Meeting of the San Bernardino Community College District Board of Trustees
Business Meeting Agenda
District Board Room
January 18, 2018, 4:00 p.m.

1.   CALL TO ORDER – PLEDGE OF ALLEGIANCE

2.   ANNOUNCEMENT OF CLOSED SESSION ITEMS
   a.   Conference with Labor Negotiators – Government Code 54957.6
        Agency Representative: Bruce Baron – CSEA, CTA, Management/Supervisors, and Confidential Employees
   b.   Public Employee Performance Evaluation - Government Code 54957 (b)(1)
        Title: Chancellor
   c.   Conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(e)(3) (2 cases) Workers Compensation Claim Nos #520382 #493176
   d.   Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case

3.   PUBLIC COMMENTS ON CLOSED SESSION ITEMS
The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

4.   CONVENE CLOSED SESSION

5.   RECONVENE PUBLIC MEETING

6.   REPORT OF ACTION IN CLOSED SESSION

7. **PRESENTATION**
    a. CBOC Annual Report – Betsy Starbuck (p6)
    b. Community Benefits Agreement (CBA) Status Update – Hussain Agah (p10)

8. **REPORTS**
    a. Board Members
        i. Oral Reports from Board Committee Chairs
        ii. Board Information Requests (p30)
    b. Student Trustees
    c. Chancellor
    d. San Bernardino Valley College
        i. President
        ii. Academic Senate
        iii. Classified Senate
        iv. Associated Students
    e. Crafton Hills College
        i. President
        ii. Academic Senate
        iii. Classified Senate
        iv. Associated Students
    f. CSEA
    g. CTA

9. **PUBLIC COMMENTS ON AGENDA ITEMS**
    This is an opportunity for members of the public to address the Board concerning items on the agenda.

10. **APPROVAL OF MINUTES**
    November 30, 2017 Study Session (p32)
    December 14, 2017 Study Session & Business Meeting (p34 & 35)

11. CONSENT AGENDA

The Consent Agenda is expected to be routine and non-controversial. It will be acted upon by the Board at one time without discussion. Any member of the Board, staff member or citizen may request that an item be removed from this section for discussion.

a. Instruction/Student Services
   i. Consideration of Approval of Curriculum – SBVC (p43)
   ii. Consideration of Approval of Curriculum – CHC (p72)
   iii. Consideration of Approval to Sell Alcoholic Beverages at Campus Fundraising Event (p78)

b. Human Resources
   i. Consideration of Acceptance of Employee Resignation (p80)
   ii. Consideration of Acceptance of Employee Retirement (p82)
   iii. Consideration of Approval of Adjunct and Substitute Academic Employees (p84)
   iv. Consideration of Approval of Appointment of District Employees (p86)
   v. Consideration of Approval of Change in Professional Expert Title (p89)
   vi. Consideration of Approval of Classified Employee Promotion (p92)
   vii. Consideration of Approval of District Volunteers (p94)
   viii. Consideration of Approval of Interim Management Appointments (p101)
   ix. Consideration of Approval of Non-Instructional Pay for Academic Employees (p103)
   x. Consideration of Approval of Professional Expert, Short-Term, and Substitute Employees (p114)
   xi. Consideration of Approval of Revised Management Job Descriptions (p126)
   xii. Consideration of Approval of Salary Step Advancement for Management Employees (p134)
   xiii. Consideration of Approval of Temporary Academic Employees (p136)

c. Business & Fiscal Services
   i. Consideration of Approval of District & College Expenses (p138)
   ii. Consideration of Approval of Individual Memberships (p144)
   iii. Consideration to Approve Conferences (p146)
   iv. Consideration of Approval of 2018-19 Nonresident Tuition and Capital Outlay Fees (p155)
   v. Consideration of Approval of Professional Services Contracts-Agreements (p158)

     vi.   Consideration of Approval of Purchase Order Report (p160)

    vii.   Consideration of Approval of Routine Contracts-Agreements and Memorandums (p168)

   viii.   Consideration of Approval of Surplus Property and Authorization for Private Sale or Disposal (p191)

    ix.   Consideration of Approval of Uniform Construction Cost Accounting Procedures (p194)

     x.   Consideration of Approval of Vacation Payout (p196)

12.   ACTION AGENDA

a. Consideration of Approval of 2017-19 Integrated Plan Basic Skills Initiative, Student Equity, and Student Success and Support Program – CHC (p197)
b. Consideration of Approval of 2017-19 Integrated Plan Basic Skills Initiative, Student Equity, and Student Success and Support Program – SBVC (p220)
c. Consideration to Adopt Resolution to Pay Trustee Reyes (p245)
d. Consideration to Adopt Resolution to Pay Trustee Williams (p247)
e. Consideration to Support the Recommendations of the Student, Faculty and Staff-led Brand Identity Task Force to Enhance the Public Image of the San Bernardino Community College and Its Entities (p249)

13.   INFORMATION ITEMS

a. Applause (p251)
b. Budget Report (p259)
c. Clery Report (p276)
d. CSEA MOUs (p278)
e. General Fund Cash Flow Analysis (p281)
f. Guided Pathways Self-Assessment – CHC (p284)
g. Guided Pathways Self-Assessment – SBVC (p296)

14.   PUBLIC COMMENT ON NON-AGENDA ITEMS

This is an opportunity for members of the public to address the Board concerning non-agenda items.
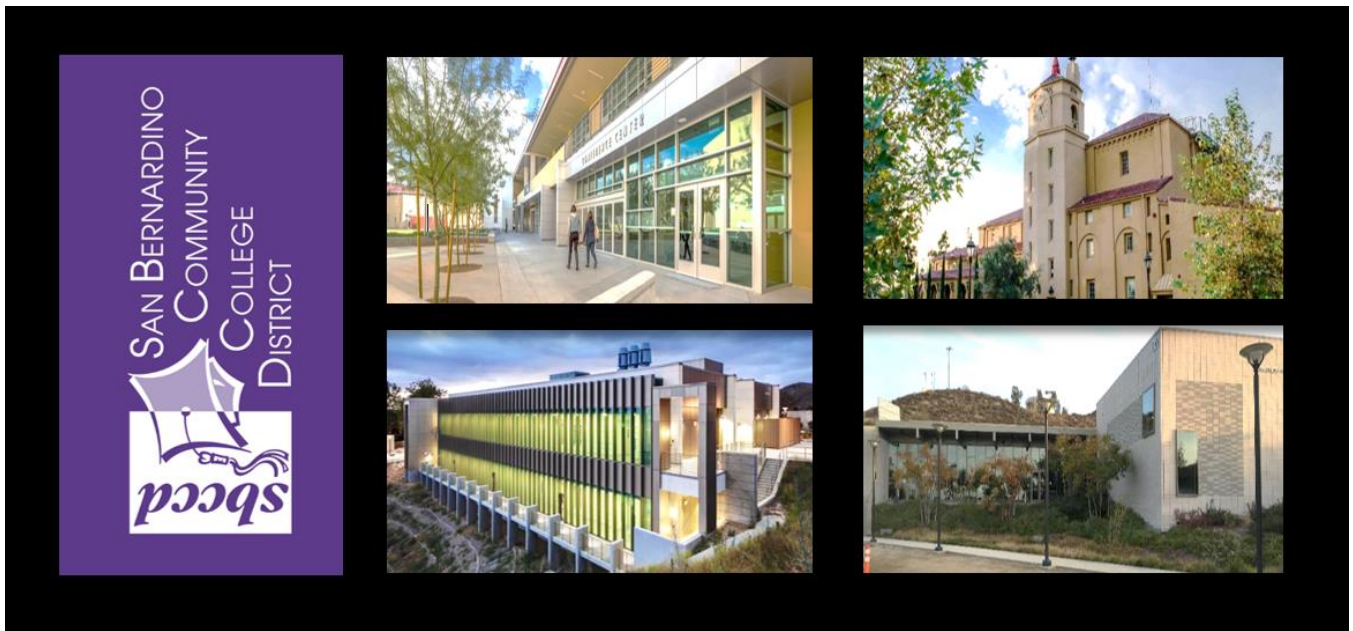
15. **CONVENE CLOSED SESSION**
Convene Closed Session for unfinished business on closed session items.

16. **RECONVENE PUBLIC MEETING**

17. **REPORT OF ACTION IN CLOSED SESSION**

18. **ADJOURN**
The next meeting of the Board: Business Meeting 4pm, February 8, 2018

Citizens Bond
Oversight Committee

2017 Report to the Community

Executive Summary

Consistent with the requirements of Proposition 39 ("School Facilities Local Vote Act of 2000"), the San Bernardino Community College District (SBCCD) Citizens' Bond Oversight Committee was appointed to oversee two voter-approved general obligation bonds:

‣ Measure P – $190 million bond passed in November 2002
‣ Measure M – $500 million bond passed in February 2008

The committee is required to inform the public about the district's expenditure of bond proceeds by presenting an annual report to the SBCCD Board of Trustees, in public session. In fulfilling this duty, the committee meets approximately three times per year to review expenditure reports produced by the district to ensure that:

‣ Bond proceeds are expended only for the purposes set forth in Propositions P and M
‣ Bond proceeds are not used for any teacher or administrative salaries or other operating procedures

2017 Members

‣ Ken Coate, Chair, Business Organization
‣ Albert Garcia, Community-at-Large
‣ Sam Irwin, Foundation , CHC
‣ Linda Roberts-Ross, Community-at-Large

‣ Patricia Small, Senior Citizen Organization
‣ Amber Snow, Student
‣ Betsy Starbuck, Tax Payer Organization

Statement

To the best of its ability, the Citizens Bond Oversight Committee believes that the San Bernardino Community College District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution. Full text available at http://www.boe.ca.gov/lawguides/property/current/ptlg/ccp/XIII-A-1.html

Key Highlights of the San Bernardino CCD Bond Construction Program
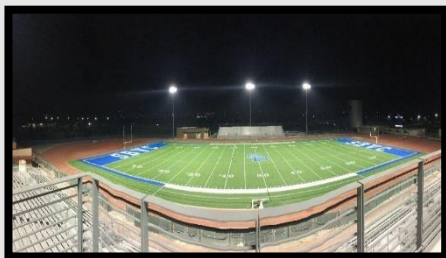
Kinesiology & Athletics Complex, SBVC
Sustainability: LEED Silver Certified

The new 109,000 square foot, three-story Kinesiology & Athletics Complex at San Bernardino Valley College includes two large gyms, basketball courts, a fitness room, a weight room and locker rooms that are available to students who sign up for physical education classes or play for the college's sports teams. Other facilities include a large lecture hall, a computer lab, and classrooms that will be used for a variety of instructional purposes. The new complex is surrounded by drought-tolerant landscaping, walkways, seating areas and a pond. In August 2017, the project also delivered the outfield, supporting facilities for home and visitor teams, sports lighting, grandstands for home and visitor teams, and concession/press-box facilities. The Gym building received the 2017 owner's exceptional project award from the Western Council of Construction Consumer.

Canyon Hall, CHC
Sustainability: LEED Gold Certified

The new 36,000 square foot facility utilizes contextual design and is separated into two buildings connected by a bridge at the second floor. There is a state-of-the-art exterior façade of metal and precast panels, and glass window walls. The building includes teaching labs, support spaces, lecture halls, faculty offices and an outdoor amphitheater. The building received the 2016 architectural portfolio's outstanding design (specialized facility) by American School & University.

Crafton Center, CHC
Sustainability: LEED Platinum Certified

The new 46,500 square foot, steel framed, Type-II building houses all campus student services including administration, a health center, bookstore, and food services. It is a two-story building at the edge of formal central campus quadrangle. The building engages the Living Wall, an iconic landscape feature.

Public Safety & Allied Health, CHC
Sustainability: LEED Gold Certified

The 46,937 square foot facility houses the emergency medical services and paramedic program, fire academy, drill yard, and spray wall at the eastern portion. This building replaced the old Educational Occupation 2 Building.

LADM Renovation, CHC

Renovated the existing concrete structured of the laboratory /administration building, including a complete replacement of mechanical, electrical, plumbing and data systems, windows and roof replacement. The building was brought up to current seismic, access and fire/life safety codes.

Student Services A Renovation
Campus: Crafton Hills College

Renovated the existing concrete structure of the Student Services A building. The project includes complete replacement of mechanical, electrical, plumbing and data systems, windows and roof replacement. The building was brought up to current seismic, access and fire/life safety codes.

Meeting Dates and Overview

The CBOC met four times in 2017, including **January 25, June 14, September 22** and **December 11** to discuss various bond program activities, visit construction sites and review the internal audit report. For further information, please visit the website at http://www.sbccd.org/bfs/cboc

Schedule of Expenditures by Project for Fiscal Year Ending June 30, 2017

Measure M Bond Projects	Total Project Cost Through June 30, 2016	Costs Incurred During Current Year	Total Project Cost Through June 30, 2017
SBVC Gymnasium and Stadium	$ 54,752,143	$ 11,519,796	$ 66,271,939
SBVC Business Building Renovation	9,416,815	460	9,417,275
SBVC Site Infrastructure/ ADA Compliance	$ 3,083,376	$ 67,954	$ 3,151,330
SBVC Central Plant/Infrastructure	17,217,069	10,064	17,227,133
SBVC 2nd Auditorium Renovation	$ 34,128	$ 459,646	$ 493,774
SBVC Applied Technology	2,936,843	386,874	3,323,717
SBVC Nursing Lab	$ -	$ 7,805	$ 7,805
CHC Student Services Building (Crafton Center)	31,749,584	196,938	31,946,522
CHC Science Building	$ 26,211,519	$ 732,923	$ 26,944,442
CHC Physical Education Complex	6,863,512	95,108	6,958,620
CHC LADM Renovation	$ 3,279,048	$ 11,822,099	$ 15,101,147
CHC Occupational Education 2	23,372,020	2,086,303	25,458,323
CHC Student Services A Renovation	$ 1,459,545	$ 7,442,990	$ 8,902,535
CHC Maintenance and Operations Renovation	2,095,879	548	2,096,427
CHC Classroom Building Renovation	$ 277,569	$ 142,310	$ 419,879
CHC PAC Marquee	-	23,850	23,850
CHC Churn II	$ -	$ 22,140	$ 22,140
CHC HVAC Split Systems	-	138,103	138,103
CHC PAC Battery Inverter/Sewer Ejector	-	207,186	207,186
TOTALS	$ 182,749,052	$ 35,363,097	$ 218,112,149

Approved Measure P Bond Projects	Total Project Cost Through June 30, 2016	Costs Incurred During Current Year	Total Project Cost Through June 30, 2017
SBVC Gymnasium and Stadium	3,389,257	1,204,638	4,593,895
TOTALS	$ 3,389,257	$ 1,204,638	$ 4,593,895

Community Benefits Agreement (CBA) Status Update
January 18, 2018

Presented By

Hussain Agah – SBCCD Director, Facilities Planning & Construction
Antonio F. Dupre - Padilla & Associates, Inc.

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Agenda

- Background Information

- Current Projects Under the CBA

- Project Demographics

- Other Updates

- Other CBA Administration Efforts

Background Information

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Background

- Community Benefits Agreement (CBA) covers all SBCCD construction projects using $1 million or more in Measure M funds.

- The CBA is effective from January 1, 2015 through December 31, 2019 or until the Project Work is completed, whichever occurs first.

- SBCCD Board of Trustees approved Padilla & Associates, Inc. as the CBA Administrator over a CBA that includes a labor compliance component.

- This CBA Report covers the period of January 1, 2015 to December 31, 2017 and includes a status of achievements in meeting the SBCCD Board's Economic Development Initiatives.

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Background

- Purpose
  - "To make every cooperative effort to achieve the timely, safe, and economical construction of the facilities designated as the Project, and to provide opportunities and programs for the Local Residents and Local Businesses to participate in the Project." (Community Benefits Agreement)

- Encourage participation in accordance with SBCCD's Board Policy 6610
  - Goals:
    - 50% Local Hire
    - 25% Local Businesses
    - 25% Minority/Women Owned Business Enterprises
    - 10% Veteran Owned Business Enterprise Program

Completed Projects Under the CBA

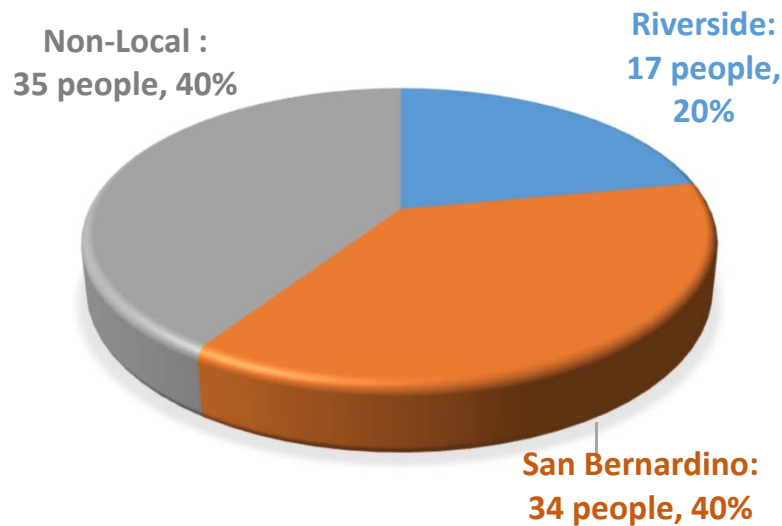Community Benefits Agreement covers all SBCCD construction projects using $1 million or more in Measure M funds.

Completed Projects Under CBA

- **CHC Laboratory and Administration Building (LADM)**
  - Project Program Value $15.5 million (Measure M fund)
  - Construction Value $10.7 million
    - Contract Award February 2016
    - Construction Completion September 2017 (Pending Punchlist)

- **CHC Student Services A Building (SSA)**
  - Project Program Value $7.6 million (Measure M fund)
  - Construction Value $5.8 million
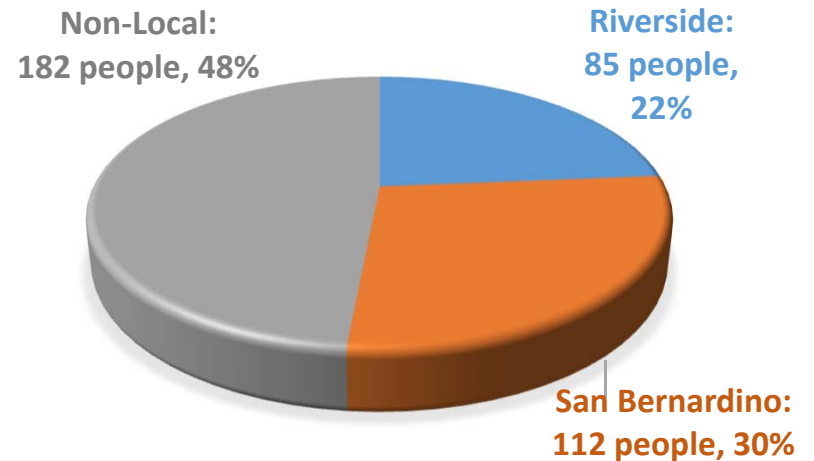   - Contract Award January 2016
    - Construction Completion August 2017

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Project Demographics

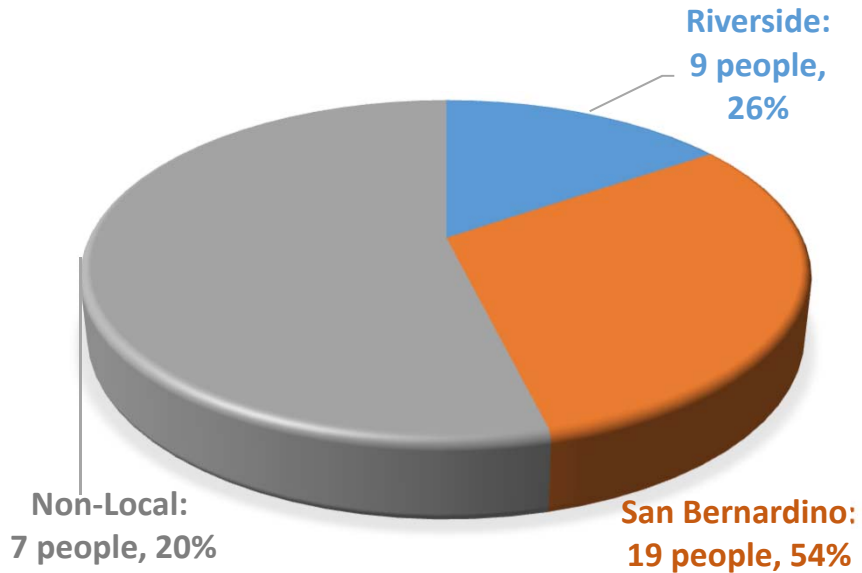# Project Demographics (Apprentices & Journeymen)

LOCAL APPRENTICES (60%)

Non-Local : 35 people, 40%

Riverside: 17 people, 20%

San Bernardino: 34 people, 40%

LOCAL LABOR (52%)

Non-Local: 182 people, 48%

Riverside: 85 people, 22%
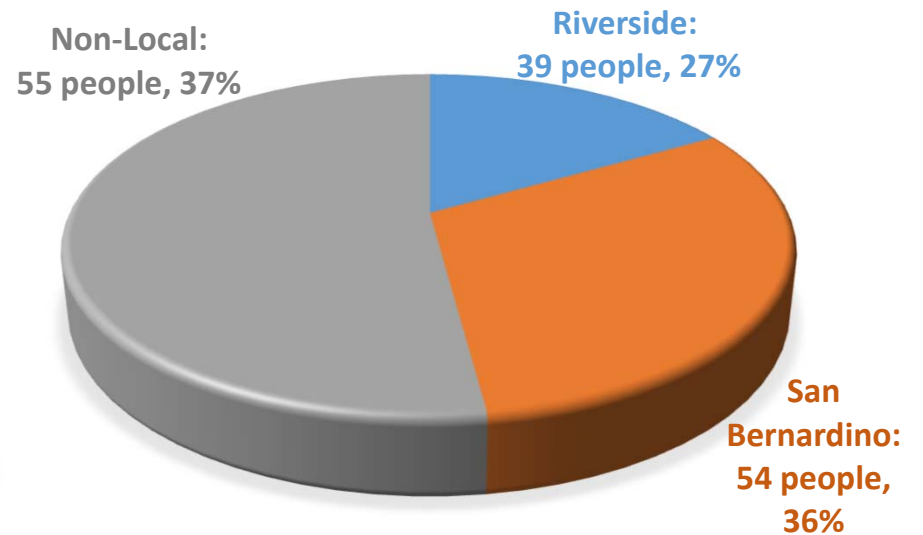
San Bernardino: 112 people, 30%

**Laboratory and Administration Building (LADM)
General Contractor - AMG & Associates (Santa Clarita, CA)**

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Project Demographics (Apprentices & Journeymen)

LOCAL APPRENTICES (80%)

Riverside:
9 people,
26%

Non-Local:
7 people, 20%

San Bernardino:
19 people, 54%

LOCAL LABOR (63%)

Non-Local:
55 people, 37%

Riverside:
39 people, 27%
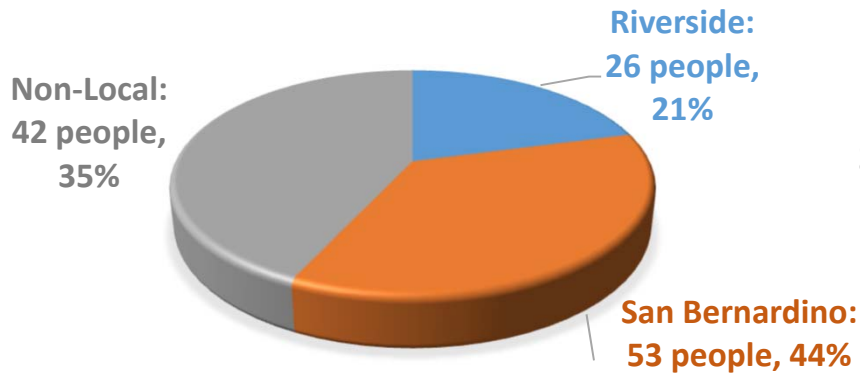
San Bernardino:
54 people, 36%

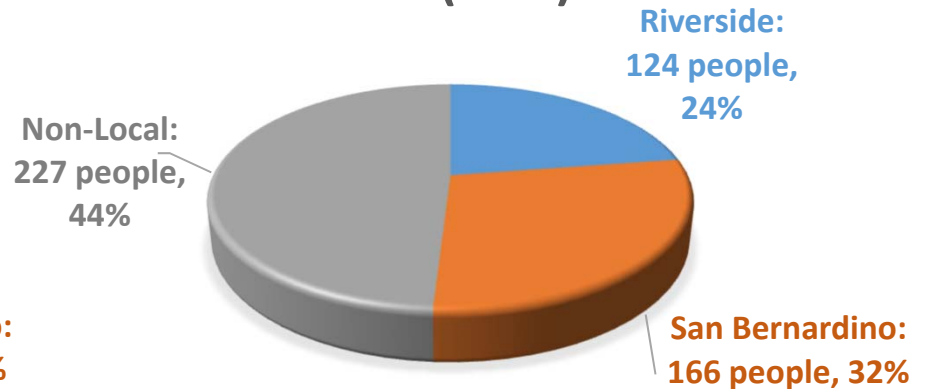## Student Services A Building (SSA)
General Contractor – KEMCORP Construction Inc. (Ontario, CA)

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Project Demographics (Apprentices & Journeymen)

COMBINED LOCAL APPRENTICES (65%)

Riverside: 26 people, 21%

Non-Local: 42 people, 35%

San Bernardino: 53 people, 44%

COMBINED LOCAL LABORS (56%)

Riverside: 124 people, 24%

Non-Local: 227 people, 44%
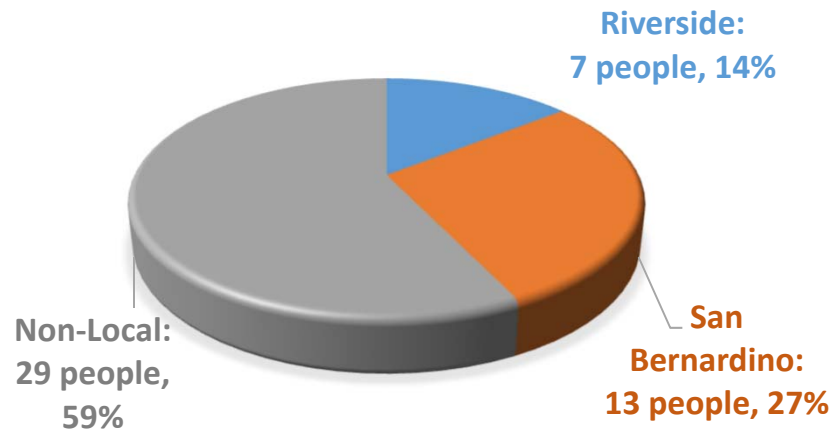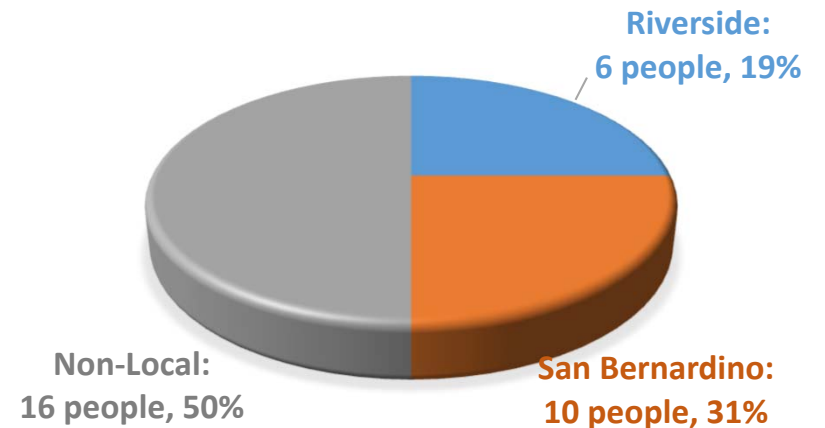
San Bernardino: 166 people, 32%

Combined Records (LADM & SSA)

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Project Demographics (Subcontractors)

LADM LOCAL SUBCONTRACTORS(41%)

SSA LOCAL SUBCONTRACTORS(50%)

LADM pie chart:
- Riverside: 7 people, 14%
- San Bernardino: 13 people, 27%
- Non-Local: 29 people, 59%

SSA pie chart:
- Riverside: 6 people, 19%
- San Bernardino: 10 people, 31%
- Non-Local: 16 people, 50%

Local Subcontractors

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<u>**21**</u>

Project Demographics (Subcontractors)

LADM & SSA LOCAL SUBCONTRACTORS (44%)

Riverside:
13 people, 16%

Non-Local:
45 people,
56%

San Bernardino:
23 people, 28%
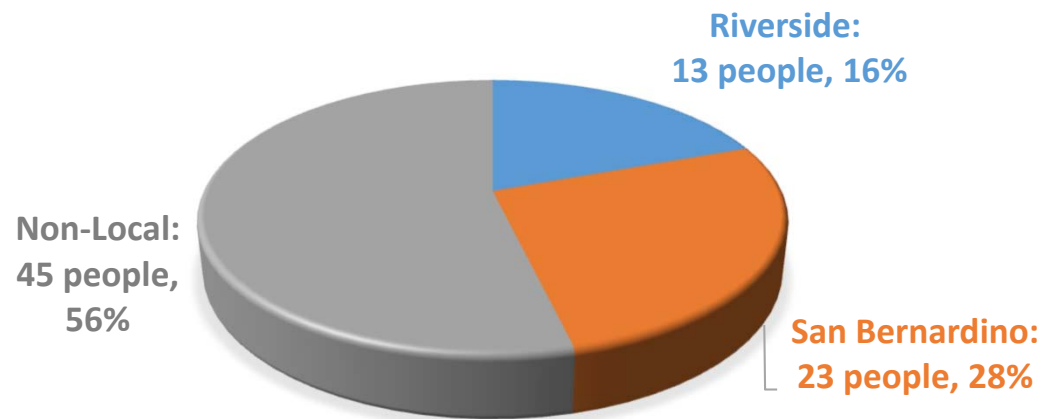
Combined Local Subcontractors (LADM & SSA)

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Other Updates

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Project Status Update

- Approved Change Orders: LADM (10.5%); SSA (10%)

- LADM & SSA - Completed

- Issues:
  - Both projects have had compliance issues with CBA agreement & labor compliance (local hire, prevailing wages, etc.).

- Actions:
  - CBA team issued weekly and monthly notices to the general contractors.
  - The efforts of the CBA Administrator and the Director, Facilities Planning & Construction, to resolve outstanding compliance issues with Contractors, Unions and workers.
  - CBA Administrator sponsoring contractor training and provided on-going technical assistance.

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Project Status Update
CBA Labor Compliance Achievement

- Ongoing CBA deficiencies (resolved)
- Ongoing contractor prevailing wage violations identified, investigated (resolved)
- 2 issues of lost worker wages (resolved)
- 11 finalized DIR approved audit & withholding (resolved)
- 0 work stoppages
- $3,752.00 lost employee wages (resolved)

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Other CBA Administration Efforts

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SBCCD's CBA Administration Efforts

- Ensure SBCCD's General Conditions and Bid Invitations contain the appropriate language referencing CBA requirements, Board Policy 6610 Local Hire Goals, Local Business Initiatives.

- Collect and transmit letters of assent to the Building Trades Council.

- Coordinate and participate in joint management meetings.

- Participate in job progress meetings with contractors to facilitate compliance.

- Ensure the collection of contractor project labor documents.

- Conduct on-site observations and field interviews of covered labor (workers).

- Validate worker core employees eligibility and collect contractor core employees list.

- Review, monitor and audit contractor records for compliance.

- Respond to inquiries and complaints from different parties.

- Administer the processing of grievances and labor-related disputes.

- Provide technical assistance to prime contractors and subcontractors.

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CBA Measure M Workshops

- Held on January 1 and February 4, 2016

- Objectives:
  - Provided an overview of upcoming contracting opportunities.
  - Acclimated local businesses on how SBCCD contracting process works.
  - Accessed pertinent information for SBCCD contracting opportunities.
  - Educated local firm on SBCCD vendor/bidders prequalification list.
  - Provided an overview of SBCCD's CBA, Local Hire and Local Business Requirements (Board Policy 6610).
  - Provided ongoing technical assistance to all contractors.

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Community Benefits Agreement

Thank You

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Board Information Requests

RECOMMENDATION

This item is for information only. The Board may ask staff to review a matter or may ask that a matter be put on a future agenda.

OVERVIEW

The Board of Trustees requested a form be developed to track requests made by the board and updates be provided at board meetings.

INSTITUTIONAL VALUES

I.   Institutional Effectiveness
II.   Learning Centered Institution for Student Access, Retention, and Success
III.   Resource Management for Efficiency, Effectiveness, and Excellence
IV.   Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

San Bernardino Community College District
Board of Trustees Information Requests
(updated 1/5/18)

Date of Request: 07/13/17
Requested by: Trustee Williams
Planned Completion Date: 7/30/18

Request: Asked the Board to consider looking at how standing committees are staffed to achieve the same level of support and organization as the Budget Committee.

Comments: Chancellor will submit an Administrative Assistant II to program review in January 2018.

Date of Request: 12/14/17
Requested by: Trustee Singer
Planned Completion Date: 2/17/18

Request: Conference material to be shared with Dr. Pam Fisher for discussion at the Board Retreat.

Comments: Chancellor submitted the information and will discuss with Dr. Fisher to agendize for the Mid-Year Retreat on 2/17/18.

Date of Request: 12/14/17
Requested by: Trustee Ferracone
Planned Completion Date: 2/8/18

Request: Policy Committee reviewed the policy on recording and determined any recording between staff, students, or faculty is not a Chapter 2 policy and should be referred to HR.

Comments: Chancellor is working with HR and has submitted the request to research.

Date of Request: 12/14/17
Requested by: Trustee Harrison
Planned Completion Date: 2/17/18

Request: The Board would like to discuss the BOT Strategic Directions for 2017-2018 at the Board Retreat.

Comments: Chancellor will discuss wth Dr. Fisher to agendize for the Mid-Year Retreat on 2/17/18.

Meeting of the San Bernardino Community College District Board of Trustees
Study Session Minutes
District Board Room
November 30, 2017, 12:00 p.m.

<u>**PRESENT**</u>
Joseph Williams, President
Gloria Macias Harrison, Vice President
Donna Ferracone, Clerk
John Longville, Trustee
Frank Reyes, Trustee
Dr. Donald L. Singer, Trustee
Dr. Anne L. Viricel, Trustee

<u>**ABSENT**</u>
None

<u>**CALL TO ORDER – PLEDGE OF ALLEGIANCE**</u>
President Williams called the meeting to order at 12:10pm. Trustee Viricel led the pledge of allegiance. The Board unanimously agreed to move the Action Agenda as the first order of business.

<u>**PUBLIC COMMENTS ON AGENDA ITEMS**</u>
None.

<u>**ACTION AGENDA**</u>
<u>Consideration of Approval to Adopt a Resolution Approving Board Policy 6307 Debt Issuance and Management</u>
Trustee Harrison moved to approve, Trustee Viricel seconded the motion and the board members voted as follows:
To approve the policy as amended. The first sentence should read: The Chancellor shall establish procedures in alignment with board policy to ensure the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Advisory Commission.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Reyes
NOES: None
ABSENT: None
ABSTENTIONS: None

<u>Consideration of Approval to Adopt a Resolution Authorizing the Issuance of 2017 General Obligation Refunding Bonds</u>
Trustee Singer moved to approve, Trustee Viricel seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Reyes
NOES: None
ABSENT: None
ABSTENTIONS: None

Consideration of Approval of Contracts for Scoping and Management of KVCR Technology Core Modernization Project
Trustee Singer moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Reyes
NOES: None
ABSENT: None
ABSTENTIONS: None

CHANCELLOR'S LEADERSHIP ACADEMY EXPERIENCE
The Board heard from members of the Inaugural Class of 2017, who expressed their appreciation for the opportunity. The Chancellor was commended for his leadership and vision for the academy. All of the speakers indicated this was the best leadership academy they have ever attended and hope the academy continues.

- Kristina Hannon – This was a personal learning experience. Inspired by the presenters and was provided insight.
- Hussain Agah – He was inspired and the academy provided a broader vision. Great accomplishment. It has built a new culture in the district.
- Dan Word – Real world situations and scenarios provided a view from different perspectives.
- Robert Brown – This is a good example of growing our own leaders.
- Michelle Riggs – She was able to interact with colleagues and to connect on a different level. She learned more about the importance of cultural efficiency.
- Ray Carlos – He also shared the importance of cultural efficiency and how individuals are impacted. The academy brought colleagues together. He would like to see us incorporate some of the lessons to new hires.
- Jeremy Sims – Incorporate into onboarding.
- Kathy Bakhit – The level of candidness of the presenters reconfirmed her experiences. Three days allowed everyone to connect on a personal level.
- Written report was provided by Ericka Paddock.

PUBLIC COMMENT ON NON-AGENDA ITEMS
This is an opportunity for members of the public to address the Board concerning non-agenda items.

ADJOURN
The next meeting of the Board: Study Session, December 14, 2017, at 1pm.
President Williams adjourned the meeting at 3:57pm.

_____
Donna Ferracone, Clerk
SBCCD Board of Trustees

Meeting of the San Bernardino Community College District Board of Trustees
Study Session Minutes
District Board Room
December 14, 2017, 1:00 p.m.

PRESENT
Joseph Williams, President
Gloria Macias Harrison, Vice President
Donna Ferracone, Clerk
John Longville, Trustee
Frank Reyes, Trustee
Dr. Donald L. Singer, Trustee
Dr. Anne L. Viricel, Trustee

ABSENT
None

CALL TO ORDER – PLEDGE OF ALLEGIANCE
President Williams called the meeting to order at 1:00pm. Trustee Viricel led the pledge of allegiance.

PUBLIC COMMENTS ON AGENDA ITEMS
None.

BRAND ASSESSMENT REPORT
Cerrell Associates provided a report to the Board of their findings and recommendations from the Brand Assessment process. A comprehensive report is attached that highlights methodology, key findings, strategic recommendations, and implementation considerations.

PUBLIC COMMENT ON NON-AGENDA ITEMS
None.

ADJOURN
The next meeting of the Board: December 14, 2017, at 4pm.
President Williams adjourned the meeting at 3:52pm.

_____
Donna Ferracone, Clerk
SBCCD Board of Trustees

Meeting of the San Bernardino Community College District Board of Trustees
Business Meeting Minutes
District Board Room
December 14, 2017, 4:00 p.m.

PRESENT
Joseph Williams, President
Gloria Macias Harrison, Vice President
Donna Ferracone, Clerk
John Longville, Trustee
Frank Reyes, Trustee (left at 4:40pm)
Dr. Donald L. Singer, Trustee
Dr. Anne L. Viricel, Trustee
Jajuan Dotson, CHC Student Trustee

ABSENT
Autumn Blackburn, SBVC Student Trustee

CALL TO ORDER – PLEDGE OF ALLEGIANCE
President Rodriguez called the meeting to order at 4:00pm. Trustee Reyes led the pledge of allegiance.

ANNOUNCEMENT OF CLOSED SESSION ITEMS
- Conference with Labor Negotiators – Government Code 54957.6 Agency Negotiator: Bruce Baron – CSEA, CTA, Management/Supervisors, and Confidential Employees
- Public Employee Performance Evaluation, Chancellor's Progress on Annual Goals – Government Code 54957(b)(1) Title: Chancellor
- Public Employee Discipline/Dismissal/Release/Non Re-Employment: Government Code 54957(b)(1) - 8 cases
- Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Government Code 54956.9(d)(2): 1 case
- Public Employment – Position: Police Chief

PUBLIC COMMENTS ON CLOSED SESSION ITEMS
None

CONVENE CLOSED SESSION
Closed session convened at 4:01pm.

RECONVENE PUBLIC MEETING
Meeting reconvened at 5:00pm.

REPORT OF ACTION IN CLOSED SESSION
- On December 14, 2017, the Board unanimously took action to approve the 5-day suspension of employee No. 27586.
- The Board unanimously took action to Non-Re-Employ the Executive Director of Research, Planning and Institutional Effectiveness for the 2018-19 academic year and to send notice to the employee. Management Employee # 28582.
- The Board unanimously took action to Non-Re-Employ the Tribal Liaison for the 2018-19 academic year and to send notice to the employee. Management Employee # 28325.
- The Board unanimously took action to Non-Re-Employ the Career Technical Education (CTE) Project Manager for the 2018-19 academic year and to send notice to the employee. Management Employee # 24979.

The Board unanimously agreed to move the order of the agenda to take the Consent Agenda first.

