

# SBVC College Council Minutes

Date: January 22, 2025

Location: Presidents Conference Room, ADSS 207

Time: 1: 00 pm - 2: 30 pm

Gilbert Contreras, SBVC President, Chair, Ernest Guillen, CSEA President, Andrea Hecht, Academic Senate President, Co-Chair, John Feist, Classified Senate President, Dyami Ruiz-Martinez ASG President, Thomas Berry, Jeffery Demsky, CTA President, Uvaldo (Aldo) Sifuentes-, Leticia Hector, Marco Cota, Keith Bacon, Rania Hamdy, Danielle Graham, Bethany Tasaka, Yvonne Gutierrez, Celia Huston, Joanna Oxendine, Anthony Castro

(16) Members

Guest:

Minutes by: Noel Arciero

TOPIC	DISCUSSION and ACTION
Call to Order:  1. Approval of Agenda	<ul style="list-style-type: none"><li>• Dr. Contreras–Began the meeting at 1:04 pm.</li><li>• New members of the College Council were introduced, including administrators, faculty, and staff.</li></ul>
Approval of Minutes:  2. December 11, 2024	<ul style="list-style-type: none"><li>• Dr. Contreras called to approve the minutes from December 11, 2024.</li><li>• Minutes were approved.</li></ul>
President Report:  1. Welcome	<ul style="list-style-type: none"><li>• Dr. Contreras gave welcome remarks, he covered topics like increased enrollment, vibrant student life activities, progress on the high intensity lab work group, and the need to foster a sense of belonging for all students.</li><li>• Dr. Contreras thanked the team for their work during Flex and Convocation Week, emphasizing the importance of feedback and individual meetings to improve. They also celebrated the increased enrollment, vibrant campus life, and the ongoing work with the high-intensity lab workgroup. A key initiative, the <b>SALA</b> web portal, was mentioned, which aims to promote a safe and inclusive environment for all students.</li><li>• Dr. Contreras stressed the importance of fostering a sense of belonging and reaffirming core values. Additionally, work on the participatory governance handbook and College Council was highlighted.</li></ul>

2. Academic Senate Report – A. Hecht (Information)

3. Services Advancing Learning for All (SALA) (Information and Discussion)

- Dr. Contreras also discussed the college's priorities for 2025, focusing on Key Performance Indicators (KPI) and equity metrics, alongside the student-centered funding formula (SCFF). Finally, they welcomed new members and expressed pride in the ongoing efforts to improve the college.
- A. Hecht highlighted recent changes in immigration enforcement affecting campuses and discussed the **SALA** initiative, a platform offering resources for undocumented students. The group emphasized maintaining student privacy and developing protocols for staff interactions with immigration authorities. They also agreed on creating training for faculty and staff to better support students facing immigration stress. Next steps include finalizing the **SALA** website, drafting protocols, and implementing training.
- Yvonne Gutierrez shared thoughts on navigating recent changes in policies, particularly regarding undocumented students and their access to safe spaces on campus. She emphasized the need to differentiate between open spaces (such as lobbies and libraries) and more private areas (like classrooms or offices behind locked doors). The goal was to provide safe spaces for students who may feel vulnerable, especially considering the new policies.
- Yvonne Gutierrez also mentioned that a meeting had taken place to discuss expanding the **SALA** website, which would centralize resources for addressing these issues. It was proposed to develop a draft protocol for faculty, staff, and students to ensure everyone understood how to handle such situations. This protocol would be reviewed by relevant campus bodies.
- The need to move quickly was stressed, as the administration was making rapid changes. It was suggested that the campus work group begin thinking about how to designate and secure safe spaces—such as offices with locked doors—where students could go for support. These

4. Key Performance Indicators (KPI) presentation (Information) by J. Oxendine

ideas were still in the early stages but aimed to establish a framework for creating a safer, more supportive environment for undocumented students.

- Dr. Contreras discussed the plan to launch the **SALA** website by Monday, which would serve as a central location for resources related to undocumented students and other relevant information. The website would be a work in progress, continuously updated as new resources and information became available. Yvonne and her team would lead the workgroup, ensuring it had the administrative support necessary to move quickly.
- There was also a discussion about seeking legal counsel to define the differences between private and public spaces on campus and to provide training for staff and faculty about the rules surrounding immigration enforcement on campus, such as whether ICE could enter classrooms. This clarification would come as more details about the executive orders were made available.
- A potential district-wide management training for undocumented scholars was mentioned, which could include resources for managers to better support undocumented students.
- J. Oxendine provided the Council with information on Key Performance Indicators (KPIs) for student success, focusing on various campus plans, including the educational master plan and student equity plan, and how they aligned with these KPIs.
- These KPIs were central to assessing the progress of initiatives related to student success and equity, with the student equity dashboard highlighted as a primary tool for tracking these metrics.
- The dashboard served as a central hub for monitoring student equity, broken down by demographic factors such as race, first-generation status, gender identity, and more. Metrics included success rates in enrollment, completion of first-year transfer-level English and math,

