: 0
Abstain: 0
(J. Notarangelo, L. Dennett, R. Hamdy, and R. Zarate were not here for the vote)

Motion approved.



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<p>prepare for upcoming accreditation reviews, the college will implement a self-assessment process using tools provided by ACCJC. Deans, faculty, and instructional staff will be trained to assess online courses and ensure they meet the 85% benchmark for RSI. If courses fall short, additional resources and professional development will be provided to improve engagement and student success in future assessments.</p>	
<p>7. Floor Items - Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda. <i>(5 minute total time limit, 2 minute max per person)</i></p> <ul style="list-style-type: none">❖ M. Torres, concern was raised regarding the return of lab coats and other items under the Book Service Plus program. Lab coats used in chemistry and biology labs, which may be contaminated with chemicals, are required to be returned, but the bookstore is not equipped to properly clean them. It was noted that the bookstore could either dispose of the items or try cleaning them, which could potentially contaminate their washing machines.<ul style="list-style-type: none">➤ The concern will be monitored, and discussions will continue to address the proper handling of these items.	(5 min)
<p>8. Announcements <i>Def. To share brief information or updates that don't require discussion or action.</i></p> <ul style="list-style-type: none">❖ D. Graham, please answer and participate in the PSYCH 201 student research project.❖ Go see - Alice by Heart	(0 min)
<p>9. Adjournment 9.1. Next meeting - January 29, 2024 3:00-4:30 pm in B-100</p>	Meeting adjourned at 4:47 pm.