CONSENT AGENDA

Instruction/Student Services
Consideration of Approval of 2017-2019 Integrated Plan-Basic Skills Initiative, Student Equity, and Student Success and Support Program-CHC
Consideration of Approval of Curriculum – SBVC
Consideration of Approval of Curriculum-CHC
Consideration of Approval of Donation – SBVC
Consideration of Approval of Donation -SBVC

Human Resources
Consideration of Approval of Adjunct and Substitute Academic Employees
Consideration of Approval of Appointment of District Employees
> **Amended: Alvin Jackson - The range/step should be corrected to 19E for $135,908.32 annually.**
> **Amended: William Muse - The start date should be corrected to 1/2/18.**
Consideration of Approval of Classified Employee Promotion
Consideration of Approval of District Volunteers
Consideration of Approval of Hourly Rate Increase for Minimum Wage and Tiered Hourly Employees
Consideration of Approval of Interim Management Appointments
> **Amended: Robert Brown - Change range/step from 19/A to 19/E for $11,325.69 monthly.**
Consideration of Approval of Non-Instructional Pay for Academic Employees
Consideration of Approval of Professional Expert Short-Term and Substitute Employees
Consideration of Approval of Salary Advancement for Academic Employee
Consideration of Approval of Stipends
Consideration of Approval of Temporary Academic Employees
Consideration of Approval of the Revised Management Job Description, New Management Job Description and Interim Appointments due to the reorganization of EDCT
> **Amended:**

It is recommended that the Board of Trustees approve the new Director, Economic Development and Corporate Training and Director, Economic, Resource and Community Development, EDCT job descriptions and subsequently approve the *categorically-funded* interim management appointments for the following individuals ~~to accommodate~~ pending internal reorganization of the EDCT management structure and functional areas:

Consideration of Approval of Transfer for Classified Employee

Business & Fiscal Services
Consideration of Approval of District & College Expenses
Consideration to Approve Conference Attendance
Consideration of Approval of Professional Services Contracts-Agreements
> **Amended to include:**

Greg Best Consulting, Inc	(16140) Engineering services to design and implement new transmission for Cheyenne-Arapaho Tribes as part of a grant; KVCR as PBS Station to act as Fiscal agents for the project	$80,000.00
	Term: 12/15/2017 - 6/30/2018	
	Funding Source: KVCR - Foundation	

Consideration of Approval of Purchase Order Report
Consideration of Approval of Routine Contracts-Agreements and Memorandums

Consideration of Approval of Surplus Property and Authorization for Private Sale or Disposal
Consideration of Approval of Vacation Payout
Consideration of Approval to Appoint a Member to the Citizens Bond Oversight Committee
Consideration of Approval to Award Request for Proposal 2018-02 and Contract to Southern California Mountains Foundation of San Bernardino CA
Consideration of Approval to Ratify Interfund Borrowing Transactions

Trustee Longville moved to approve, Trustee Viricel seconded the motion and the board members voted as follows:
To approve the consent agenda as amended.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Item pulled for Discussion
Consideration of Approval of 2017-2019 Integrated Plan-Basic Skills Initiative, Student Equity, and Student Success and Support Program-SBVC
Trustee Singer moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

REPORTS
- Trustee Singer attended CCLC Conference and shared conference material with the Chancellor to share with Pam Fisher for discussion at the Board retreat.
- Trustee Ferracone attended the Three Peaks Challenge, District Holiday Party & Service Award, CHC Holiday Party, SBVC Party, SBVC Adoption Ceremony for Urbita Elementary, Paramedic graduation, EMT graduation, and Respiratory Care graduation. Trustee Ferracone reported the Policy Committee reviewed the policy on recording and determined any recording between staff, students, or faculty is not a Chapter 2 policy and should be referred to HR.
- Trustee Viricel reported the Chancellor's Evaluation Committee is moving forward. She attended and introduced the speaker of $1 Million cups, Ought to be a Law Panel at SBVC, Chancellor's Holiday Party & Service Awards, and CSEA holiday party.
- Trustee Harrison attended Chancellor's Holiday Party & Service Awards, Budget committee BOT Strategic directions for 2017-18 (agendize for retreat), and reported the solar procurement project to be complete next month.
- President Williams attended BIA Gala where SBCCD was awarded the Good Government Award.
- Jajuan is working with students for possible DACA event to bring awareness.
- Chancellor reported CHC received Platinum LEED.
- President Rodriguez provided a written report.
- Dr. Huston reported the senate supported the OER Coordinator and CTC Grant. Working on projects with CTA and Crafton Hills.
- Dr. Zhou provided a written report.
- Marc McConnell reported statewide academic senate to provide information to clarify how to respond to DACA. Denise Allen was elected president of District Assembly. The senate approved non credit and are, moving toward hiring a water polo coach. The senate requests more full time faculty. He shared a composition book created by students. (Chancellor to send DACA information to senates)

PUBLIC COMMENTS ON AGENDA ITEMS
None

ORGANIZATIONAL MEETING OF THE BOARD

Consideration of Approval to Elect a President, Vice President, and Clerk of the Board of Trustees

Trustee Longville moved to approve, Trustee Harrison seconded the motion and the board members voted as follows: To elect Joseph Williams as President.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Trustee Ferracone moved to approve, Trustee Viricel seconded the motion and the board members voted as follows: To elect Gloria Macias Harrison as Vice President.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Trustee Ferracone moved to approve, Trustee Harrison seconded the motion and the board members voted as follows: To elect Dr. Anne Viricel as Clerk.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval of Auxiliary Foundation Assignments and San Bernardino Regional Emergency Training Center Joint Powers Authority Assignment

Trustee Harrison moved to approve, Trustee Longville seconded the motion and the board members voted as follows:

	2018 Members
KVCR Foundation	1. John Longville
EDCT Foundation	1. John Longville 2. Frank Reyes
San Bernardino Regional Emergency Training Center Joint Powers Authority	1. Donna Ferracone

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval of Board Committees
Trustee Singer moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

	2018 Members
Career Technical Education Ad Hoc Committee	1. John Longville 2. Donna Ferracone 3. Anne Viricel
Board & Chancellor Evaluations Ad Hoc Committee	1. Gloria Harrison 2. John Longville 3. Anne Viricel
Foundations Ad Hoc Committee	1. Donna Ferracone 2. Joseph Williams 3. Gloria Harrison
SBCCD Board to Boards Ad Hoc Committee	1. Donald Singer 2. Joseph Williams 3. Anne Viricel
Policy & Procedures Standing Committee	1. Donna Ferracone 2. Gloria Harrison 3. Donald Singer
Budget Standing Committee	1. Joseph Williams 2. Gloria Harrison 3. Donna Ferracone
Student Success Standing Committee	1. Joseph Williams 2. Anne Viricel 3. John Longville
Legislative Standing Committee	1. John Longville 2. Anne Viricel 3. Frank Reyes

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval to Elect Board Representative and Alternate to the Nominating Committee for the County Committee on School District Organization
Trustee Longville moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

	2018 Members
Nominating Committee for the County Committee on School District Organization.	1. Anne Viricel 2. Joseph Williams (alternate)

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

<u>Consideration to Confirm Assignments of Oversight Committees to the Redevelopment Successor Agency</u>
Trustee Longville moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

City of Big Bear Lake, Larry Strong
City of Calimesa, (represented by Mt. San Jacinto)
City of Colton, Frank Reyes
City of Fontana, (represented by Chaffey)
City of Grand Terrace, Larry Strong
City of Highland, Dr. Anne L. Viricel
City of Loma Linda, Steve Sutorus
City of Redlands, Donna Ferracone
City of Rialto, Hussain Agah
City of San Bernardino, Jose Torres
County of San Bernardino, (represented by Chaffey)
IVDA Joint, Jose Torres, Vice Chancellor of Business & Fiscal Services
City of Yucaipa, Donna Ferracone

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

APPROVAL OF MINUTES
Trustee Singer moved to approve, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the minutes of August 31, 2017, October 26, 2017, and November 9, 2017 (Business and Study Session)

<u>August 31, 2017</u>
AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

<u>October 26, 2017</u>
AYES: Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: Williams

<u>November 9, 2017 (Business and Study Session)</u>
Amended: correct spelling of prospective on page 15.

AYES: Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: Williams

ACTION AGENDA
Consideration of Approval to Accept Board Policies for First Reading
Trustee Harrison moved to approve, Trustee Ferracone seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Final Approval of Board Policies and Administrative Procedures
       Amendment: Item pulled. No action taken
Consideration of Approval to Accept Independent Audit Report of KVCR TV and FM for June 30, 2017 and 2016
Trustee Longville moved to approve, Trustee Singer seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval to Accept Independent Audit Report of the District's General Obligation Bond Construction Funds for 2016-17
Trustee Longville moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval to Accept Independent Audit Report of the San Bernardino Community College District for 2016-17
Trustee Longville moved to approve, Trustee Harrison seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval to Invest $100 Million of FCC Auction Proceeds into a Donor Sponsored Supporting Organization (DSSO)
Trustee Harrison moved to approve, Trustee Singer seconded the motion and the board members voted as follows:
The Board of Trustees to set aside $100 million of the FCC Auction Proceeds for investment purposes and authorize District staff to:

1. Immediately invest $20 million of that amount into the Pension Rate Stabilization Trust (Option 2), and
2. Continue to investigate the process of investing the remaining $80 million in a Donor Sponsored Supporting Organization (Option 4) and report back to the Board at its March 8, 20187 meeting.

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Reyes, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

Consideration of Approval to Ratify City of Rialto Taxing Entity Compensation Agreements
Trustee Harrison moved to approve, Trustee Viricel seconded the motion and the board members voted as follows:

AYES: Williams, Ferracone, Longville, Singer, Viricel, Harrison, Dotson
NOES: None
ABSENT: Reyes, Blackburn
ABSTENTIONS: None

INFORMATION ITEMS
Applause Cards
Budget Report
Clery Report
CSEA MOU
CTA MOU
General Fund Cash Flow Analysis
Quarterly Financial Status Report

PUBLIC COMMENT ON NON-AGENDA ITEMS
Judy Joshua
Margaret Worsley (Calendar to be discussed in closed session – January under collective bargaining)

CONVENE CLOSED SESSION
RECONVENE PUBLIC MEETING
REPORT OF ACTION IN CLOSED SESSION

ADJOURN
The next meeting of the Board: Study Session (Bond Campaigning), January 11, 2018 at 12pm and Business Meeting at 4pm.
President Williams adjourned the meeting at 6:40pm.

_____
Donna Ferracone, Clerk
SBCCD Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Diana Rodriguez, President, SBVC

PREPARED BY: Dr. James Smith, Interim Vice President, Instruction, SBVC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Curriculum - SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the SBVC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at SBVC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in the 2018-2019 or 2019-2020 College Catalog.

BOARD IMPERATIVE

II. Learning Centered Institution for Student Access, Retention, and Success.

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO VALLEY COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
January 18, 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**AERO 600**
Course Title:	Introduction to Aviation Technology
Units:	0
Lecture:	16 contact hour(s) per semester
Laboratory:	48 contact hour(s) per semester
Prerequisite:	None.
Catalog Description:	This noncredit introductory course gives students hands-on experience with airframe and powerplant aviation technology. It will focus on aviation principles, maintenance practices, and careers.
Schedule Description:	This noncredit introductory course gives students hands-on experience with airframe and powerplant aviation technology. It will focus on aviation principles, maintenance practices, and careers.
Rationale:	This course will allow students to explore aviation technology and careers at an introductory level. The students will be introduced to aviation certificate and associate programs offered at SBVC. The course will allow students to decide if aviation is for them as well as making an easier transition into the SBVC aeronautics program
TOP Code:	0950.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**BIOL 102**
Course Title:	Human Biology
Units:	3
Lecture:	3 contact hour(s) per week
	48 - 54 contact hours per semester
Prerequisite:	ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.
Catalog Description:	This is an introductory course that introduces biological principles with an emphasis on the human body. Topics include cell biology, histology, major body systems, genetics and heredity, human interaction with the environment, and major human diseases.
Schedule Description:	This is an introductory course that introduces biological principles with an emphasis on the human body. Topics include cell biology, histology, major body systems, genetics and heredity, human interaction with the environment, and major human diseases.
Rationale:	Enhance general Biology course offerings and update curriculum.
TOP Code:	0499.00
Equate:	Course not offered at CHC.
Effective:	*Fall 2019

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**CHIN 101**
Course Title:	College Mandarin Chinese I
Units:	5
Lecture:	5 contact hour(s) per week 80 - 90 contact hours per semester
Departmental Advisory:	ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.
Catalog Description:	In this course students develop four major linguistic skills: listening comprehension, speaking, reading and writing in Mandarin Chinese at the beginning level. The course includes the study of essentials of pronunciation, vocabulary and grammatical patterns along with an introduction to the Chinese culture and the geography of the Chinese-speaking world.
Schedule Description:	In this course students develop four major linguistic skills: listening comprehension, speaking, reading and writing in Mandarin Chinese at the beginning level. The course includes the study of essentials of pronunciation, vocabulary and grammatical patterns along with an introduction to the Chinese culture and the geography of the Chinese-speaking world.
Rationale:	Mandarin Chinese is the most spoken language in the world. China is the number one trade partner of the United States and many companies do business and have long-term investments there and the demand for bilingual employees is growing. Being familiar with the language and culture will increase opportunities for SBVC students in the workforce. Local colleges and universities recognize this and have developed impressive programs to meet the educational needs and interests of their students. Developing a Mandarin program at SBVC will help meet the language needs of the local and state communities, while bridging a potential Chinese educational gap between high schools and universities in the area.
TOP Code:	1107.00
Equate:	Course not offered at CHC.
Effective:	*Fall 2019

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**CHIN 102**
Course Title:	College Mandarin Chinese II
Units:	5
Lecture:	5 contact hour(s) per week 80 - 90 contact hours per semester
Prerequisite:	CHIN 101
Catalog Description:	In this course students continue to develop four major linguistic skills: listening comprehension, speaking, reading and writing in Mandarin Chinese at the beginning level. The course includes the study of essentials of pronunciation, vocabulary and grammatical patterns along with an introduction to the Chinese culture and the geography of the Chinese-speaking world.
Schedule Description:	In this course students continue to develop four major linguistic skills: listening comprehension, speaking, reading and writing in Mandarin Chinese at the beginning level. The course includes the study of essentials of pronunciation, vocabulary and grammatical patterns along with an introduction to the Chinese culture and the geography of the Chinese-speaking world.

Rationale: Mandarin Chinese is the most spoken language in the world. China is the number one trade partner of the United States and many companies do business and have long-term investments there and the demand for bilingual employees is growing. Being familiar with the language and culture will increase opportunities for SBVC students in the workforce. Local colleges and universities recognize this and have developed impressive programs to meet the educational needs and interests of their students. Developing a Mandarin program at SBVC will help meet the language needs of the local and state communities, while bridging a potential Chinese educational gap between high schools and universities in the area.

TOP Code: 1107.00
Equate: Course not offered at CHC.
Effective: *Fall 2019

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID: **DIESEL 098**
Course Title: Diesel Work Experience
Units: 4
Work Experience: 5 - 20 contact hour(s) per week
Prerequisite: None.
Catalog Description: This course involves supervised training in the form of on the job employment that will enhance the student's knowledge in the selected field of study. The student's major and job must match. Students work 5-20 hours per week to earn units using the following formula: For paid work, 75 hours = 1 unit; for volunteer work, 60 hours = 1 unit. Students may earn a total of 16 units toward graduation in Work Experience 098 courses. Students MUST be working for pay or volunteer before registering for a Work Experience class. NOTE: Only one section of Work Experience may be taken during a semester.
Schedule Description: This course involves supervised training in the form of on the job employment that will enhance the student's knowledge in the selected field of study. The student's major and job must match. Students work 5-20 hours per week to earn units using the following formula: For paid work, 75 hours = 1 unit; for volunteer work, 60 hours = 1 unit. Students may earn a total of 16 units toward graduation in Work Experience 098 courses. Students MUST be working for pay or volunteer before registering for a Work Experience class. NOTE: Only one section of Work Experience may be taken during a semester.
Rationale: There is a growing demand of truck technicians within the inland empire and The rationale for having a Career Technical WEE Program is through employment, students can strengthen the occupational skills acquired in the classroom while learning current technology and business/industry practices on school buses, transit buses and Trucks
TOP Code: 0948.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**MUS 170**
Course Title:	Jazz Improvisation and Theory I
Units:	1
Laboratory:	3 contact hour(s) per week
	48 - 54 contact hours per semester
Departmental Advisory:	ENGL 914
Catalog Description:	This course presents the beginning concepts of Jazz improvisation skills and Jazz theory. Emphasis is placed on swing, bebop, and blues. This course is open to instrumentalists and vocalists.
Schedule Description:	This course presents the beginning concepts of Jazz improvisation skills and Jazz theory. Emphasis is placed on swing, bebop, and blues. This course is open to instrumentalists and vocalists.
Rationale:	San Bernardino Valley College does not presently provide any courses in the Jazz genre of music. This inhibits potential music majors wanting to obtain their degree with a Jazz focus from attending SBVC. By adding Jazz Improvisation and Theory I to the SBVC catalog, we are providing a course, which qualifies under the AA-T for Music Majors, and elevating our program to reflect a broader offering of courses akin to schools such as Citrus College, Mt. San Antonio College, and Los Angeles City College. This course is appealing to all Jazz Music students as it is open to both instrumentalists and singers.
TOP Code:	1004.00
Equate:	Course not offered at CHC.
Effective:	*Fall 2019

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**MUS 171**
Course Title:	Jazz Improvisation and Theory II
Units:	1
Laboratory:	3 contact hour(s) per week
	48 - 54 contact hours per semester
Prerequisite:	MUS 170 or an audition with the instructor.
Departmental Advisory:	ENGL 914
Catalog Description:	This course presents the intermediate to advanced concepts of Jazz improvisation skills and Jazz theory. Emphasis is placed on modal and pentatonic scales, hard bop style, and modern jazz.
Schedule Description:	This course presents the intermediate to advanced concepts of Jazz improvisation skills and Jazz theory. Emphasis is placed on modal and pentatonic scales, hard bop style, and modern jazz.
Rationale:	San Bernardino Valley College does not presently provide any courses in the Jazz genre of music. This inhibits potential music majors wanting to obtain their degree with a Jazz focus from attending SBVC. By adding Jazz Improvisation and Theory I to the SBVC catalog, we are providing a course, which qualifies under the AA-T for Music Majors, and elevating our program to reflect a broader offering of courses akin to schools such as Citrus College, Mt. San Antonio College, and Los Angeles City College. This course is appealing to all Jazz students as it is open to both instrumentalists and singers.
TOP Code:	1004.00
Equate:	Course not offered at CHC.
Effective:	*Fall 2019

NEW COURSE

Addition to the 2019-2020 College Catalog

Course ID:	**MUS 180**
Course Title:	Instrumental Chamber Music
Units:	1
Laboratory:	3 contact hour(s) per week
	48 - 54 contact hours per semester
Departmental Advisory:	ENGL 914
Catalog Description:	This course covers the study and performance of instrumental chamber literature. Students will be organized into various chamber music ensembles to prepare, perform, and record assigned literature.
Schedule Description:	This course covers the study and performance of instrumental chamber literature. Students will be organized into various chamber music ensembles to prepare, perform, and record assigned literature.
Rationale:	San Bernardino Valley College does not presently provide any instrumental chamber music courses. This inhibits potential music majors wanting to obtain their degree from attending SBVC. By adding Instrumental Chamber Music to the SBVC catalog, we are providing a course, which qualifies under the AA-T for Music Majors, and elevating our program to reflect a broader offering of courses akin to schools such as Fullerton College, Mt. San Antonio College, and Irvine Valley College. This course is appealing to all instrumental music students as it is open to both winds and strings.
TOP Code:	1004.00
Equate:	Course not offered at CHC.
Effective:	*Fall 2019

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 050**
Course Title:	Bicycle Patrol
Units:	1
Lecture:	8 contact hour(s) per semester
Laboratory:	24 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course is designed to give students basic knowledge of the use of the bicycle police patrol and to improve their bicycle riding skills. The course covers physical fitness, nutrition, bicycle-handling skills, range training with bicycle, bicycle maintenance and bicycle rides on and off road.
Schedule Description:	This course is designed to give students basic knowledge of the use of the bicycle police patrol and to improve their bicycle riding skills. The course covers physical fitness, nutrition, bicycle-handling skills, range training with bicycle, bicycle maintenance and bicycle rides on and off road.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 051**
Course Title:	Bicycle Patrol - Instructor
Units:	1.5
Lecture:	16 contact hour(s) per semester
Laboratory:	24 contact hour(s) per semester
Prerequisite:	POLICE 050
Catalog Description:	Students will learn how to apply the fundamentals of police bicycle patrol for the purpose of training other bicycle patrol officers. The course covers physical fitness, nutrition, bicycle maintenance, instructor development, facilitation skills, and bicycle handling skills.
Schedule Description:	Students will learn how to apply the fundamentals of police bicycle patrol for the purpose of training other bicycle patrol officers. The course covers physical fitness, nutrition, bicycle maintenance, instructor development, facilitation skills, and bicycle handling skills.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 060**
Course Title:	Traffic Collision Investigation - Basic
Units:	2
Lecture:	32 contact hour(s) per semester
Laboratory:	8 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course offers a practical application of how to use report forms and accident investigation terminology together with the study of vehicle code law, court decisions and other traffic related subject matter.
Schedule Description:	This course offers a practical application of how to use report forms and accident investigation terminology together with the study of vehicle code law, court decisions and other traffic related subject matter.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 061**
Course Title:	Traffic Collision Investigation - Intermediate
Units:	2
Lecture:	32 contact hour(s) per semester
Laboratory:	8 contact hour(s) per semester
Prerequisite:	POLICE 060
Catalog Description:	This course is designed for experienced traffic collision investigators. Emphasis is on the applications of mathematics and physics to collision analysis, skidmark analysis, scene documentation and evaluation.

Schedule Description: This course is designed for experienced traffic collision investigators. Emphasis is on the applications of mathematics and physics to collision analysis, skidmark analysis, scene documentation and evaluation.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID: **POLICE 062**
Course Title: Traffic Collision Investigation - Advanced
Units: 4
Lecture: 72 contact hour(s) per semester
Laboratory: 8 contact hour(s) per semester
Prerequisite: POLICE 060
Catalog Description: This course is designed for experienced traffic collision investigators. Emphasis is on the applications of basic mathematics and physics to collision analysis, scene documentation and evaluation.
Schedule Description: This course is designed for experienced traffic collision investigators. Emphasis is on the applications of basic mathematics and physics to collision analysis, scene documentation and evaluation.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID: **POLICE 063**
Course Title: Traffic Collision Investigation - Reconstruction
Units: 4
Lecture: 72 contact hour(s) per semester
Laboratory: 8 contact hour(s) per semester
Prerequisite: POLICE 062
Catalog Description: This course will investigate and describe various relationships in physics as they relate to traffic collision reconstruction. This course covers auto-pedestrian, bicycle collisions, articulated vehicles, reconstruction methodology, motion analysis, velocity reconstruction and step-by-step reconstruction process.
Schedule Description: This course will investigate and describe various relationships in physics as they relate to traffic collision reconstruction. This course covers auto-pedestrian, bicycle collisions, articulated vehicles, reconstruction methodology, motion analysis, velocity reconstruction and step-by-step reconstruction process.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 064**
Course Title:	Traffic Collision Investigation - Motor Vehicle Inspection
Units:	1.5
Lecture:	16 contact hour(s) per semester
Laboratory:	24 contact hour(s) per semester
Prerequisite:	POLICE 060
Catalog Description:	This course is designed to enhance the investigative techniques of a traffic collision investigation. It will show students how to conduct a complete inspection of a motor vehicle from bumper to bumper in order to determine if any of the vehicle systems caused or contributed to the outcome of the collision.
Schedule Description:	This course is designed to enhance the investigative techniques of a traffic collision investigation. It will show students how to conduct a complete inspection of a motor vehicle from bumper to bumper in order to determine if any of the vehicle systems caused or contributed to the outcome of the collision.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 065**
Course Title:	Driving Under the Influence (DUI)
Units:	1.5
Lecture:	24 contact hour(s) per semester
Laboratory:	8 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course is designed to provide a student with a better understanding of driving under the influence (DUI) laws. The student will receive information on DUI laws, report writing, courtroom testimony, field sobriety tests and alcohol correlation studies.
Schedule Description:	This course is designed to provide a student with a better understanding of driving under the influence (DUI) laws. The student will receive information on DUI laws, report writing, courtroom testimony, field sobriety tests and alcohol correlation studies.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 070**
Course Title:	Firearms
Units:	1
Lecture:	10 contact hour(s) per semester
Laboratory:	14 contact hour(s) per semester

Limitation on Enrollment: Enrollment is limited to those students who meet state screening requirements as outlined in the Government Code, California Penal Code and the Commission on Peace Officer Standards and Training Administrative Manual.

Catalog Description: This course satisfies the Commission of Peace Officer Standards and Training (POST) firearms certification for PC 832. Additionally, this course exceeds the State of California firearms safe handling and use certification required from any person purchasing a firearm in California. **ENROLLMENT IS LIMITED TO THOSE STUDENTS WHO MEET STATE SCREENING REQUIREMENTS AS OUTLINED IN THE GOVERNMENT CODE, CALIFORNIA PENAL CODE AND THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING ADMINISTRATIVE MANUAL.**

Schedule Description: This course satisfies the Commission of Peace Officer Standards and Training (POST) firearms certification for PC 832. Additionally, this course exceeds the State of California firearms safe handling and use certification required from any person purchasing a firearm in California. **ENROLLMENT IS LIMITED TO THOSE STUDENTS WHO MEET STATE SCREENING REQUIREMENTS AS OUTLINED IN THE GOVERNMENT CODE, CALIFORNIA PENAL CODE AND THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING ADMINISTRATIVE MANUAL.**

Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID: **POLICE 071**
Course Title: Arrest and Control
Units: 2
Lecture: 30 contact hour(s) per semester
Laboratory: 10 contact hour(s) per semester
Prerequisite: None.
Catalog Description: This course provides the student with the knowledge and skills necessary to qualify for limited peace officer powers as required by Penal Code Section 832. The course will emphasize laws of arrest, search and seizure, evidence, and the investigative process. This course meets the curriculum standards of the California Board of Corrections and the California Commission on Peace Officers Standards and Training.

Schedule Description: This course provides the student with the knowledge and skills necessary to qualify for limited peace officer powers as required by Penal Code Section 832. The course will emphasize laws of arrest, search and seizure, evidence, and the investigative process. This course meets the curriculum standards of the California Board of Corrections and the California Commission on Peace Officers Standards and Training.

Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 072**
Course Title:	Crisis Intervention and Negotiation
Units:	1.5
Lecture:	24 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course is designed to provide the student with a better understanding of crisis intervention and appropriate response. The student will receive information on the mental health systems, psychotic disorders, mood disorders, personality disorders, post-traumatic disorder, Alzheimer, and developmental disorders.
Schedule Description:	This course is designed to provide the student with a better understanding of crisis intervention and appropriate response. The student will receive information on the mental health systems, psychotic disorders, mood disorders, personality disorders, post-traumatic disorder, Alzheimer, and developmental disorders.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 073**
Course Title:	Child Abuse Investigation
Units:	2.5
Laboratory:	40 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course is designed to provide the student with an overview of the child abuse investigative process. It will focus on child abuse law, psychological factors of the offender, interviewing techniques and responsibilities of the child abuse investigator.
Schedule Description:	This course is designed to provide the student with an overview of the child abuse investigative process. It will focus on child abuse law, psychological factors of the offender, interviewing techniques and responsibilities of the child abuse investigator.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 074**
Course Title:	Gang Awareness
Units:	1.5
Lecture:	24 contact hour(s) per semester

Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course is designed to provide the student with a better understanding of various gangs in the community. Topics will include the history of gangs, gang dynamics, gang prosecution and officer safety considerations.
Schedule Description:	This course is designed to provide the student with a better understanding of various gangs in the community. Topics will include the history of gangs, gang dynamics, gang prosecution and officer safety considerations.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 076**
Course Title:	Homicide Investigation
Units:	4
Lecture:	64 contact hour(s) per semester
Laboratory:	16 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This advanced course will train investigators in the highly specialized field of homicide investigation. It will cover the legal aspects of death investigation, homicide crime scene procedures, autopsy, psychological profiling, criminal psychology, laboratory work, gunshots, asphyxia, drowning, burning, cutting, stabbing, and interviewing techniques.
Schedule Description:	This advanced course will train investigators in the highly specialized field of homicide investigation. It will cover the legal aspects of death investigation, homicide crime scene procedures, autopsy, psychological profiling, criminal psychology, laboratory work, gunshots, asphyxia, drowning, burning, cutting, stabbing, and interviewing techniques.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 077**
Course Title:	Crime Scene Investigation
Units:	4
Lecture:	64 contact hour(s) per semester
Laboratory:	16 contact hour(s) per semester
Limitation on Enrollment:	Students must be employed in a sworn or civilian position with a law enforcement agency performing duties related to crime scene investigation or be employed as a law enforcement officer.
Catalog Description:	This course reviews principles of evidence collection. Course topics will include crime scene examination, recording, gathering trace evidence, collecting and packaging of biological evidence and the use of camera in crime scene investigation.

Schedule Description: This course reviews principles of evidence collection. Course topics will include crime scene examination, recording, gathering trace evidence, collecting and packaging of biological evidence and the use of camera in crime scene investigation.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID: **POLICE 078**
Course Title: Crime Scene and Forensic Photography
Units: 1.5
Lecture: 24 contact hour(s) per semester
Laboratory: 16 contact hour(s) per semester
Prerequisite: Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Limitation on Enrollment: Students must be employed in a sworn or civilian position with a law enforcement agency performing duties related to crime scene investigation or be employed as a law enforcement officer.
Catalog Description: This course provides students with an introduction to forensic photography of crime scene investigation. It examines the methods utilized in crime scene forensic photography including daylight/nighttime photography, impression photography, close-up photography, and video photography.
Schedule Description: This course provides students with an introduction to forensic photography of crime scene investigation. It examines the methods utilized in crime scene forensic photography including daylight/nighttime photography, impression photography, close-up photography, and video photography.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID: **POLICE 090**
Course Title: Field Training Officer
Units: 2
Lecture: 32 contact hour(s) per semester
Laboratory: 8 contact hour(s) per semester
Prerequisite: Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III)
Catalog Description: This course is designed to provide the student with an understanding of the purpose of the field-training program. This course will focus on the fundamentals of basic training in patrol concepts and procedures.
Schedule Description: This course is designed to provide the student with an understanding of the purpose of the field-training program. This course will focus on the fundamentals of basic training in patrol concepts and procedures.
Rationale: This new course will be given in partnership with the Sheriff's Academy.
TOP Code: 2105.00
Equate: Course not offered at CHC.

Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 091**
Course Title:	Field Training Officer - Update
Units:	1
Lecture:	16 contact hour(s) per semester
Laboratory:	8 contact hour(s) per semester
Prerequisite:	POLICE 090
Catalog Description:	This course is designed to provide current Field Training Officers with an update on the fundamentals of basic training in patrol concepts and procedures. Students will be updated on the current practices of evaluations, legal aspects, vehicle pursuits, weapons, building searches, prisoner restraints, and the use of force.
Schedule Description:	This course is designed to provide current Field Training Officers with an update on the fundamentals of basic training in patrol concepts and procedures. Students will be updated on the current practices of evaluations, legal aspects, vehicle pursuits, weapons, building searches, prisoner restraints, and the use of force.
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**POLICE 092**
Course Title:	Police Supervision
Units:	4.5
Lecture:	80 contact hour(s) per semester
Prerequisite:	Completion of POLICE 002, 100, 101, 102, and 103 (POST Regular Basic Course) or CRMJUS 059, 060, and 061 (Modules I, II, and III).
Catalog Description:	This course covers police supervision techniques including problems of leadership and responsibilities, performance evaluation, instructional and disciplinary methods, motivation, and psychological aspects of supervision. **REGISTRATION IS LIMITED TO STUDENTS WHO HAVE SUCCESSFULLY COMPLETED PROGRAM PREREQUISITES.**
Schedule Description:	This course covers police supervision techniques including problems of leadership and responsibilities, performance evaluation, instructional and disciplinary methods, motivation, and psychological aspects of supervision. **REGISTRATION IS LIMITED TO STUDENTS WHO HAVE SUCCESSFULLY COMPLETED PROGRAM PREREQUISITES.**
Rationale:	This new course will be given in partnership with the Sheriff's Academy.
TOP Code:	2105.00
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**WELD 016**
Course Title:	Gas Tungsten Arc Welding-Intermediate
Units:	4
Lecture:	1 contact hour(s) per week
	16 - 18 contact hours per semester
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 015
Catalog Description:	This is a second course to continue to meet American Welding Society SENSE Entry-Level welder program for Entry Welder Certification for Gas Tungsten Arc Welding (GTAW) or Tungsten Inert Gas (TIG) welding process that develops gas tungsten arc welding on carbon steel, stainless steel, and aluminum. Welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals are covered.
Schedule Description:	This is a second course to continue to meet American Welding Society SENSE Entry-Level welder program for Entry Welder Certification for Gas Tungsten Arc Welding (GTAW) or Tungsten Inert Gas (TIG) welding process that develops gas tungsten arc welding on carbon steel, stainless steel, and aluminum. Welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals are covered.
Rationale:	This course will increase the level of training in Gas Tungsten Arc Welding (GTAW) to meet the requests and demands of the industry.
TOP Code:	0956.50
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE

Addition to the 2018-2019 College Catalog

Course ID:	**WELD 017**
Course Title:	Gas Tungsten Arc Welding-Advanced
Units:	3
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 016
Catalog Description:	This is a third course in GTAW that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. This course develops gas tungsten arc welding on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Schedule Description:	This is a third course in GTAW that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. This course develops gas tungsten arc welding on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Rationale:	This course will increase the level of training in Gas Tungsten Arc Welding (GTAW) to meet the requests and demands of the industry.
TOP Code:	0956.50

Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 080**
Course Title:	Gas Metal Arc Welding-Beginning
Units:	3
Lecture:	1 contact hour(s) per week
	16 - 18 contact hours per semester
Laboratory:	6 contact hour(s) per week
	96 - 108 contact hours per semester
Prerequisite:	WELD 010
Catalog Description:	This course introduces techniques and methods of Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer) in all positions and on various thicknesses of mild steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 5: Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer).
Schedule Description:	This course introduces techniques and methods of Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer) in all positions and on various thicknesses of mild steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 5: Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer).
Rationale:	This course will increase the level of training in Gas Metal Arc Welding (GMAW) to meet the requests and demands of the industry.
TOP Code:	0956.50
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 081**
Course Title:	Gas Metal Arc Welding-Intermediate
Units:	4
Lecture:	1 contact hour(s) per week
	16 - 18 contact hours per semester
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 080
Catalog Description:	This second course is the study of intermediate techniques and methods of Gas Metal Arc Welding (GMAW) and Metal-Cored Arc Welding (MCAW) in all positions and on various thicknesses of mild steel and aluminum. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 5: Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer).
Schedule Description:	This second course is the study of intermediate techniques and methods of Gas Metal Arc Welding (GMAW) and Metal-Cored Arc Welding (MCAW) in all positions and on various thicknesses of mild steel and aluminum. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 5: Gas Metal Arc Welding (GMAW-S, GMAW Spray Transfer).
Rationale:	This course will increase the level of training in Gas Metal Arc Welding (GMAW) to meet the requests and demands of the industry.
TOP Code:	0956.50

Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 082**
Course Title:	Gas Metal Arc Welding-Advanced
Units:	3
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 081
Catalog Description:	This is a third course in Gas Metal Arc Welding Advanced (GMAW) that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. The course develops Gas Metal Arc Welding Advanced (GMAW) on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Schedule Description:	This is a third course in Gas Metal Arc Welding Advanced (GMAW) that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. The course develops Gas Metal Arc Welding Advanced (GMAW) on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Rationale:	This course will increase the level of training in Gas Metal Arc Welding (GMAW) to meet the requests and demands of the industry.
TOP Code:	0956.50
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 090**
Course Title:	Flux Cored Arc Welding-Gas Shielded
Units:	4
Lecture:	1 contact hour(s) per week
	16 - 18 contact hours per semester
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 010
Catalog Description:	This course introduces techniques and methods of Flux Cored Arc Welding- Gas shielded (FCAW-G, FCAW-Gm) in all positions and on various thicknesses of carbon steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 6: Flux Cored Arc Welding (FCAW-G, FCAW-GM).
Schedule Description:	This course introduces techniques and methods of Flux Cored Arc Welding- Gas shielded (FCAW-G, FCAW-Gm) in all positions and on various thicknesses of carbon steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 6: Flux Cored Arc Welding (FCAW-G, FCAW-GM).
Rationale:	This course will increase the level of training in FCAW-G to meet the requests and demands of the industry.
TOP Code:	0956.50

Equate: Course not offered at CHC.
Effective: Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 091**
Course Title:	Flux Cored Arc Welding-Self Shielded
Units:	4
Lecture:	1 contact hour(s) per week
	16 - 18 contact hours per semester
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 010
Departmental Advisory:	WELD 090
Catalog Description:	This course introduces techniques and methods of Flux Cored Arc Welding- Self shielded (FCAW-S) in all positions and on various thicknesses of carbon steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 6: Flux Cored Arc Welding (FCAW-S).
Schedule Description:	This course introduces techniques and methods of Flux Cored Arc Welding- Self shielded (FCAW-S) in all positions and on various thicknesses of carbon steel. It fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 6: Flux Cored Arc Welding (FCAW-S).
Rationale:	This course will increase training in FCAW-S to meet the demands of the industry.
TOP Code:	0956.50
Equate:	Course not offered at CHC.
Effective:	Fall 2018

NEW COURSE
Addition to the 2018-2019 College Catalog

Course ID:	**WELD 092**
Course Title:	Flux Cored Arc Welding-Advanced
Units:	3
Laboratory:	9 contact hour(s) per week
	144 - 162 contact hours per semester
Prerequisite:	WELD 090 and WELD 091
Catalog Description:	This is a third course in FCAW Flux Cored Arc Welding Advanced that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. The course develops FCAW Flux Cored Arc Welding Advanced on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Schedule Description:	This is a third course in FCAW Flux Cored Arc Welding Advanced that introduces basic theory and application of pipe welding. Procedures leading to skillfulness in pipe weld-joint design, pre-weld fit up, basic metallurgy, weld symbols, and related codes and standards are emphasized. The course develops FCAW Flux Cored Arc Welding Advanced on pipe in 1G, 2G, 5G, and 6G as well as welding safety, equipment, basic welding-joint design, expansion, contraction, and residual stress in welding of metals.
Rationale:	This course will increase training in advanced FCAW to meet the demands of the industry.
TOP Code:	0956.50

Equate: Course not offered at CHC.
Effective: Fall 2018

MODIFY COURSE
Changes to the 2018-2019 College Catalog

COURSE ID	COURSE TITLE
MUS 166x4	CONCERT BAND

Lecture: None.
Laboratory: 3 contact hour(s) per week
48 - 54 contact hours per semester
Rationale: Shifting from half Lecture/half Lab, to 1 unit full-Lab, as is equivalent of other transferable Large Ensembles.
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE ID	COURSE TITLE
PHT 067	PHARMACOLOGY II

Course ID: **PHT 071**
Catalog Description: This course continues to apply the therapeutic uses of administered medications into the human anatomy and physiology by a drug's pharmacokinetics and pharmacodynamics. Emphasis is placed on but not limited to a medication's brand/generic name, mechanisms of action, dosage forms, routes of administration, directions of use, standard dosage schedules, indications, basic side effects, adverse affects, contraindications, precautions, drug interactions, and any special black box warnings. Added topics to the course includes medication adjustments for special populations and use of common antidotes for medications. (Formerly PHT 067)
Schedule Description: This course continues to focus on the therapeutic uses of administered medications applicable to the human anatomy and physiology by a dug's pharmacokinetics and pharmacodynamics. (Formerly PHT 067)
Rationale: Updating course ID to reflect a second semester course.
TOP Code: 1221.00
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE ID	COURSE TITLE
PHT 072	PHARMACY CLINICAL EXPERIENCE

Units: 5
Laboratory: 15 contact hour(s) per week
240 - 270 contact hours per semester
Catalog Description: In this course, students study the application of prescription processing, inventory management and dispensing of medications in a pharmacy under the direct supervision of a pharmacist. It emphasizes use of a pharmacy database, customer service, communication and professional ethics. Students will complete a minimum of 240 experiential hours in a minimum of one site locations.
Schedule Description: In this course, students study the application of prescription processing, inventory management and dispensing of medications in a pharmacy under the direct

supervision of a pharmacist. It emphasizes use of a pharmacy database, customer service, communication and professional ethics. Students will complete a minimum of 240 experiential hours in a minimum of one site locations.

Rationale: Updating units and course descriptions for ASHP accreditation and California State Board Requirements.
TOP Code: 1221.00
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE ID	COURSE TITLE
SPAN 157	SPANISH FOR HERITAGE SPEAKERS I

Prerequisite: None.
Departmental Advisory: SPAN 102 or SPAN 102H
Catalog Description: This course is intended for students with native or near-native proficiency in spoken Spanish. Reading and writing standard literary Spanish is emphasized. Students will develop an increased understanding of academic vocabulary, grammar, orthography, and punctuation. Oral proficiency will also be strengthened. Analyzing and discussing topical, cultural and historically significant texts will allow students to increase cultural awareness of the Spanish-speaking world and to sharpen critical thinking skills. The course is conducted in Spanish.
Schedule Description: This course is intended for students with native or near-native proficiency in spoken Spanish. Reading and writing standard literary Spanish is emphasized. Students will develop an increased understanding of academic vocabulary, grammar, orthography, and punctuation. Oral proficiency will also be strengthened. Analyzing and discussing topical, cultural and historically significant texts will allow students to increase cultural awareness of the Spanish-speaking world and to sharpen critical thinking skills. The course is conducted in Spanish.
Rationale: Updating prerequisite to departmental advisory to align with C-ID. We have a large population of heritage speakers on campus who are ready to take SPAN 157 without taking SPAN 102. They come with the linguistic abilities that are equivalent to Spanish 102 level. Requiring them to take SPAN 102 which is designed for Second Language Learners, not heritage speakers is inefficient and inappropriate.
TOP Code: 1105.00
Equate: SPAN 157 at CHC.
Effective: *Fall 2019

COURSE ID	COURSE TITLE
WELD 010	INTRODUCTION TO WELDING

Catalog Description: This is an introductory course for students in any field that utilizes welding processes. The course provides exploration of various techniques by demonstration and through hands on practice. Emphasis will be on Thermal cutting and Gas Metal Arc Welding in flat and horizontal positions. This course fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 1 (Occupational Orientation) and 2 (Safety).
Schedule Description: This is an introductory course for students in any field that utilizes welding processes. The course provides exploration of various techniques by

demonstration and through hands on practice. Emphasis will be on Thermal cutting and Gas Metal Arc Welding in flat and horizontal positions. This course Fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 1 (Occupational Orientation) and 2 (Safety).