5. Student Centered Funding Formula (SCFF) by K. Bacon

- and student retention from fall to spring.
- A major focus was on understanding and addressing disproportionate impact, which highlighted gaps in performance between different student groups. Disproportionate impact was measured statistically, comparing groups such as Black and African American students to others, with the methodology behind this being complex and nuanced, especially when considering various demographic groups.
  - The conversation also addressed efforts to align campus priorities with these data metrics, with a specific emphasis on improving enrollment and persistence.
  - One strategy discussed was expanding dual enrollment for high school seniors to better transition them into community college. The importance of involving all areas of the campus—student services, instruction, and facilities—in these efforts was emphasized.
  - Finally, the presentation set the stage for how success in these metrics could translate into additional funding under the student-centered funding formula, which rewards progress in key areas such as student success and equity.
  - Keith provided an overview of the student-centered funding formula, which supports students needing extra help and rewards colleges for meeting key metrics.
  - The funding is based on Full-Time Equivalent (FTE) students, with dual enrollment and incarcerated students generating more funds than regular students.
  - The formula includes a supplemental allocation for students qualifying for AB 540, Pell Grants, and Promise Grants, based on headcount rather than FTEs.
  - The Student Success allocation rewards colleges for helping students complete first-year English and math courses and transfer to four-year universities. More success results in more funding for faculty and staff.
  - Challenges include the need to disaggregate district-wide data to track the college's specific metrics.

	<ul style="list-style-type: none"> <li>• Concerns were raised about how changes, like removing CSU GE and specific math checks, might affect students and funding. Keith explained that while changes support more students, they do not add extra funding.</li> <li>• A suggestion was made to create a student ambassador program to involve current students in recruitment, particularly for affinity groups. Student-driven recruitment was seen as a promising strategy.</li> <li>• There were discussions on using financial aid opportunities to support students, including adding financial aid information to syllabi and offering early semester assignments that don't require textbook purchases to give students time to secure financial aid.</li> <li>• Faculty were encouraged to use a standard template for including financial aid resources in their syllabi to ensure consistency and meet accreditation standards.</li> <li>• The importance of showcasing student achievements and branding campus areas (e.g., nursing or psych tech) with cultural artwork and monuments reflecting the community was emphasized.</li> <li>• A proposal was made to use automation to share student opportunities, such as honors programs or community groups, when a student enrolls in a course.</li> <li>• Updates were shared on improvements to campus signage, including the “village” (formerly swing space), to better direct students to services and enhance their campus experience.</li> <li>• The meeting highlighted the need for collaboration across departments to improve student success, support, and engagement. Further planning and feedback from faculty and staff will be key in moving these initiatives forward.</li> </ul>
Vice President’s Reports:	<ul style="list-style-type: none"> <li>• Y. Gutierrez briefly updates on work with the SALA website and support for undocumented student initiatives.</li> <li>• Efforts to organize kinesiology classes and meetings with the team to identify pressing needs were</li> </ul>

	<p>discussed.</p> <ul style="list-style-type: none"> <li>• L. Hector informs the committee that the college is seeing positive movement with FTEs, being just over 11% higher than last year.</li> <li>• The upcoming tasks include participating in the 10-year review process and accreditation work with collaboration from other team members.</li> </ul>
Accreditation and Student Learning Outcomes – C. Huston/ J. Oxendine	<ul style="list-style-type: none"> <li>• C. Huston reports that the ACCJC accepted the college’s midterm report, acknowledging progress toward student success goals.</li> <li>• Focus will shift to the Institutional Self Evaluation Report (ISER), which will be developed over the next four semesters with a new timeline based on updated standards.</li> <li>• A timeline for review and approval across committees will be established.</li> </ul>
Education Master Plan/Strategic Planning – J. Oxendine	<ul style="list-style-type: none"> <li>• J. Oxendine discussed refining the college’s strategic plan, which has been criticized for being scattered without clear priorities.</li> <li>• The goal is to center planning on student success and align efforts with institutional priorities, making it more actionable and cohesive.</li> </ul>
Program Review – J. Oxendine/D. Graham/B. Tasaka	<ul style="list-style-type: none"> <li>• J. Oxendine provided information on Program Review processes are changing, with no rankings for resource requests this year to allow for a focus on improvement and support.</li> <li>• The committee discussed making faculty prioritization more intentional and preparing for potential growth, including future budget discussions.</li> <li>• A discussion highlighted the need for aligning technology requests with budget processes rather than submitting them through program review. This would reduce duplication and ensure sustainability in software purchases.</li> </ul>

District and Campus Committee Updates:	<ul style="list-style-type: none"> <li>• Dr. Contreras informed the committee the Facilities Master Plan was approved by the Senate, showcasing strong faculty involvement and inclusive decision-making.</li> </ul>
Other:	
Adjournment:	<ul style="list-style-type: none"> <li>• Dr. Contreras adjourned the meeting at 2:20 pm.</li> </ul>
<p>Next College Council Meeting Remaining Academic Year 24-25 Meetings-Bi-Monthly, 2<sup>nd</sup> &amp; 4<sup>th</sup> Wednesday.</p>	<ul style="list-style-type: none"> <li>-Wednesday, February 26, 2025</li> <li>-Wednesday, March 12, 2025</li> <li>-Wednesday, March 26, 2025</li> <li>-Wednesday, April 9, 2025</li> <li>-Wednesday, April 23, 2025</li> <li>-Wednesday, May 14, 2025</li> <li>-Wednesday, May 28, 2025 (Non-Meeting)</li> </ul>