Rationale: Content Review.
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE ID	COURSE TITLE
WELD 012	OXY-ACETYLENE WELDING

Catalog Description: This course provides training to develop the skills necessary to produce a quality weld using oxy-acetylene welding, in all positions, and thermal cutting that are essential in many welding applications. This course fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 2 (Safety) and 8 (Thermal Cutting).
Schedule Description: This course provides training to develop the skills necessary to produce a quality weld using oxy-acetylene welding, in all positions, and thermal cutting that are essential in many welding applications. This course fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 2 (Safety) and 8 (Thermal Cutting).
Rationale: Content Review.
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE ID	COURSE TITLE
WELD 015	BEGINNING GAS TUNGSTEN ARC WELDING (GTAW)

Course Title: Gas Tungsten Arc Welding-Beginning
Catalog Description: This is an introductory course in the Gas Tungsten Arc Welding (GTAW) or Tungsten Inert Gas (TIG) welding process. Welding safety, equipment, and joint construction on mild steel are stressed. This course fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 2 (Safety) and 7 (GTAW).
Schedule Description: This is an introductory course in the Gas Tungsten Arc Welding (GTAW) or Tungsten Inert Gas (TIG) welding process. Welding safety, equipment, and joint construction on mild steel are stressed. This course fulfills American Welding Society SENSE Level 1 – Entry Welder Certification Modules 2 (Safety) and 7 (GTAW).
Rationale: Content Review.
Equate: Course not offered at CHC.
Effective: Fall 2018

COURSE DELETION

NURS 100

Rationale: Courses are no longer offered.
Effective: Fall 2017

DISTRIBUTED EDUCATION

BIOL 102
Rationale: **100% ONLINE**
One of the planning themes of San Bernardino Valley College (SBVC) is access. For career technical courses, the issue of scheduling is crucial. Students working the night shift can only take class in the morning while those working traditional day schedules can only take evening classes. Given these variables and difficult schedules, students need the flexibility of time that an online class affords. An asynchronous online class allows students to study when their schedules allow and where they have the space and materials to do so effectively. The online delivery method of these courses supports the mission of SBVC by providing access to education to a diverse community of learners who find themselves in a community with complicated lives and difficult and demanding schedules and responsibilities.
Effective: Fall 2018

NEW CERTIFICATE

FLUX CORED ARC WELDING (FCAW) CERTIFICATE

This certificate is designed to provide students with training in Flux Cored Arc Welding (FCAW-G and FCAW-S). This is the semi-automatic welding process often used to replace Shielded Metal Arc Welding (SMAW) in many industrial applications. Industry certifications are stressed.

Required Courses:		**Units**
WELD 010	Introduction to Welding	2
WELD 090	Flux Cored Arc Welding-Gas Shielded	4
WELD 091	Flux Cored Arc Welding-Self Shielded	4
WELD 092	Flux Cored Arc Welding-Advanced	3
Total Units		**13**

This is a Gainful Employment Program

Rationale: Adding this certificate into the program will allow the program to focus on welding processes that the industry is asking for. This would increase the possibility of the welding students completing this certificate in getting jobs.
Effective: Fall 2018

NEW CERTIFICATE

GAS METAL ARC WELDING CERTIFICATE

This certificate is designed to provide students with training in Gas Metal Arc Welding (GMAW). Metals will include Steel and Aluminum. Industry Certifications for both plate and pipe will be stressed.

Required Courses:		**Units**
WELD 010	Introduction to Welding	2
WELD 080	Gas Metal Arc Welding-Beginning	3
WELD 081	Gas Metal Arc Welding-Intermediate	4
WELD 082	Gas Metal Arc Welding-Advanced	3
Total Units		**12**

This is a Gainful Employment Program

Rationale: Adding this certificate into the program will allow the program to focus on welding processes that the industry is asking for. This would increase the possibility of the welding students completing this certificate in getting jobs.

Effective: Fall 2018

NEW CERTIFICATE

GAS TUNGSTEN ARC WELDING (GTAW) CERTIFICATE

This certificate is designed to provide students with training in Gas Tungsten Arc Welding (GTAW). GTAW is commonly known as TIG (Tungsten Inert Gas Welding). Students will work with Steel, Stainless Steel and Aluminum in both plate and pipe applications. Industry Certifications are stressed.

Required Courses:		Units
WELD 012	Oxy-Acetylene Welding	2
WELD 015	Gas Tungsten Arc Welding-Beginning	3
WELD 016	Gas Tungsten Arc Welding-Intermediate	4
WELD 017	Gas Tungsten Arc Welding-Advanced	3
Total Units		**12**

This is a Gainful Employment Program

Rationale:	Adding this certificate into the program will allow the program to focus on welding processes that the industry is asking for. This would increase the possibility of the welding students completing this certificate in getting jobs.
Effective:	Fall 2018

NEW CERTIFICATE

PIPE WELDING CERTIFICATE

This certificate will give students an introduction into pipe welding with all of the four major welding processes used in the industry. These include SMAW, GMAW, FCAW-G/FCAW-S, and GTAW.

Required Courses:		Units
WELD 017	Gas Tungsten Arc Welding-Advanced	3
WELD 047	Power Plant and Field Pipe Welding I	3
WELD 048	Power Plant and Field Pipe Welding II	4
WELD 082	Gas Metal Arc Welding-Advanced	3
WELD 092	Flux Cored Arc Welding-Advanced	3
Total Units		**16**

This is a Gainful Employment Program

Rationale:	Adding this certificate into the program will allow the program to focus on welding processes that the industry is asking for. This would increase the possibility of the welding students completing this certificate in getting jobs.
Effective:	Fall 2018

MODIFY CERTIFICATE

HEAVY/MEDIUM DUTY DIESEL TRUCK TECHNOLOGY CERTIFICATE

This certificate is designed to prepare students for entry-level positions for the repair and maintenance of diesel engines in trucks, locomotives, heavy vehicles, and mobile heavy-duty equipment.

REQUIRED COURSES:		Units
CIT 101	Introduction to Computer Literacy	3
DIESEL 021	Heavy-Duty Diesel Engines	4
DIESEL 022	Heavy-Duty Truck Brakes	4
DIESEL 023	Heavy-Duty Truck Suspension and Steering	4
DIESEL 024	Advanced Heavy-Duty Diesel Engines	4
DIESEL 026	Computer Controlled Diesel Engines	4
DIESEL 028	Heavy-Duty Truck Systems	4
DIESEL 064	Auto/Truck Electrical Systems	4
	or	
AUTO 064	Auto/Truck Electrical Systems	4
ENGL 914	Basic Writing	4
	or	
Eligibility for ENGL 015 as determined by the SBVC assessment process		0 - 4
MATH 942	Arithmetic	3
	or	
Eligibility for MATH 952 as determined by the SBVC assessment process		0 - 4
RECOMMENDED COURSE:		**Units**
DIESEL 098	Diesel Work Experience	1 - 4
WELD 010	Introduction to Welding	2
Total Units		**31 - 39**

This is a Gainful Employment Program

Rationale:	Adding Diesel 098 to recommended courses.
Effective:	Fall 2018

MODIFY CERTIFICATE

PHARMACY TECHNOLOGY CERTIFICATE

This certificate is designed to prepare the student for entry-level employment as a pharmacy technician, assisting pharmacists to provide medication and other healthcare products to patients; receiving and verifying written prescriptions, requests for prescription refills from patients, or electronic prescriptions sent from doctors' offices; retrieving, counting, pouring, weighing, measuring, and sometimes mixing medications; and preparing containers and labels for medications. Technicians may also establish and maintain patient profiles, prepare insurance claim forms, and stock and take inventory of prescription and over-the-counter medications. Students working for certificates must have a basic knowledge of elementary algebra, reading and writing in order to learn and work in the occupations they select.

REQUIRED COURSES:
Complete the following courses with a grade of C or better:

		Units
ENGL 015	Preparation for College Writing	0 - 4
or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process		0
MATH 090	Elementary Algebra	0 - 4

or eligibility for MATH 095 as determined by the SBVC assessment process		0
PHT 060	Pharmacy Systems I	3
PHT 062	Pharmacology I	3
PHT 064	Pharmacy Calculations	3
PHT 070	Pharmacy Systems II	3
PHT 071	Pharmacology II	3
PHT 072	Pharmacy Clinical Experience	5
PHT 074	Pharmacy Seminar	2

Choose one of the following:

BIOL 155	Introductory Anatomy and Physiology	4
	or	
BIOL 250	Human Anatomy and Physiology I	4
	and	
BIOL 251	Human Anatomy and Physiology II	4
	or	
BIOL 260	Human Anatomy	4
	and	
BIOL 261	Human Physiology	4

Total Units   **26 - 38**

This is a Gainful Employment Program

Rationale:	PHT 067 is being renumbered as PHT 071 as per accrediting recommendations. There are no curriculum changes.
Effective:	Fall 2018

MODIFY CERTIFICATE

SHIELDED METAL ARC WELDING (SMAW) CERTIFICATE

This certificate is designed to train students in the use of Shielded Metal Arc Welding (SMAW) often known as Arc or Stick Welding. Electrode identification, welding symbols, and joint design are stressed. Students working for certificates must have a basic knowledge of arithmetic, reading and writing in order to learn and work in the occupations they select.

Students must complete ALL the REQUIRED COURSES plus pass the SMAW Welding Certification either through the City of San Bernardino or Los Angeles. The practical welding certification test for both cities is administered by SBVC Welding Department.

REQUIRED COURSES:		**Units**
WELD 012	Oxy-Acetylene Welding	2
WELD 045	Beginning Shielded Metal Arc Welding (SMAW)	3
WELD 046	Intermediate Shielded Metal Arc Welding (SMAW)	4
WELD 066	Preparation for Los Angeles City Welding Certification	3

Total Units   **12**

Students completing all course work but not finishing the SMAW Certification may proceed to the next certificate. In order to be awarded the certificate, both course work and certification must be completed.

This is a Gainful Employment Program

Rationale:	Launching certificate to reflect changes to courses.
Effective:	Fall 2018

MODIFY CERTIFICATE

WELDING TECHNOLOGY CERTIFICATE

This certificate is designed to provide students with an understanding of the terminology, concepts, procedures and skills used in the welding field to equip them with the fundamental skills necessary for entry- and intermediate-level employment in structural steel construction, maintenance of industrial equipment, strengthening and repair of infrastructure.

REQUIRED COURSES:		Units
WELD 010	Introduction to Welding	2
WELD 012	Oxy-Acetylene Welding	2
WELD 015	Gas Tungsten Arc Welding-Beginning	3
WELD 016	Gas Tungsten Arc Welding-Intermediate	4
WELD 027	Inspection of Welds: Destructive Tests	3
	or	
WELD 028	Inspection of Welds: Non-Destructive Examination	3
WELD 045	Beginning Shielded Metal Arc Welding (SMAW)	3
WELD 046	Intermediate Shielded Metal Arc Welding (SMAW)	4
WELD 060	Layout Fitter I	4
WELD 066	Preparation for Los Angeles City Welding Certification	3
WELD 080	Gas Metal Arc Welding-Beginning	3
WELD 081	Gas Metal Arc Welding-Intermediate	4
WELD 090	Flux Cored Arc Welding-Gas Shielded	4
WELD 091	Flux Cored Arc Welding-Self Shielded	4
TECALC 087	Technical Calculations	4
Total Units		**47**

This is a Gainful Employment Program

Rationale:	Launching to reflect the changes in several courses and to add several new proposed courses.
Effective:	Fall 2018

MODIFY DEGREE

HEAVY/MEDIUM DUTY DIESEL TRUCK TECHNOLOGY A.S. DEGREE MAJOR

The Diesel Truck Technology degree prepares the students to seek employment in maintenance and repair of heavy/medium duty trucks at beginning level and can move to advanced level after some experience.

REQUIRED COURSES:		Units
CIT 101	Introduction to Computer Literacy	3
DIESEL 021	Heavy-Duty Diesel Engines	4
DIESEL 022	Heavy-Duty Truck Brakes	4
DIESEL 023	Heavy-Duty Truck Suspension and Steering	4
DIESEL 024	Advanced Heavy-Duty Diesel Engines	4
DIESEL 026	Computer Controlled Diesel Engines	4
DIESEL 028	Heavy-Duty Truck Systems	4
DIESEL 064	Auto/Truck Electrical Systems	4
	or	
AUTO 064	Auto/Truck Electrical Systems	4
RECOMMENDED COURSE:		**Units**

DIESEL 098	Diesel Work Experience	1 - 4
WELD 010	Introduction to Welding	2
Total Units		**31**

| **Rationale:** | Adding DIESEL 098 to Recommended courses. |
| **Effective:** | Fall 2018 |

MODIFY DEGREE

MUSIC A.A. DEGREE MAJOR

To graduate with a specialization in Music, students must complete the following required courses plus the general breadth requirements for the Associate Degree (total = 60 units).

REQUIRED THEORY COURSES: (16 Units)		**Units**
MUS 101	Music Theory I: Fundamentals	3
MUS 101L	Musicianship I	1
MUS 102	Music Theory II: Scales and Modes	3
MUS 102L	Musicianship II	1
MUS 201	Music Theory III: Basic Harmony	3
MUS 201L	Musicianship III	1
MUS 202	Music Theory IV: Harmony	3
MUS 202L	Musicianship IV	1
REQUIRED APPLIED COURSES (2 Units)		**Units**
MUS 141X2	Applied Music I	0.5
	and	
MUS 241x2	Applied Music II	0.5
REQUIRED ENSEMBLE COURSES: (4 Units selected from the following)		**Units**
MUS 150X4	Mixed Chorus	1
MUS 152X4	Chamber Singers	2
MUS 154X4	College Singers	2
MUS 156X4	Concert Choir	2
MUS 158X4	Gospel Choir	1
MUS 162x4	Wind Ensemble	1
MUS 166x4	Concert Band	1
RECOMMENDED COURSES:		**Units**
MUS 100	Music Appreciation	3
MUS 121	Music History and Literature - Middle Ages to Baroque	3
	or	
MUS 121H	Music History and Literature - Middle Ages to Baroque - Honors	3
MUS 122	Music History and Literature - Classic to Contemporary	3
	or	
MUS 122H	Music History and Literature - Classic to Contemporary - Honors	3
MUS 123	Electronic Music I	3
MUS 124	Electronic Music II	3
MUS 133	Elementary Piano	3
MUS 170	Jazz Improvisation and Theory I	1
MUS 171	Jazz Improvisation and Theory II	1

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MUS 180	Instrumental Chamber Music	1
Total Units		**22**

Rationale:	Adding courses to recommended courses.	
Effective:	Fall 2018	

MODIFY DEGREE

PHARMACY TECHNOLOGY A.S. DEGREE MAJOR

To earn an Associate Degree with a specialization in Pharmacy Technology, students must complete the required courses plus the general breadth requirements (minimum total = 60 units).

REQUIRED COURSES:
Complete the following courses with a grade of C or higher:

		Units
PHT 060	Pharmacy Systems I	3
PHT 062	Pharmacology I	3
PHT 064	Pharmacy Calculations	3
PHT 070	Pharmacy Systems II	3
PHT 071	Pharmacology II	3
PHT 072	Pharmacy Clinical Experience	5
PHT 074	Pharmacy Seminar	2
Choose one of the following:		0
BIOL 155	Introductory Anatomy and Physiology	4
	or	
BIOL 250	Human Anatomy and Physiology I	4
	and	
BIOL 251	Human Anatomy and Physiology II	4
	or	
BIOL 260	Human Anatomy	4
	and	
BIOL 261	Human Physiology	4
Total Units		**26 - 30**

Rationale:	PHT 067 is being renumbered as PHT 071 as per accrediting recommendations. There are no curriculum changes.	
Effective:	Fall 2018	

MODIFY DEGREE

WELDING TECHNOLOGY A.S. DEGREE MAJOR

This degree is designed to provide students with an understanding of the terminology, concepts, procedures and skills used in the welding field to equip them with the fundamental skills necessary for entry- and intermediate-level employment in structural steel construction, maintenance of industrial equipment, strengthening and repair of infrastructure. To graduate with a specialization in Welding Technology, students must complete the following required courses for the certificate plus the general breadth requirements for the Associate of Science Degree (minimum total = 60 units)

REQUIRED COURSES:

		Units
WELD 010	Introduction to Welding	2
WELD 012	Oxy-Acetylene Welding	2

WELD 015	Gas Tungsten Arc Welding-Beginning	3
WELD 016	Gas Tungsten Arc Welding-Intermediate	4
WELD 027	Inspection of Welds: Destructive Tests	3
	or	
WELD 028	Inspection of Welds: Non-Destructive Examination	3
WELD 045	Beginning Shielded Metal Arc Welding (SMAW)	3
WELD 046	Intermediate Shielded Metal Arc Welding (SMAW)	4
WELD 060	Layout Fitter I	4
WELD 066	Preparation for Los Angeles City Welding Certification	3
WELD 080	Gas Metal Arc Welding-Beginning	3
WELD 081	Gas Metal Arc Welding-Intermediate	4
WELD 090	Flux Cored Arc Welding-Gas Shielded	4
WELD 091	Flux Cored Arc Welding-Self Shielded	4
TECALC 087	Technical Calculations	4
Total Units		**47**

Rationale:	Updating this degree to reflect changes in several courses and to add several new courses.
Effective:	Fall 2018

*Due to the UC Office of the President (UCOP) not allowing CCC's to submit new courses for the UC Transferable Course Agreement (UC TCA) during the annual second review (October 2017), new transferable courses approved in Fall 2017 will not be eligible for articulation until Fall 2019.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Wei Zhou, President, CHC

PREPARED BY: Dr. Kathy Bakhit, Vice President, Instruction, CHC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Curriculum - CHC

RECOMMENDATION

It is recommended that the Board of Trustees approve the CHC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at CHC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in the 2018-2019 or 2019-2020 College Catalog.

INSTITUTIONAL VALUES

II. Learning Centered Institution for Student Access, Retention, and Success.

FINANCIAL IMPLICATIONS

None.

CRAFTON HILLS COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
January 18, 2018

MODIFY COURSE
Changes to the 2019-2020 College Catalog unless Noted

COURSE ID	COURSE TITLE
ACCT 033	FEDERAL AND STATE INCOME TAX PREPARATION

Prerequisite:	None
Departmental Recommendation:	ACCT 032 or equivalent tax preparation knowledge and experience
Rationale:	The prerequisite of ACCT 032 is being removed to allow students of different tax preparation backgrounds to participate in this volunteer tax assistance course, which includes individualized training for tax preparation.
Equate:	Course does not equate with SBVC. Course is not offered at SBVC.
Effective:	Fall 2019

COURSE ID	COURSE TITLE
CHEM 101	INTRODUCTION TO CHEMISTRY

Prerequisite:	MATH 085 or eligibility for MATH 095 as determined through the Crafton Hills College assessment process
Rationale:	The prerequisite is being revised to reflect that MATH 090 will no longer be offered. In addition, the distance education component is being removed from the course to give the department more time to resubmit the course to the ETC Committee.
Equate:	CHEM 101
Effective:	Fall 2018

COURSE ID	COURSE TITLE
HEALTH 102	BIOLOGICAL PRINCIPLES OF HEALTH

Course Title:	Introduction to Health and Wellness
Rationale:	Six-year revision. Title is being revised to better reflect course content. Added DE component.
Equate:	Course does not equate with SBVC. Course is not offered at SBVC.
Effective:	Fall 2019

COURSE ID	COURSE TITLE
KIN/F 105A	AEROBIC CONDITIONING I

Course Title:	Cardiovascular Conditioning I
Rationale:	Title is being revised to better reflect the course content.
Equate:	Course does not equate with SBVC. Course is not offered at SBVC.
Effective:	Fall 2019

COURSE ID	COURSE TITLE
KIN/F 105B	AEROBIC CONDITIONING II

Course Title: Cardiovascular Conditioning II
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 105C	AEROBIC CONDITIONING III

Course Title: Cardiovascular Conditioning III
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 105D	AEROBIC CONDITIONING IV

Course Title: Cardiovascular Conditioning IV
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 155A	CONDITIONING WITH THE PILATES METHOD I

Course Title: Pilates I
Catalog Description: Pilates I focuses on developing core strength, flexibility, balance and stamina at the beginning level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.
Schedule Description: Pilates I focuses on developing core strength, flexibility, balance and stamina at the beginning level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 155B	CONDITIONING WITH THE PILATES METHOD II

Course Title: Pilates II
Catalog Description: Further development of the Pilates technique focusing on developing core strength, flexibility, balance and stamina at the intermediate level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.
Schedule Description: Further development of the Pilates technique focusing on developing core strength, flexibility, balance and stamina at the intermediate level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.

Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 155C	CONDITIONING WITH THE PILATES METHOD III

Course Title: Pilates III
Catalog Description: Further development of the Pilates technique focusing on developing core strength, flexibility, balance and stamina at the intermediate/advanced level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.
Schedule Description: Further development of the Pilates technique focusing on developing core strength, flexibility, balance and stamina at the intermediate/advanced level. In addition, breathing patterns and spinal alignment are taught to reduce injury and improve health. Recommended for students of all fitness levels including students with physical limitations.
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 155D	CONDITIONING WITH THE PILATES METHOD IV

Course Title: Pilates IV
Catalog Description: Further development of Pilates technique combining advanced level yoga and strength training. Review of fundamental technique and focus on continued improvement of strength and flexibility with minimal stress to the body. Recommended for students of all fitness levels, including students with physical limitations.
Schedule Description: Further development of Pilates technique combining advanced level yoga and strength training. Review of fundamental technique and focus on continued improvement of strength and flexibility with minimal stress to the body. Recommended for students of all fitness levels, including students with physical limitations.
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 173A	WATER AEROBICS AND DEEP WATER EXERCISE I

Course Title: Water Bootcamp I
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 173B	WATER AEROBICS AND DEEP WATER EXERCISE II

Course Title: Water Bootcamp II
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 173C	WATER AEROBICS AND DEEP WATER EXERCISE III

Course Title: Water Bootcamp III
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

COURSE ID	COURSE TITLE
KIN/F 173D	WATER AEROBICS AND DEEP WATER EXERCISE IV

Course Title: Water Bootcamp IV
Rationale: Title is being revised to better reflect the course content.
Equate: Course does not equate with SBVC. Course is not offered at SBVC.
Effective: Fall 2019

CORRECTIONS

COURSE ID	COURSE TITLE
MATH 902	COLLEGE ALGEBRA SUPPORT

COURSE ID	COURSE TITLE

Prerequisite: MATH 095 or eligibility for MATH 902 as determined through the Crafton Hills College assessment process
Rationale: Correction from December 14, 2017 board item. Removed "L" from Course ID (MATH 902L).
Effective: Fall 2018

COURSE ID	COURSE TITLE
MATH 910	INTRODUCTION TO PROBABILITY AND STATISTICS SUPPORT

Prerequisite: MATH 085 or MATH 095 or eligibility for MATH 910 as determined through the Crafton Hills College assessment process
Rationale: Correction from December 14, 2017 board item. Added prerequisite.
Effective: Fall 2018

DISTRIBUTED EDUCATION

Course ID: CHEM 101   Remove DE Component
Course Title Introduction to Chemistry
Rationale: DE Component is being revised.
Effective: Fall 2018

Course ID: HEALTH 102   Hybrid and 100% Online
Course Title   Introduction to Health and Wellness
Rationale: Increase DE offerings
Effective: Fall 2018

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Wei Zhou, President, CHC

PREPARED BY: Michelle Riggs, Director, Community Relations and Resource
                   Development, CHC

DATE: January 18, 2018

SUBJECT: Consideration of Approval to Sell Alcoholic Beverages at Campus
                   Fundraising Event – Crafton

RECOMMENDATION

It is recommended that the Board of Trustees approve the sale of alcoholic beverages at a campus fundraising event to benefit the Crafton Hills College Foundation: "Sweet Home Crafton Hills" Gala, Auction and Dinner, Crafton Hall, March 24, 2018 from 5:30PM-9:30PM.

OVERVIEW

In the planning of an upcoming event, it has been decided that beer, wine, and distilled spirits will be sold on campus at this event. Proceeds will benefit the Crafton Hills College Foundation, a nonprofit corporation devoted exclusively to raising funds for scholarships, grants, and other types of assistance for Crafton Hills College students and faculty.

ANALYSIS

Per Board Policy 3560 and in accordance with California law, the serving of alcoholic beverages on campus at fund-raising events held to benefit non-profit corporations is allowable.

According to the California Department of Alcoholic Beverage Control, a daily general license for beer, wine, and distilled spirits will be obtained to engage in the temporary sale of alcoholic beverages for consumption in the Crafton Center Building from the hours of 5:30PM – 9:30PM on Saturday, March 24, 2018. The license does not include off-sale ("to-go") privileges. The license may be revoked by the Department if, in the opinion of the Department and/or the local law enforcement agency, it is necessary to protect the safety, welfare, health, peace and morals of the people of the State.

Daily License Authorization (Form ABC-221) will be signed by an authorized representative from the Crafton Hills College Foundation, Steve Sutorus as Property Owner Approval, and Pierre Galvez for Law Enforcement Approval and submitted within ten (10) days and not more than thirty (30) days in advance of event.

FINANCIAL IMPLICATIONS

None. Funding will be provided by the CHC Foundation.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Acceptance of Employee Resignations

RECOMMENDATION

It is recommended that the Board of Trustees accept the resignations of the employees on the attached list.

OVERVIEW

The employee resignations on the attached list are submitted for acceptance.

ANALYSIS

The resignation correspondence was received and accepted by the Human Resources Department.

INSTITUTIONAL VALUES

None.

FINANCIAL IMPLICATIONS

None.

Resignations					
January 18, 2018					
Name	**Position**	**Department**	**Site**	**Years of Service**	**Last Date of Employment**
Aaron Willming	College Security Office	Police	DIST	4 years	12/30/2017
Robert Miller	Interim Chief of Police	Police	DIST	5 months	12/14/2017
Nguyen Phan	Environmental Health and Safety Program Administrator	Facilities	DIST	3 months	1/2/2018

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Acceptance of Employee Retirement

RECOMMENDATION

It is recommended that the Board of Trustees accept the retirement of the employee on the attached list.

OVERVIEW

The employee on the attached list is submitted for acceptance.

ANALYSIS

The retirement correspondence was received and accepted by the Human Resources Department.

INSTITUTIONAL VALUES

None.

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT					
Retirements					
January 18, 2018					
Name	**Position**	**Department**	**Site**	**Years of Service**	**Last Date of Employment**
Larry Laughlin	Maintenance Technician	Maintenance	SBVC	20 years	12/30/17

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Dr. Wei Zhou, President, CHC
               Diana Rodriguez, President, SBVC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Adjunct and Substitute Academic
               Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of adjunct and substitute academic employees as needed for the 2017-2018 academic year.

OVERVIEW

The following list of adjunct and substitute academic employees is submitted for approval of employment.

ANALYSIS

Part-time academic employees selected from the established pool are offered individual contracts on a semester-by-semester basis. Adjunct employees not assigned will remain in the pool for future consideration during the 2017-2018 academic year. All requirements for employment processing have been completed and Human Resources has cleared the individual(s) for employment.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Adjunct and Substitute Academic Employees		
January 18, 2018		
Crafton Hills College		
Name	**Course Subject**	**Discipline Per Minimum**
Auville-Parks, Tracee	English	English
Contreras, Lisa	Counseling	Counseling
Cranon-Charles, Angela	Political Science	Political Science
Duran, Paloma	English	English
Gergis, Nader	Art / Math	Art
Hogan, Ryan	Counseling	Counseling
House, Darren	American Sign Language	Sign Language, American
Johnson, Elisa	English	English
Medrano, Jose'	Spanish	Foreign Languages
Mills, Lisa	Counseling	Counseling
Troncoza, Arline	Counseling	Counseling

Adjunct and Substitute Academic Employees		
January 18, 2018		
San Bernardino Valley College		
Name	**Course Subject**	**Discipline Per Minimum**
Acevedo, Jenae	Child Growth and Development	Child Development/Early Childhood Education
Daoudi, Youssef	Introductory Chemistry	Chemistry
Francis-Boyle, Olivia	General Biology	Biological Sciences
Montes, Joseph	Assistant Softball Coach	Coaching
Nguyen, Leon Liem	Arithmetic Elementary Algebra	Mathematics
Petersen, Heather	Reading Skills I	Reading
Petersen, Loreto	College Spanish I	Foreign Languages
Sati, Sandeep	Introductory Chemistry	Chemistry
Soufo, Alain Narcisse Newo	Introductory Chemistry	Chemistry
Yarbrough, Kay Dee	Strategies for College Success	Business Administration

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Appointment of District Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment, and approval of employment contracts, if applicable, of the employees on the attached list.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

All requirements for employment processing have been or will be completed. Employees will not commence work until all requirements are complete.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

**Appointment of District Employees**
**January 18, 2018**
Name	**Department**	**Site**	**Position**	**Start Date**	**Schedule**	**Range /Step**	**Amount**	**New/ Replaces**	**Fund**	**Live Scan Clearance**
Leon Brewer	Custodial	SBVC	Custodian	2/5/18	Classified	27/A	$2845.00 Monthly	Freddie Molina	Custodial General Fund	8/23/16
Anabel Martinez	Administrative Services	SBVC	Account Clerk I	2/5/18	Classified	26/A	$2775.00 Monthly	Robyn Bender	CBO General Fund	4/13/17
Miranda Rios	Child Development Center	SBVC	Child Development Assistant	2/5/18	Classified	20/A	$1136.68 (47.5% of $2,393.00) per month, 19 hours per week	Cosme George Ramirez Islas	State Preschool Grant	8/14/15
Vanessa Rodriguez	Child Development Center	SBVC	Child Development Assistant	2/5/18	Classified	20/A	$1136.68 (47.5% of $2,393.00) per month, 19 hours per week	Lena Huizar	State Preschool Grant	5/12/16
Cedrick Wrenn	Technology Services	SBVC	Technology Support Specialist I	2/5/18	Classified	46/A	$4,550.00 Monthly	Steven Race	Technology Service – Academic Info Systems & Tech General Fund	1/2/18
Andres Dominguez	Applied Technology	SBVC	Lab Technician Culinary Arts	2/5/18	Classified	38/A	$3732.00 Monthly	New	Strong Workforce Grant	8/14/17
Christina Camarena	Applied Technology	SBVC	Lab Technician Culinary Arts	2/5/18	Classified	38/A	$3732.00 Monthly	New	Strong Workforce Grant	9/13/17

Daniel Babin	Culinary Arts	SBVC	Instructor, Culinary Arts	1/11/18	Academic	TBD	Salary placement to be determined upon verification of education and experience	New	Strong Workforce Grant	8/9/2017
Sohrab Zardkoohi	Culinary Arts	SBVC	Instructor, Culinary Arts	1/11/18	Academic	TBD	Salary placement to be determined upon verification of education and experience	New	Strong Workforce Grant	8/8/2017
David James	Fiscal Services	DIST	Director, Internal Audits	1/19/18 (Contingent on live scan clearance)	Management	16/B	$101,422.57 Annually	Erika Almaraz	Fiscal Services General Fund	Pending

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose Torres, Vice Chancellor

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Change in Professional Expert Title

RECOMMENDATION

It is recommended that the Board of Trustees approve the change in Professional Expert Title from Counseling Intern I / II / III to Post Masters Counseling Associate I / II / III.

OVERVIEW

The California Board of Behavioral Science changed the Counseling Intern designation to Post Masters Counseling Associate on January 1, 2018. Clinician registrants eligible for the Post Masters Counseling Associate positions include: Associate Marriage and Family Therapist, Associate Professional Clinical Counselor, and Associate Clinical Social Workers.

ANALYSIS

This change in title will bring the position into alignment with industry standards.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

There is no financial implication as the designated pay rates are remaining unchanged.

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
3D Animator	$25.00 to $40.00
Adult Education Planning Grant Coordinator	$40.00
Assistant Instructor	$20.00
Bilingual Translator/Interviewer	$20.00
Business and Resources Development Consultant	$60.00
CAHSEE Facilitator	$50.00
Camera & Lighting Technician	$11.00 to $20.00
Clinical Instructor	$20.00
Closed Caption Editor I	$11.00 to $15.00
Closed Caption Editor II	$16.00 to $20.00
Closed Caption Editor III	$21.00 to $30.00
Content Specialist (FNX and Marketing & Public Relations)	$15.00 to $40.00
Post Masters Counseling Associate I / II / III	$25.00/$30.00/$35.00
Counseling Trainee	$15.00
Criminal Justice Academy Liaison	$30.00
CTE Transition Coordinator	$20.00 to $30.00
Guardian Scholars and Dreams Liaison (Categorical)	$45.00
Editor (KVCR, FNX, Pledge Drive)	$18.00 to $30.00
EMT-1 Skills Laboratory Assistant	$12.00
EMT(EMS)/Respiratory Care/Fire Tech PE/ASL Specialist	$30.00
Fire Agility Group Leader/Proctor	$12.50
Fire Agility Instructor	$30.00
Fire Operations Specialist	$55.00
Flight Simulator Repair	$30.00
Foster Parenting Education	$45.00
GIS Technician	$18.00 to $24.00
Grant Program Assistant (Categorical)	$35.00
Grant Writer I/II/III	$30.00/$40.00/$55.00
Human Resources Recruiter	$20.00
Interpreting/Transliterating Level I (0-2 yrs of exp & pass evaluation)	$18.00
Interpreting/Transliterating Level II (2-4 yrs of exp & pass evaluation)	$21.00
Interpreting/Transliterating Level III (4-5 yrs of exp & pass evaluation)	$24.00
Interpreting/Transliterating Level IV (5-6 yrs of exp or RID & pass evaluation)	$27.00
Laboratory Instructor	$20.00
Mental Health Educator/Counselor Intern	$55.00
Nurse Practitioner I (1-2 years of SBCCD experience)	$55.00
Nurse Practitioner II (3-5 years of SBCCD experience)	$60.00
Nurse Practitioner III (6+ years of SBCCD experience)	$65.00
Physician	$30.00
Pharmacy Technology Accreditation Coordinator	$30.00 to $50.00
Police Science Facilitator/Instructor	$35.00
Policy Analyst	$60.00

Primary Instructor	$25.00
Program Assistant	$20.00 to $49.00
Project Evaluator	$40.00
Project Manager	$75.00
Public Information Specialist	$65.00
Radiologic Technology Specialist	$30.00
Respiratory Care Clinical	$40.00
Risk Management Coordinator	$28.00
RTVF Intern I / II / III	$11.00 / $12.00 / $13.00
Safety Facilitator	$19.00 to $25.00
Safety Officer	$22.50
Social Media Specialist (FNX & Marketing & Public Relations)	$21.00 to $25.00
Special Events Planner	$25.00 to $35.00
Staff Writer/Photographer	$16.00 to $20.00
Tactical Officer/Police	$28.00
Tactical Officer/Fire	$23.00
Tech Prep	$30.00
Training Specialist	$19.00
Tutor I / II / III	$11.00 / $12.50 / $14.50
TV Closed Captioning	$11.00 to $15.00
Veteran's Resource Specialist	$50.00
Workforce Development/PDC Trainer	$15.00 to $100.00 or up to 85% of Enrollment or up to 60% of net
Strengths Educator/Coach	$49.00
PROFESSIONAL EXPERT ASSIGNMENT	**SESSION RATE**
Foster Parent Host	$25.00
Musician	$75.00
PROFESSIONAL EXPERT ASSIGNMENT	**DAILY RATE**
Evaluator (per scenario)	$150.00
Theatre Production Assistant	$500.00
CPR/Lifeguard Certification Facilitator	$200.00 to $300.00
Consultant	$300.00 to $500.00
PROFESSIONAL EXPERT ASSIGNMENT	**SEMESTER RATE**
Faculty Intern	$600.00
Future Teacher Intern	$300.00
Grant Assignment	$300.00
Medical Director (EMT)	$3,500.00
Medical Director (Respiratory Care)	$3,000.00

Board Approval: January 18, 2018

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Classified Employee Promotion

RECOMMENDATION

It is recommended that the Board of Trustees approve the promotion of the employee on the attached list.

OVERVIEW

The employee on the attached list is submitted for approval.

ANALYSIS

The employee went through the recruitment process and is being recommended for promotion.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Promotion of District Employees										
January 18, 2018										
Name	From Position	From Site	To Position	To Site	Effective Date	Schedule	Range /Step	Amount	New/ Replacing	Fund
Norma Alejandra Campos	Applied Technology	SBVC	Grant Clerical Assistant	SBVC	1/19/18	Classified	38/A	$3732.00 Monthly	New	Strong Workforce Grant

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Amalia Perez, Director, Human Resources
                Dr. Wei Zhou, President, CHC
                Diana Rodriguez, President, SBVC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of District Volunteers

RECOMMENDATION

It is recommended that the Board of Trustees approve District volunteers.

OVERVIEW

The individuals on the following list have volunteered their services and acknowledge that they will not receive payment of any kind for services performed.

ANALYSIS

Assignments performed by volunteers will not take away responsibilities or duties of regular academic or classified employees.

INSTITUTIONAL VALUES

III.   Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

None.

District Volunteers		
January 18, 2018		
Crafton Hills College		
Name	**Assignment**	**Date**
Cannon, Samantha	Counseling	12/19/2017-06/30/2018

District Volunteers		
January 18, 2018		
Valley College		
Name	**Assignment**	**Date**
Abou-Mousa, Nataly	Student Services/First Year Experience	01/20/18-06/30/18
Aguirre, Abigail	Student Services/First Year Experience	01/20/18-06/30/18
Alcantar, Josue	Student Services/First Year Experience	01/20/18-06/30/18
Alpizar, Anai	Student Services/First Year Experience	01/20/18-06/30/18
Alvarez, Leslie	Student Services/First Year Experience	01/20/18-06/30/18
Alvarez, Manuel	Student Services/First Year Experience	01/20/18-06/30/18
Amaya, Jewel	Student Services/First Year Experience	01/20/18-06/30/18
Anaya, Cesar	Student Services/First Year Experience	01/20/18-06/30/18
Anguiano, Marlene	Student Services/First Year Experience	01/20/18-06/30/18
Barajas, Gabriel	Student Services/First Year Experience	01/20/18-06/30/18
Barajas, Gilberto	Student Services/First Year Experience	01/20/18-06/30/18
Beltran, Alicia	Student Services/First Year Experience	01/20/18-06/30/18
Berry, Asianique	Student Services/First Year Experience	01/20/18-06/30/18
Brown, Fuschia	Student Services/First Year Experience	01/20/18-06/30/18
Bui, Tri	Student Services/First Year Experience	01/20/18-06/30/18
Bustamante, Daniel	Science/Chemistry	01/19/18-06/30/18
Bustos, Brianna	Student Services/First Year Experience	01/20/18-06/30/18
Canizales, Yaselin	Student Services/First Year Experience	01/20/18-06/30/18
Chagoya, Diana	Student Services/First Year Experience	01/20/18-06/30/18
Chiem, Vinh	Mathematics/Student Success Center	01/19/18-06/30/18
Contreras, Kevin	Student Services/First Year Experience	01/20/18-06/30/18
Corrales, Maria	Student Services/First Year Experience	01/20/18-06/30/18
Covarrubias, Alberto	Student Services/First Year Experience	01/20/18-06/30/18
Daigle, Andre	Student Services/First Year Experience	01/20/18-06/30/18
De La Paz, Anthony	Student Services/First Year Experience	01/20/18-06/30/18
De La Presilla, Diego	Student Services/First Year Experience	01/20/18-06/30/18
DeYoung, Breanna	Student Services/First Year Experience	01/20/18-06/30/18
Diaz, Eric	Student Services/First Year Experience	01/20/18-06/30/18
Dye, Nicole	Arts & Humanities, Art	01/19/18-05/31/18
Enriquez, Samuel	Student Services/First Year Experience	01/20/18-06/30/18
Esparza, Jair	Student Services/First Year Experience	01/20/18-06/30/18
Espinosa, Jessie	Student Services/First Year Experience	01/20/18-06/30/18
Fauela, Kacey	Student Services/First Year Experience	01/20/18-06/30/18
Felix, Cindy	Student Services/First Year Experience	01/20/18-06/30/18

Felix, Mindy	Student Services/First Year Experience	01/20/18-06/30/18
Fields, Ryan	Student Services/First Year Experience	01/20/18-06/30/18
Flores, Anthony	Student Services/First Year Experience	01/20/18-06/30/18
Flores, Guadalupe	Student Services/First Year Experience	01/20/18-06/30/18
Flores, Nini	Student Services/First Year Experience	01/20/18-06/30/18
French, Casaundra	Science/Chemistry	01/19/18-06/30/18
Fuentes, Valeria	Student Services/First Year Experience	01/20/18-06/30/18
Gallardo, Paulina	Student Services/First Year Experience	01/20/18-06/30/18
Garcia, Brenda	Student Services/First Year Experience	01/20/18-06/30/18
Garcia, Clarissa	Student Services/First Year Experience	01/20/18-06/30/18
Garcia, Fabiola	Student Services/First Year Experience	01/20/18-06/30/18
Garcia, Jamie	Student Services/First Year Experience	01/20/18-06/30/18
Garcia, Pedro	Student Services/First Year Experience	01/20/18-06/30/18
Gomez, Joseph	Student Services/First Year Experience	01/20/18-06/30/18
Gonzales, Destiny	Student Services/First Year Experience	01/20/18-06/30/18
Gonzalez, Heaven	Student Services/First Year Experience	01/20/18-06/30/18
Gonzalez, Michelle	Student Services/First Year Experience	01/20/18-06/30/18
Gonzalez, Viviana	Student Services/First Year Experience	01/20/18-06/30/18
Gutierrez, Michelle	Student Services/First Year Experience	01/20/18-06/30/18
Guzman, Fernando	Student Services/First Year Experience	01/20/18-06/30/18
Hernandez, Brian	Student Services/First Year Experience	01/20/18-06/30/18
Hernandez, Elias	Student Services/First Year Experience	01/20/18-06/30/18
Herrera, Sofiya	Student Services/First Year Experience	01/20/18-06/30/18
Hunt, Ezra	Arts & Humanities, Art	01/19/18-05/31/18
Ibarra, Valeria	Student Services/First Year Experience	01/20/18-06/30/18
Iniguez, Adrian	Student Services/First Year Experience	01/20/18-06/30/18
Insunza, Lidia	Student Services/First Year Experience	01/20/18-06/30/18
Jackson, Imari	Student Services/First Year Experience	01/20/18-06/30/18
Jaramillo, Kristina	Student Services/First Year Experience	01/20/18-06/30/18
Jaramillo, Melanie	Student Services/First Year Experience	01/20/18-06/30/18
Kemp, Alicia	Student Services/First Year Experience	01/20/18-06/30/18
Lainez, Charlie	Student Services/First Year Experience	01/20/18-06/30/18
Lara, Aileen	Student Services/First Year Experience	01/20/18-06/30/18
Lemus, Bethany	Student Services/First Year Experience	01/20/18-06/30/18
Leon, Andrew	Student Services/First Year Experience	01/20/18-06/30/18
Livoni, Cathy	Arts & Humanities, Art	01/19/18-05/31/18
Lizarraga, Katherine	Student Services/First Year Experience	01/20/18-06/30/18
Lizarraga, Marlaina	Student Services/First Year Experience	01/20/18-06/30/18
Lopez, Andrea	Student Services/First Year Experience	01/20/18-06/30/18
Lopez, Brittany	Student Services/First Year Experience	01/20/18-06/30/18
Lopez, Kimberly	Student Services/First Year Experience	01/20/18-06/30/18
Loreto, Arely	Student Services/First Year Experience	01/20/18-06/30/18
Lucero, Angeleana	Student Services/First Year Experience	01/20/18-06/30/18
Lutz, Chiara	Arts & Humanities, Art	01/19/18-05/31/18
Macias, Alyssa	Student Services/First Year Experience	01/20/18-06/30/18
Madrigal, Kaylee	Student Services/First Year Experience	01/20/18-06/30/18
Manuel, Marisa	Student Services/First Year Experience	01/20/18-06/30/18
Marentes, Jose	Student Services/First Year Experience	01/20/18-06/30/18

Mariscal, Jonathan	Student Services/First Year Experience	01/20/18-06/30/18
Martinez, Adrian	Student Services/First Year Experience	01/20/18-06/30/18
Martinez, Anderson	Student Services/First Year Experience	01/20/18-06/30/18
Matias, Christian	Student Services/First Year Experience	01/20/18-06/30/18
McKinstry, Justin	Student Services/First Year Experience	01/20/18-06/30/18
Medina, Cynthia	Student Services/First Year Experience	01/20/18-06/30/18
Mena, Victoria	Student Services/First Year Experience	01/20/18-06/30/18
Methus, Ahmeena	Student Services/First Year Experience	01/20/18-06/30/18
Moreno, Johanna	Student Services/First Year Experience	01/20/18-06/30/18
Nevarez, Robert	Student Services/First Year Experience	01/20/18-06/30/18
Nuckolls, David	Student Services/First Year Experience	01/20/18-06/30/18
Ohayon, Jonathan	Arts & Humanities, Art	01/19/18-05/31/18
Orana, Esmeralda	Student Services/First Year Experience	01/20/18-06/30/18
Ortega, Anna	Student Services/First Year Experience	01/20/18-06/30/18
Ortega, Arnneth	Student Services/First Year Experience	01/20/18-06/30/18
Ortiz, Celeste	Student Services/First Year Experience	01/20/18-06/30/18
Osgood, Tyler	Student Services/First Year Experience	01/20/18-06/30/18
Osler, Dominick	Student Services/First Year Experience	01/20/18-06/30/18
Ozier, Stephene	Student Services/First Year Experience	01/20/18-06/30/18
Padilla, Jessica	Student Services/First Year Experience	01/20/18-06/30/18
Paredes, Odalys	Student Services/First Year Experience	01/20/18-06/30/18
Pazmino, Sarah	Student Services/First Year Experience	01/20/18-06/30/18
Pena, Philip	Student Services/First Year Experience	01/20/18-06/30/18
Pena, Vivianna	Student Services/First Year Experience	01/20/18-06/30/18
Perez, Andrea	Student Services/First Year Experience	01/20/18-06/30/18
Perez, Fabiola	Student Services/First Year Experience	01/20/18-06/30/18
Pineda, Ma-Trinidad	Student Services/First Year Experience	01/20/18-06/30/18
Pullin, Erika	Student Services/First Year Experience	01/20/18-06/30/18
Quinones, Loryann	Student Services/First Year Experience	01/20/18-06/30/18
Ramirez, Angel	Student Services/First Year Experience	01/20/18-06/30/18
Ramirez, Melanie	Student Services/First Year Experience	01/20/18-06/30/18
Ramirez, Michelle	Student Services/First Year Experience	01/20/18-06/30/18
Ramos, Jose	Student Services/First Year Experience	01/20/18-06/30/18
Reeves, Nicholas	Student Services/First Year Experience	01/20/18-06/30/18
Regalado, Gael	Student Services/First Year Experience	01/20/18-06/30/18
Reyes, Marissa	Student Services/First Year Experience	01/20/18-06/30/18
Reyna, Angel	Student Services/First Year Experience	01/20/18-06/30/18
Rios, Adrian	Student Services/First Year Experience	01/20/18-06/30/18
Rivera, Nina	Student Services/First Year Experience	01/20/18-06/30/18
Rivera, Viridiana	Student Services/First Year Experience	01/20/18-06/30/18
Robles, Esmeralda	Student Services/First Year Experience	01/20/18-06/30/18
Roca, Sebastian	Student Services/First Year Experience	01/20/18-06/30/18
Rocha, Cesar	Student Services/First Year Experience	01/20/18-06/30/18
Rodriguez, Citiali	Student Services/First Year Experience	01/20/18-06/30/18
Rodriguez, Johnny	Student Services/First Year Experience	01/20/18-06/30/18
Sanchez, Andrew	Student Services/EOPS	01/20/18-06/30/18
Sanchez, Daniel	Student Services/First Year Experience	01/20/18-06/30/18
Sanchez, Oscar	Student Services/First Year Experience	01/20/18-06/30/18

Sanchez, Samantha	Student Services/First Year Experience	01/20/18-06/30/18
Szumski, Edward	President's Office/Development & CR	01/19/18-06/30/18
Tadeo, Deborah	Student Services/First Year Experience	01/20/18-06/30/18
Tapia, Kimberly	Student Services/First Year Experience	01/20/18-06/30/18
Tapia, Yvette	Student Services/First Year Experience	01/20/18-06/30/18
Taylor, David	Arts & Humanities, Art	01/19/18-05/31/18
Thomas, Summer	Student Services/First Year Experience	01/20/18-06/30/18
Torres, Dalia	Student Services/First Year Experience	01/20/18-06/30/18
Tucker, Brianna	Student Services/First Year Experience	01/20/18-06/30/18
Vasquez, Rosy	Student Services/First Year Experience	01/20/18-06/30/18
Villanueva, Manuel	Student Services/First Year Experience	01/20/18-06/30/18
Williams, Isaiah	Student Services/First Year Experience	01/20/18-06/30/18
Woolery, Aubrey	Student Services/First Year Experience	01/20/18-06/30/18
Zaldivar, Claudia	Student Services/First Year Experience	01/20/18-06/30/18

District Volunteers – RATIFICATIONS (SPECIAL EVENT)		
January 18, 2018		
Valley College		
Name	**Assignment**	**Date**
Alpizar, Ariai	President's Office	12/02/17-12/02/17
Andrade, Wilson	President's Office	12/02/17-12/02/17
Anguiano, Marlene	President's Office	12/02/17-12/02/17
Baskin, Robert	President's Office	12/02/17-12/02/17
Becerril, Stephanie	President's Office	12/02/17-12/02/17
Bernasioni, Anna	President's Office	12/02/17-12/02/17
Carias,Madelin	President's Office	12/02/17-12/02/17
Carrillo, Karen	President's Office	12/02/17-12/02/17
Castellanas, Kimberly	President's Office	12/02/17-12/02/17
Castillo, Santiago	President's Office	12/02/17-12/02/17
Christianson, Renzy	President's Office	12/02/17-12/02/17
Christopher, Alicia	President's Office	12/02/17-12/02/17
Clark, Glorias	President's Office	12/02/17-12/02/17
Dean, Becky	President's Office	12/02/17-12/02/17
DeLaCruz, Hector	President's Office	12/02/17-12/02/17
Diaz,Marissa	President's Office	12/02/17-12/02/17
Eboka, Amaka	President's Office	12/02/17-12/02/17
Elder, Leigha	President's Office	12/02/17-12/02/17
Estrella, Juliet	President's Office	12/02/17-12/02/17
Fonseca, Nevaeh	President's Office	12/02/17-12/02/17
Gabriele-Shaffer, Anita	President's Office	12/02/17-12/02/17
Garai, Carla	President's Office	12/02/17-12/02/17
Greene, Nicolas	President's Office	12/02/17-12/02/17
Gutierrez, Blanca	President's Office	12/02/17-12/02/17
Howard, Ronald	President's Office	12/02/17-12/02/17
Huynh, Nhi	President's Office	12/02/17-12/02/17
Johnson, Chantia	President's Office	12/02/17-12/02/17
Jons, Edwardo	President's Office	12/02/17-12/02/17

Kemock, Sierra	President's Office	12/02/17-12/02/17
Lara, Graciela	President's Office	12/02/17-12/02/17
Lizarraga, Marlaina	President's Office	12/02/17-12/02/17
Lopez,Leslie	President's Office	12/02/17-12/02/17
Martinez-Zook, Francisca	President's Office	12/02/17-12/02/17
McAllister-Aybar, Mary Ann	President's Office	12/02/17-12/02/17
Mendoza-Tapia, Christian	President's Office	12/02/17-12/02/17
Montoya, Jesus	President's Office	12/02/17-12/02/17
Mora, Tanya	President's Office	12/02/17-12/02/17
Morales, Windy	President's Office	12/02/17-12/02/17
Moreno, Karina	President's Office	12/02/17-12/02/17
Najar, Michael	President's Office	12/02/17-12/02/17
Najera, Ashley	President's Office	12/02/17-12/02/17
Nayeli Sandoval de	President's Office	12/02/17-12/02/17
Nelson, Ariel	President's Office	12/02/17-12/02/17
Nicholas, Kim	President's Office	12/02/17-12/02/17
Oliver, JaVarrie	President's Office	12/02/17-12/02/17
Ortiz, Teresa	President's Office	12/02/17-12/02/17
Osuji, Alex	President's Office	12/02/17-12/02/17
Perez, Fabiola	President's Office	12/02/17-12/02/17
Pineda, Mariana.	President's Office	12/02/17-12/02/17
Powell, Beverly	President's Office	12/02/17-12/02/17
Quiroz, Jocylin	President's Office	12/02/17-12/02/17
Ramirez, Lucila	President's Office	12/02/17-12/02/17
Robles, Sandra	President's Office	12/02/17-12/02/17
Romero, Lorraine	President's Office	12/02/17-12/02/17
Rosales, Frannces	President's Office	12/02/17-12/02/17
Rosales, Thea	President's Office	12/02/17-12/02/17
Salazar, Sandy	President's Office	12/02/17-12/02/17
Salazar, Yesenia	President's Office	12/02/17-12/02/17
Sanchez, Angelicca	President's Office	12/02/17-12/02/17
Scurto, Deborah	President's Office	12/02/17-12/02/17
Shehaku, Neveen	President's Office	12/02/17-12/02/17
Solis, Mirna	President's Office	12/02/17-12/02/17
Sutton, Eunice	President's Office	12/02/17-12/02/17
Torres, Samuel	President's Office	12/02/17-12/02/17
Torres, Stephanie	President's Office	12/02/17-12/02/17
Valenzieda, Jasmine	President's Office	12/02/17-12/02/17
Vasquez, Danny	President's Office	12/02/17-12/02/17
Williams, Dezhan	President's Office	12/02/17-12/02/17
Zamora, Stephanie	President's Office	12/02/17-12/02/17
Zulueta, Anna	President's Office	12/02/17-12/02/17

District Volunteers		
January 18, 2018		
District		
Name	**Assignment**	**Date**
Ben, Erica	KVCR-FNX	01/19/18-06/30/18

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Amendment of Approval of Interim Management Appointment

RECOMMENDATION

It is recommended that the Board of Trustees approve the amendment to the appointment of, and ratify the employment contract for, the employee on the attached list.

OVERVIEW

The employee on the attached list is submitted for approval.

ANALYSIS

It is necessary to appoint an individual to serve on an interim basis until the position is filled permanently.

INSTITUTIONAL VALUES

III.   Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Approval of Interim Management Appointments											
January 18, 2018											
Name	**Department**	**Site**	**Position**	**Start Date**	**End Date**	**Schedule**	**Range /Step**	**Monthly Amount**	**New/ Replacing**	**Fund**	**Live Scan Clearance**
Kristy Cooper	Television	KVCR	Interim Director, Television	1/1/18	06/30/18	Management	16/C	$8,874.27	Lillian Vasquez	KVCR Fund	6/2/17
Micah Wright	FNX	KVCR	Interim Chief Content Manager	1/1/18	06/30/18	Management	16/A	$8,049.66	Frank Blanquet	KVCR Fund	6/10/17
Ralph Cooper , Jr.	Foundation & Development	KVCR	Interim Director, Foundation & Development	1/1/18	06/30/18	Management	17/C	$9,317.70	Kate Salvesen	KVCR Fund	6/2/17

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Kristina Hannon, Director, Human Resources Dr. Wei Zhou, President, CHC Diana Rodriguez, President, SBVC
DATE:	January 18, 2018
SUBJECT:	Consideration of Approval of Non-Instructional Pay for Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve non-instructional pay for academic employees.

OVERVIEW

The following list of employees is submitted for approval.

ANALYSIS

Non-instructional pay, at $49.00 per hour, is requested on a periodic basis to assist departments with various research, projects, committee work, or events on campus or in the community.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Non Instructional Pay					
Crafton Hills College					
January 18, 2018					
Name	**Project**	**Start Date**	**End Date**	**Hours-Not to Exceed**	**Funding Source**
Begley, David	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Bullock, Scott	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Burke, Jeff	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Chairez, Octavio	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Commander, John	Conduct fit testing	1/19/18	06/30/18	35 / $1,715	Instruction General Fund
Dinu, Razvan	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Enciso-Villasenor, Jairo	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity

Gibson, Kathleen	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Grigsby, Michael	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Gutierrez, Juan	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Hamlet, Ryan	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Hidalgo, Joshua	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Jacinto, Christopher	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Juan, Shirley	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Lastra, Ulises	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Leon, Ralph	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity

McCoy, Danielle	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Meekins, Jack	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Moruzzi, Ryan	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Nguyen, Keim	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Piamonte, Rennard	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Pierce, Leah	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Punsalan, Kevin	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Ramirez, Robert	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Reid, Shirley	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity

Robinson, Jesse	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Roche, Joshua	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Sadiq, Fahima	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Seager, Elena	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Smith, Debra	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Smith, Jeff	California Acceleration Project High Impact Design Principles, Mathematics	1/19/18	5/24/18	32 / $1,568	Student Equity
Verosik, Eileen	Conduct fit testing	1/19/18	6/30/18	35 / $1,715	Instruction General Fund

Non Instructional Pay					
Crafton Hills College					
January 18, 2018					
Name	**Project**	**Start Date**	**End Date**	**Hours-Not to Exceed / Amount**	**Funding Source/ Ratification/ Amendment**
Cannon, Judy	Coordinator for the Honors program	1/02/18	6/30/18	430 / $21,070	Honors Program General Fund

Non Instructional Pay					
Valley College					
January 18, 2018					
Name	**Project**	**Start Date**	**End Date**	**Hours-Not to Exceed / Amount**	**Funding Source**
Brown, Joshua	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/18	5/24/18	26 / $1,274	Student Equity Categorical Fund
Copeland, Mary	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/18	5/24/18	36 / $1,764	Student Equity Categorical Fund

Ferri-Milligan, Paula	To provide coordination of learning communities, coordination of student supplemental leaders, recruitment of faculty, and collection of associated recordkeeping and planning documents.	1/19/18	5/24/18	119 / $5,831	Student Equity Categorical Fund
Hollis, Patrice	Providing academic support in the EOPS/CARE program. The faculty person will be required to attend monthly EOPS/CARE meetings and workshops.	1/22/18	5/25/18	180 / $8,820	EOPS Categorical Fund
Lee, Dirkson	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	215 / $10,535	Student Equity Categorical Fund
Loh-Meyers, Susan	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	36 / $1,764	Student Equity Categorical Fund
Majid, May	Facilitate pre-assessment workshops for local high school students who are preparing to take the San Bernardino Valley College Assessment Test.	1/19/18	5/25/18	54 / $2,646	Student Success and Support Program Categorical Fund
Marrs, Tracy	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	162 / $7,938	Student Equity Categorical Fund
Mayne, Michael	Facilitate pre-assessment workshops for local high school students who are preparing to take the San Bernardino Valley College Assessment Test.	1/19/18	5/25/18	90 / $4,410	Student Success and Support Program Categorical Fund

Miller, Frank	Facilitate pre-assessment workshops for local high school students who are preparing to take the San Bernardino Valley College Assessment Test.	1/19/18	5/25/18	90 / $4,410	Student Success and Support Program Categorical Fund
Moore, Allen	Develop and update Aeronautics curriculum for career pathways.	1/19/18	2/10/18	7 / $343	Ready to Accelerate My Pathways (Ramp Up) Grant Fund
Mubashshir, Haniyyah	Providing academic support in the First Year Experience (FYE) /Tumaini program. The faculty person will be required to attend monthly FYE and Tumaini meetings, trainings and workshops.	1/22/18	5/25/18	300 / $14,700	Student Equity Categorical Fund
Notarangelo, Maria	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	180 / $8,820	Student Equity Categorical Fund
Wardell, Matt	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	36 / $1,764	Student Equity Categorical Fund
Wilson, Nancy	To provide mentoring/support for tutors in the Supplemental Instruction Across the Disciplines Project.	1/19/2018	5/24/18	72 / $3,528	Student Equity Categorical Fund

Non Instructional Pay - RATIFICATIONS					
Valley College					
January 18, 2018					
Name	Project	Start Date	End Date	Hours-Not to Exceed / Amount	Funding Source/ Ratification/ Amendment
Corrales, Athena	Present nursing workshops for students, develop remediation strategies for nursing students, and provide general counseling for pre and current nursing students.	07/01/17	07/13/17	9 / $441	Nursing Enrollment and Growth Grant. RATIFICATION: This item was previously approved on the February 9, 2017 board date for 350 hours for spring and summer 2017. Item being ratified to add additional 9 hours that were needed during the period of 07-01-17 to -07-13-17 to meet the needs of the nursing students.
Corrales, Athena	Present nursing workshops for students, develop remediation strategies for nursing students, and provide general counseling for pre and current nursing students.	08/11/17	06/30/18	1,500 / $73,500	Nursing Enrollment and Growth Grant Fund RATIFICATION: A memo was submitted on June

					19, 2017 requesting Board of Trustee approval, however, it has been identified the memo was not received or processed by the Office of Instruction.
Naim, Rozaena	Providing academic support in the First Year Experience (FYE) / Valley Bound Program (VBC). The faculty member will be required to attend monthly FYE and VBC meetings, trainings and workshops	08/04/16	05/22/17	120/$5,880	Student Equity and Success Categorical Fund

RATIFICATION: This item is being ratified since it was not previously approved due to the lack of manager support in the FYE/VBC area. With new managers placed along with additional secretarial support the department can ensure that all approvals meet our district deadlines. |
| Seraj, Robyn | Work for the Pharmacy Technology program for outreach, writing reports, | 08/01/17 | 12/31/18 | 373/$18,277 | Perkins Grant Fund |

	and to continue aligning the program with accreditation standards.				AMENDMENT: This item was previously approved at the August 10, 2017 board meeting for 253 hours. Item is being amended to add additional 120 hours needed to promote outreach opportunities for the Pharmacy Technology program.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Professional Expert, Short-Term, and Substitute
                          Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of Professional Expert, Short-Term, and Substitute Employees.

OVERVIEW

The following list of Professional Expert, Short-Term, and Substitute Employees is submitted for approval and is certified to be in accordance with California Education Code section 88003.

ANALYSIS

California Education Code section 88003 outlines the criterion for hiring an employee on a temporary basis. A district must employ a temporary employee for less than 75% of the college year. 75% of the college year amounts to 195 working days.

Professional Expert: California Education Code allows districts to go outside the classified service when the scope of work is discrete and temporary and requires expertise not available within the classified service. Requesting departments certify by defining the project identifying an end date for the project, and continued employment is contingent on continued demand and/or funding.

Short-Term: California Education Code 88003 allows districts to employ on a temporary basis, to perform a service for the district. Short-Term employees upon completion of the service, or similar services, will not be extended or needed on a continuous basis.

Substitute: California Education Code 88003 allows districts to employ substitute employees to replace a classified employee temporarily absent from duty, or if the district is recruiting to hire a vacant position.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-18 budget.

	SAN BERNARDINO COMMUNITY COLLEGE DISTRICT					
	Professional Expert Hourly Employees					
	January 18, 2018					
Name	**Department**	**Site**	**Duties**	**Start Date**	**End Date**	**Hourly Rate**
Jonathan Langley	CHC Tutoring Center	CHC	Tutor II	1/2/18	6/30/18	$12.50
Bruce Cook	Kinesiology-Athletics	CHC	Program Assistant	1/18/18	6/30/18	$30.00
Anthony Loera	Public Safety & Emergency Services	CHC	Workforce Development Trainer	1/8/18	6/30/18	$60.00
Madeline Drake	EDCT	DIST	Program Assistant	1/1/18	6/30/18	$49.00
Carlos Hernandez	EDCT	DIST	Program Assistant	1/19/18	6/30/18	$49.00
Samuel Valle	EDCT	DIST	Workforce Development/PDC Trainer	1/1/18	6/30/18	$50.00
Marybeth Arnold	EDCT	DIST	Workforce Development/PDC Trainer	1/1/18	6/30/18	$50.00
Juan Quintero	EDCT Foundation	DIST	Workforce Development/PDC Trainer	12/14/17	6/30/18	$30.24
Brandon Trussell	Marketing and Public Relations	DIST	Content Specialist	1/2/18	6/30/18	$15.00
Allison Herrera	KVCR-TV/FNX	DIST	Content Specialist	1/19/18	6/30/18	$30.00
Alex Diaz	Applied Technology, Transportation & Culinary Arts Division/Electricity-Electronics	SBVC	Program Assistant	1/19/18	5/25/18	$20.00
Angie Rivera	Applied Technology, Transportation & Culinary Arts Division/Electricity-Electronics	SBVC	Program Assistant	1/19/18	5/25/18	$20.00
Jeffrey Russell	Applied Technology, Transportation & Culinary Arts Division/Electricity-Electronics	SBVC	Program Assistant	1/19/18	5/24/18	$20.00
Kevin Hughes	Applied Technology, Transportation & Culinary Arts Division/Electricity-Electronics	SBVC	Program Assistant	1/19/18	5/24/18	$20.00
Steven Bent	Applied Technology, Transportation & Culinary Arts Division/Electricity-Electronics	SBVC	Program Assistant	1/16/18	6/30/18	$20.00
Albert Huntoon	Art Department	SBVC	Tutor II	1/19/18	5/31/18	$12.50

Wendy Nahuat	CalWorks & Workforce Development	SBVC	Program Assistant	1/2/18	6/30/18	$20.00
Omar Castro	CalWorks & Workforce Development	SBVC	Training Specialist	1/2/18	6/30/18	$19.00
Taylor Wolfe	Content Specialist	SBVC	Marketing & PR	1/1/18	6/30/18	$30.00
Sonja Pang	Development & Community Relations	SBVC	Special Events Planner	1/2/18	6/30/18	$25.00
Samantha Valencia	Development & Community Relations	SBVC	Staff Writer/ Photographer	1/2/18	6/30/18	$20.00
Jorge Armando Mendoza	Disabled Student Programs & Services	SBVC	Assistant Instructor	1/16/18	6/30/18	$20.00
Patrick G. Sheldon	Disabled Student Programs & Services	SBVC	Assistant Instructor	1/19/18	5/24/18	$20.00
Alex Gillis	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Alisha Martinez Porter	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Amanda J. Crabtree	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Angelia V. Carrera	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Janielle Torrez	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Kristyn E. Lesovsky	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Michael R. Begishe	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Nathaniel D. Zappia	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Renee Allison Colquette	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Roberto Nunez	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Stephanie Guerrero	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/19/18	6/30/18	$18.00
Suzanne Phelps	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00
Yvette Romero	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level I	1/2/18	6/30/18	$18.00

Aimee Mele	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Brittany Magil	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Catherine Trevino	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Krista Picker	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Lashon Steward	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Marlon Ellen	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Rocio Ramirez	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Steffany Smith	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level II	1/2/18	6/30/18	$21.00
Albert Covarrubias	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level III	1/2/18	6/30/18	$24.00
Evan Guevara	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level III	1/2/18	6/30/18	$24.00
Javier Rodriguez Valencia	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level III	1/2/18	6/30/18	$24.00
Melissa Cable	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level III	1/2/18	6/30/18	$24.00
Shamica Kelly	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level III	1/2/18	6/30/18	$24.00
Catherine Solarzano	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level IV	1/2/18	6/30/18	$27.00
Daelaynee Watson	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level IV	1/2/18	6/30/18	$27.00
Jennifer Conde	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level IV	1/2/18	6/30/18	$27.00
Norma Santos	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level IV	1/2/18	6/30/18	$27.00
Tabatha King	Disabled Student Programs & Services	SBVC	Interpreting/ Transliterating level IV	1/2/18	6/30/18	$27.00
Micah Tasaka	English	SBVC	Tutor III	1/2/18	6/30/18	$14.50

Michelle Bettencourt	English	SBVC	Tutor III	1/2/18	6/30/18	$14.50
Rosemary Cooprider	English	SBVC	Tutor III	1/2/18	6/30/18	$14.50
Daniel Crain	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Elisa Arteaga	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/18	6/30/18	$45.00
Gwendolyn Harville-Washington	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/18	6/30/18	$45.00
Ida Tyler	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/18	6/30/18	$45.00
Jorge Razo	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Karen Dixon	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Keith Hosea	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Luis Fernando Bolivar	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/18	6/30/18	$45.00
Vernon Bradley	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Wanda Cooper	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/2/18	6/30/18	$45.00
Wandalyn Lane	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/18	6/30/18	$45.00
Kathy Wessels	Instruction Office: Supplemental Instruction	SBVC	Special Events Planner	1/19/18	5/31/18	$25.00
Benjamin Dunmire	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Eloisa Contreras	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Eric Matthews	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Ezra Hunt	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Joshua Hammerstein	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Mahdi Bagheri	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/19/18	5/24/18	$12.50
Mary-Margaret Brewer	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Mirel Safar	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50

Odalys Preciado	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Parisa Daneshvar	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Peter Hannalla	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Randy Padilla	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Sandra Chavez	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Steven Hanson	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Wageha Rabie	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Xavier Ruiz	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Armando Valencia	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Michelle Smith	Instruction Office: Supplemental Instruction	SBVC	Tutor II	1/2/18	6/30/18	$12.50
Taylor Wolfe	Marketing & PR	SBVC	Content Specialist	1/2/18	6/30/18	$30.00
Dorothy Fierro	Nursing	SBVC	Program Assistant	1/2/18	6/30/18	$25.00
Michael Contreras	RTVF, Arts & Humanities	SBVC	Intern I	1/2/18	6/30/18	$11.00
Nicholas De Leon	STAR Program/TRIO	SBVC	Tutor III	1/22/18	6/30/18	$14.50
Susan Proakatok	STAR Program/TRIO	SBVC	Tutor III	1/22/18	6/30/18	$14.50
Tanisha Flowers	Student Health Services	SBVC	Counseling Intern I	1/16/18	6/30/18	$25.00
Andrew Loera	Student Health Services	SBVC	Counseling Intern I	1/16/18	6/30/18	$25.00
Cadisha Gravesande	Student Health Services	SBVC	Counseling Intern III	1/16/18	6/30/18	$35.00
Chelsea Lamb	Student Health Services	SBVC	Counseling Intern III	1/16/18	6/30/18	$35.00
Helen Newsom	Student Health Services	SBVC	Nurse Practitioner III	1/16/18	6/30/18	$65.00
Abel Vasquez	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Azucena Perez	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00

David Cardenas	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Erik Martinez	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Fawn Baxter	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Henry Duran	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Jonathan Mendoza	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Laura Flores	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Raul Martinez	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	5/24/18	$11.00
Maile Y. Wilkey	Student Success Center/ Mathematics Division	SBVC	Tutor I	1/2/18	6/30/18	$11.00
Alexis Gonzalez	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Christopher A. Mendoza	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Fernando A. Llamas	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Franco Padilla	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Ismael Sanchez	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Kern Sandoval	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Richard Cisneros	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Sandy Sendejo	Student Success Center/ Mathematics Division	SBVC	Tutor II	1/2/18	5/24/18	$12.50
Steve Flores	Student Success Center/ Mathematics Division	SBVC	Tutor III	1/2/18	5/24/18	$14.50

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT						
Short-Term Hourly						
January 18, 2018						
Name	**Department**	**Site**	**Duties**	**Start Date**	**End Date**	**Hourly Rate**
Alec McLellan	Aquatics	CHC	Lifeguard	1/18/18	6/30/18	$16.00
David Martin	Art Department	CHC	Model-Undraped	1/22/18	5/24/18	$16.00
Wendy Arnott	Art Department	CHC	Model-Undraped	1/22/18	5/24/18	$16.00
Manuel Gonzales	Counseling & Matriculation	SBVC	Project Assistant III	1/1/18	6/30/18	$14.50
Shaneikah N Grant	Counseling & Matriculation	SBVC	Project Assistant III	1/1/18	6/30/18	$14.50
Sonja Pang	Development & Community Relations	SBVC	Special Events Planner	1/1/18	6/30/18	$20.00
Samantha Valencia	Development & Community Relations	SBVC	Staff Writer / Photographer	1/1/18	6/30/18	$20.00
Alicia Christopher	Research & Planning	SBVC	Project Assistant I	1/1/18	6/30/18	$11.00
Andy Lopez	Research & Planning	SBVC	Project Assistant I	1/1/18	6/30/18	$11.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT							
Substitute Employees							
January 18, 2018							
Name	**Department**	**Site**	**Duties**	**Start Date**	**End Date**	**Hourly Rate**	**Justification**
Benny Gonzales	Custodial	CHC	Custodian I	12/11/17	2/11/18	$16.35	Ext: vacancy in active recruitment/sick/vacation coverage
Regina Pinedo	Custodial	CHC	Custodian I	12/29/17	3/1/18	$16.35	Ext: vacancy in active recruitment/sick/vacation coverage
Vincent Adame	Custodial	CHC	Custodian I	12/18/17	2/18/18	$16.35	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Colt Musee	Facilities	CHC	Grounds Caretaker	11/13/17 (amended from 11/1/17)	1/13/18 (amended from 1/1/18)	$16.35	New: vacancy in active recruitment/sick/vacation coverage
Amber Asamoah	Fiscal Services	DIST	Account Clerk II	12/12/17	2/10/18	$17.61	Ext: vacancy in active recruitment
Don Miller	KVCR	DIST	Broadcast Operator	1/4/18	3/4/18	$21.45	Extension: On Call vacancy/sick/vacation coverage.
Janine Porter	KVCR	DIST	Broadcast Operator	1/4/18	3/4/18	$21.45	Ext: Sick/vac coverage and vacancy M. Rosales
Joseph Shaff	KVCR	DIST	Broadcast Operator	1/3/18	3/3/18	$21.45	Ext: Sick/vac coverage and vacancy F. Gallegos
Timothy Stytle	KVCR	DIST	Producer / Director	1/4/18	3/4/18	$28.86	Ext: Vacancy E. Semotiuk in recruitment

Yesica Alatorre	KVCR	DIST	Traffic Coordinator	1/4/18	3/4/18	$23.70	Ext: Covering for C. Alexander working out of class
Matthew Georgiades	Facilities Planning & Construction	DIST	Custodian	11/30/17	1/29/18	$16.35	Extension: On Call sick/vacation coverage.
Rosa Lopez	Facilities Planning & Construction	DIST	Custodian	11/17/17	1/16/18	$16.35	Extension: On Call sick/vacation coverage.
Anabel Martinez	Administrative Services	SBVC	Account Clerk I	12/28/17	2/25/18	$15.71	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Anabel Martinez	Administrative Services	SBVC	Account Clerk II	12/11/17	1/12/18	$17.61	New: Vacation coverage.
Andres Dominguez	Applied Technology	SBVC	Lab Tech - Culinary Arts	11/20/17	12/22/17	$21.45	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Christina Camarena	Applied Technology	SBVC	Lab Tech - Culinary Arts	11/20/17	12/22/17	$21.45	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Maureen Ryan	Athletics	SBVC	Secretary I	10/29/17	12/22/17	$17.20	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Sylvia Clark	Bookstore	SBVC	Bookstore Assistant II	1/1/18	3/1/18	$16.35	Ext: On Call vacancy in active recruitment/sick/vacation coverage.

Monica Rodriguez	Child Development Center	SBVC	Child Development Teacher	12/11/17	1/4/18	$19.79	New: vacancy in active recruitment/sick/vacation coverage
Brittney Harris	Child Development Center	SBVC	Clerical Assistant I	11/27/17	1/26/18	$14.10	New: vacancy in active recruitment/sick/ vacation coverage
Sandra Robles	Chemistry	SBVC	Lab Tech - Chemistry	11/6/17	1/4/18	$21.45	Ext: Sick/vac coverage
Neveen Shehata	Child Development Center	SBVC	Child Development Teacher Assistant	12/29/17	2/27/18	$13.75	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Rebecca Reynolds	Child Development Center	SBVC	CDC Teacher	12/29/17	2/27/18	$19.79	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Lavonne Miller	Child Development Center	SBVC	Child Development Assistant	12/29/17	2/27/18	$13.75	Ext: sick/ vacation coverage
Martha Morales	Child Development Center	SBVC	Child Development Assistant	12/29/17	2/27/18	$13.75	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Yesenia Arrellano	Child Development Center	SBVC	Child Development Assistant	12/29/17	2/27/18	$13.75	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Ida Newman	Child Development Center	SBVC	Child Development Assistant	12/29/17	2/27/18	$13.75	Ext: On Call vacancy in active recruitment/sick/vacation coverage.

Lorena Zapien	Counseling	SBVC	Secretary II	1/1/18	3/1/18	$18.97	Ext. coverage while employee works out of class
Darrell Fisher	Custodial	SBVC	Custodian	1/6/18	3/6/18	$16.35	Ext: Vacancy in active recruitment eff.
Christina Raney	Financial Aid	SBVC	Clerical Assistant II	1/4/18	3/4/18	$15.56	Ext: On Call vacancy in active recruitment/sick/vacation coverage.
Sherri Schweiger	Financial Aid	SBVC	Clerical Assistant II	12/26/17	2/26/18	$15.56	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Cynthia E. De Los Santos Caro	Financial Aid	SBVC	Secretary II	12/3/17	2/3/18	$18.97	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Frances Gutierrez	Food Services	SBVC	Food Service Worker	12/11/17	2/10/18	$13.10	New: vacancy in active recruitment/sick/vacation coverage
Suzan Hall	Instruction	SBVC	Secretary II	1/8/18	3/8/18	$18.97	Ext: On Call vacancy in active recruitment/sick/vacation coverage.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Kristina Hannon, Director of Human Resources
DATE:	January 18, 2018
SUBJECT:	Consideration of Approval of Revised Management Job Descriptions

RECOMMENDATION

It is recommended that the Board of Trustees approve the revised job description of Environmental, Health and Safety Administrator and Director, Internal Audits and Advisory Services.

OVERVIEW

The revisions to the job descriptions listed above accurately display the changes to duties and qualifications required to perform successfully in each role.

ANALYSIS

The revisions reflect clearly defining the minimum qualifications candidates are expected to have at time of hire to perform successfully. Changes support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates. It is necessary to regularly review the knowledge, skills, abilities and duties in management job descriptions to ensure successful performance.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

ENVIRONMENTAL, HEALTH & SAFETY ADMINISTRATOR

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Under the general direction of the Director of Facilities Planning & Construction, the Environmental, Health & Safety Administrator plans, organizes, oversees, manages, coordinates and administers the environmental and occupational health, safety, and loss control management programs and activities of the San Bernardino Community College District. This position provides technical expertise necessary to develop, implement, coordinate, promote, and evaluate the District's environmental, occupational health, safety, and loss control management programs. The Environmental, Health & Safety Administrator is responsible for ensuring that assigned health and safety training and programs operating within the budgetary guidelines and in compliance with the District, Federal, State, and local environmental and occupational health, safety and loss control management laws and regulations.

REPRESENTATIVE DUTIES
The following duties are typical for this classification.

1. Oversees, manages, coordinates, and administers a comprehensive environmental and occupational health, safety, and loss control management programs.

2. Develops, implements, promotes, evaluates and manages the District's environmental and occupational health, safety, and loss control management program and activities.

3. Evaluates working conditions and operational practices and inspects District facilities and equipment to identify environmental, occupational health and safety hazards and other violations. Provides follow-up with location administrators regarding the timely correction of noted violations.

4. Performs, coordinates, facilitates and conducts all environmental, occupational health, and safety related trainings.

5. Develops educational, technical and promotional materials, posters, brochures, newsletters etc. to create and increase the District's environmental, health, safety awareness.

6. Performs investigations of all accidents and incidents independently and in coordination with other regulatory agencies as required.

7. Monitors and evaluates the District's environmental and occupational health, safety management programs to ensure compliance with CAL OSHA/OSHA and related regulations.

8. Identifies, reports and provides solutions to management regarding employee environmental and occupational health, safety, and loss control programs and regulatory compliances.

9. In coordination with the Director of Facilities Planning & Construction, prepares, recommends and implements budgets for safety-related equipment; advises on the development of specifications for the purchase of safety materials and safety-related equipment, periodically checks the operation and use of equipment to ensure performance and conformance with District standards.

10. Assists managers in conducting job hazard analysis and works with managers and employees to correct safety violations and hazards.

11. Administers a hazardous materials program including waste minimization procedures; reviews chemicals used by the District; in conjunction with campus, administrative services, District facilities

and District Police, coordinates the first responder clean-up for hazardous waste spills/incidents; provides technical guidance in the clean-up and removal of hazardous materials/wastes.

12. Advises management on technical and administrative matters related to environmental and occupational health, safety and risk/loss control management programs.

13. Oversees District safety training and mandated training programs in compliance with local, state, and federal laws.

14. Responds, investigates, and identifies all employee environmental, occupational health and safety complaints and anonymous hazard reporting.

15. Collaborates with Director of Facilities Planning & Construction to review accidents, hazard complaints, incident reports, injuries and new misses and investigates causes; identifies areas of high injury and accident rated and develops safety programs to address them. Reports safety issues to Human Resources. Develops web-based communications systems for dissemination of environmental health and safety information. Anticipates, prevents and resolves difficult and sensitive inquiries, conflicts and complaints.

16. Ensures that hazardous waste and surplus chemicals are disposed of in compliance with local and state regulations; prepares waste regulatory reports.

17. In coordination with the Director of Facilities Planning & Construction, oversees and manages loss control/safety, incident management system (IMS)/ learning management system (LMS) software, safety data sheet (SDS) and safety training database vendors, reconciles invoices and initiates payments for contracted services rendered.

18. Serves on the District's Safety Committee. Participates as needed in campus Safety Committee meetings. In coordination with campus Administrative Services and Police departments, develops and revises the District Emergency Operations Plan and the Hazardous Mitigation plan as required.

19. In conjunction with Facilities Planning & Construction's team, participates in agency-wide department and project meetings and construction meetings to review designs and activities associated with District facilities and projects; Attends conference, trainings and seminars to keep abreast of industry practices, trends, health, safety, loss control legislative and regulatory changes; evaluates implications for District policies, programs and operations and recommends changes to ensure compliance.

20. Serves as the liaison with governmental and regulatory agencies.

21. Maintains the District's Environmental, Health and Safety website.

22. Performs related duties as required.

QUALIFICATIONS
The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:
Operational characteristics, services, and activities of an environmental and occupational health, safety, and loss control management program.
Principles and practices of environmental, occupational health, safety, and loss control management.
Principles, practices, methods and techniques of training.
Methods and techniques of accident reporting and investigations.
Principles and practices of program development and administration.
Principles and practices of budget preparation and administration.
Principles of supervision, training, and performance evaluation.
Pertinent federal, state, and local laws, codes, and regulations relating to environmental, occupational health, safety, and loss control management

Ability to:

Oversee and participate in the management of a comprehensive environmental, occupational health, safety and management program.

Oversee, direct, and coordinate the work of lower level staff.

Participate in the development and administration of goals, objectives, and procedures for assigned area.

Gather and analyze data and situations and make appropriate decisions.

Prepare and present comprehensive, concise, clear oral and written reports.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Interpret and apply California Education Code, Title 5, federal, state, and local policies, laws, and regulations related to environmental, occupational health, safety, and loss control management.

Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

Demonstrate professionalism, fairness and honesty in all aspects of the performance of duties.

Provide leadership based on ethics and principles as they relate to environmental, occupational health, safety, loss control management functions and operations.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

Education and Experience Guidelines

Education/Training:

A Bachelor's degree from an accredited college or university or Completion of sixty (60) units from an accredited college or university and at least four (4) years of experience in enviormnmental, occupational health, emergency prepardness or safety can be used in the absence of a bachelor's degree.

Required Experience:

Three (3) years of experience in environmental, occupational health, safety, and risk/loss control management.

Certificate, License or Registration:

1. A valid California Driver's License and proof of a good driving record.

Preferred Education, Certification and Experience:

1. A Bachelor's degree from an accredited college or university in environmental, occupational health or safety, business, public administration, science, engineering or related field.
2. Possession of HAZWOPER certification, OSHA outreach trainer/10 & 30 hour certification in general industries or construction, Associate/Certified Safety Professional (ASP/CSP), Certified Risk/loss control Manager (CRM), Certified Asbestos, Site Surviellance Technician (CSST), Certified Asbestos Consultant (CAC), EPA Lead-Paint Renovator, Department of Public Health State Certified Lead-Paint Certifications and /or equivalent certifications or registrations.
3. Experience in the California Community College environment.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with

disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting. Occasional exposure to risks controlled by safety precautions.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Revised: February 2011, April 27, 2017, January 18, 2018
Board Approved: November 2010
Range: 12

DIRECTOR, INTERNAL AUDIT & ADVISORY SERVICESS

DEFINITION:
Under the administrative direction of the ~~Chancellor and functional direction of the Vice Chancellor, Fiscal Services~~appropriate administrator, is responsible for developing, planning, organizing and directing the district wide internal audit program; conducting independent appraisals of the financial records, procedures, operational and accounting systems of the District and organizational units to determine compliance with District policies, standards, and governmental regulations; and other related duties.

EXAMPLES OF DUTIES:
Duties may include, but are not limited to, the following:

1. Develops, plans, organizes and directs the district wide internal audit program.

2. ~~Establishes and maintains audit procedural manual.~~

3.2. Coordinates all ~~annual~~ external audits and serves as liaison between external auditors and departments; assists managers in resolving audit findings and making appropriate operational improvements.

3. Assist in the preparation and auditing of District financial reports; assists in directing the closing of the fiscal year and plans and coordinates the annual contracted audit of fiscal operations and activities

4. Reviews various financial reports for completeness and accuracy before submitting same to federal and State agencies.

4.5. Makes recommendations to the ~~Chancellor/Vice Chancellor, Fiscal Services~~appropriate administrator(s), in responding to independent auditors report including suggestions for taking corrective actions.

5.6. Reviews and appraises the District systems of internal control and recommends improvements wherever needed to strengthen internal control. Performs audit of electronic data processing systems and participates in planning further computerization particularly by making suggestions to strengthen internal audit capabilities.

6.7. Audits District operations for compliance with federal, State, and District rules and regulations. Performs special audits, unannounced audits, and projects as assigned

7.8. Conducts financial audits to ascertain conformity with generally accepted accounting principles and generally accepted governmental accounting standards.

8. ~~Conducts unannounced audits as necessary.~~

9. Conduct District operational audits to review the effectiveness and efficiencies of such operational units or processes. Provides technical advice, training, and information to appropriate administrators to ensure optimal level of operations.

9.10. Reviews internal audit findings with departments being audited, and prepares and presents the audit report to appropriate administrators. Provides technical advice, training, and information to appropriate administrators.

11. Facilitates meetings, workshops, seminars, etc. (e.g. financial procedures, regulatory requirements, community or outside agencies, interdepartmental needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.

10.12. Assists the Fiscal Services Supervisor in the implementation of any new compliance and accounting procedures. Interprets, applies, and assures compliance with applicable laws, codes and regulations; remains current on applicable legislative decisions and developments.

13. Studies, on a continuing basis, changes in federal and State laws, regulations, and compliance reviews and brings new developments to the attention of appropriate District

11.14. Reviews various financial reports for completeness and accuracy before submitting same to federal and State agencies.

12.15. Performs audit of electronic data processing systems and participates in planning further computerization particularly by making suggestions to strengthen internal audit capabilities.

13.16. Studies, on a continuing basis, changes in federal and State laws, regulations, and compliance reviews and brings new developments to the attention of appropriate District personnel.

14. Assists and interfaces with independent, federal, and State auditors as necessary.

15.17. Verifies accuracy of enrollment and attendance data by examination of supporting records.

16.18. Performs special audits, and projectsother duties as assigned.

MINIMUM QUALIFICATIONS:

Education and Experience
1. Graduation from an accredited four-year college or university with a major in accounting, business or other related field
2. Three years recent professional field audit experience with an internal auditing unit or with a commercial auditing firm or equivalent school audit experience.

KNOWLEDGE AND ABILITIES

Knowledge
Knowledge of the principles, practices and procedures, laws, rules and regulations that are applicable in the course of audits.

Ability
Ability to plan and organize all auditing functions in a manner that produces effective and efficient results; to work independently and exercise sound judgment in determining and carrying out proper audit procedures; to prepare concise written reports; and to communicate and interact with people in a professional manner.

SPECIAL REQUIREMENTS

- Possession of and/or ability to obtain and maintain a valid California Driver's License and maintain a safe driving record during the course of employment.
- Ability to provide own transportation to and from college campuses and other meeting sites as required.

DESIRABLE QUALIFICATIONS

1. ~~Audit experience in an educational institution with an automated accounting system.~~
2. ~~Familiarity with computer systems equipment, work processing and spreadsheet software.~~
1. ~~3.~~ Possession of a valid license to practice as a Certified Public Accountant or Certified Internal Auditor.

Board Approved: April 14, 2005
Revised: December 14, 2017
Range: 16

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Salary Step Advancement for Management Employee

RECOMMENDATION

It is recommended that the Board of Trustees approve the salary step advancement for the management employee on the attached list.

OVERVIEW

Acting on the recommendation of Bruce Baron, Chancellor, the employee on the attached list is submitted for approval.

ANALYSIS

Advancement on the Management Salary Schedule for employees on Range 23 and higher is at the discretion of the Chancellor.

INSTITUTIONAL VALUES

III.   Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Approval of Management Employee Step Increase								
January 18, 2018								
Name	**Department**	**Site**	**Position**	**From Range / Step**	**To Range / Step**	**From Amount**	**To Amount**	**Effective Date**
Diana Rodriguez	President	SBVC	President	26/D	26/E	$182,133.48	$191,239.64	07/01/17

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Kristina Hannon, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Temporary Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the temporary academic appointment of the employees listed below.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

It is essential that each position be filled on a temporary basis while the recruitment process for a permanent replacement is being conducted.

INSTITUTIONAL VALUES

I. Institutional Effectiveness.

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget.

Approval of Temporary Academic Employees									
January 18, 2018									
Name	**Department**	**Site**	**Position**	**Start Date**	**End Date**	**Range/ Step**	**Amount**	**Fund**	**Live Scan Clearance**
Laura Estrada	Student Health Services	SBVC	College Nurse	01/01/18	06/30/18	D/1	$296.31 /day	Student Health Fees	11/16/15

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assisant

DATE: January 18, 2018

SUBJECT: Consideration to Approve District/College Expenses

RECOMMENDATION

It is recommended that the Board of Trustees approve the requests for District/College Expenses.

OVERVIEW

Individual requests are submitted to fund expenses related to various functions planned for the colleges and district office.

INSTITUTIONAL VALUES

IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the budget.

San Bernardino Community College District
District & College Expenses

Site: EDCT
Event: Educational Summit
Date of Event: 2/3/18

Item Being Purchased: Refreshments for approximately 450 employees and non-employees
Total Estimated Cost: $2,800.00
Funding Source: EDCT General Funds

Site: SBCCD
Event: Bond Rating Meetings
Date of Event: 11/20/17

Item Being Purchased: Lunch for staff and non-staff while they meet to prepare and participate in bond rating meetings with Moody's and Standard & Poors in conjunction with the upcoming refunding bond issuance.
Total Estimated Cost: $160.00
Funding Source: Controller General Fund
Bond rating meetings were initially scheduled to take place in San Francisco on December 7. However, due to pending tax reform, bond issuance schedule was accelerated which necessitating a lengthy, on-site meeting.

Site: SBCCD
Event: Valley College Secretaries Luncheon
Date of Event: 11/17/17

Item Being Purchased: Lunch for staff at Human Resources Secretaries Meeting
Total Estimated Cost: $770.41
Funding Source: Human Resources General Fund
In order to accommodate the various schedules of department secretaries and administrative assistants, we chose to conduct the EEO trainings during the staff meeting and provide lunch. Consistent with the District's multiple measure No. 6, the District is continuing to provide ongoing and consistent training for hiring committees to eliminate bias and hiring in employment. Due to late planning we were unable to get this to board in sufficient time.

Site: SBCCD
Event: Support Services Holiday Party
Date of Event: 12/22/17

Item Being Purchased: Lunch and year-end thank you for support services staff.
Total Estimated Cost: $1,000.00
Funding Source: Hospitality Trust Account

Site: SBCCD
Event: Reimbursement for interviews for Management position at Valley College
Date of Event: Nov 27-30, 2017

Item Being Purchased: Reimbursement
Total Estimated Cost: $705.57
Funding Source: Human Resources General Fund

Site: CHC
Event: Black History Month
Date of Event: 2/1/18-2/28/18

Item Being Purchased: Speakers, Refreshments, Supplies and Printing. CHC Professional Development is planning activities for Black History month with events at the District and Crafton Hills College. We are inviting speakers that promote diversity and equity via panels, workshops, and presentations. We are also planning student run actvities, student projects, demonstrationd, movie sceenings, and discussions. The series of events will inform, educate and bring the community together through a dialogue between the present and the past.
Total Estimated Cost: $4,000.00
Funding Source: Student Equity Categorical Funding and EEO Fund

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Site: CHC
Event: IEPI Team Visit
Date of Event: 2/13/18

Item Being Purchased: Refreshments. Sponsored by the Campus President, an IEPI Team will visit to conduct interviews and gather information with faculty and managers.
Total Estimated Cost: $300.00
Funding Source: Campus President General Fund

Site: CHC
Event: Spring Club Rush
Date of Event: 2/21/18

Item Being Purchased: Supplies and Refreshments. Sponsored by the Associated Student Government for the CHC students and staff. Attended guests will have the opportunity to particiate in various giveaways and have snacks and refreshments that will be provided by their ASB.
Total Estimated Cost: $1,500.00
Funding Source: #027 ASB General Fund

Site: CHC
Event: Herbivore Festival
Date of Event: 5/6/18

Item Being Purchased: Herbivore Festival is a celebration of plant-based living sponsored by CHC Kinesiology and Health featuring lectures, cooking demos, fitness activities, music and art performances. Attendees include faculty, staff, students and community members.
Total Estimated Cost: $1,500.00
Funding Source: CHC Foundation

Site: SBVC
Event: Race to an Associate of Arts
Date of Event: 1/30/18

Item Being Purchased: Meals and Refreshments
Sponsored by the Middle College High School Program, this event will provide an opportunity for students to meet with Marco Cota, April Dale-Carter, Susan Gasca, Kimberly Wingson, James Espinoza and Linda Etzel and to talk about their future goals and ambitions. In addition, this event will provide recognition to students for their hard work and commitment to the Middle College High School Program. Anticipated attendance is 50 students and staff.
Total Estimated Cost: $600.00
Funding Source: Middle College High School Chancellor's Grant
AMENDMENT: This item was previously board approved at the September 14, 2017 meeting. Item is being amended to reflect a change in date from November 21, 2017 to January 30, 2018.

Site: SBVC
Event: Lunch with the Counselor
Date of Event:
01/22/18,01/23/18,01/24/18, 01/25/18,01/26/18,01/29/18, 01/30/18,01/31/18,02/01/18, 02/02/18,02/05/18,02/06/18

Item Being Purchased: Meals/Refreshments
Outreach and First Year Experience (FYE) will be hosting a series of counselor luncheons off site at local feeder high schools in San Bernardino, Colton and Rialto. The intent is to recap 2017 program and procedures, how SBVC and FYE department can best serve their student throughout the spring and into the summer and fall Program. Anticipated attendance is 5 counselors from each school site; Carmen Rodriguez, Oscar Rodriguez, Cindy Huerta and the FYE director.
Total Estimated Cost: $3,371.10
Funding Source: Student Equity Categorical Funds

Site: SBVC **Event:** Education and Employment Conference **Date of Event:** 2/24/18	**Item Being Purchased:** Meals and Custodial overtime Sponsored through the Foster & Kinship Care Education program, the Employment and Education on campus Conference led by Aspiranet, Walden Services and SB County Probation Department, will expose youth to educational resources & to teach them all the right tools to obtain employment. It will serve youth (ages 16-21) who are in probation or Transitional Foster Care. Also, it consists of 10 booths with employers and schools that offer short-term career programs. Anticipated attendance is 100 (75 youth and 25 adults) along with one SBVC staff. **Total Estimated Cost:** $2,150.37 **Funding Source:** Funding covered by outside organization, Aspiranet
Site: SBVC **Event:** Guardian Scholars Conference **Date of Event:** 4/12/18	**Item Being Purchased:** Speaker, Refreshments, Supplies and Printing Sponsored by the Guardian Scholars program, this on campus conference to inform community partners, foster youth (FY), college staff of the benefits & services provided to potential & current students who meet the criteria of having been a member of the FY population & insure that individuals who are FY or in some capacity responsible for FY can access student support services that will assist with the matriculating through the college system. Anticipated attendance is 120 community members, professional experts, FY and SBVC staff. **Total Estimated Cost:** $6,000.00 **Funding Source:** Student Equity Categorical Funds AMENDMENT: This item was previously board approved at the December 14, 2017 meeting. Item is being amended to reflect a change in date from April 26, 2018 to April 12, 2018.
Site: SBVC **Event:** AGS Spring Convention **Date of Event:** 04/13/18-04/15/18	**Item Being Purchased:** Transportation and Registration Sponsored by Alpha Gamma Sigma, Delta Chapter, this annual convention honors students from all chapters of the statewide society. Students will learn about academic, professional development, and network to receive scholarships. Anticipated attendance will be six students and two faculty members. Dr. Melissa King and Susan Mattson will serve as chaperones. **Total Estimated Cost:** $4,600.00 **Funding Source:** Student Clubs & Trust/Alpha Gamma Sigma Club Trust Account and Student Equity and Success Categorical Funds

Site: SBVC
Event: Working Together For Children-Becoming Our Best Selves
Date of Event: 5/10/18

Item Being Purchased: Refreshments, Speakers, Printing, Promotional Products and Giveaways

Sponsored by the Foster & Kinship Care Education program, this conference will highlight critical issues facing youth in care such as reducing trauma, improving educational outcomes, etc. Info will be shared to increase the skills of resource parents, provide an opportunity to network with other professionals at Children & Family Services, Foster Youth Educational Services, mental health practition-ers & community partners. Anticipated attendance is 110 community members and 10 SBVC staff.

Total Estimated Cost: $5,200.00
Funding Source: Foster & Kinship Care Education Categorical Funds

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Individual Memberships

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached request for individual memberships.

OVERVIEW

Individual requests are submitted to fund expenses related to various functions planned for the colleges and district office.

ANALYSIS

Individual memberships related to job duties are submitted when institutional memberships are not available.

INSTITUTIONAL VALUES

I. Institutional Effectiveness
IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the budget.

San Bernardino Community College District
Individual Memberships

Site: DIST
Name: Amalia Perez
Total Cost: $199
Funding Source: Human Resources
General Funds

Membership & Purpose: Society of Human Resource Management, Access guides, tookits, forms, policies; Professional development seminars; Compliance alerts and developments

Site: TESS
Name: Anna Mendez
Total Cost: $225
Funding Source: Printing General Fund

Membership & Purpose: In-Plant Printing and Mailing Association (IPMA), As an IPMA member, I will have access to a wealth of resources and support designed specifically to meet the needs of in-plants. These resources will equip us to solve problems, conduct our work more effectively, help us keep our team motivated, and help us stay up to date with the latest printing industry trends.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Consideration to Approve Conference Attendance

RECOMMENDATION

It is recommended that the Board of Trustees approve the requests for Conference Attendance.

OVERVIEW

Individual requests are submitted to fund expenses related to conference expenses planned for the colleges and district office.

ANALYSIS

Faculty and staff attend conferences to obtain updated information on policies and procedures in their fields. In addition, conference attendance provides professional growth and staff development.

INSITUTIONAL VALUES

IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the budget.

San Bernardino Community College District
Conference Attendance

Site: DISTRICT
Department: Board of Trustees
Conference Name: DACA Meeting
Travel Dates: 1/9/18 - 1/15/18
City, State: Mexico
Estimated Cost Per Person: $3,000.00
Funding Source: Board of Trustees
General Fund

Name: Frank Reyes

Purpose: To convene with CA Assemblymembers and the Mexican Government to discuss DACA and its impact on SBCCD and its students.

Site: DISTRICT
Department: Human Resources
Conference Name: 2018 LCW Annual Conference
Travel Dates: 2/25/18 - 3/1/18
City, State: San Francisco, CA
Estimated Cost Per Person: 3200.00
Funding Source: Human Resources
General Funds

Name: Amalia Perez

Purpose: Annual Public Sector Employment Law conference is a 3-day event that provides all attendee with an opportunity to stay up-to-date with legal developments, as well as network with fellow public-sector professionals.

Site: DISTRICT
Department: Business & Fiscal Services
Conference Name: ACBO Institute I (two sessions)
Travel Dates: 2/28/18-3/2/18 and 4/3/18-4/5/18
City, State: Sacramento CA
Estimated Cost Per Person: $2,700.00
Funding Source: Facilities Planning General Fund

Name: Hussain Agah

Purpose: This conference will afford the District Director of Facilities Planning & Construction to enhance his knowledge by learning from industry experts and interfacing with peers, focusing on technical and leadership skills necessary for leaders in California's community college system.

Site: CHC
Department: President's Office
Conference Name: 2018 Annual Legislative Conference
Travel Dates: 1/27/18 - 1/29/18
City, State: Sacramento, CA
Estimated Cost Per Person: $1,361.00
Funding Source: Campus President General Fund

Name: Wei Zhou

Purpose: The League's annual legislative conference provides an opportunity to learn the latest news on higher education in California including new members of legislative committees, legislative proposals affecting colleges and student learning, and advocacy strategies for the current legislative year.

Site: CHC
Department: Student Services
Conference Name: Leading Pathways to Success-CCCCSSA Conference
Travel Dates: 3/6/18 - 3/10/18
City, State: Sacramento, CA
Estimated Cost Per Person: $1,960.00
Funding Source: Counseling General Fund

Name: Kirsten Colvey

Purpose: This conference discusses helping to build pathways to success for all students who attend California Community Colleges. The conference is designed for Chief Student Service administrators.

Site: CHC
Department: Office of Instruction
Conference Name: Spring Plenary 2018
Travel Dates: 4/11/18 - 4/15/18
City, State: San Mateo, CA
Estimated Cost Per Person: $2,366.00
Funding Source: Campus President
General Fund

Name: Patricia Menchaca, Mark McConnell

Purpose: This plenary session permits local senates to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting process.

Site: SBVC
Department: Political Science
Conference Name: National Summer Institute on Learning Communities
Travel Dates: 07/10/17 - 07/14/17
City, State: Olympia, WA
Estimated Cost Per Person: $2,264.00
Funding Source: Student Equity
Categorical Fund

Name: Riase Jakpor

Purpose: For faculty to gain understanding about learning communities and to create a campus specific action plan for the First Year Experience cohorts. The institute will give strategies on how to expand our learning communities and improve them.

RATIFICATION: This item inadvertently was not put to board by the VPI office during the fiscal year change. Item approved in FY 16-17 and occurred in FY 17-18.

Site: SBVC
Department: Human Services
Conference Name: Strengths Approaches to Higher Education Leadership and Student Success (pre-conference) plus Thriving Conference
Travel Dates: 10/24/17 - 10/27/17
City, State: Azusa, CA
Estimated Cost Per Person: $1,606.44
Funding Source: Professional Development General Fund and Social Sciences General Fund

Name: Brandy Nelson

Purpose: This activity will help to employee strengths-based training in the classroom. I will be available to give trainings throughout the district, bringing greater student success district-wide.

RATIFICATION: This item inadvertently was not put to board by the VPI office as scheduled for back on October 2017.

Site: SBVC
Department: Library
Conference Name: 2018 Asilomar Leadership Skills Seminar
Travel Dates: 02/11/18 - 02/14/18
City, State: Pacific Grove, CA
Estimated Cost Per Person: $1,881.60
Funding Source: President's General Fund

Name: Celia Huston

Purpose: The seminar is an intensive four-day experience that focuses on the issues facing women who have made a commitment to community college administration, either in their current position or as a future goal. It provides information, strategies, contacts and opportunities for personal and professional growth. The expected benefit is that participants will be able to acquire and successfully accept expanded leadership.

Site: SBVC
Department: Marketing & Public Relations
Conference Name: National Council for Marketing and Public Relations (NCMPR) 2018 National Conference
Travel Dates: 3/18/18 - 3/20/18
City, State: Las Vegas, CA
Estimated Cost Per Person: $1,415.00
Funding Source: Marketing General Fund

Name: Paul Bratulin

Purpose: The conference focuses on "word of mouth" marketing which is about giving people reasons to rave. For community college marketers, it's about promoting programs and services that are so amazing, people can't help but share; building a tight-knit social community, growing your reputation and brand so that your college stands out. The topic will assist with community marketing at SBVC.

Site: SBVC
Department: CalWORKs/Student Services
Conference Name: "It Takes A Village" sponsored by California Community Colleges CalWORKs Association
Travel Dates: 04/15/18 - 04/20/18
City, State: Redding, CA
Estimated Cost Per Person: $2,232.00
Funding Source: CalWORKs Categorical Fund

Name: Bonnie Rodriguez Cruz, Leslie Gregory, Anita Hernandez, Wendy Nahuat, Mary Kathryn Urell and Patricia Valenzuela

Purpose: Bringing together California Community College CalWORKs frontline staff, administrators, counselors and students along with a variety of other partners, who provide service to CalWORKs students and their families. The workshop with a focus on success through collaboration and integration, addressing barriers to success, such as homelessness and food insecurities; collaborating with all on behalf of students success and post college employment opportunities; using data to drive decision making.

Site: TESS
Department: Technology and Educational Support Services
Conference Name: Ellucian Live 2018
Travel Dates: 4/7/18 - 4/11/18
City, State: San Diego, CA
Estimated Cost Per Person: $2,396.00
Funding Source: Data Processing General Fund

Name: Joe Ho

Purpose: By attending the conference, I'll have access to hundreds of educational sessions and roundtable discussions presented by Ellucian solution experts. This will help me to understand current product direction and best practices for optimizing our existing software investment.

Site: TESS
Department: Graphics and Printing Services
Conference Name: In-Plant Printing and Mailing Association (IPMA) 2018 Conference
Travel Dates: 6/10/18 - 6/14/18
City, State: Costa Mesa, CA
Estimated Cost Per Person: $2,154.00
Funding Source: Printing General Fund

Name: Anna Mendez

Purpose: The opportunity for me to develop my network and gain knowledge that will help make our print shop stronger and more efficient. The program will enable me to engage in a number of educational sessions that are directly applicable to my work and will allow me to network with a variety of in-plant printing experts and colleagues from around the nation.

Site: KVCR
Department: KVCR
Conference Name: 2017 USA Boxing Elite & Youth National Championships
Travel Dates: 12/5/17 - 12/10/17
City, State: Salt Lake City, Utah
Estimated Cost Per Person: $1,200.00
Funding Source: KVCR

Name: Frank Blanquet

Purpose: KVCR crew will shoot footage and interviews for the TV series "Project Fighting Chance"

Frank Blanquet will be substituting for Daniel Adame who was not able to go to this event due to family emerency

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Site: KVCR
Department: KVCR/FNX
Conference Name: Davinci Resolve Software Training
Travel Dates: 2/6/18 - 2/9/18
City, State: Los Angeles, CA
Estimated Cost Per Person: $2,000.00
Funding Source: FNX

Name: Frank Blanquet

Purpose: FNX staff is transitioning to the Premiere Pro Software for editing purposes

Site: KVCR
Department: KVCR/FNX
Conference Name: Premiere Pro Software Training
Travel Dates: 2/25/18 - 3/3/18
City, State: Los Angeles, CA
Estimated Cost Per Person: $2,500.00
Funding Source: FNX

Name: Frank Blanquet

Purpose: FNX staff is transitioning to the Premiere Pro Software for editing purposes

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Site: KVCR
Department: KVCR/FNX
Conference Name: National Assoc. of Broadcasters (NAB)
Travel Dates: 4/7/18 - 4/13/18
City, State: Las Vegas, NV
Estimated Cost Per Person: $2,000.00
Funding Source: KVCR/FNX

Name: Keith Birkfeld, Ralph Cooper, Micah Wright, Nick Harris, Jim Walker, Chuck Reinstra, Matt Ornelas and/or Tony Papa

Purpose: This is the annual convention will allow KVCR/FNX to see latest technology ideas and media platforms to keep up to date.

Site: KVCR
Department: KVCR/FNX
Conference Name: National Indian Gaming Association (NIGA)
Travel Dates: 4/16/18 - 4/21/18
City, State: Las Vegas, NV
Estimated Cost Per Person: $2,500.00
Funding Source: FNX

Name: Micah Wright

Purpose: FNX is sharing a booth at this event with Vision Maker Media. FNX team will network with tribal leaders and executives from around the country to promote FNX.

Site: EDCT
Department: EDCT
Conference Name: AACC WDI Exploring Intersections
Travel Dates: 1/30/17 - 2/2/18
City, State: New Orleans, LA
Estimated Cost Per Person: $2,957.47
Funding Source: ETP #6 Categorical Funds

Name: Deanna Krehbiel

Purpose: Purpose: Develop future Workforce Programs for needs of region to sustain global competitiveness. Value: Obtain global Workforce Development best practices.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Lawrence Strong, Director of Fiscal Services
DATE:	January 18, 2018
SUBJECT:	Consideration of Approval of Nonresident Tuition and Capital Outlay Fees

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2018-19 nonresident tuition fee of $258 and the election of a nonresident capital outlay fee in the amount of $32.

OVERVIEW

Education Code 76140 requires that the Board of Trustees adopt a nonresident tuition fee for the following fiscal year no later than February 1. In addition, Education Code 76141, allows districts to elect a nonresident capital outlay fee, based on approved state calculations.

ANALYSIS

Per the attached worksheets, SBCCD has selected Option 1, statewide average cost, in the amount of $258 as its nonresident tuition fee for 2018-19. In addition, the District has elected to charge the nonresident capital outlay fee of $32 per the approved state computation.

INSTITUTIONAL VALUES

III. Resource Management For Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The approval of this board item will positively impact the colleges' budgets in the approximate amount of $50,000.

California Community Colleges
2018-19 NONRESIDENT FEES WORKSHEET

NONRESIDENT TUITION FEE CALCULATIONS FOR OPTIONS 1 THROUGH 7

2018-19 NONRESIDENT TUITION FEE (EC 76140)	(Col. 1) Statewide	(Col. 2) District	(Col. 3) 10% or More Noncredit FTES
A. **Expense of Education for Base Year** (2016-17 CCFS 311, Expenditures by Activity Report, AC 0100-6700, Cols: 1-3)	$8,691,115,474	$_____	$_____
B. **Annual Attendance FTES** (Recal 2016-17)	1,173,780	_____	_____
C. **Average Expense of Education per FTES** (A ÷ B)	$7,404	$_____	$_____
D. **U.S. Consumer Price Index Factor** (2 years)	x 1.046	x 1.046	x 1.046
E. **Average Cost per FTES for Tuition Year** (C x D)	**$7,745**	$_____	$_____
F. **Average Per Unit Nonresident Cost – Semester** (*Qtr*)	**$258** (*$172*)	$_____	$_____
G. **Highest year Statewide average – Semester** (*Qtr*)	**$258** ($172)	$_____	$_____
H. **Comparable 12 state average – Semester** (*Qtr*)	**$424** ($283)	$_____	$_____

Annual Attendance FTES includes all student contact hours of attendance in credit and noncredit courses for resident and nonresident students; Round tuition fee to the nearest dollar.

Column 3 is an option for use by a district with ten percent or more noncredit FTES *(Section 76140(e)(1)(A))*. If your district qualifies, then fill out this column with noncredit FTES and noncredit expense of education data excluded.

NONRESIDENT TUITION FEE CALCULATIONS FOR OPTIONS 6 OR 7

Option 6. The greater amount of the calculations of statewide nonresident tuition for 2013-14 through 2016-17 is $258 per semester unit or $172 per quarter unit (2016-17).

Option 7. The average of the nonresident tuition fees of public community colleges in 2016-17 of no less than 12 states comparable to California in cost of living is $424 per semester unit or $283 per quarter unit.

Requirement for Use of Option 6 or 7: The additional revenue generated by the increased nonresident tuition permitted under options 6 or 7 shall be used to expand and enhance services to resident students *(EC 76140(e)(2))*. Districts meeting one or more criteria below shall be considered in compliance with the requirements of EC 76140(e)(2). Please check all that apply:

☐ Revenue from nonresident tuition was less than 5% of total general fund revenue.
☐ Actual resident FTES was greater than funded resident FTES.
☐ Percent expenditures for counseling and student services were greater than statewide average (AC 6300 plus 6400 divided by AC 0100-6700, Cols. 1-3).
☐ Percent expenditures for instructional services were greater than statewide average (AC 0100-5900 divided by AC 0100-6700, Cols. 1-3.

▶ *Continued from previous page*

The district governing board at its ___January 18___, 20 _18_ meeting adopted a

nonresident tuition fee of $ __258__ per semester unit or $ ___n/a___ per quarter unit.

Basis for adoption is (*place an X in __one__ box only*).

X	**1. Statewide average cost, per column 1.**
	2. District average cost, per column 2.
	3. District average cost with 10% or more noncredit FTES, per column 3.
	4. Contiguous district. _____. (*Specify district and its fee*).
	5. No more than district average cost (Col. 2 or 3); no less than statewide average cost.
	6. Statewide average cost, from 2016-17 ($258 per semester unit; $172 per quarter unit).
	7. No more than average tuition of 12 states with cost of living comparable to California.

NONRESIDENT CAPITAL OUTLAY FEE (EC 76141)

For districts electing to charge a **capital outlay fee** to **any** nonresident student, please compute this fee as follows:

   a. Capital Outlay expense for 2016-17 $__41,748,768__

   b. FTES for 2016-17 ___14,390___

   c. Capital outlay expense per FTES *(line a divided by line b)* __$2,901__

   d. Capital Outlay Fee per unit:

      1.   Per semester unit *(line c divided by 30 units)* __$97__

         OR

      2.   Per quarter unit *(line c divided by 45 units)* ___n/a___

   e. 2018-19 Nonresident Student Capital Outlay Fee (not to exceed *the lesser* of line d **OR** *50% of*

      adopted 2018-19 Nonresident Tuition Fee) ___$32___
         2017-18

The district governing board at its ___January 18___, 20 _18_ meeting adopted a

nonresident capital outlay fee of $ __32__ per semester unit or $ ___n/a___ per quarter unit.

Upon adoption of nonresident tuition and/or capital outlay fees by your district governing board by February 1, 2018, please submit a copy of this report by *February 15, 2018* to:

   California Community Colleges Chancellor's Office
   Fiscal Services Unit (attn. Michael Yarber)
   1102 Q Street,
   Sacramento, CA 95811-6549   FAX (916) 323-8245

District: ___San Bernardino Community College___

Contact Person: ___Larry Strong, Director of Fiscal Services___

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Professional Services Contracts/Agreements

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of Professional Services contracts/agreements.

OVERVIEW

In accordance with Board Policy 6340 and Administrative Procedure 6340, Section A, Sub-section 3, the attached list of contracts for Professional Services, Consultants and Legal Services is submitted for approval.

ANALYSIS

The attached list of contracts, agreements and their associated purchase orders are for fiscal audits, legal services, consultants and other professional services that are needed by the District. Unless otherwise noted the amount shown for multi-year agreements is the projected total amount for the full contract period. Any changes to these amounts will be submitted for board ratification and/or approval.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The contracts/agreements on the attached list are budgeted for via purchase orders.

Contracts for Approval

Scheduled Board Date 1/18/2018

Contract Type			
Firm	**Purpose and Information**	**Department / Location**	**Amount**

Legal

Burke, William & Sorensen, LLP	(15796) Legal services for KVCR for FCC project; this is to approve an increase in the not to exceed amount by $100,000 Term: 7/1/2017 - 6/30/2018 Funding Source: FCC Proceeds	Chancellor/SBCCD	$150,000.00

SubTotal for Legal: 1

Professional Services

RISE Interpreting, Inc.	(15565) Sign Language Interpreting Services; this is to approve an increase in the not to exceed amount by $2,200 Term: 7/1/2017 - 6/30/2018 Funding Source: General Funds	Social Information/CHC	$10,000.00
Strata Information Group (SIG)	(16069) Provide functional and technical consulting services Term: 7/1/2017 - 6/30/2019 Funding Source: Financial Aid	Financial Aid/SBVC	$20,000.00

SubTotal for Professional Services: 2

Grand Total Contracts for Board Date 1/18/2018: 3

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Purchase Order Report

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of purchase orders.

OVERVIEW

Education Code 81656 provides that all transactions entered into by an authorized officer shall be reviewed by the Board every 60 days. All Purchase Orders have been issued in accordance with the District's policies and procedures by an authorized officer of the District.

ANALYSIS

Purchase Orders between the ranges of 182816 - 183228 are attached for approval, except those approved through the contract agenda items. Purchase Orders are detailed by number, vendor, purpose, and amount.

INSTITUTIONAL VALUES

III.   Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Included in the 2017/2018 budget.

PO#	Vendor Name	Purchase Order Description	Amount
182839	REVOLVING CASH	Athletic Entry Fees	$475.00
182889	REVOLVING CASH	Athletic Entry Fees	$200.00
182893	REVOLVING CASH	Athletic Entry Fees	$150.00
182817	WILLIAMS, NICOLE	Conference	$57.78
182826	US BANK CORPORATE PMT SYSTEMS	Conference	$73.18
182827	US BANK CORPORATE PMT SYSTEMS	Conference	$989.80
182831	US BANK CORPORATE PMT SYSTEMS	Conference	$718.39
182833	PEREZ, AMALIA	Conference	$52.57
182844	US BANK CORPORATE PMT SYSTEMS	Conference	$64.37
182847	US BANK CORPORATE PMT SYSTEMS	Conference	$1,600.00
182848	HARRIS, NICHOLAS	Conference	$999.00
182849	BLANQUET, FRANCISCO	Conference	$999.00
182850	US BANK CORPORATE PMT SYSTEMS	Conference	$1,600.00
182851	US BANK CORPORATE PMT SYSTEMS	Conference	$1,600.00
182852	HARRIS, NICHOLAS	Conference	$999.00
182853	ANDREWS, BREANNA	Conference	$500.00
182854	ADAME, DANIEL	Conference	$1,000.00
182855	ORNELAS, MATTHEW	Conference	$1,000.00
182875	WARREN-MARLATT, REBECCAH	Conference	$148.00
182894	CALIFORNIA, STATE OF	Conference	$450.00
182896	LUNA, EVELYN	Conference	$40.00
182912	US BANK CORPORATE PMT SYSTEMS	Conference	$1,199.00
182913	WELLS, CAROL	Conference	$711.45
182914	MASSAD, SANA	Conference	$711.45
182915	SALVAGO ESCALERA, JAVIER	Conference	$999.00
182916	FELIX, GENE	Conference	$999.00
182917	AN, DAVID	Conference	$999.00
182918	HILL, TAYLOR	Conference	$999.00
182919	BARRIE, BLAKE	Conference	$999.00
182920	FELIX, GENE	Conference	$999.00
182921	SALVAGO ESCALERA, JAVIER	Conference	$999.00
182922	AN, DAVID	Conference	$999.00
182931	LAREZ, PAMELA	Conference	$837.00
182932	MAURIZI, TAMARA	Conference	$711.45
182933	OBRA, VIOLETA	Conference	$711.45
182934	SIMENTAL, YOLANDA	Conference	$711.45
182945	FENDER, ROCHELLE	Conference	$711.45
182951	TORRES, JOSE	Conference	$12.94
182952	TORRES, JOSE	Conference	$133.86
182953	TORRES, JOSE	Conference	$128.29
182961	XAYAPHANTHONG, SOUTS	Conference	$148.00
182965	LEHMAN, VERONICA	Conference	$160.00
182966	LEHMAN, VERONICA	Conference	$150.00
182982	COTA, MARCO	Conference	$116.20
182984	COTA, MARCO	Conference	$62.38
182985	KHADJENOURY, SAHAR	Conference	$50.00

PO#	Vendor Name	Purchase Order Description	Amount
182988	DEMSKY, DR JEFFREY	Conference	$950.00
182989	PIRES, ROMANA	Conference	$620.09
182990	HALABI, TARIF	Conference	$139.10
183002	BAKHIT, KHETAM	Conference	$148.00
183003	PETROVIC, SNEZANA	Conference	$148.00
183008	US BANK CORPORATE PMT SYSTEMS	Conference	$470.00
183009	US BANK CORPORATE PMT SYSTEMS	Conference	$999.00
183011	US BANK CORPORATE PMT SYSTEMS	Conference	$1,764.00
183012	RODRIGUEZ, DIANA	Conference	$19.37
183042	RIVERSIDE COUNTY	Conference	$135.00
183049	ORNELAS, MATTHEW	Conference	$1,500.00
183050	ADAME, DANIEL	Conference	$1,500.00
183058	RODRIGUEZ, DIANA	Conference	$112.00
183064	RODRIGUEZ, JUDY	Conference	$182.22
183065	SCULLY, MADELEINE	Conference	$750.00
183066	YARBROUGH, KAY DEE	Conference	$117.12
183069	EASTMAN, KIM	Conference	$262.52
183070	MAURIZI, TAMARA	Conference	$514.28
183073	US BANK CORPORATE PMT SYSTEMS	Conference	$3,000.00
183074	RODRIGUEZ, MARIA DEL CARMEN	Conference	$23.54
183077	BOGH, WAYNE	Conference	$659.00
183078	GAMBOA, BENJAMIN	Conference	$134.00
183079	BENSON, LORI	Conference	$190.00
183083	ABABAT, ANTHONY	Conference	$299.60
183096	DUBOIS-EASTMAN, KIM	Conference	$711.45
183097	HILL, JUNE	Conference	$711.45
183099	DURAN, SHIRLEE	Conference	$711.45
183103	GROFF, RICK	Conference	$460.00
183104	DEBOER, FRANK	Conference	$460.00
183105	ALDER, MIKE	Conference	$764.95
183107	NCMPR	Conference	$625.00
183108	US BANK CORPORATE PMT SYSTEMS	Conference	$790.00
183112	RIVERA-REZA, ROSEMARY	Conference	$945.98
183116	US BANK CORPORATE PMT SYSTEMS	Conference	$2,500.00
183127	AACC CONVENTION	Conference	$1,200.00
183129	FENDER, ROCHELLE	Conference	$242.72
183131	KREHBIEL, DEANNA	Conference	$357.47
183132	US BANK CORPORATE PMT SYSTEMS	Conference	$1,200.00
183135	WRIGHT, MICAH	Conference	$25.00
183138	WELLS, CAROL	Conference	$334.72
183162	US BANK CORPORATE PMT SYSTEMS	Conference	$220.00
183166	MATA, SUSANNE	Conference	$76.00
183167	GROVER, WELDON	Conference	$150.00
183169	TRAINING CONNECTION LLC	Conference	$1,845.00
183193	SHASTA COLLEGE	Conference	$2,700.00

PO#	Vendor Name	Purchase Order Description	Amount
183204	BLANQUET, FRANCISCO	Conference	$800.00
183217	CCLC	Conference	$1,475.00
183218	HUSTON, CELIA	Conference	$820.00
183223	US BANK CORPORATE PMT SYSTEMS	Conference	$175.00
183224	STRONG, LAWRENCE	Conference	$325.00
183227	TREJOS, JUDY	Conference	$301.20
182821	NLN	Dues & Memberships	$1,455.00
182823	HSA CCC	Dues & Memberships	$175.00
182838	REVOLVING CASH	Dues & Memberships	$120.00
182861	HISPANIC ASSOCIATION	Dues & Memberships	$8,780.00
182870	BRAILLE AUTHORITY OF NORTH AME	Dues & Memberships	$1,000.00
182872	AMERICAN PRINTING HOUSE FOR	Dues & Memberships	$500.00
182948	SAN BERNARDINO AREA CHAMBER	Dues & Memberships	$275.00
183034	SCIAC	Dues & Memberships	$100.00
183123	COMMUNITY COLLEGE	Dues & Memberships	$600.00
183205	SAN BERNARDINO AREA CHAMBER OF	Dues & Memberships	$250.00
182879	ASHLOCK, JESS	Equipment	$862.00
182901	CARD INTEGRATORS CORPORATION	Equipment	$13,718.08
182926	B&H PHOTO VIDEO	Equipment	$11,521.69
182929	COMMUNITY PLAYTHINGS	Equipment	$1,966.44
182979	ALL COUNTY MACHINE TOOL	Equipment	$4,200.00
183019	THERMO ELECTRON NORTH AMERICA	Equipment	$487.16
183028	OFFICE & ERGONOMICS	Equipment	$2,048.32
183040	QUADMED INC	Equipment	$4,217.87
183045	FIREVENT LLC	Equipment	$964.36
183056	B&H PHOTO VIDEO	Equipment	$27,699.97
183061	G/M BUSINESS INTERIORS	Equipment	$5,097.97
183090	HACH COMPANY	Equipment	$3,467.99
183091	FISHER SCIENTIFIC	Equipment	$2,372.33
183101	MEDICAL SHIPMENT	Equipment	$46,222.59
183102	K-LOG CO INC	Equipment	$7,708.41
183154	ALL COUNTY MACHINE TOOL	Equipment	$22,500.00
183171	GRAINGER INC, W W	Equipment	$1,281.31
183209	NATIONAL BUSINESS FURNITURE	Equipment	$5,684.75
183225	STAPLES	Equipment	$823.47
182819	TEC EQUIPMENT INC	Instructional Supplies	$2,856.55
182864	STAPLES	Instructional Supplies	$340.71
182888	BOUND TREE MEDICAL	Instructional Supplies	$1,177.68
182947	US BANK CORPORATE PMT SYSTEMS	Instructional Supplies	$200.00
182986	CAROLINA BIOLOGICAL SUPPLY CO	Instructional Supplies	$1,000.00
183005	US BANK CORPORATE PMT SYSTEMS	Instructional Supplies	$51.63
183017	ROUNDS MILLER & ASSOCIATES	Instructional Supplies	$51.45
183037	RECREATIONAL EQUIPMENT INC	Instructional Supplies	$579.26
183046	DISCOUNT TWO WAY RADIO CORP	Instructional Supplies	$461.51
183087	THOMAS SCIENTIFIC	Instructional Supplies	$70.19

PO#	Vendor Name	Purchase Order Description	Amount
183088	OPTICSPLANET INC	Instructional Supplies	$75.41
183094	MOUSER ELECTRONICS	Instructional Supplies	$166.38
183095	NASCO WEST	Instructional Supplies	$374.78
183118	PASCO DOORS	Instructional Supplies	$213.95
183130	HILLCO FASTENER WAREHOUSE	Instructional Supplies	$472.49
183133	ROUNDS MILLER & ASSOCIATES	Instructional Supplies	$63.75
183160	QUADMED INC	Instructional Supplies	$754.25
183168	CONSOLIDATED ELECTRICAL	Instructional Supplies	$253.66
183184	BRONSON INVESTMENTS INC	Instructional Supplies	$1,075.79
183199	CYNMAR CORPORATION	Instructional Supplies	$1,921.09
183211	LOY, JOHN	Instructional Supplies	$124.13
183212	LOY, JOHN	Instructional Supplies	$94.64
183221	J & J AUTO FABRICS INC	Instructional Supplies	$999.99
182885	CDW GOVERNMENT INC	IT Equipment	$2,511.53
182955	CDW GOVERNMENT INC	IT Equipment	$23,907.30
182992	BEST BUY	IT Equipment	$1,399.67
182995	US BANK CORPORATE PMT SYSTEMS	IT Equipment	$19.38
183000	DELL COMPUTER COMPANY	IT Equipment	$8,074.72
183001	DELL COMPUTER COMPANY	IT Equipment	$1,546.72
183024	CDW GOVERNMENT INC	IT Equipment	$13,912.78
183041	DELL COMPUTER COMPANY	IT Equipment	$136.84
183048	US BANK CORPORATE PMT SYSTEMS	IT Equipment	$2,155.00
183051	US BANK CORPORATE PMT SYSTEMS	IT Equipment	$484.85
183052	APPLE COMPUTER INC	IT Equipment	$1,353.92
183140	CDW GOVERNMENT INC	IT Equipment	$2,581.65
183196	DELL COMPUTER COMPANY	IT Equipment	$52,420.67
183219	DELL COMPUTER COMPANY	IT Equipment	$61,538.67
183220	DELL COMPUTER COMPANY	IT Equipment	$82,417.72
183222	US BANK CORPORATE PMT SYSTEMS	IT Equipment	$129.29
182868	SAM'S QUALITY CLEANERS	Laundry	$1,000.00
183228	SEWUP JPA	Liability Insurance	$19,288.75
182869	MIDWEST LIBRARY SERVICE	Library Book Expansion	$17,800.00
182963	MIDWEST LIBRARY SERVICE	Library Book Expansion	$20,000.00
182820	DIAZ, EMMA	Meals & Refreshments	$750.00
182867	SBVC FOOD SERVICES	Meals & Refreshments	$430.00
182878	BURNHAM, LORRIE	Meals & Refreshments	$125.27
182882	SBVC SUN ROOM	Meals & Refreshments	$400.00
182884	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$160.00
182900	SBVC SUN ROOM	Meals & Refreshments	$770.41
182909	SBVC FOOD SERVICES	Meals & Refreshments	$793.00
182910	SBVC FOOD SERVICES	Meals & Refreshments	$1,346.50
182930	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$34.43
182937	SBVC FOOD SERVICES	Meals & Refreshments	$585.62
182944	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$47.35
182946	MORENO, MARIANA	Meals & Refreshments	$150.00

PO#	Vendor Name	Purchase Order Description	Amount
182949	SBVC FOOD SERVICES	Meals & Refreshments	$631.00
182950	SBVC FOOD SERVICES	Meals & Refreshments	$258.40
182954	SBVC FOOD SERVICES	Meals & Refreshments	$3,000.00
182958	PETROVIC, SNEZANA	Meals & Refreshments	$40.00
182991	SBVC FOOD SERVICES	Meals & Refreshments	$498.16
182996	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$9.90
183004	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$108.00
183006	MCNICHOLS, EMILY	Meals & Refreshments	$260.34
183007	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$60.00
183027	SBVC FOOD SERVICES	Meals & Refreshments	$48.60
183062	SBVC FOOD SERVICES	Meals & Refreshments	$203.32
183075	SBVC FOOD SERVICES	Meals & Refreshments	$128.80
183076	SBVC FOOD SERVICES	Meals & Refreshments	$1,019.58
183081	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$150.00
183082	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$150.00
183111	SBVC FOOD SERVICES	Meals & Refreshments	$496.00
183121	STATER BROS MARKETS	Meals & Refreshments	$500.00
183124	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$27.00
183134	SBVC SUN ROOM	Meals & Refreshments	$333.72
183137	SBVC FOOD SERVICES	Meals & Refreshments	$188.33
183161	POWERS, YVONNE	Meals & Refreshments	$57.22
183165	LEVESQUE, ROBERT	Meals & Refreshments	$23.87
183181	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$92.48
183191	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$450.00
183192	LEVESQUE, ROBERT	Meals & Refreshments	$50.56
183201	BARRIE, TRINETTE	Meals & Refreshments	$134.32
183202	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$16.05
183208	CALDWELL-BETTIES, MELITA	Meals & Refreshments	$175.00
183215	US BANK CORPORATE PMT SYSTEMS	Meals & Refreshments	$83.28
183189	HOBART INSTITUTE WELDING TECH	Media	$4,239.32
182825	US BANK CORPORATE PMT SYSTEMS	Non-Instructional Supplies	$140.02
182830	STAPLES	Non-Instructional Supplies	$145.09
182841	STAPLES	Non-Instructional Supplies	$80.46
182843	STAPLES	Non-Instructional Supplies	$263.14
182845	STAPLES	Non-Instructional Supplies	$59.56
182857	STAPLES	Non-Instructional Supplies	$595.54
182863	STAPLES	Non-Instructional Supplies	$80.11
182865	STAPLES	Non-Instructional Supplies	$281.23
182883	LIVESCRIBE INC	Non-Instructional Supplies	$74.89
182911	STAPLES	Non-Instructional Supplies	$322.69
182928	STAPLES	Non-Instructional Supplies	$658.38
182959	STAPLES	Non-Instructional Supplies	$62.97
182960	STAPLES	Non-Instructional Supplies	$65.97
182978	STAPLES	Non-Instructional Supplies	$322.58
182980	STAPLES	Non-Instructional Supplies	$66.66

PO#	Vendor Name	Purchase Order Description	Amount
182997	STAPLES	Non-Instructional Supplies	$105.37
182999	STAPLES	Non-Instructional Supplies	$601.20
183010	STAPLES	Non-Instructional Supplies	$183.38
183014	STAPLES	Non-Instructional Supplies	$287.54
183015	STAPLES	Non-Instructional Supplies	$118.59
183030	STAPLES	Non-Instructional Supplies	$366.65
183032	SBCCD PRINTING SERVICES	Non-Instructional Supplies	$99.00
183035	STAPLES	Non-Instructional Supplies	$131.79
183043	STAPLES	Non-Instructional Supplies	$502.54
183044	YALE/CHASE MATERIAL HANDLING	Non-Instructional Supplies	$335.06
183047	STAPLES	Non-Instructional Supplies	$125.82
183057	STAPLES	Non-Instructional Supplies	$107.74
183060	STAPLES	Non-Instructional Supplies	$1,213.66
183067	STAPLES	Non-Instructional Supplies	$287.03
183068	MULTICARD INC	Non-Instructional Supplies	$206.74
183071	STAPLES	Non-Instructional Supplies	$255.14
183089	STAPLES	Non-Instructional Supplies	$1,898.47
183092	STAPLES	Non-Instructional Supplies	$318.84
183110	ALLIED REFRIGERATION INC	Non-Instructional Supplies	$10,509.72
183119	SBVC BOOKSTORE	Non-Instructional Supplies	$5,000.00
183125	STAPLES	Non-Instructional Supplies	$222.08
183153	US BANK CORPORATE PMT SYSTEMS	Non-Instructional Supplies	$215.50
183164	STAPLES	Non-Instructional Supplies	$320.63
183170	STAPLES	Non-Instructional Supplies	$195.43
183174	MINT PRINT MEDIA	Non-Instructional Supplies	$7,999.28
183197	STAPLES	Non-Instructional Supplies	$736.89
183203	BLANQUET, FRANCISCO	Non-Instructional Supplies	$75.41
183207	STANLEY CONVERGENT SECURITY	Non-Instructional Supplies	$198.22
183214	US BANK CORPORATE PMT SYSTEMS	Non-Instructional Supplies	$257.43
183216	STAPLES	Non-Instructional Supplies	$371.79
183226	US BANK CORPORATE PMT SYSTEMS	Non-Instructional Supplies	$107.99
182972	REVOLVING CASH	Officials	$2,340.00
182977	REVOLVING CASH	Officials	$3,120.00
183025	REVOLVING CASH	Officials	$780.00
183063	REVOLVING CASH	Officials	$1,040.00
183120	REVOLVING CASH	Officials	$130.00
183185	REVOLVING CASH	Officials	$1,317.11
183188	REVOLVING CASH	Officials	$4,810.03
182858	DEPARTMENT OF SOCIAL SERVICES	Operational Expenses & Fees	$484.00
182859	DEPARTMENT OF SOCIAL SERVICES	Operational Expenses & Fees	$1,210.00
182873	MARKET BASED SOLUTIONS	Operational Expenses & Fees	$16,550.00
182877	NPR	Operational Expenses & Fees	$11,214.00
182970	US BANK CORPORATE PMT SYSTEMS	Operational Expenses & Fees	$1,439.10
182987	AMERICAN SOCIETY OF HEALTH	Operational Expenses & Fees	$2,600.00
182994	ELLUCIAN COMPANY LP	Operational Expenses & Fees	$24,000.00

PO#	Vendor Name	Purchase Order Description	Amount
183039	PEREZ, AMALIA	Operational Expenses & Fees	$94.00
183080	SOUTH COAST AQMD	Operational Expenses & Fees	$569.22
183175	SAN BERNARDINO COUNTY	Operational Expenses & Fees	$580.00
183186	REVOLVING CASH	Operational Expenses & Fees	$2,790.90
183187	SBVC THEATRE TRUST FUND	Operational Expenses & Fees	$360.00
183190	REVOLVING CASH	Operational Expenses & Fees	$3,888.00
183210	REVOLVING CASH	Operational Expenses & Fees	$500.00
183054	SBVC BOOKSTORE	Other Student Aid	$40,000.00
182943	US BANK CORPORATE PMT SYSTEMS	Parking	$16.00
182840	CROCFER, MICHELLE	Personal Mileage	$18.83
182856	AGUILAR, TIFFANY	Personal Mileage	$1,500.00
182860	RUBIO, EDUARDO	Personal Mileage	$2,000.00
182862	THORNTON, CARLA	Personal Mileage	$500.00
182939	SMITH, LATASHA	Personal Mileage	$800.00
182940	PEREZ, BRANDY	Personal Mileage	$800.00
182941	PEREZ, JANET	Personal Mileage	$800.00
182942	GONZALES, MELANIE	Personal Mileage	$800.00
183036	GRANT, CHRIS	Personal Mileage	$210.08
183072	PADILLA, GABRIELA	Personal Mileage	$100.00
183122	US BANK CORPORATE PMT SYSTEMS	Personal Mileage	$3.00
183126	POWERS, YVONNE	Personal Mileage	$214.00
183136	BANUELOS, ELIZABETH	Personal Mileage	$61.42
183200	CROCFER, MICHELLE	Personal Mileage	$20.22
182824	SBCCD PRINTING SERVICES	Printing, SBCCD	$58.18
182829	SBCCD PRINTING SERVICES	Printing, SBCCD	$220.00
183194	SBCCD PRINTING SERVICES	Printing, SBCCD	$105.00
183213	SBCCD PRINTING SERVICES	Printing, SBCCD	$1,000.00
182891	SHAW HR CONSULTING INC	Reference Books	$25.00
183016	US BANK CORPORATE PMT SYSTEMS	Reference Books	$52.81
183053	CENTER FOR EDUCATION &	Reference Books	$104.95
182998	SBCCD FINANCIAL AID	Student Financial Aid	$10,628.35
182957	WATER DEPARTMENT	Water Utilities	$118,884.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Routine Contracts/Agreements and Memorandums of Understanding

RECOMMENDATION

It is recommended that the Board of Trustees ratify the attached list of routine contracts/agreements and memorandums of understanding.

OVERVIEW

In accordance with Board Policy 6340, the attached list is submitted for Board ratification and/or approval.

ANALYSIS

The attached list of contracts, agreements and their associated purchase orders are routine, customary and necessary for the on-going operations of the District. Due the nature of these contracts and in the best interest of the District, these contracts are generally ratified by the Board of Trustees. Long term contracts, unless otherwise noted, the amount shown for multi-year agreements is the projected total amount for the full contract period. Any changes to these approved amounts will be submitted to board as amendments or not to exceed limit changes.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The contracts/agreements/memorandums of understanding on the attached list are budgeted for via purchase orders.

Contract Type			
Firm	**Purpose and Information**	**Department / Location**	**Amount**

Broadcasting Rights

Koahnic Broadcast Corporation	(16093) Broadcast rights for the airing of the National Native News	FNX/KVCR	$8,400.00
	Term: 7/1/2017 - 6/30/2022		
	Funding Source: FNX Grant		

SubTotal for Broadcasting Rights: 1   ***$8,400.00***

Clinicals

Dignity Health	(16157) Clinical Sites for Allied Health Programs - St. Bernardine Medical Center and Community Hospital of San Bernardino locations	Allied Health/SBVC/CHC	
	Term: 1/1/2018 - 12/31/2019		
	Funding Source: N/A		
Riverside Healthcare System, L.P. dba Riverside C. Hospital	(16077) Clinical Site for Respiratory Care and EMS programs; no cost to SBCCD	Respiratory Care/CHC	
	Term: 11/18/2017 - 11/7/2019		
	Funding Source: N/A		

SubTotal for Clinicals: 2

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

American Printing & Promotions	(16067) Production of promotional giveaways for the First Year Experience department - Proposal #5056 Term: 11/30/2017 - 12/31/2017 Funding Source: Student Equity	First Year/SBVC	$2,396.13
American Printing & Promotions	(16095) Production of promotional giveaways for the First Year Experience department - Proposal #5066 Term: 12/11/2017 - 1/31/2018 Funding Source: General Funds	First Year/SBVC	$18,092.97
American Red Cross	(16071) Trademark License Agreement for FNX Public Service Announcement video; no cost to SBCCD Term: 12/1/2017 - 6/30/2018 Funding Source: N/A	FNX/KVCR	
Astakhov, Dmitriy dba Northgate Entertainment	(16116) Production of a single 30 second commercial Term: 8/14/2017 - 11/29/2017 Funding Source: General Funds	Marketing/SBVC	$7,000.00
Astakhov, Dmitriy dba Northgate Entertainment	(16079) Production of three 30 second commercials Term: 12/1/2017 - 12/31/2017 Funding Source: General Funds	Marketing/SBVC	$8,000.00

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

Firm	Purpose and Information	Department / Location	Amount
Astakhov, Dmitriy dba Northgate Entertainment	(16098) Video production for SBVC campus to be featured in the "Arrowhead News" Term: 11/16/2017 - 11/29/2017 Funding Source: General Funds	Marketing/SBVC	$1,125.00
Beaumont Electric, Inc.	(16132) Install plasma cutter and welding machines in lab classrooms; funded through Welding Certification Grant Term: 12/1/2017 - 1/30/2018 Funding Source: Federal Grant	Technical Training/SBVC	$1,359.00
BLU Education Foundation	(16117) MOU - To provide education services to Middle and High School students; SBVC to provide office space; no cost to SBCCD Term: 7/1/2017 - 6/30/2018 Funding Source: N/A	Administrative Services/SBVC	
Building Industry Association of SC	(16066) Sponsorship at the "BIA Baldy View Chapter Holiday Gala"; includes full page advertisement, podium recognition, and a table for eight Term: 12/7/2017 - 12/7/2017 Funding Source: General Funds	Chancellor/SBCCD	$1,500.00
Burgess Moving & Storage	(16120) District Office move & equipment rental as part of flooring project Term: 12/22/2017 - 1/12/2018 Funding Source: Capital Outlay	Facilities Planning/SBCCD	$3,714.85

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*
General			
California Department of Forestry & Fire Protection	(16138) Conservation Camp Program Project; weed abatement, creating a fire break and vegetation removal around CHC campus Term: 1/1/2018 - 12/31/2018 Funding Source: Parking Fee	Maintenance/CHC	$3,000.00
California State University - Northridge	(16146) Develop "Strategic Planning" brand identity and brand building Term: 10/23/2017 - 10/26/2017 Funding Source: General Funds	EDCT/SBCCD	$1,900.00
California State University - San Bernardino	(16087) Learning site agreement for CSUSB students to use KVCR as a clinical site; no cost to SBCCD Term: 1/19/2018 - 1/18/2023 Funding Source: N/A	KVCR/KVCR	
Cello, Paul	(15958) Speaker at the "Inland Empire Desert Regional Career Technical Education Faculty Retreat" Term: 12/7/2017 - 12/7/2017 Funding Source: ICT/Digital Media Grant	PDC/SBCCD	$2,000.00
Colton Redlands Yucaipa ROP	(16083) Regional Advisory Communities mini grant for outreach activities Term: 10/16/2017 - 6/30/2018 Funding Source: Strong Workforce Program	EDCT/SBCCD	$4,000.00

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

General

Cook, Pierce	(16058) Camera Operator for site film productions for KVCR and FNX Term: 11/1/2017 - 6/30/2018 Funding Source: KVCR - FNX Grant	FNX/KVCR	$3,000.00
CPP, Inc.	(16128) Facilitate the Myers Briggs Assessment Test and Strong Certification Program for CHC Counselors Term: 2/5/2018 - 2/9/2018 Funding Source: Student Success (SSSP)	Student Services/CHC	$44,175.00
Diaz, Angela	(16144) On demand hairstyling and make up for on air productions Term: 12/1/2017 - 6/30/2018 Funding Source: KVCR	KVCR/KVCR	$5,000.00
DT Ontario Hotel Partners LLC dba Hilton - Ontario	(16065) Room rental and catering for the "2017 Cabinet Retreat" Term: 12/18/2017 - 12/19/2017 Funding Source: General Funds	Chancellor/SBCCD	$647.22
Economic Modeling Specialists, Inc. (EMSI)	(16112) Develop and provide economic impact study on how SBCCD impacts the regional economy Term: 1/19/2018 - 6/30/2018 Funding Source: General Funds	EDCT/SBCCD	$18,000.00

Contract Type Firm	Purpose and Information	Department / Location	Amount
General			
Economic Modeling Specialists, Inc. (EMSI)	(16113) Develop and provide program demand gap analysis for SBVC and CHC Term: 1/19/2018 - 6/30/2018 Funding Source: General Funds	EDCT/SBCCD	$15,000.00
e-LocalLink, Inc	(16096) Promotional advertising in the "City of Highland Community Movie Series" Term: 1/1/2018 - 12/31/2018 Funding Source: General Funds	Marketing/SBVC	$2,495.00
Ericsson, Inc.	(16076) One time support for N-Compass system Term: 12/1/2017 - 6/30/2018 Funding Source: KVCR - CPB Grant - TV	KVCR/KVCR	$2,500.00
Girl Scouts of San Gorgonio Council	(16118) To provide outreach activities to Middle School participants to expose them to career opportunities in the Digital Media field through the "Doing What Matters for Jobs and the Economy" framework Term: 10/1/2017 - 12/15/2017 Funding Source: ICT/Digital Media Grant	EDCT/SBCCD	$25,000.00
Golf Cars of Riverside	(16105) On demand repairs and maintenance for CHC Health Center golf carts Term: 7/1/2017 - 6/30/2018 Funding Source: General Funds	Health Services/CHC	$200.00

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

General

Gordon Associates, LLC	(16109) Provide assistance in the implementation of the ACCUPLACER math assessment system Term: 12/15/2017 - 1/1/2018 Funding Source: Student Success (SSSP)	Student Services/CHC	$2,500.00
GradImages; A Division of Event Photography Group	(14611) Rights to photograph SBVC graduates; no cost to SBCCD; This is to approve Amendment 01 to extend end date Term: 2/1/2017 - 6/30/2020 Funding Source: N/A	Student Life/SBVC	
Highland Area Chamber of Commerce	(16135) Booth rental at the "2017 Discover Highland Night" to promote CHC CTE Programs Term: 10/28/2017 - 10/28/2017 Funding Source: Strong Workforce Program	Program Development/CHC	$30.00
HP Development Enterprises, Inc.	(16126) Production of custom t-shirts and sweat suits for the women's basketball team Term: 12/1/2017 - 1/31/2018 Funding Source: General Funds	Athletics/SBVC	$1,181.82
IE Gourmet Food Trucks	(16052) Catering for the "Sober Fest" event Term: 10/25/2017 - 10/25/2017 Funding Source: Trust Account	Student Life/CHC	$236.00

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

General

Innovative Signs and Designs	(16097) Production of two 8' x 16' banners with SBVC logo for the "2017 Winterfest" Term: 11/15/2017 - 12/5/2017 Funding Source: General Funds	Marketing/SBVC	$1,054.25
Jackson, Beverly	(16061) Consultation and development of the "Sterile Processing and Surgical Technician Program" Term: 11/13/2017 - 6/30/2018 Funding Source: Strong Workforce Program	Science/SBVC	$2,750.00
Keith, David	(16070) Provide post production services for KVCR and FNX Term: 11/1/2017 - 6/30/2018 Funding Source: FNX Grant	FNX/KVCR	$3,000.00
Marcom Communications Systems	(16063) Install ADA panel mount phone in the Business Bldg. elevator Term: 11/20/2017 - 6/30/2018 Funding Source: General Funds	Maintenance/SBVC	$556.92
Market Based Solutions (MBS)	(16129) Emission Credits for South Coast Air Quality Management District (SCAQMD) Rule 2202 compliance Term: 12/5/2017 - 12/4/2018 Funding Source: Parking Fee	Administrative Services/CHC	$8,568.00

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

Mint Print Media	(16145) Production of five table throws with SBVC logo Term: 12/15/2017 - 2/28/2018 Funding Source: General Funds	Marketing/SBVC	$942.81
Mizutani, Mari DBA Otherwise Strings	(16074) Performance at the CHC commencement ceremony Term: 5/28/2018 - 5/25/2018 Funding Source: General Funds	Student Life/CHC	$800.00
Mt. San Jacinto CCD	(16111) Develop social media marketing curriculum Term: 4/24/2017 - 6/30/2017 Funding Source: ICT/Digital Media Grant	EDCT/SBCCD	$3,800.00
Nicholas, Mike	(16059) Provide post production services for on site films for KVCR and FNX Term: 11/1/2017 - 6/30/2018 Funding Source: KVCR - FNX Grant	FNX/KVCR	$3,000.00
Party Plus Rental	(16130) Rental of chairs for CHC Commencement Ceremony Term: 5/24/2017 - 5/26/2017 Funding Source: General Funds	Student Life/CHC	$2,992.22
PBS - Public Broadcasting Service	(16122) Sponsorship at the PBS Annual Meeting and promotional lanyards Term: 5/7/2018 - 5/9/2018 Funding Source: FNX Grant	FNX/KVCR	$8,000.00

Contract Type Firm	Purpose and Information	Department / Location	Amount

General

Firm	Purpose and Information	Department / Location	Amount
Print & Finishing Solutions	(16106) Repair of printer drill Term: 12/5/2017 - 1/31/2018 Funding Source: General Funds	TESS/SBCCD	$2,837.85
Project Fighting Chance	(16123) Co-Production Agreement for the program "FIGHTS Boxing Docu-Series"; no cost to SBCCD Term: 12/11/2017 - 12/10/2018 Funding Source: N/A	KVCR/KVCR	
Sampson, William	(16060) Camera Operator for site film productions for KVCR and FNX Term: 11/1/2017 - 6/30/2018 Funding Source: KVCR - FNX Grant	FNX/KVCR	$5,000.00
San Bernardino County Superintendent of Schools	(16137) Agreement for participation in "AB 212 Educational Stipend Program" to supplement existing efforts and investments to retain qualified child care staff; stipend to be paid directly to eligible staff; no cost to SBCCD Term: 7/1/2017 - 6/30/2018 Funding Source: N/A	Child Care Center/SBVC	
Southern California Regional Transit Training Consortium	(15976) Membership in transit education consortium and to share information as deemed necessary Term: 12/15/2017 - 12/14/2022 Funding Source: Strong Workforce Program	Technical Training/SBVC	$2,500.00

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

Staples Contract & Commercial, Inc.	(16114) Production of customized stamps Term: 12/11/2017 - 12/31/2017 Funding Source: Financial Aid	Counseling/CHC	$162.85
Taylor, Brian	(16032) Camera Operator for site film productions for KVCR and FNX Term: 11/1/2017 - 6/30/2018 Funding Source: KVCR - FNX Grant	FNX/KVCR	$5,000.00
Torres, Jesus dba JT Electric	(16091) Replacement of 19 LED parking lot light fixtures Term: 12/1/2017 - 3/31/2018 Funding Source: General Funds	Maintenance/SBVC	$5,000.00
TSI, INC	(16103) Repair and cleaning of Porta Count Pro Plus Term: 12/1/2017 - 1/31/2018 Funding Source: General Funds	Fire Technology/CHC	$1,150.00
Tyson, Vanessa	(16101) Speaker for "Black History Month" event Term: 2/22/2018 - 2/22/2018 Funding Source: Student Equity	Student Services/SBVC	$1,000.00
Vision Maker Media	(16124) Booth rental at the "National Indian Gaming Association" Term: 4/17/2018 - 4/20/2018 Funding Source: FNX Grant	FNX/KVCR	$2,000.00

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

Westpy Marketing Service	(16072) Production of promotional giveaways; 1,200 lanyards with "FNX Native TV" imprint Term: 12/1/2017 - 12/31/2017 Funding Source: FNX Grant	FNX/KVCR	$1,819.47
Wilbur's Power Equipment	(15952) On demand repairs for firefighting equipment; this is to approve an increase in the not to exceed amount by $750 Term: 7/1/2017 - 6/30/2018 Funding Source: General Funds	Fire Technology/CHC	$1,250.00
Wirz & Company	(16125) Lamination and production of bookmarks Term: 12/11/2017 - 2/28/2018 Funding Source: General Funds	TESS/SBCCD	$2,928.96
Wisconsin Center District	(16078) Electrical service for KVCR booth at National Congress of American Indian Expo Term: 10/15/2017 - 10/19/2017 Funding Source: FNX Grant	FNX/KVCR	$230.00
Yucaipa, City of	(16136) Installation of CHC promotional banners throughout the city; no cost to SBCCD Term: 12/13/2017 - 1/31/2018 Funding Source: N/A	Marketing/CHC	

Contract Type			
Firm	Purpose and Information	Department / Location	Amount

General

Zuzu Acrobats	(16141) Performance for "Black History Month" event Term: 2/7/2018 - 2/7/2018 Funding Source: General Funds	Learning Resource Center/SBV	$2,500.00

SubTotal for General: 58   **$242,896.32**

Income - Facilities Use

Arrowhead Christian Academy	(16094) Ues of CHC Pool Term: 1/24/2018 - 5/1/2018 Funding Source: N/A	Pool/CHC	$1,500.00
Beaumont USD	(16015) Use of CHC Pool Term: 11/8/2017 - 11/8/2017 Funding Source: N/A	Pool/CHC	$104.00
La Verne, University of	(16142) Education advancement and facility use agreement Term: 1/1/2018 - 6/30/2018 Funding Source: N/A	Instruction/CHC	$5,000.00
My Delight Cupcakery	(16100) Use of quad area for part of the "2017 Winterfest" Term: 12/5/2017 - 12/5/2017 Funding Source: N/A	Administrative Services/SBVC	

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

Income - Facilities Use

Waffle Oh Truck, The	(16099) Use of quad area for part of the "2017 Winterfest" Term: 12/5/2017 - 12/5/2017 Funding Source: N/A	Administrative Services/SBVC	
Yucaipa Swim Team	(16102) Use of CHC Pool Term: 12/15/2017 - 12/18/2017 Funding Source: N/A	Pool/CHC	$3,300.00

SubTotal for Income - Facilities Use: 6   **$9,904.00**

Income - General

Mt. San Jacinto CCD	(15931) Services agreement for PDC to plan and coordinate "CTE Career Counselor's Conclave Conference" event Term: 11/7/2017 - 11/7/2017 Funding Source: N/A	PDC/SBCCD	$15,000.00
Penn Emblem Company	(16075) EDCT to provide on site training to vendors' employees Term: 11/8/2017 - 6/30/2018 Funding Source: N/A	EDCT/SBCCD	$25,000.00
San Bernardino County Superintendent of Schools	(16143) EDCT to provide assistance with implementation of the San Bernardino County Rube Goldberg Machine contest Term: 10/1/2017 - 3/30/2018 Funding Source: N/A	EDCT/SBCCD	$35,455.00

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

Income - General

SubTotal for Income - General: 3   *$75,455.00*

Income - Grant

California Department of Ed	(16005) Continued Funding Application for California State Preschool Program (CSPP) and California Center - Infant/Toddler Program (CCTR) for the 2018-2019 year Term: 7/1/2018 - 6/30/2019 Funding Source: N/A	Child Care Center/SBVC	
CCC Chancellor's Office	(15101) Grant for Fund for Student Success; Middle College High School Project; this is to approve Amendment 01- to revise grant project budget Term: 7/1/2017 - 6/30/2018 Funding Source: N/A	Middle College/SBVC	$100,000.00
CPB - Corporation for Public Broadcasting	(16080) 2018 CPB TV Grants; Community Service Grant, Universal Service Support Grant, and Interconnection Grant Term: 10/1/2017 - 9/30/2018 Funding Source: N/A	KVCR/KVCR	$761,414.00
San Bernardino County Superintendent of Schools	(15933) State preschool grant delegated agency agreement Term: 7/1/2017 - 6/30/2018 Funding Source: N/A	Child Care Center/CHC	$207,965.00

SubTotal for Income - Grant: 4   *$1,069,379.00*

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

Income - Grant Federal

| U.S. Department of Agriculture | (12299) Federal Grant - Proposal 2015-05775: Cultivating Diversity in a 2+2+2 collaborative to increase diversity within USDA related careers; This is to approve Amendment 01 - to extend term date to 8/31/2018

Term: 10/1/2015 - 8/31/2018

Funding Source: N/A | Grants/SBVC | $163,198.00 |

SubTotal for Income - Grant Federal: 1   *$163,198.00*

Off-Campus Work Study

| Colton Chamber of Commerce | (16115) Off-Campus Work Study agreement for placement of CHC Students at non-campus sites; no additional cost to SBCCD

Term: 11/20/2017 - 6/30/2018

Funding Source: San Manuel Donation | Resource Development/CHC | $5,000.00 |

SubTotal for Off-Campus Work Study: 1   *$5,000.00*

PO as Contract

| Almendarez, Richard dba Almendarez Technical Services | (16090) Tower re-lamp for Box Springs Transmitter
Term: 12/4/2017 - 1/31/2018

Funding Source: KVCR | KVCR/KVCR | $1,565.00 |
| Alternative On-Site Services | (16107) Repair and maintenance of Business & Fiscal Services typewriters
Term: 12/7/2017 - 1/31/2018

Funding Source: General Funds | Fiscal Services/SBCCD | $500.00 |

Contract Type			
Firm	**Purpose and Information**	**Department / Location**	**Amount**

PO as Contract

Golf Cars of Riverside	(16064) Repair of brake light on EZ-GO tram Term: 11/28/2017 - 11/29/2017 Funding Source: DSP&S	DSP&S/CHC	$85.00

SubTotal for PO as Contract: 3   *$2,150.00*

Program Acquisition

Looking Glass International	(16082) Broadcast rights to "Behind the Brush" series 1 & 2 and "Hunter Gatherer" Term: 1/12/2018 - 1/11/2023 Funding Source: KVCR - FNX Grant	FNX/KVCR	$40,000.00

SubTotal for Program Acquisition: 1   *$40,000.00*

Small Scale Construction

Climatec, LLC.	(16134) Furnish and install new electrical meter on CHC water tank Term: 12/13/2017 - 6/30/2018 Funding Source: Capital Outlay	Facilities Planning/SBCCD	$16,971.00
Floor Tech America, Inc.	(16088) Replacing flooring in District Office building Term: 12/26/2017 - 1/12/2018 Funding Source: Capital Outlay	District M & O/SBCCD	$21,801.00

SubTotal for Small Scale Construction: 2   *$38,772.00*

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

Software/Online Services

Firm	Purpose and Information	Department / Location	Amount
Adobe Systems Inc.	(16073) Software licenses for "Creative Cloud" for KVCR-TV post productions Term: 1/1/2018 - 12/31/2018 Funding Source: KVCR - CPB Grant - TV	KVCR/KVCR	$2,519.28
Aztec Software	(16131) Software for educational curriculum used to prepare adult students for the high school equivalency exam and high school diplomas Term: 12/1/2017 - 6/30/2018 Funding Source: Adult Ed (AEBG) Grant	Mathematics/SBVC	$72,763.00
CDW Government Inc.	(16068) Purchase of 9 "Vmware Workstation Licenses"; used to build image lab and office computers Term: 11/30/2017 - 6/30/2018 Funding Source: General Funds	Technology Services/SBVC	$1,922.04
DataWatch Corporation	(16108) Software maintenance & renewals for DataWatch Modeler Term: 2/25/2018 - 2/24/2019 Funding Source: General Funds	Payroll/SBCCD	$1,516.20
Economic Modeling Specialists, Inc. (EMSI)	(16127) Software subscription for "Alumni Insight" used to filter outcome analysis Term: 10/31/2017 - 10/30/2018 Funding Source: Caltrans Grant	EDCT/SBCCD	$17,500.00

Contract Type			
Firm	*Purpose and Information*	*Department / Location*	*Amount*

Software/Online Services

Entrinsik, Inc.	(16104) Software license and support for Informer software used to connect to multiple databases and run reports Term: 3/1/2018 - 2/28/2019 Funding Source: Block Grant	TESS/SBCCD	$10,098.00
Eureka	(16092) Site license for Eureka software, a career information system Term: 12/1/2017 - 11/30/2018 Funding Source: Student Success (SSSP)	Transfer Center/SBVC	$2,154.60
Full Capacity Marketing, Inc	(16081) Website service for Adult Education AB104 page Term: 1/1/2018 - 12/31/2018 Funding Source: Adult Ed (AEBG) Grant	Mathematics/SBVC	$1,985.87
Getty Images US, Inc. dba JupiterImages	(16062) Software subscription for Thinkstock images; images that can be used on District documents and publications, enabling the District to remain compliant with copyright laws Term: 2/7/2018 - 2/6/2019 Funding Source: General Funds	TESS/SBCCD	$3,993.60

Contract Type Firm	Purpose and Information	Department / Location	Amount
Software/Online Services			
Grillitype.com	(15981) Purchase of a typeface font "GT Esti"; This package of 28 fonts is necessary for use in developing official promotional materials such as catalogs, schedules, board reports, and other official publications according to SBVC's branding guidelines Term: 11/1/2017 - 6/30/2018 Funding Source: General Funds	Marketing/SBVC	$1,417.50
Innovative Educators	(16110) Software licensing for "StudentLingo" custom yearly hosting Term: 1/1/2018 - 6/30/2018 Funding Source: Student Success (SSSP)	Student Services/CHC	$12,497.50
Siteimprove, Inc.	(16121) Site check subscription used to identify broken links, misspellings and accessibility issues on District web sites Term: 1/15/2018 - 1/14/2019 Funding Source: General Funds	TESS/SBCCD	$7,440.00
Volt Athletics, Inc.	(16133) Online access for "Volt Football Performance" an intelligent training app for use by SBVC Football players and staff; funded by Football Trust account 4045 Term: 12/4/2017 - 12/3/2018 Funding Source: Trust Account	Athletics/SBVC	$1,000.00

SubTotal for Software/Online Services: 13   *$136,807.59*

Subgrantee

Firm	Purpose and Information	Department / Location	Amount
Regents of University of CA, The - Riverside Campus	(12830) Subgrantee for the USDA Cultivating Diversity Grant to provide guest speakers, field trips and summer research opportunities for students; This is to approve Amendment 01 - to extend term by 11 months Term: 2/25/2016 - 8/31/2018 Funding Source: Federal Grant	Grants/SBVC	$90,490.00

SubTotal for Subgrantee: 1   **_$90,490.00_**

Grand Total Contracts for Board Date 1/18/2018: 96

Routine Contracts - Summary

Scheduled Board Meeting 01/18/2018

EXPENSES

Category	Number of Contracts	Contract Value	
Broadcast Rights	1	$8,400.00	
Clinicals	2	$0.00	
General	58	$242,896.32	
Off-Campus Work Study	1	$5,000.00	
PO as Contract	3	$2,150.00	
Program Acquisition	1	$40,000.00	
Small Scale Construction	2	$38,772.00	
Software/Online Services	13	$136,807.59	
Subgrantee	1	$90,490.00	
	82		
		Total Expenses	**$564,515.91**

INCOME

Category	Number of Contracts	Contract Value	
Income - Facilities Use	6	$9,904.00	
Income - General	3	$75,455.00	
Income - Grant	4	$1,069,379.00	
Income - Grant Federal	1	$163,198.00	
	14	**Total Income**	**$1,317,936.00**

Total Number of Contracts	96		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Surplus Property and Authorization for Private Sale or Disposal

RECOMMENDATION

It is recommended that the Board of Trustees declare the equipment and/or materials listed on the attached as surplus property, and direct the Business Manager to arrange for its sale or disposal.

OVERVIEW

California Education Code 81452 states that if a governing board, by a unanimous vote of those members present, finds that property, whether one or more items, does not exceed in value the sum of $5,000, the property may be sold at private sale without advertising or disposed of.

ANALYSIS

The items listed on the attached have been identified as obsolete and no longer usable. Upon approval by the board, they will be sold or disposed of through reputable auction houses and/or salvage companies.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Funds for materials sold will be provided to the district after auction and positively impact the budget.

Fixed Assets Surplus Report
January 18, 2018

Asset #	Date Retired	Location	Description	Date In Service	Initial Value	Current Value
8899	12/12/2017	CHC	COMPUTER	7/1/1998	$4,000.00	$0.00
8922	12/12/2017	CHC	PROJECTOR LCD	7/1/1998	$5,500.00	$0.00
20669	12/12/2017	CHC	BREATHING APPARATUS	7/1/1995	$900.00	$0.00
20670	12/12/2017	CHC	BREATHING APPARATUS	7/1/1995	$900.00	$0.00
20966	12/12/2017	CHC	CPU W/MONITOR	7/1/1998	$2,100.00	$0.00
20967	12/12/2017	CHC	TEST SCORER	7/1/1999	$1,900.00	$0.00
24219	12/12/2017	SBVC	Recorder VCR, desktop	11/5/2003	$3,663.00	$0.00
24369	12/12/2017	SBVC	COPIER	5/20/2004	$2,624.50	$0.00
24808	12/12/2017	SBVC	Visual Presenter	4/1/2004	$2,483.00	$0.00
24814	12/12/2017	SBVC	PC Desktop	4/1/2004	$714.00	$0.00
24815	12/12/2017	SBVC	PC Desktop	4/1/2004	$1,440.00	$0.00
24965	12/12/2017	SBVC	Printer	6/1/2004	$1,254.00	$0.00
25877	12/12/2017	SBVC	Sony T370P/L Notebook	10/4/2005	$2,597.60	$0.00
27091	12/12/2017	DIST	Latitude D820	2/21/2007	$1,983.93	$0.00
27388	12/12/2017	DIST	OptiPlex 745	2/27/2007	$1,160.51	$0.00
29548	12/12/2017	DIST	2007FP Ultrsharp monitor	6/3/2008	$1.00	$0.00
30511	11/30/2017	CHC	imac	5/12/2012	$1,057.57	$0.00
30666	11/30/2017	CHC	cpu	11/21/2011	$1,052.88	$0.00
30712	11/30/2017	CHC	cpu	11/21/2011	$1,052.88	$0.00
30737	11/30/2017	CHC	cpu	1/9/2012	$1,290.74	$0.00
31208	12/12/2017	DIST	Latitude E6400	9/2/2009	$1,551.36	$0.00
31209	12/12/2017	DIST	Optiplex 960 MT	9/17/2009	$1,855.17	$0.00
31211	12/12/2017	DIST	Dell PowerEdge R410	9/4/2009	$4,706.61	$0.00
31212	12/12/2017	DIST	Latitude E6400	9/15/2009	$1,551.36	$0.00
31213	12/12/2017	DIST	Latitude E6400	9/2/2009	$1,399.85	$0.00
31215	12/12/2017	DIST	Latitude E6400	9/2/2009	$1,399.85	$0.00
31338	12/12/2017	DIST	Power Edge R200	1/26/2010	$1,639.73	$0.00
31348	12/12/2017	DIST	Hood	2/16/2010	$0.00	$0.00
31350	12/12/2017	DIST	ower Edge R2000	2/9/2010	$1,556.00	$0.00
31434	12/12/2017	DIST	Server	6/29/2010	$4,703.77	$0.00
31808	12/12/2017	SBVC	MEDIA CART	6/14/2011	$11,805.44	$0.00
32780	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,191.08	$0.00
32781	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,191.08	$0.00
32786	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,191.08	$0.00
32788	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,191.08	$0.00
32805	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$864.36	$0.00
32812	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$864.36	$0.00
32813	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$864.36	$0.00
32814	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$864.36	$0.00
32815	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$864.36	$0.00
32842	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32844	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32845	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00

32865	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32874	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32875	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32876	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32877	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
32878	11/30/2017	CHC	OptiPlex 9010	11/29/2012	$1,142.86	$0.00
33316	12/12/2017	DIST	Dell Latitude E5420	11/18/2011	$1,629.17	$0.00
37341	11/30/2017	CHC	OptiPlex 9020	2/17/2015	$975.44	$0.00
37346	11/30/2017	CHC	OptiPlex 9020	2/17/2015	$975.44	$0.00
2030012	12/12/2017	SBVC	POWERAPP 120	6/7/2001	$5,355.10	$0.00
2040001	12/12/2017	SBVC	VIDEO CONF EQUIPMENT	4/28/2003	$25,951.07	$0.00
2040002	12/12/2017	SBVC	VIDEO CONF EQUIPMENT	4/28/2003	$25,951.07	$0.00
2040003	12/12/2017	SBVC	VIDEO CONF EQUIPMENT	4/28/2003	$25,951.07	$0.00

Non-Fixed Assets Surplus Report
January 18, 2018

Dell 1909FP Monitor	2 ea
Touch Screen Monitor	1 ea

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Steven J. Sutorus, Business Manager
DATE:	January 18, 2018
SUBJECT:	Consideration of Approval of Uniform Construction Cost Accounting Procedures (UCCAP) Agreements

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of UCCAP contracts and agreements.

OVERVIEW

In accordance with Board policy 6340, the attached list is submitted for board ratification and/or approval.

ANALYSIS

As part of adopting the UCCAP, the District maintains a pre-qualified list of contractors according to trade category. Qualified contractors from the list are solicited on informal bids for public works projects valued between $45,000 and $175,000 or lower.   Contracts for projects are issued to the contractor submitting the lowest cost, responsible proposal. Adoption of the UCCAP allows the District to more efficiently and effectively manage small to medium sized projects.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The contracts/agreements on the attached list are budgeted for via purchase orders.

UCCAP - Uniform Construction Cost Accounting Procedures

Scheduled Board Date 1/18/2018

Firm	Purpose and Information	Department / Location	Amount	Signed
Prime Painting Contractors, Inc.	(16119) District Office Painting Project 03-1718-06 Term: 11/23/2017 - 1/31/2018	Facilities Planning/SBCCD	$56,300.00	SSutorus

Grand Total Contracts for Board Date 1/18/2018: 1

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Lawrence P. Strong, Director of Fiscal Services

DATE: January 18, 2018

SUBJECT: Consideration of Approval of Vacation Payout

RECOMMENDATION

It is recommended that the Board of Trustees approve payout of the following vacation time:

	# of Days	Rate	Total
Bruce Baron, Chancellor	10	$1,014.47	$10,144.70

OVERVIEW

Based on legal opinion, the County of San Bernardino requires that the payout of vacation time to community college district administrative personnel be approved by its governing board.

ANALYSIS

This board item represents payout of vacation to SBCCD administrative personnel based on a demonstration of personal hardship.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Payment will be made from the General Fund.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Wei Zhou, President, CHC

PREPARED BY: Dr. Rebecca Warren-Marlatt, Vice President, Student Services, CHC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program - CHC

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program – CHC for a final reading.

OVERVIEW

The plan addresses alignment of current and future goals and activities and funding from each of the three programs to address student success and equity at CHC.

ANALYSIS

The goals, activities and data provided in the plan capture the expansion of services to students at CHC through the expenditure of funds provided by the state through these three programs. The plan seeks to integrate and align the efforts of the three programs through common goals. It also shows how the three programs are already sharing responsibility for improving success at CHC

INSTITUTIONAL VALUES

II. Learning Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget

CRAFTON HILLS COLLEGE

2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Draft Report
November 27, 2017

Crafton Hills College 2017-19 Integrated Plan:
Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- **Submission deadline: January 30, 2018 (revised by CCCCO)**

- **The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017- 18 allocations.**

- **Integrated fiscal reports will be required on an annual basis.**

- **All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.**

- **Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.**

- **Identify one individual and an alternate to serve as the point of contact for your college.**

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing

data from your previous plans, additional statewide data, and/or data collected at your colleges.

The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup- specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you <u>have accomplished during the 2015-16 planning cycle</u>.

1. **Assess your college's previous program efforts:**
    a. **In the table below, list progress made toward achieving the goals outlined in your 2015- 16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

Goal	Progress
Student Success and Support Program (SSSP)	
SSSP – All first-time students will have easy access to the services provided through SSSP.	Online Orientation and Online Counseling processes have been implemented. Multiple measures processes have been established for mathematics.
SSSP- Provide intrusive support to students on probation and in basic skills courses	Hobson's Starfish has been implemented for early alert and Hobson's Degree Planner is in the process of implementation as part of the Educational Planning initiative pilot.
SSSP – 100% of students who start at Crafton will have a comprehensive SEP.	Presently, 72% of currently enrolled students have SEPs. The breakdown is as follows: • No SEP = 28% • Abbreviated (2 or fewer approved terms) = 33% • Comprehensive (3 or more approved terms) = 39%
SSSP – Increase high school and other community partnerships to provide core SSSP services to new students.	Services have expanded to 11 local high schools and a series of Saturday one-stop events have been made available to the community to complete the SSSP enrollment processes. The college is moving to make registration earlier so many students will be able to apply, complete orientation, assessment, complete an abbreviated SEP and register for classes on a single day.
SSSP – Revise Orientation processes to include elements required by SSSP Regulations	The Online Orientation is currently under revision and will be ready for fall 2018 implementation. 100% of all students new to Crafton are required to complete the Orientation in order to receive priority registration. A "New Student Handbook" is published each year and is made available online. Student satisfaction is measured.
SSSP – Core services will be offered online.	Orientation is provided online. Assessment is available to distance students through proctoring agreements. Students can meet face to face with a counselor online through <u>Cranium Cafe</u>. Probation services and other follow-up services are in development.

Goal	Progress
	Starfish has been implemented as an online early alert tool. Student Lingo, an online tool, has been acquired to expand access to workshops and other follow-up activities. Implementation has started in fall 2017.
SSSP- Include Multiple Measures (MMAP) in placement processes.	Mathematics has adopted MMAP processes for their courses. English is currently considering moving to MMAP for placement.
SSSP – Include self-efficacy measures as part of multiple measures for placement.	Additional questions to assess student self-efficacy have been added to the Accuplacer assessment instrument. Data is being collected and will be analyzed for inclusion in our multiple measures approach.
SSSP – Revamp follow-up services to better address the needs of probation and at-risk students	Starfish has been implemented in fall 2017 as an early alert tool at the college. A counselor has been hired along with an additional Student Services Tech to support follow-up services. Surveys of participants in Spring pilot indicated that 70% were satisfied or very satisfied with the ease of use and 100% of respondents would recommend the Starfish system campus wide. Student Lingo, an online tool, has been acquired to expand access to workshops and other follow-up activities. Implementation has started in fall 2017.
Basic Skills Initiative (BSI)	
BSI - Target professional development to all faculty and tutors who work with basic skills students.	Reading apprenticeship training was offered in Spring 2016. Six faculty members participated and implemented the program's strategies within their disciplines. Tutoring applied and received College Reading and Learning Association (CRLA) Level 1 and Level 2 tutor training certification.
BSI - Research, develop, and implement curricular programs/activities that support basic skills students.	The Left Lane First Year Experience Program supports basic skills student through the Summer Bridge program. Participants, including African American and Hispanic students, are statistically significantly and substantially more likely to successfully complete their courses than non-Left Lane students. Researched how other institutions implemented programs to meet students' academic and basic skills

Goal	Progress
	needs.
	Researched the Calif. Acceleration Project (CAP) in mathematics and English. Mathematics is implementing the principals of CAP in fall 2017.
	Researched the viability of an ESL Program in September 2017. The results indicated that approximately 31,000 adults between the ages of 18-64 in CHC's primary service area speak English less than well, 7% of students in feeder area high schools were classified as an English Learning (EL), and 18% of Crafton students speak a language other than English as their first language. Credit and non-credit ESL curriculum is being written in 2017-18.
	Research on campus-wide basic skills reading and writing. The English and reading basic skills three-year throughput rate increased from 38% in 2013-14 to 2015-16 to 40% in 2014-15 to 2016-17, an increase of 2%. The throughput rate measures the percent of students who take their first basic skills English course at Crafton and successfully complete a transfer level English course within three years.
BSI - Sustain at least one high-impact, long-term, professional development activity focused on basic skills.	Faculty and tutors receive specialized training in the use of The Structural Learning Assistance Program (SLA) to improve student outcomes in basic skills courses. SLA is an academic support program that incorporates content specific study and learning strategies into traditionally challenging courses through embedded tutoring. The most recent analysis of basic skills math students using SLA strongly indicated that students found it valuable to their class. Namely, 84% of respondents plan to use the study skills learned during their SLA workshop in future classes.
BSI - Continue to support and develop tutoring services for basic skills students.	Ongoing tutor training and certification has increased the effectiveness of tutoring services. A satisfaction survey of tutoring participants showed that 96% felt the Tutoring Center helped to improve their course grades. Additionally, students utilizing the Tutoring Center were more likely to complete their classes (94.3% vs. 89.6%) and to earn a satisfactory grade (77.5% vs 69.5%) than students who did not use the TC.

Goal	Progress
BSI - Comprehensive assessment, coordination, and evaluation of all services associated with basic skills students and associated basic skills reporting.	We have regularly conducted assessments of SLA and the Tutoring Center. The most recent evaluation of the services provided by the Tutoring Center (TC) strongly indicated that students are satisfied with the services provided by the TC. Specifically, 96% of the respondents felt that the TC helped to improve their course grades and 98% were satisfied or very satisfied with the TC. In addition, 59% of the respondents received tutoring in math and 55% received tutoring in English. The Structural Learning Assistance Program (SLA) is an academic support program that incorporates content specific study and learning strategies into traditionally challenging courses through embedded tutoring. The most recent analysis of basic skills math students using SLA strongly indicated that students found it valuable to their class. Namely, 84% of respondents plan to use the study skills learned during their SLA workshop in future classes. Tutors are evaluated by the Tutoring Center's faculty every semester. The SLA program is evaluated every semester by administering surveys to the students. Representatives of Math, English, and Instructional Support serve on the BSI committee and act as the department's liaison.
Student Equity (SE)	
SE - GOAL A: ACCESS **Serve a higher proportion of veterans, the disabled, 30-34, and 35-39 year olds in the Crafton Hills College Primary Service Area.**	From 2013-14 to 2016-17, incremental improvement in representation was noted for students in the 30-34 and 35-39 age range, though it does not reach significance. Native American students are no longer disproportionately impacted. The college continues to have access issues with Veterans, individuals with disabilities, and working-aged adults. The 2017 Equity data showed African American students are now also under-represented.
SE - GOAL B: COURSE COMPLETION **Improve the course success rate of CHC foster youth students**	Although there was an 11.1% improvement from 2013-14 to 2016-17, disproportionate impact remains for foster youth regarding course success.

Goal	Progress
SE - GOAL C: BASIC SKILLS COMPLETION **Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.**	**English** Disproportionate impact has been remedied for Hispanic students and for economically disadvantaged students. African American students showed Although disproportionate impact remains an improvement of 11% over the baseline year, although disproportionate impact remains. **Math** Throughput has been remedied for Caucasian, economically disadvantaged, and students aged 30-34. Disproportionate impact remains for African American students although a 12.5% improvement occurred from 2013-14 to 2016-17. Disproportionate impact remains for students in the 20-29 age range, although students aged 30-34 showed improvement between 2013-14 and 2016-17.
SE - GOAL D: DEGREE AND CERTIFICATE COMPLETION **Increase the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20 – 34 years old**	Disproportionate impact remains for African American, Hispanic, students who report two or more races, students aged 20-24, and individuals with disabilities. Groups that showed incremental improvement from 2013-14 to 2016-17 included males (22.3%), African Americans (24.0%) and Hispanics (19.9%).
SE - GOAL E: TRANSFER **Increase the transfer rate of African American, Hispanic, and students 20 – 24 years old**	Disproportionate impact remains for African American, Hispanic, Caucasian, and students 20-24 years of age, however the gaps have narrowed for African American and Hispanic students by 5.8% and 9.4%, respectively.

b. **To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**
Success:
- Increased student access to tutoring and academic support
- Collaboration between student services and instructional support
- Institutionalized Supplemental Instruction (SI)
- Increased educational planning and retention activities
- Research and data analysis
- Professional Development

Lack of success:
- Difficult and long hiring process means that new staff is not in place to assist with implementation of initiatives
- Efforts to impact student success too often implemented in silos without adequate planning for institutionalization;

- Initiatives not in place long enough to effect statistically significant change;
- Funding and allocation cycle do not match academic calendar and funding cycle does not allow for efficient planning and expenditure of funds. (98)

c. **In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Provide support to students to increase completion and success in basic skills courses	Implemented Starfish Early Alert Tool

Supported Summer Bridge program for new students who are underprepared

Require SEP's for all Bridge program, Probation and new students. | Increased tutoring support for basic skills students

Implemented Structured Learning Activities (SLA) for basic skills mathematics courses

Supported the Calif. Acceleration Project (CAP) in mathematics | Improved Reading Support Program

Researched students' academic basic skills needs

Researched the Calif. Acceleration Project (CAP) in mathematics and English

Researched the viability of an ESL Program |

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2. **Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

Crafton Hills College has made concerted effort to institutionalize instructional support, which includes tutoring, Structured Learning Assistance (SLA), Supplemental Instruction (SI), Summer Bridge, Weekly Tutoring, and the Reading Support Program. Students who accessed the Tutoring Center (TC) are statistically significantly more likely to successfully complete their courses (78%) than students who did not access the TC (70%). The TC is most effective with the following groups of students:

- Males (77% course success vs. 68% of male students who didn't access TC)
- Hispanics (75% course success vs. 66% of Hispanic students who didn't access TC)
- African Americans (74% course success vs. 66% of African American students who didn't access TC)

Additionally, students who attended one or more SI sessions were substantially (ES=.32) and statistically significantly (p<.001) more likely to successfully complete the course (75%) than students in the same section who did not attend any SI sessions (60%). The success rate is greater for Hispanic students in the same section who did not attend any SI sessions (57%). Students aged 20-24 who attended two or more SI sessions were also substantially (ES=.49) and statistically significantly (p<.001) more likely to successfully complete the course (79%) than students 20-24 years old in the same section who did not attend any SI sessions (55%). (209)

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**
    - **Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.**
    - **Closing achievement gaps for disproportionately impacted groups.**
    - **Improving success rates in degree attainment, certificate attainment, and transfer.**
    - **Improved identification of and support for students at-risk for academic or progress probation.**
    - **Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness**

- **Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)**

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Activities in each program that serve the goal listed				
Goal	**SSSP**	**Student Equity**	**BSI**	**Goal Area**
Goal I **Promote basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.**	Implement MMAP assessment and placement processes 75% of all students entering non-degree applicable English or Mathematics will have a comprehensive educational plan.	Provide Basic Skills Tutoring, particularly embedded models Redesign the Developmental Education Sequence Implement the core principles provided by the California Acceleration Project	Provide Basic Skills Tutoring, particularly embedded models Redesign the Developmental Education Sequence Implement the core principles provided by the California Acceleration Project	☐ *Access* ☐ *Retention* ☐ *Transfer* ✓ ***ESL/Basic Skills Completion*** ☐ *Degree & Certificate Completion* ✓ ***Other:*** *Increase the number of students who complete transfer level math or English within a year or two years of first enrollment*

Goal II **Close achievement gaps for disproportionately impacted groups.**	90% of all non-exempt new students who enter Crafton Hills College starting fall semester 2018 will have a comprehensive SEP by the end of the second semester of attendance or by completion of 15 degree applicable units at the college (whichever comes first). Scale follow-up processes such as Early Alert to include full participation of entire campus community Scale the first year experience program. Provide professional development to better enable faculty and staff to teach and to serve a diverse student population.	Provide Tutoring, particularly embedded models Use the Technology Success Center as an instructional support resource Scale the first year experience program Explore or expand research-based initiatives or best practices that impact student success and close achievement gaps (e.g. EOPS, Puente, Umoja, AVID) Provide professional development to better enable faculty and staff to teach and to serve a diverse student population. Page **12** of **21**	Provide Tutoring, particularly embedded models Scale the first year experience program. Provide professional development to better enable faculty and staff to teach and to serve a diverse student population.	✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion* ✓ *Degree &* ✓ *Certificate Completion* ☐ *Other:_____*

	Activities in each program that serve the goal listed			
Goal	**SSSP**	**Student Equity**	**BSI**	**Goal Area**
Goal III <u>**Improve success rates in degree attainment, certificate attainment, and transfer.**</u>	90% of all non-exempt new students who enter Crafton Hills College starting fall semester 2018 will have a comprehensive SEP by the end of the second semester of attendance or by completion of 15 degree applicable units at the college (whichever comes first). Implement MMAP assessment and placement processes Support the development and implementation of Guided Pathways	Support college readiness, career, and major exploration for every student Increase academic support in courses with high fail rates. Increase participation of disproportionately impacted groups in university field trips and career activities. Support the development and implementation of Guided Pathways	Provide support for basic skills co-requisite courses for transfer level courses (i.e. tutoring, DLA, SLA). Support the development and implementation of Guided Pathways	☐ *Access* ☐ *Retention* ✓ ***Transfer*** ☐ *ESL/Basic Skills Completion* ✓ ***Degree &Certificate Completion*** ☐ *Other:_____*

	Activities in each program that serve the goal listed			
Goal	**SSSP**	**Student Equity**	**BSI**	**Goal Area**
Goal IV **Promote deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness.**	Expand SOA^{3}R (Student Orientation, Application, Assessment, Advisement and Registration) and other activities to two more high schools in region. In collaboration with AEBG expand SSSP core services to adult school students	Support dual enrollment and scaffolded models that intersect the College's Guided Pathways. Support the development of course sequences and programs for adult learners.	Implement Multiple Measures. Development of noncredit basic skills math, English, and reading to support students' college and job readiness.	✓ *Access* ✓ *Retention* ✓ *Transfer* ✓ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Goal V **Improve the identification of and support for students at-risk for academic or progress probation.**	Strive for 100% faculty participation in Starfish Early Alert Develop an educational plan for every student Push Student Lingo Online workshops out to struggling students	Use campus research to identify at-risk students. Develop a retention strategy that supports each student, particularly at-risk and disproportionately impacted students.	Create a more defined tutoring support for students at-risk for academic or progress probation.	☐ *Access* ✓ ***Retention*** ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus- based programs. (500 words max)**

The Student Success and Equity Committee is charged with developing and overseeing the Student Success Plan and the Student Equity Plan. The Basic Skills Committee, which is an Academic Senate committee, oversees the Basic Skills plan.

Relying on quantitative and qualitative research and the results of student learning assessments, both committees use an evidence-based approach in planning recruitment, admission, retention, and student support services, professional development, and academic support to promote the success of all students.

The effective integration of the Basic Skills, Equity, and Student Success and Support Plans will require considerable dialogue and collaboration. For that reason, the joint chairs of SSE and BSI will include multiple entities in the dialogues regarding integration, including staff, faculty, and/or managers from EOPS/CARE/CalWORKS/Guardian Scholars, DSPS, Veterans Resources, Distance Education, mathematics and English, Instruction, the Homeless Student Resources Advisory Group, the Behavior Intervention Team, the Professional Development Committee, the Enrollment Strategies Committee, the Office of Institutional Effectiveness, Research, and Planning, and the Diversity and Inclusion Committee.

Throughout the integration process, practices will be routinized to ensure that the new approach to planning is institutionalized. These include:

- Monthly meetings of the chairs of the SSE and BSI Committees, to review and align activities and to monitor progress toward meeting the goals of the Integrated Plan.

- Clearly stated, measurable objectives that have been vetted, resourced, and formally assigned to a responsibility center.

- An integrated research agenda, designed to assess the college's progress towards meeting the goals of the Integrated Plan. Taking particular care to include the student perspective, the college will use quantitative and qualitative information to assess its programs, practices, and policies.

- The annual development of a fully integrated budget, showing the planned expenditures of each funding stream, and how they are linked to the integrated plan's annual goals.

- Clear alignment with the college's Educational Master Plan, Enrollment Strategies Plan, Distance Education Plan, and the like. It is important to note that, while the

discussions about the integration of Student Equity, Basic Skills, and Student Success and Support plans have taken place during the past year, the college is also beginning a dialogue about Guided Pathways. It is anticipated that many of the goals and strategies described in the Integrated Plan will also align with and provide the foundation for the college's Guided Pathway's Plan.

- Annual review of progress by the Crafton Council, the central deliberative body of the College.

- Annual review by the Board Committee on Student Success.

- Annual Board Presentation.

- Annual In-Service (all staff, faculty, and administrators) Dialogue about student success. (420)

5. **If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

The college is developing but has not yet offered noncredit courses and programs. Consideration of post-secondary transitions and employment are being addressed in the curricular design. (26)

6. **Describe your professional development plans to achieve your student success goals. (100 words max)**
Professional Development is a key aspect of the SSSP, Equity, and BSI initiatives at the campus. Efforts have included the Cultural Competency Certificate—a 7-workshop series; workshops, conferences, and seminars regarding guided pathways, curricular innovation, the California Acceleration Project, AVID for higher education, online instruction using Canvas, and Equity in Action dialogues. The faculty and managers leading the BSI/SSP/Equity integration will work with the Chairs of the Professional Development Committee to align the Integrated and Professional Development Plans. The Professional Development Committee will use a rubric to determine fit between requests for conference attendance and BSI, equity, and SSSP funds. (100)

7. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

The college consistently uses the following metrics across different initiatives to understand how student success has improved: course success, math and English throughput rate, degree and certificate completion rate, and transfer rate. Equally important, disaggregation of the data occurs by gender, ethnicity, age, disability status, economically disadvantaged status, foster youth status, veteran status, non-resident status, EOPS student, and AB540 status. In the past, these metrics have primarily informed the objectives and actions in the Student Equity and Basic Skills Initiative Plans, as well planning throughout the campus. Updates for the leading and lagging metrics described above occur annually. (98)

8. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**
The San Bernardino Community College Board of Trustees has a Board Committee on Student Success, which calls for an equity report from the two colleges each semester. Additionally, the colleges routinely work together to implement new technologies and processes that impact students. The district governance bodies and workgroups that promote dialogue about student success include the District Enrollment Management Committee, District Assembly, the HSI Steering Committee, the District Applications Workgroup, the District Enrollment Management Committee, and the Technology and Educational Support Services Executive Committee. The new integrated plan, reported annually to the board, will address the college's equity goals. (99)

9. **Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	$ 17,300	$ 180,817	$ 534,430	$ 757,062			
2000	Classified and Other Nonacademic Salaries	$ 34,500	$ 245,015	$ 420,219	$ 230,689			
3000	Employee Benefits	$ 5,700	$ 99,142	$ 366,115	$ 410,085			
4000	Supplies & Materials	$ 1,500	$ 13,933	$ 8,500	$ 14,500			
5000	Other Operating Expenses and Services	$ 31,000	$ 38,214	$ 97,917	$ 17,655			
6000	Capital Outlay							
7000	Other Outgo							
	Program Totals	$ 90,000	$ 577,121	$ 1,427,181	$ 1,429,991	$ -	$ -	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ 2,094,302

10. **Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

    The final Integrated Plan will include a live link to the Crafton Hills College Equity Executive Summary. A draft of the Executive Summary has been provided for the Board's consideration.

11. **What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

    - Develop a best practices webpage/tool kit
    - Provide site visits to provide technical support
    - Provide increased fiscal support for high impact programs that serve populations such as Veterans, homeless and food insecure students, and foster youth.
    - Host a state-wide convening or conference that allow colleges to connect with each other and to share strategies that are successful.
    - Lead discussions of how Guided Pathways intersects with the SSSP, Student Equity and BSI initiatives.
    - Conduct statewide qualitative and quantitative research regarding predictors of student success. Include input from the field.

12. **Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

    Point of Contact:
    Name   Dr. Rebeccah Warren-Marlatt
    Title   Vice President, Student Services
    Email Address rmarla@sbccd.cc.ca.us
    Phone   (909) 389-3355

    Alternate Point of Contact:
    Name   Kirsten Colvey
    Title   Dean of Student Services, Student Success
    Email Address   kcolvey@sbccd.cc.ca.us
    Phone   (909) 389-3327

Part III – Approval and Signature Page

College: Crafton Hills College   District: San Bernardino Valley College

Board of Trustees Approval Date: January 11, 2018

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

bbaron@sbccd.cc.ca.us

| Bruce Baron, Chancellor | Date | Email Address |

wzhou@sbccd.cc.ca.us

| Dr. Wei Zhou, President | Date | Email Address |

mstrong@sbccd.cc.ca.us

| Michael Strong, Chief Business Officer | Date | Email Address |

kbakhit@sbccd.cc.ca.us

| Dr. Kathy Bakhit, Chief Instructional Office | Date | Email Address |

rmarla@sbccd.cc.ca.us

| Dr. Rebeccah Warren-Marlatt, Chief Student Services Officer | Date | Email Address |

mmconnell@sbccd.cc.ca.us

| Mark McConnell, President, Academic Senate | Date | Email Address |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Diana Rodriguez, President, SBVC

PREPARED BY: Diana Rodriguez, President, SBVC

DATE: January 18, 2018

SUBJECT: Consideration of Approval of 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program - SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program – SBVC for a final reading.

OVERVIEW

The plan addresses alignment of current and future goals and activities and funding from each of the three programs to address student success and equity at SBVC.

ANALYSIS

The goals, activities and data provided in the plan capture the expansion of services to students at SBVC through the expenditure of funds provided by the state through these three programs. The plan seeks to integrate and align the efforts of the three programs through common goals. It also shows how the three programs are already sharing responsibility for improving success at SBVC

INSTITUTIONAL VALUES

II. Learning Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

Included in the 2017-2018 budget

SAN BERNARDINO VALLEY COLLEGE

STUDENT EQUITY, STUDENT SUCCESS & SUPPORT & BASIC SKILLS PLAN

EXECUTIVE SUMMARY

Introduction

San Bernardino Valley College (SBVC) serves approximately 17,000 students each academic year. The campus is located in an urban section of San Bernardino County within the boundaries of the City of San Bernardino. The campus is diverse in every respect including the faculty, staff, and the students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. This Student Equity Plan is intended to increase student equity amongst students who are historically underperforming. This Executive Summary is broken up into ten areas:

1. Targeted Groups
2. Goals and Outcomes
3. Support for Veterans
4. Support for Foster Youth
5. Support for First Year Students
6. Support for Categorical Programs
7. Support for Basic Skills
8. Activities
9. Student Equity Funding
10. Contact Person for Coordination

An emphasis on diversity, inclusion, and the growth of each individual is clearly noted in the mission, vision, and values of San Bernardino Valley College.

- Mission – *San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-qualify of education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development and to improve the quality of life I n the Inland Empire and beyond.*

- Vision – *San Bernardino Valley College will become the college of choice for students in the Inland Empire, and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement, and will expect all members of the college community to function as informed, responsible, and active members of society.*

- Values – *San Bernardino Valley College values: creativity, self-expression, and the development of critical thinking skills; cultural diversity; self-sufficient learners and*

contributing members of society; and maintain highest ethical and intellectual standards.

The Office of Research, Planning and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the SBVC Datatel Database System, the State Chancellor's Management Information System (MIS), the SBVC's Student Success Scorecard, the Accountability Reporting for Community College (ARCC) databases, the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. SBVC will allocate Student Equity funds and provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants to aid in the evaluation of student equity activities and programs, and providing data to support decision-making for this plan.

The data outlined in this plan indicates that African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first year college students, and males are experiencing lower success and retention rates compared to their counterparts. Toward this end, this plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve the access, success and retention among the targeted populations that are outlined above.

The targeted populations of students for this plan are African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, veterans and males on campus. The release of SBVC's 2014 Student Success Card showcased the educational attainment of our students. SBVC believes that one of the key factors in student success among our underperforming students continues to be improving student engagement with the college's instructional and student support programs. According to the college's recent climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education and usually believe that the college is equally committed to the success of students. Students who are engaged in the college's student support services are more likely to earn an associate's degree or certificate, utilize campus tutoring and support services, and complete their academic program. Increasing student engagement with first year college students and underperforming at-risk students serves as one of the fundamental principles of this plan.

This plan outlines several goals and expected outcomes connected to increasing student success among our underperforming students. Table 1a outlines the number of non-resident students who attend SBVC. It shows that AB540 students are nearly half of all non-resident students who attend SBVC.

SBVC's Enrollment Management and Student Equity Committee (SEC) is comprised of faculty, staff, students and administrators. The Student Equity Committee was charged with creating a responsive, flexible, educationally sound, research based approach to improving student success amongst the college's targeted populations that are outlined in this plan.

This plan presents data on age, race/ethnicity, gender, and other known challenges faced by our first time college students as well as students with disabilities, veterans and foster youth. The Student Equity Committee proposes to use Student Equity funds to improve the achievement gaps that persist among our targeted population of students. Table 1b provides data on the success rate of students who attend SBVC. The following is a list of the Student Equity Committee's 2015/16 Student Equity Goals and Outcomes. Each of the goals are linked to the college's Strategic Initiatives and related Objectives.

Goals and Outcomes

Student Equity Goals and Outcomes: Linkage to Strategic Plan Goals and Objectives

Goals	Strategic Initiative/Objective	Status/Progress Met
1. Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year.	Access: Objective 1.6.3	Yes
2. Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year.	Student Success: Objective 2.5.1.1	In-Progress
3. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year	Student Success: Objective 2.5.1.2	Yes
4. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year	Student Success: Objective 2.5.1.2	Yes

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5. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.2	In-Progress
6. Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year.	Persistence: Objective 2.5.2	Yes
7. Increase by 2% the number of continuing students from targeted populations that register prior to new students registration compared to the previous academic year.	Student Success Objective 2.8.4	In-Progress
8. Increase by 5% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year.	Access Objective 1.5.2	In-Progress

During the 2014/15 academic year, the Student Equity Committee used the above stated goals to pilot programs, establish partnerships and offer activities that serve as a baseline for establishing ongoing goals among our stated targeted populations.

Support for Veterans

In spring 2012, SBVC opened the Veterans Resource Center (VRC) to provide student support services to over 200 veteran students. Student Equity and Student Success & Support allocated funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC launched to offer

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veterans and their dependents a welcoming campus environment where they could successfully transition into college life and accomplish their academic and career goals. The VRC founded on the premise that the challenges faced by our veterans could be supported through a combination of student support services, peer-to-peer networking and camaraderie, and through efforts to support the wellness of our veterans as they successfully transition back into civilian life.

The VRC has developed into a hub that offers veterans and their dependents a comprehensive "one stop site" student support program that provides resources such as academic and career advising, tutoring, peer-to-peer advising, and access to wellness and educational counseling. The VRC is designed to assist veterans and their families with access the wide range of education benefits offered by the Veterans Administration (VA) while they successfully transition into college and accomplish their educational and career goals. The list of educational and personal services offered at the VRC include: college admissions, financial aid, registration, educational and career counseling, wellness counseling, certification of enrollment, assistance with tutoring and homework (3 veteran student tutors), a computer lab with free printing, a veteran's club, VA work study/veteran student ambassadors (15 student workers who are veterans), and access to peer network with other veteran students.

SBVC uses Student Equity & Student Success & Support funds to provide additional resources for the VRC such as seven student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs targeting veterans and their dependents. The implementation of the computers, study cubicles and tutors has significantly increased the volume of veterans visiting the VRC for services.

Support for Foster Youth

SBVC used Student Success & Support Funds (SSSP) to assign a fulltime counselor to work with current and former foster youth on campus. The goal is to assist current and former foster youth with successfully transitioning into college. This plan allocates funds to support current and former foster youth in accessing textbooks, advising and additional student support services. The counselor assigned to work with foster youth is charged with developing a Guardian Scholars program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree, certificate and/or transferring. The Guardian Scholars program identifies and trains liaisons that are located in the student services office on campus. The goal is to ensure that foster youth receive the services that they need. The counselor is assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion.

The counselor provides student support services to foster youth to assist them with accomplishing their educational goals. The counselor and the Guardian Scholars liaisons host an annual conference on campus to bring foster youth practitioners together to discuss best practices and student support services. Additionally, the liaisons are trained to provide advising to foster youth to successfully transition them into

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college life. The counselor and liaisons assist foster youth in the Guardian Scholars program with accessing student support services such as financial aid, EOPS/CARE, academic and career counseling, field trips, student employment, housing, and county services for transitional students. Additionally, funds were allocated to develop a textbook library for foster youth. The textbook library ensures that foster youth have access to the academic resources that often serve as barriers to their success. The textbook library consists of purchasing basic skills texts that are in high demand courses on campus.

Support for First Year College Students

The first year of college can be overwhelming for many first generation college students. This is one of the main reasons that a large percentage of first year students often do not persist to their second year of college. SBVC allocated Student Equity funds to support four programs that seek to increase student success and persistence among first year college students. The four programs include but are not limited to:

1. First-Year Experience
2. Valley-Bound Commitment
3. Dreamer's Resource Center
4. New Student Welcome Day

All four of these programs are housed under the newly created First-Year Experience (FYE) Program. Student Equity and SSSP funds were used to hire a Director of FYE, secretary, student services technician, a FYE counselor, adjunct counselors, student ambassadors, and tutors to support first year college students. SBVC's FYE program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus. In addition to working with all first year students, FYE also launched a two cohort (35 males and 35 foster youth, veterans, general population) learning community. The FYE learning community seeks to take first year students from basic skills math to transfer level math within one year. Additionally, the FYE staff host workshops and other student support services for all first year students on campus.

One of the disproportionate groups identified in our Student Success Scorecard is males. Males on campus appear to be less successful and graduate at significantly lower rates compared to females. Males also appear to be utilizing the college's student support services at significantly lower rates compared to females. One of the initiatives launched by the FYE staff is the creation of a student club for males on campus. The name of the club is BROTHERS. The club works with students in FYE Male Cohort and other males on campus. Two faculty members serve as co-advisors for the club. The goal of the club is to connect males on campus with a mentor, peer-to-peer support and encourage them to actively participate in the college's student support services such as tutoring and advising. The club meets twice a month and focuses in on providing both social networking and access for males to utilize student support services such as tutoring, the writing center and academic advising.

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The key to the success of the FYE program is faculty involvement. A team of faculty, staff and administrators collaborated to design the FYE curriculum and student support services. The FYE curriculum focuses on linked courses, linked assignments, service-learning projects, workshops, and fieldtrips. FYE students participate in mandatory volunteer hours (service learning) at community agencies and on campus. FYE and the Valley-Bound Commitment program utilize supplemental instruction for basic skill courses and provide textbook assistance for the students in the program.

Valley-Bound Commitment

SBVC has offered the Valley-Bound Commitment (VBC) program for the last nine years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 250 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds.

Dreamers (AB540 Students)

SBVC allocated Student Equity funds to develop a Dreamer Resource Center (DRC) on campus. The DRC offers advising and support services for undocumented students, and AB540 students. The DRC is a "One-Stop" welcoming environment designed to provide students with academic advising, referrals to financial aid, and access to workshops that focus on improving retention and graduation rates. The FYE staff also provides student support services in the DRC. This includes hosting an annual Dreamer Conference on campus to support the educational attainment of undocumented students in our community.

New Student Welcome Day

During fall 2014, SBVC used SSSP funds to launch New Student Welcome Day (NSWD) as a campus wide orientation to successfully transition all new students into college. NSWD is an all-day orientation for new students. NSWD occurs the Wednesday before the start of instruction. NSWD is a collaborative effort and partnership between instruction and student support services. All first year students and their parents/guardians are invited to campus to learn about the college's academic and student support programs. Approximately 600 students participated in NSWD 2015. NSWD offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSWD offers campus tours and introduces new students to all of the campus's educational programs and student support services.

All of the programs and student support services discussed in this section use a combination of SSSP and Student Equity funds to provide a variety of services and resources for new students to successfully transition into college. Some of the resources include hands on academic advising, textbook assistance, student success kits (school supplies), workshops, early alert, learning communities, and the enrollment of students into categorical programs.

Support for Categorical Programs

SBVC is using Student Equity (SE) and Student Success & Support (SSSP) funds to support categorical programs on campus. In addition both SEP and SSSP allocated funds for additional counseling, tutoring, professional development, student employment, textbooks, and to purchase student success kits (school supplies) for their students. A recent survey of students on campus listed access to textbooks and school supplies as the number one barrier to student success. SBVC used SE & SSSP funds to purchase approximately $135,000 worth of backpacks, binders, notebooks, calculators, pens, pencils, Scantrons, green books, flash drives, and other school supplies for students enrolled in EOPS, CalWORKs, STAR (Federal TrIo program), foster youth, Puente, Tumaini, Dreamers (AB540), DSPS, FYE, VBC, and veterans.

SBVC uses Student Equity funds to support disabled students require accommodation to participate in shared governance and extracurricular activities. American Sign Language interpretation will be offered to DSPS students who participate in shared governance and extracurricular activities that will increase retention, building community, morale, and campus involvement of disabled students.

SBVC supported CalWORKs and EOP students with Student Equity funds for transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOPS students; this intervention will allow students without vehicles to travel to school and/or work.

Student Equity and SSSP funds were used to purchase and update program brochures, and purchase table banners and tents for the above mentioned categorical programs. SBVC is working with the Office of Instruction to offer additional Student Development courses for students enrolled in our categorical programs. Furthermore, SSSP funds allowed instructors of the Student Development courses implement the StrengthsQuest assessment to assess student engagement.

SBVC uses Gallup's StrengthsQuest assessment in categorical programs and other student support programs on campus. StrengthsQuest is an intervention that focuses on what is good and positive about each student and what he or she can do to accomplish his/her educational and career goals. Funds from both programs SE and SSSP were provided to purchase Strengths interventions for students in categorical programs and other student support programs on campus. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

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SBVC is using Student Equity funds to increase the success of underperforming students enrolled in our Tumaini and Puente learning communities. The mission of the Tumaini Program is to increase retention and assist students in graduating with an associate's degree or certificate. Tumaini is Swahili for Hope. Tumaini seeks to increase transfer readiness for Black students to a four-year college or university. Tumaini participates in the Umoja learning communities in the state community college system. The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities. The SBVC Puente program celebrated its 30th anniversary in assisting Chicano/Latino students in achieving a college degree.

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success among Black, Chicano/Latino and other underperforming students on campus. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students the opportunity to network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

Support for Basic Skills

In April 2015, the Student Equity Committee (SEC) sent out campus-wide emails seeking to fund faculty-driven interventions to improve the success of students enrolled in basic skill courses. The SEC received approximately 16 funding proposals. What evolved out of this campaign was the Learning COMPASS. The Learning COMPASS is a centralized committee comprised of faculty, staff and administrators who serve on varies campus committees. Learning COMPASS bridges members of the Basic Skills Committee with members on the SEC to support interventions that utilize funding and support from SSSP, Basic Skills and Student Equity. The following is a list of projects and interventions that Learning COMPASS is using Student Equity funding to support during the 2015/16 academic year:

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1. Campus-wide professional development for supplemental instruction
2. Supplemental instruction for the social sciences (non-STEM majors)
3. Tutoring, workshops and marketing for the Writing Lab
4. 24-hour Online Tutoring (Smarthinking)
5. Additional textbooks and 24-hour checkout system for the library reserve section
6. Reading Plus Software for students enrolled in basic skills
7. Laptops for English 914 (basic skills courses)
8. Student Development (focused on careers and transfer opportunities)
9. Academic support and advising for student athletes (The Huddle)

Activities and Actions

This plan intends to pilot several key activities and programs that aim to increase success amongst African Americans, Hispanics/Latinos, Foster Youth, AB540 students (Dreamers), first year college students, veterans, and males on campus. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer research backed approaches to improving student success amongst our stated targeted populations. The following is a list of the activities and actions that SBVC intends to implement during the 2015/16 academic year. Each of the activities is linked to the plan and the college's Strategic Initiatives.

SBVC Activities & Actions
Professional Development
Professional Development for faculty and staff who work with targeted at-risk populations 1. Identify and send First-Year Experience (FYE) staff to trainings to integrate assignments and team teaching. 2. Training for Basic Skills staff. 3. Training for classified staff, students, faculty and administrators who work with targeted populations. 4. Provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants with training in program evaluation, and data collection to support decision-making.
Access
Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on Black and Latino males, English

Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

Hire two program assistants to support outreach (access) efforts and a third to assist with offsite classes and contract education, which connect to offering additional classes at the feeder high schools and community agencies.

Offer concurrent enrollment and student development courses at feeder high schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first- generation college students, males, and veteran dependents.

Develop a Student Ambassador program to offer peer-peer advising and outreach to our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

Campus conferences focused on closing the achievement gap. This would include conferences that focus on the following topics: leadership, The Dream Act (to include ESL students), men and women in career and technical education (CTE) careers, Guardian Scholars, students with disabilities, and/or veterans.

Provide two speaking engagements to SBVC students (Valley Bound, First-Year Experience, Tumaini, Guardian Scholars, Veterans, Dreamers, and Puente) to encourage them to continue their education and focus on student success: community engagement on "Black Lives Matter" and partner with local high school's clubs/organizations such as Black Student Union and MEChA.

Support for Veterans
In collaboration with SSSP: Provide additional resources for the VRC such as student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs that will serve veterans and their dependents.

Support for Foster Youth
Development of a Guardian Scholars Programs to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student

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service office. Offer current and former foster youth access to textbooks, school supplies, academic advising, workshops, tutoring, supplemental instruction, and other student support services.

Support for First Year Students

Expand the First-Year Experience program with two additional cohorts targeting basic skills students, and CTE.

In collaboration with SSSP: Purchase and provide the StrengthsQuest training for all first year students such as First-Year Experience, Valley-Bound Commitment, Dreamers, Guardian Scholars, Puente, Tumaini and Veterans.

Offer a Summer Bridge program for African American, Chicano/Latina, foster youth, and males. Target successfully transitioning males, veterans, and foster youth into college and increase their knowledge of earning their degrees and transferring to a four year institution.

Support for Categorical Programs

Conversations have begun for additional cohorts for Tumaini and Puente to increase graduation rates and student support services for African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, veterans, and males.

Send the FYE male cohort and Tumaini students to the annual A2MEND Conference in March that focus on student success among African American males.

Provide textbook vouchers for foster youth, Puente, Tumaini, AB 540 (Dreamers), veterans, FYE, Valley-Bound Commitment, first year college students, and low income students.

In collaboration with SSSP: Provide additional counseling, professional development, student employment, and student support services to categorical programs that will contribute to increased course and degree completion.

Host a Historically Black Colleges and Universities (HBCU) college fair to increase transfer rates by providing awareness of requirements for out-of-state universities.

Send approximately 30 students from Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities. The Umoja Community has developed partnerships with the

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HBCU Transfer Initiative that will provide our community college students guaranteed admissions to nine HBCU campuses.

Send approximately 30 Puente students to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities.

Increase the course completion of students in our special programs and learning communities (Tumaini, Puente, FYE, VBC, etc.) by providing resources and services such as mentoring and leadership opportunities, academic preparedness, motivational speakers, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, textbook loans, and a range of integrated educational and student support services.

In collaboration with SSSP: Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to Foster Youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

Provide American Sign Language interpretation to DSPS students who participate in shared governance and extracurricular activities that will contribute to increased retention, building community, morale, and campus involvement of disabled students.

Provide CalWORKs and EOPS students with transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOPS students; this intervention will afford students without vehicles the ability to travel to school and/or work.

In collaboration with SSSP: Provide signs, banners, A-frames, brochures, and flyers to advertise categorical programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and AB540/Dreamers.

Support for Basic Skills

Provide supplemental instruction (Learning COMPASS) to academic programs. Learning COMPASS will expand the support of and resources for faculty projects that enhance learning experiences for students. Learning COMPASS is a centralized program that brings faculty members from across various disciplines together to dialogue about teaching and learning and provides support to faculty members who choose to participate in the learning communities and other programs supporting student success.

Offer supplemental instruction to the Radio/Television/Film Program and Inland Empire Media Academy that will increase student success and retention rates. The supplemental instruction will provide students with the opportunity

to write, produce, and edit programming for KVCR television and radio, as well as special video programming for campus departments and programs.

Provide additional resources to the writing lab for tutors, basic skills courses, conducting academic workshops, and advertising the writing lab (banners, brochures, A-frames, and pole banners) to targeted populations.

Increase the offering of tutoring/supplemental instruction support services across multiple disciplines which are currently not being supported and increase support for disciplines where there has been an increase of student need in the Student Success Center.

Provide training that targets increasing math and English assessment scores among African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans. The goal is to successfully transition target populations into college and increase the number who place into higher level basic skills or college level math and English.

In collaboration with SSSP: Create two additional Student Success Centers that provide counseling, tutoring, advising and mentoring to serve students in targeted populations. This would include the Dreamers Resource Center for AB540 students and an Athletic Success Center (The Huddle) to offer tutoring and advising for student athletes. There will also be greater collaboration with the Veterans Resource Center to improve support and counseling for our veterans.

Provide an overnight (24 hours) reserve book check out by increasing the number of textbooks available for students to check out overnight (24 hours). Purchase several additional copies of each title, the majority of which will be assigned 24-hour circulation status during the pilot project to guarantee access to students visiting the library during the day.

Provide 24 hour tutoring (Smarthinking) to all our targeted populations. The tutoring addresses student needs, provides virtual teaching assistance, and affords constant interaction with academic support services.

Provide 30 laptops in English 914 (Basic Skills course) to access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC with the opportunity to attend the Alpha Gamma Sigma State Convention. The Conference will afford AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

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Collaborate with instruction by providing training sessions for instructional assessment technician, full-time reading and study skills faculty, and adjunct faculty in the Reading and Study Skills Department. Purchase Reading Plus software for all Reading and Study Skills Department developmental courses to improve student success and retention in basic skills reading and study skills classes.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Table 2A

Target Populations	Current gap, year	Goal*	Goal Year
Males	-5.8, 2014	No gap	*2020*
Students with disabilities	-3.8, 2014	No gap	*2020*
Veterans	-2.8, 2014	No gap	*2020*

Methodology and Analysis

Data for this section assesses the primary service area for SBVC. Sources include the regular U.S. Census Bureau reports (2009-2013) and the 5-year American Community Survey (ACS) estimates. (Maps of the service area are shown in Figures 1a and 1b of Attachment A.)

Ethnicity: These data come from Table ACS_13_5yr_DP05, and provide statistics for the SBVC primary service area. As shown in the table, SBVC serves an increasingly large number of Hispanic students. The campus has been a Hispanic Serving Institution (HSI) for nearly two decades. White students are less represented on the campus than they are in the service area. This identifies an ongoing trend that started 30 years ago. At that time (during the 1980s), the student population was over 60 percent non-Hispanic white, while Hispanics represented just over 15% of enrolled students. This relationship has reversed as the residential makeup of the surrounding community has become more Hispanic. Neighborhoods that remain predominantly White tend to be further from the campus, and white students tend to choose other campuses that may be approximately the same distance from their homes. This has accelerated the process of ethnic transition on campus.

Gender: Using Table ACS_13_5yr_DP05, the primary service area adult population by gender was calculated for persons who are 18 years or older. Enrollment data shows that men are less represented than women are. Using the 80% rule, men are a disproportionately impacted group. Using women as the reference group, males are only 77% of female enrollment. Therefore, they fall below the 80% threshold.

Students with Disabilities: Table ACS_13_5ys_DP02 provides data for disability status of the civilian noninstitutionalized population in the primary service area. Students with disabilities are underrepresented on campus compared to their numbers in the community. Using the disproportionality index method, these students are disproportionately impacted.

Economically Disadvantaged: Table ACS_13_5ys_DP02 provides data on poverty levels by ZIP Code. This table identified the percentage of college-aged residents below the poverty line. The data shows that students below the poverty line are more highly represented on campus than they are in the community. Students were compared to similar households that fall below the poverty line.

Foster Youth: Table ACS_13_5yr_B09018 provided data for foster youth or other unrelated youth under the age of 18 years. As a group, foster youth are disproportionately impacted as indicted by the proportionality index measure.

Veterans: According to Table ACS_13_5yr_DP02, civilian veterans represent 4.48% within the primary service area. Only 1.6% of the students enrollment at SBVC are veterans. Veterans are disproportionately impacted based on the proportionality index measure. The percentage difference is large and needs to be addressed.

ACTIVITIES: A. ACCESS

A.1

- *Activity Types*

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Groups*

ID	Target Group	# of Students Affected
A.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	10,000 prospective students

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- *Activity Implementation Plan*

  Targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

ID	Planned Start and End Dates	Student Equity Funds	Status
A.1	Fall 2015-Spring 2016	$26,500	Completed Implemented and on-going

- *Link to Goal*

  To increase college access for Black and Latino males, English language learners, and learning communities (First-Year Experience), Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

- *Evaluation*

  (1) The Office of Research, Planning, and Institutional Effectiveness (ORPIE) will maintain a count of visits and calculate the yield rate (using contact cards to track the enrollment of students from our targeted populations); (2) Administer point-of-contact surveys with questions that ask whether the session was helpful and informative; (3) conduct an analysis of demographics for contacted students. Currently, approximately 17% (1600) students enroll in SBVC directly after graduation from high school—70% of these students are Black or Latino.

A.2
- *Activities*

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

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- *Target Student Groups*:

ID	Target Group	# of Students Affected
A.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	3,000 prospective students

- *Activity Implementation Plan*

Hire two professional experts for outreach (access) and a third to assist with offsite classes, which connect to offering offsite classes at the feeder high schools.

ID	Timelines	Student Equity Funds	Status
A.2	Fall 2015-Spring 2016	$40,000	Completed Hired Staff/Outreach Coordinator

- *Link to Goal*

To assist with setting up offsite classes, which connect to 6 classes at the feeder high schools with high populations of African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans.

- *Evaluation*

(1) Students who enroll in off-site courses at SBVC feeder high schools will be tracked using contact cards and email lists to determine the yield rate. The yield rate will be calculated as the percentage of high school students who attend SBVC as full-time students after graduating divided by the total number of contacts. (2) Enrollment statistics will be analyzed to determine the demographic make-up of contacted students from each feeder high school. (3) Surveys will be conducted to assess student satisfaction with course content and delivery. (4) Interviews will be conducted with professional experts to gain their perspectives on how to improve course content and delivery.

- *Activity Types*

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Groups* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	9,000

- *Activity Implementation Plan*

Develop a Student Ambassador program for peer-to-peer advising and outreach that trains our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

ID	Timelines	Student Equity Funds	Status
A.3	Fall 2015-Spring 2016	$30,000	Completed and on-going; Program has been implemented

- *Link to Goal*

The goal is to train our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

- *Evaluation*

(1) Conduct a focus group to assess student worker knowledge regarding campus services for our targeted populations. (2) Distribute point-of-contact surveys for students in targeted populations to assess their satisfaction with the student ambassador program. (3)Interview student ambassadors for their perspectives on how service delivery might be improved.

A.4

- *Activity Types*

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Groups* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

- *Activity Implementation Plan*

   Student Equity conferences and workshops focused on closing the achievement gap and increasing access for targeted groups from our feeder high schools. This would include conferences that focus on the following topics: Leadership, The Dream Act {to Include ESL students), Males and Women in Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or veterans.

ID	Timelines	Student Equity Funds	Status
A.4	Fall 2015-Spring 2016	$50,000	Completed and on-going;

- *Link to Goal*

   To increase college access by hosting Student Equity conferences and workshops that focus on: leadership, The Dream Act, men and women in career and technical education careers, Guardian Scholars, students with disabilities, and/or veterans from our feeder high schools.

- *Evaluation*

   (1) ORPIE will maintain a database to track the number of conferences and workshops. Student Services will maintain sign-in sheets with the number of participants—these counts will be included in the database. (2) Point-of-contact surveys will be distributed to participants for their feedback about the value of the conferences and workshops.

A.5

- *Activity Types*

X	Outreach		Student Equity Coordination/Planning		Student Services & Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Groups* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	15,000

- *Activity Implementation Plan*

To purchase and distribute marketing materials such as brochures, table banners, and other promotional items for student support services that will provide visibility and access for our targeted population to utilize the following support student services programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and DRC.

ID	Timelines	Student Equity Funds	Status
A.5	Fall 2015-Spring 2016	$20,000	Completed and on-going

- *Link to Goal*

To increase enrollment and participation of students from targeted populations in student support services and categorical programs.

- *Evaluation*

(1) ORPIE will maintain a database to assess the levels of awareness and participation rates within student support services and categorical programs. (2)Survey data from the campus climate survey and other program and departmental surveys will be included in the database. (3) Monitor applications to assess how prospective students are learning about the campus and whether there is an increase in those who learn about the campus from marketing materials.

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A.6

- *Activity Types*

X	Outreach		Student Equity Coordination/ Planning		Student Services & Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Groups* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	700

- *Activity Implementation Plan*

Provide CalWORKs and EOP&S students with transportation vouchers.

ID	Timelines	Student Equity Funds	Status
A.6	Fall 2015-Spring 2016	$20,000	Completed and on-going

- *Link to Goal*

Remove the lack of transportation as a barrier for CalWORKs and EOP&S students. Afford students without vehicles the ability to travel to school and/or work.

- *Evaluation*

(1) Survey the students who receive transportation vouchers to determine whether they significantly improved the student's ability to get to school and back. (2) Compare the grades and persistence rates of student who received the vouchers with those who did not receive vouchers.

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A.7

- *Activity Types*

X	Outreach		Student Equity Coordination/ Planning		Student Services &Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.7	Disabled Students	1030

- *Activity Implementation Plan*

Provide American Sign Language (ASL) interpretation to DSPS students who participate in shared governance and extracurricular activities.

ID	Timelines	Student Equity Funds	Status
A.7	Fall 2015-Spring 2016	$5,000	Completed and on-going

- *Link to Goal*

The ASL interpretation will increase retention, building community, morale, and campus involvement of disabled students.

- *Evaluation*

(1) Distribute surveys to the deaf students who participate in sponsored activities for their assessment of the effectiveness of the services. (2) Interview the staff, and faculty of the ASL/DSPS program to assess their perspective on the effectiveness of the ASL interpretation program.

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Integrated Plan Funding

This plan contains items funded through Student Equity, Student Success & Support, Basic Skills as well as several other categorical program budgets. The funding for the Student Equity Plan incorporates resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, and the Student Success Center, as well as items that are funded via other individual department/program budgets.

The detailed Student Equity Budget is outlined in the Summary Budget section of this plan.

Contact Person/Student Equity Coordinator

Sharaf Williams the Director of First Year Experience (FYE) serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Student Equity and Success, Ms. Maria Del Carmen Rodriguez, and the Vice President of Student Services, Dr. Scott Thayer. The director is responsible with coordinating the college's student equity efforts on campus. The Director of FYE serves on the college's Enrollment Management and Student Equity Committee, Student Success Committee, Student Services Council Committee, and the Student Services Manager's Committee. The FYE director will begin in January, currently the Dean of Student Equity and Success is overseeing the department.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Consideration to Adopt Resolution to Pay Trustee Reyes for Meetings

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution to excuse absence and to pay Trustee Frank Reyes pro rata amount of $200 for the meeting on January 11, 2018.

OVERVIEW

Trustee Reyes missed the meeting on January 11, 2018, as he was conducting district services and has requested payment per board policy 2230(c) and education code 72425(d).

BOARD IMPERATIVE

IV.   Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the budget.

RESOLUTION
TO PAY TRUSTEE FOR MEETINGS

WHEREAS, the members of the Board of Trustees of the San Bernardino Community College District receive compensation for attendance at meetings of the Board in accordance with provisions of Education Code Section 72425; and

WHEREAS, Education Code 72425(d) provides that any member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she was ill or the absence was due to a hardship deemed acceptable by the Board or due to district business; and

WHEREAS, the Board finds that the absence of Trustee Williams from the meeting of October 26, 2017 and November 9, 2017 (study session and business meeting), were due to a personal hardship; and

WHEREAS, this resolution will constitute action to grant an excused absence of Trustee Williams, NOW, THEREFORE, BE IT RESOLVED that Trustee Williams shall be paid as if in attendance at said meetings.

ADOPTED this 18th day of January 2018.

_____
Bruce Baron
Chancellor and Secretary

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Consideration to Adopt Resolution to Pay Trustee Williams for Meetings

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution to excuse absence and to pay Joseph Williams pro rata amount of $466.68 for the meetings on:

October 26, 2017 - $200
November 9, 2017 - $266.68 (study session and business meeting)

OVERVIEW

Trustee Williams missed the meetings on October 26, 2017 and November 9, 2017 due to personal hardship and has requested payment per board policy 2230(c) and education code 72425(d).

BOARD IMPERATIVE

IV.   Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the budget.

RESOLUTION
TO PAY TRUSTEE FOR MEETINGS

WHEREAS, the members of the Board of Trustees of the San Bernardino Community College District receive compensation for attendance at meetings of the Board in accordance with provisions of Education Code Section 72425; and

WHEREAS, Education Code 72425(d) provides that any member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she was ill or the absence was due to a hardship deemed acceptable by the Board or due to district business; and

WHEREAS, the Board finds that the absence of Trustee Williams from the meeting of October 26, 2017 and November 9, 2017 (study session and business meeting), were due to a personal hardship; and

WHEREAS, this resolution will constitute action to grant an excused absence of Trustee Williams, NOW, THEREFORE, BE IT RESOLVED that Trustee Williams shall be paid as if in attendance at said meetings.

ADOPTED this 18th day of January 2018.

_____
Bruce Baron
Chancellor and Secretary

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Angel Rodriguez, District Director of Marketing, Public Affairs and Government Relations

DATE: January 18, 2018

SUBJECT: Consideration to support further development of the recommendations made by the student, faculty and staff-led Brand Identity Task Force to enhance the public image of the San Bernardino Community College and its entities.

RECOMMENDATION
Consistent with Board-approved Districtwide Support Services Strategic Plan (2017-2022), Goal 2: Objective 2.3: "To enhance the public image of the San Bernardino Community College District," it is recommended that the Board of Trustees support the further development of the Brand Identity Task Force's recommendations.

OVERVIEW
The Brand Identity Task Force, comprised of students, faculty and staff from Crafton Hills College, San Bernardino Valley College, Economic Development & Corporate Training Center and KVCR TV/FM, in partnership with Cerrell Associates, analyzed the strengths, weaknesses, opportunities and threats of SBCCD's reputation from August to December 2017. Based on internal and external stakeholder forums, and a community online survey, the Brand Identity Task Force voted unanimously to support the implementation of a brand enhancement program that will:
- Increase the public visibility of our colleges as a vital resource for high-quality, affordable education and workforce training.
- Attract and retain a diverse student population (enrollment), talented faculty and staff.
- Create strategic alignment and branding cohesion within SBCCD's various entities to promote our common mission.
- Reinforce our history and legacy providing high-quality education to our region.
- Sets us apart from the competition: public colleges and private trade schools.

Such brand enhancement program shall involve:
- Updating SBCCD's district-wide brand promise, comprehensive visual brand identity, and digital/print marketing materials.
- Enhance internal/external communications channels and marketing efforts.
- Develop monthly and annual communications and key messaging priorities.
- Continue exploration of changing SBCCD's name so that it is more inclusive of its entities and reflective of the communities it serves.

ANALYSIS
An update on brand enhancement recommendations of the Brand Identity Task Force and a draft implementation plan shall be given to the Board of Trustees in April, 2018, with a final report in June, 2018.

BOARD IMPERATIVE
    I.   Institutional Effectiveness
    II.   Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS
Included in this year's budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: January 18, 2018

SUBJECT: Applause Cards

RECOMMENDATION
This item is for information only. No action is required.

OVERVIEW
The attached individuals have received special recognition for extending that extra effort in providing quality service and valued assistance.

ANALYSIS
The *Caring Hands* Applause Card was developed so that employees, students, visitors, and vendors have an opportunity to recognize someone at SBCCD who provides outstanding quality and service.

INSTITUTIONAL VALUES
I. Institutional Effectiveness

FINANCIAL IMPLICATIONS
None.

Caring Hands Applause Cards - January 2018

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
DISTRICT				
Aguirre	Margarita	Accounting	Thank you, for all your help with the Chancellor's Holiday event. I appreciate everything you did to make this event a success.	Maria Torres
Blackwell	Shari	TESS	Thank you Shari Blackwell for assisting me in filling out paperwork for payroll. You are attentive, easy-going, and most of all you offer an abundance of knowledge	Rosita Moncada
Brady	Jason	TESS	Jason W. Brady always willing to assist, demonstrate, and empower. Can always count on Jason to solve matters of technology efficiently.	Rosita Moncada
Carmichael	Dennis	TESS	Thanks you Dennis for sharing your wealth of knowledge and demonstrating great skills in explaining technology processes.	Rosita Moncada
Chang	Andrew	TESS	Thank you Andrew Chang for bringing SchoolDUDE in house. It's a valuable tool and provides top quality customer service support and response time efficiently.	Rosita Moncada
Gamboa	Colleen	Payroll	Thank you so much for your assistance with payroll. We truly appreciate everything you do.	Shari Blackwell
Goodrich	Kelly	Business Services	Kelly, went above and beyond dedicating time to help with the flower arrangements for the Chancellor's Holiday event, it made the event a success. Thank you!	Maria Torres
Gowen	Laura	EDCT	Thank you for being so kind and helpful everyday.	Brittany Sysawang
Kelly	Martha	Purchasing	Thank you, for all your help with the Chancellor's Holiday event. I appreciate everything you did to make this event a success.	Maria Torres
Kelly	Martha	Purchasing	Thank you for your constant support and assistance, very blessed to be able to work with you.	Brittany Sysawang

Caring Hands Applause Cards - January 2018

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
McCurry	Shari	Police Dept	I was at CHC attending the EMT graduation with my husband. Shari assisted us with parking and getting to the event. She was a great help! She went above and beyond!	Nirvah Qualo (Visitor)
Osornio	Angel	Facilities & Maintenance	Thank you, for all your help with the Chancellor's Holiday event. I appreciate everything you did to make this event a success.	Maria Torres
Osornio	Angel	Facilities & Maintenance	Thank you Angel for all your assistance, very hard working and supportive.	Brittany Sysawang
Parada	Osman	TESS	Thank you Osman Parada for answering my questions at any time. You are a team player and have great patience.	Rosita Moncada
Parada	Osman	TESS	Thank you for taking the time share your wealth of knowledge about computer configurations and installations. I am grateful for the opportunity.	Rosita Moncada
Parra	Rosemarie	TESS	Thank you Rosemarie for answering my questions about procedures and protocols. You have been so helpful, accommodating and most of all respectful.	Rosita Moncada
Rychevic	Susan	Fiscal Services	For your assistance with Questica. I appreciate your patience and knowledge in helping me. You are appreciated.	Shari Blackwell
Scudder	Robert	TESS	Thank you Robert B. Scudder for continuously assisting and teaching me about technology. You are Awesome! Always willing to sharing your wealth of knowledge.	Rosita Moncada
Sims	Jeremy	TESS	Thank you Jeremy for bringing SchoolDUDE in house. It's a valuable tool and provides top quality customer service support and response time in an efficient matter.	Rosita Moncada
Torres	Maria	Chancellor's Office	Maria, thank you for being so kind and collaborative.	Brittany Sysawang

Caring Hands Applause Cards - January 2018

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
			CRAFTON HILLS COLLEGE	
Jeide	William	EMS	Thank you so much for your help with the Beaumont College and Career event. I truly appreciate your efforts reaching out to the community to promote our excellent programs at Crafton.	Carrie Audet
Lopez	Richard	Facilities	Richard goes above and beyond his assigned duties. His attention to details, kind demeanor, and supportive nature adds character while creating an enjoyable work environment.	Ronilo Lacson
Lopez	Richad	Facilities	Richard is my helping hand, whenever you ask him to do something he is always willing. The Tutoring Center is very glad we have Richard as our custodian. All the students love him.	Judy Cole
Mohsin	Hina	Anatomy & Physiology	Thank you for going above and beyond for your students this semester!	Mabel Gamboa
Pompa	Rebecca	Facilities	Thank you so much for all your help in the room reservation process. Your help was much appreciated.	Sam Truong
Saadeh	Miriam	Office of Instruction	Thank you so much for being so patient and working with all of us in the scheduling process, Sticky Fridays, and countless other activities. You are much appreciated.	Sam Truong
Southerland-Amsden	Frances	CHC Testing Center	Assisted me to schedule an algebra class, and reviewing my transcript.	Stephanie Imeri-Grover
Uribe	Reyna	Admissions and Records	Thank you for your assistance during High School Senior Day and for helping us help our students!	Vicky Barra
			SAN BERNARDINO VALLEY COLLEGE	
Alvarez	Jose	Grounds	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
Angulo	Adam	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Bratulin	Paul	Marketing & Public Relations	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Camacho	Albert	Custodial	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Childers	Karen	Development & Community Relations	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Chow	Michelle	CBO	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Flaa	Jonathan	Campus Technology Services	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Gonzales	Amelia	Police Academies/MCHS	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Gordin	Ronald	Grounds	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Grishow	Kevin	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Halim	Roslin	CBO	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
Hylton	Chris	Maintenance & Grounds	Chris has successfully researched and implemented a new work order system for our community college. This new system, OPRA, will ease the process for submitting work orders and simplifying analysis of the collected data.	Robert Jenkins
Hylton	Christopher	Maintenance & Grounds	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Jenkins	Robert	Facilities, Maintenance & Grounds	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Kracher	Gloria	Custodial	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Laughlin	Larry	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Luke	Dr. Craig	First Year Experience	I believe Professor Luke has inspired me academically and in life as well. There should be more professors like him that inspire students in their education and in life.	Marissa Diaz, Student
Martinez	Anabel	CBO	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Mason	Jerry	Custodial	Jerry Mason deserves an applause card because he is the definition of a hard worker. Jerry always has a smile on his face when he comes into the station. Jerry is always the highlight of our day!	Michele Jeannotte
Mason	Jerry	Custodial	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
Meyer	Chef Stacy	Sunroom	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Pasillas	Karol	Administrative Services	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Raghavan	Girija	Research, Planning & IE	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Rodriguez	Judy	Administrative Services	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Rojas	Cesar	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Romo	Brian	Bookstore	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Sanchez	Phylicia	Development & Community Relations	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Sanchez	Phylicia	Development & Community Relations	Thank you for your time and helpfulness in making up the retirement gift bags throughout the months. You're a Star! You go far and beyond!	Debby Gallagher
Schlinkert	Tamara	Sunroom	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Shafer	Kristopher	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher

Caring Hands Applause Cards - January 2018

LAST NAME	FIRST NAME	DIV/DEPT/OFFICE	Details of the Service	Recognized By
Stark	Scott	Administrative Services	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Thayer	Dr. Scott	Student Services	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Tillman	Shalita	CalWORKs	Appreciative of all the work that went into making "Valley in the Community" a huge success!	Diana Z. Rodriguez
Vivar	Jorge	Maintenance	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher
Yarbrough	Kay Dee	Instruction	Thank you for helping make the President's Holiday Gathering event on 12-8-17 a success. You are appreciated!	Debby Gallagher

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Lawrence P. Strong, Director of Fiscal Services
DATE:	January 18, 2018
SUBJECT:	Budget Report

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The attached Revenue and Expenditure Summary reflects activity for the 2017-18 fiscal year through December 12, 2017. As of that date, SBCCD was 45.2% through the fiscal year and had spent and/or encumbered approximately 45.0% of its budgeted general fund.

ANALYSIS

While year to date revenue and/or expenditure percentages often vary from the percentage of fiscal year elapsed, all funds are expected to remain within the 2017-18 budget unless noted here. For explanations of any significant variances in year to date revenues/expenditures from fiscal year elapsed, please see the attached summary.

INSTITUTONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Budget Revenue & Expenditure Summary
Year to Date 12/12/2017

	REVENUES			EXPENDITURES			COMMENTS
	45.2% of Fiscal Year Elapsed						
	Budget	Received YTD		Budget	Expensed/ Encumbered YTD		
01 General Fund	$143,688,313	$ 59,760,756	41.6%	$146,354,944	$ 65,877,849	45.0%	
21 Bond Interest & Redemption	$ 21,665,000	$ 2,390,506	11.0%	$ 21,665,000	$ 20,274,936	93.6%	*Taxes are determined and collected by the County for bond measures; SBCCD does not control this fund.*
41 Capital Outlay Projects	$ 2,813,992	$ 786,277	27.9%	$ 8,334,092	$ 4,250,228	51.0%	*RDA revenue transfer expected in by year end.*
42 Bond Construction	$ -	$ 59,384	n/a	$ 8,118,504	$ 3,805,891	46.9%	
59 FCC Auction Proceeds	$157,113,171	$ 157,199,731	100.1%	$ 2,400,000	$ 610,676	25.4%	*Auction proceeds received in July. Expenses are for transition costs approved by the Board of Trustees.*
68 Retiree Benefit	$ 261,000	$ 51,512	19.7%	$ 371,234	$ 149,713	40.3%	*Additional revenue expected at the end of second quarter from interest and retirement contribution from grants.*
72 Child Development	$ 2,915,120	$ 1,134,067	38.9%	$ 2,915,032	$ 1,174,892	40.3%	
73 Student Body Center Fee	$ 285,750	$ 188,089	65.8%	$ 285,750	$ 125,023	43.8%	
74 KVCR	$ 3,655,024	$ 1,832,518	50.1%	$ 3,654,436	$ 1,954,889	53.5%	
76 KVCR Educational Foundation	$ 2,809,269	$ 647,304	23.0%	$ 2,809,269	$ 923,475	32.9%	
78 Self Insurance-Liability	$ 550,000	$ 552,295	100.4%	$ 765,000	$ 598,467	78.2%	
79 EDCT Foundation	$ 508,996	$ 288,573	56.7%	$ 528,996	$ 133,538	25.2%	
82 FNX	$ 2,113,290	$ 1,002,840	47.5%	$ 2,113,290	$ 1,245,003	58.9%	
84 Workers Compensation	$ 1,325,000	$ 464,729	35.1%	$ 1,110,000	$ 663,878	59.8%	*Includes $96,860 in encumbered funds to be spent throughout the year on premiums and program management.*

Budget Revenue & Expenditure Summary
Year to Date 12/12/2017

Fiscal Year Elapsed - 45.2%

Fund	% of Budgeted Revenues Received	% of Budget Expensed & Encumbered
01 General Fund	41.6	45.0
21 Bond Interest	11.0	93.6
41 Capital Outlay	27.9	51.0
42 Bond Construction	0.0	46.9
59 FCC Auction Proceeds	100.0	25.4
68 Retiree Benefit	19.7	40.3
72 Child Development	38.9	40.3
73 Student Body	65.8	48.8
74 KVCR	50.1	53.5
76 KVCR Educational Foundation	23.0	32.9
78 Self Insurance-Liability	100.0	78.2
79 EDCT Foundation	56.7	25.2
82 FNX	47.5	58.9
84 Workers Comp	35.1	59.8

■ % of Budgeted Revenues Received   ■ % of Buget Expensed & Encumbered

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

Fund 01 GENERAL FUND

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Revenue							
Federal Revenue (810000 to 819999)	2,453,223.65	213,594.71	213,594.71	8.71%	120,368.19	2,119,260.75	86.39%
Other State Revenue (860000 to 869999)	105,406,975.99	39,018,701.54	39,018,701.54	37.02%	10,182,174.50	56,206,099.95	53.32%
Other Local Revenue (880000 to 889999)	35,618,118.66	8,839,769.66	8,839,769.66	24.82%	1,379,687.82	25,398,661.18	71.31%
All Other Financing Sources (890000 to 897999)	-	6,459.75	6,459.75	100.00%	-	(6,459.75)	0.00%
Interfund Transfers In (898000 to 898999)	210,000.00	-	-	0.00%	-	210,000.00	100.00%
Total Revenue	143,688,318.30	48,078,525.66	48,078,525.66		11,682,230.51	83,927,562.13	
Expenditure							
Certificated Salary (100000 to 199999)	43,014,038.56	17,367,995.86	17,367,995.86	40.38%	-	25,646,042.70	59.62%
Classified Salary (200000 to 299999)	30,076,983.40	12,288,278.97	12,288,278.97	40.86%	(99.99)	17,788,804.42	59.14%
Employee Benefit (300000 to 399999)	24,333,076.14	9,397,153.44	9,397,153.44	38.62%	-	14,935,922.70	61.38%
Books and Supplies (400000 to 499999)	3,167,283.36	575,527.43	575,527.43	18.17%	863,754.73	1,728,001.20	54.56%
Services and Operating Expenditures (500000 to 599999)	38,977,453.30	8,979,797.45	8,979,797.45	23.04%	13,431,448.85	16,566,207.00	42.50%
Capital Outlay (600000 to 699999)	4,498,053.83	621,644.01	621,644.01	13.82%	745,861.45	3,130,548.37	69.60%
Other Financing Uses (700000 to 729999)	210,000.00	-	-	0.00%	-	210,000.00	100.00%
Interfund Transfers Out (730000 to 739999)	946,487.00	946,487.00	946,487.00	100.00%	-	-	0.00%
Other Financing Uses (740000 to 769999)	1,131,567.92	233,106.31	233,106.31	20.60%	426,893.13	471,568.48	41.67%
Total Expenditure	146,354,943.51	50,409,990.47	50,409,990.47		15,467,858.17	80,477,094.87	
Total Fund 01 GENERAL FUND	(2,666,625.21)	(2,331,464.81)	(2,331,464.81)		(3,785,627.66)	3,450,467.26	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 21 BOND INTEREST AND REDEMPTIONF							
Revenue							
Other State Revenue (860000 to 869999)	215,000.00	-	-	0.00%	-	215,000.00	100.00%
Other Local Revenue (880000 to 889999)	21,450,000.00	913,883.01	913,883.01	4.26%	-	20,536,116.99	95.74%
All Other Financing Sources (890000 to 897999)	-	1,476,622.81	1,476,622.81	100.00%	-	(1,476,622.81)	0.00%
Total Revenue	21,665,000.00	2,390,505.82	2,390,505.82		-	19,274,494.18	
Expenditure							
Other Financing Uses (700000 to 729999)	21,665,000.00	20,274,936.20	20,274,936.20	93.58%	-	1,390,063.80	6.42%
Total Expenditure	21,665,000.00	20,274,936.20	20,274,936.20		-	1,390,063.80	
Total Fund 21 BOND INTEREST AND REDEMPTIONF	-	(17,884,430.38)	(17,884,430.38)		-	17,884,430.38	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 41 CAPITAL OUTLAY PROJECTS FUND							
Revenue							
Other State Revenue (860000 to 869999)	1,258,092.11	147,542.00	147,542.00	11.73%	337,023.11	773,527.00	61.48%
Other Local Revenue (880000 to 889999)	1,359,413.00	105,225.28	105,225.28	7.74%	-	1,254,187.72	92.26%
Interfund Transfers In (898000 to 898999)	196,487.00	196,487.00	196,487.00	100.00%	-	-	0.00%
Total Revenue	2,813,992.11	449,254.28	449,254.28		337,023.11	2,027,714.72	
Expenditure							
Classified Salary (200000 to 299999)	200,721.62	83,634.00	83,634.00	41.67%	-	117,087.62	58.33%
Employee Benefit (300000 to 399999)	79,289.27	32,944.83	32,944.83	41.55%	-	46,344.44	58.45%
Services and Operating Expenditures (500000 to 599999)	2,246,337.00	530,603.92	530,603.92	23.62%	1,486,208.32	229,524.76	10.22%
Capital Outlay (600000 to 699999)	5,807,744.11	878,275.36	878,275.36	15.12%	1,238,561.10	3,690,907.65	63.55%
Total Expenditure	8,334,092.00	1,525,458.11	1,525,458.11		2,724,769.42	4,083,864.47	
Total Fund 41 CAPITAL OUTLAY PROJECTS FUND	(5,520,099.89)	(1,076,203.83)	(1,076,203.83)		(2,387,746.31)	(2,056,149.75)	

Criteria: Type = Summary; Budget Status = Revised; Financial Options = RevenueExpenditure; Include Accruals = Yes; Negative Balance Only = No; Include Budget Account Details = No; Include GL Status = Pended,Encumbered,PreEncumberd; Sort/Group = Fund,Major Range; Page Break by = Fund; Account Masking = No Masking; Fund = !51,!69; Suppress Net Zero Accounts = Yes; Default Column Order = No; Display Columns FTR = GL Status

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 42 REVENUE BOND CONSTRUCTION FUND							
Revenue							
Other Local Revenue (880000 to 889999)	-	59,384.42	59,384.42	100.00%	-	(59,384.42)	0.00%
Total Revenue	-	59,384.42	59,384.42		-	(59,384.42)	
Expenditure							
Services and Operating Expenditures (500000 to 599999)	314,563.00	21,447.80	21,447.80	6.82%	146,523.83	146,591.37	46.60%
Capital Outlay (600000 to 699999)	7,803,940.61	1,230,273.21	1,230,273.21	15.76%	2,407,646.13	4,166,021.27	53.38%
Total Expenditure	8,118,503.61	1,251,721.01	1,251,721.01		2,554,169.96	4,312,612.64	
Total Fund 42 REVENUE BOND CONSTRUCTION FUN	(8,118,503.61)	(1,192,336.59)	(1,192,336.59)		(2,554,169.96)	(4,371,997.06)	

Criteria: Type = Summary; Budget Status = Revised; Financial Options = RevenueExpenditure; Include Accruals = Yes; Negative Balance Only = No; Include Budget Account Details = No; Include GL Status = Pended,Encumbered,PreEncumberd; Sort/Group = Fund,Major Range; Page Break by = Fund; Account Masking = No Masking; Fund = !51,!69; Suppress Net Zero Accounts = Yes; Default Column Order = No; Display Columns FTR = GL Status

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 59 ENTERPRISE FUND-FCC AUCTION							
Revenue							
Other Local Revenue (880000 to 889999)	-	86,559.66	86,559.66	100.00%	-	(86,559.66)	0.00%
All Other Financing Sources (890000 to 897999)	157,113,171.00	157,113,171.00	157,113,171.00	100.00%	-	-	0.00%
Total Revenue	157,113,171.00	157,199,730.66	157,199,730.66		-	(86,559.66)	
Expenditure							
Services and Operating Expenditures (500000 to 599999)	960,000.00	91,543.20	91,543.20	9.54%	179,132.42	689,324.38	71.80%
Capital Outlay (600000 to 699999)	1,100,000.00	-	-	0.00%	-	1,100,000.00	100.00%
Interfund Transfers Out (730000 to 739999)	340,000.00	340,000.00	340,000.00	100.00%	-	-	0.00%
Total Expenditure	2,400,000.00	431,543.20	431,543.20		179,132.42	1,789,324.38	
Total Fund 59 ENTERPRISE FUND-FCC AUCTION	154,713,171.00	156,768,187.46	156,768,187.46		(179,132.42)	(1,875,884.04)	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 68 RETIREE BENEFIT FUND							
Revenue							
Other Local Revenue (880000 to 889999)	261,000.00	51,511.82	51,511.82	19.74%	-	209,488.18	80.26%
Total Revenue	261,000.00	51,511.82	51,511.82		-	209,488.18	
Expenditure							
Employee Benefit (300000 to 399999)	371,234.00	149,712.71	149,712.71	40.33%	-	221,521.29	59.67%
Total Expenditure	371,234.00	149,712.71	149,712.71		-	221,521.29	
Total Fund 68 RETIREE BENEFIT FUND	(110,234.00)	(98,200.89)	(98,200.89)		-	(12,033.11)	

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 72 CHILD DEVELOPMENT FUND							
Revenue							
Federal Revenue (810000 to 819999)	243,380.00	70,152.65	70,152.65	28.82%	-	173,227.35	71.18%
Other State Revenue (860000 to 869999)	2,449,390.00	973,364.79	973,364.79	39.74%	-	1,476,025.21	60.26%
Other Local Revenue (880000 to 889999)	222,350.00	90,549.21	90,549.21	40.72%	-	131,800.79	59.28%
Total Revenue	2,915,120.00	1,134,066.65	1,134,066.65		-	1,781,053.35	
Expenditure							
Classified Salary (200000 to 299999)	1,623,463.74	700,785.15	700,785.15	43.17%	-	922,678.59	56.83%
Employee Benefit (300000 to 399999)	789,680.94	300,053.57	300,053.57	38.00%	-	489,627.37	62.00%
Books and Supplies (400000 to 499999)	294,392.96	55,870.25	55,870.25	18.98%	110,847.88	127,674.83	43.37%
Services and Operating Expenditures (500000 to 599999)	202,494.83	3,240.33	3,240.33	1.60%	-	199,254.50	98.40%
Capital Outlay (600000 to 699999)	5,000.00	2,128.07	2,128.07	42.56%	1,966.44	905.49	18.11%
Total Expenditure	2,915,032.47	1,062,077.37	1,062,077.37		112,814.32	1,740,140.78	
Total Fund 72 CHILD DEVELOPMENT FUND	87.53	71,989.28	71,989.28		(112,814.32)	40,912.57	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 73 STUDENT BODY CENTER FEE FUND							
Revenue							
Other Local Revenue (880000 to 889999)	285,750.00	188,089.04	188,089.04	65.82%	-	97,660.96	34.18%
Total Revenue	285,750.00	188,089.04	188,089.04		-	97,660.96	
Expenditure							
Classified Salary (200000 to 299999)	160,980.31	75,256.79	75,256.79	46.75%	-	85,723.52	53.25%
Employee Benefit (300000 to 399999)	60,046.55	25,686.82	25,686.82	42.78%	-	34,359.73	57.22%
Books and Supplies (400000 to 499999)	16,200.00	1,241.88	1,241.88	7.67%	206.74	14,751.38	91.06%
Services and Operating Expenditures (500000 to 599999)	24,023.14	361.00	361.00	1.50%	843.50	22,818.64	94.99%
Capital Outlay (600000 to 699999)	24,500.00	-	-	0.00%	21,426.49	3,073.51	12.54%
Total Expenditure	285,750.00	102,546.49	102,546.49		22,476.73	160,726.78	
Total Fund 73 STUDENT BODY CENTER FEE FUND	-	85,542.55	85,542.55		(22,476.73)	(63,065.82)	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 74 KVCR FUND							
Revenue							
Other Local Revenue (880000 to 889999)	1,654,619.05	728,164.14	728,164.14	44.01%	364,354.28	562,100.63	33.97%
Interfund Transfers In (898000 to 898999)	2,000,405.00	740,000.00	740,000.00	36.99%	-	1,260,405.00	63.01%
Total Revenue	3,655,024.05	1,468,164.14	1,468,164.14		364,354.28	1,822,505.63	
Expenditure							
Certificated Salary (100000 to 199999)	-	4,704.00	4,704.00	100.00%	-	(4,704.00)	0.00%
Classified Salary (200000 to 299999)	1,381,524.05	710,808.64	710,808.64	51.45%	-	670,715.41	48.55%
Employee Benefit (300000 to 399999)	606,697.07	230,216.69	230,216.69	37.95%	-	376,480.38	62.05%
Books and Supplies (400000 to 499999)	25,700.00	6,567.74	6,567.74	25.56%	10,016.36	9,115.90	35.47%
Services and Operating Expenditures (500000 to 599999)	1,521,015.05	334,838.46	334,838.46	22.01%	598,756.13	587,420.46	38.62%
Capital Outlay (600000 to 699999)	119,500.00	29,974.28	29,974.28	25.08%	29,006.53	60,519.19	50.64%
Total Expenditure	3,654,436.17	1,317,109.81	1,317,109.81		637,779.02	1,699,547.34	
Total Fund 74 KVCR FUND	587.88	151,054.33	151,054.33		(273,424.74)	122,958.29	

Criteria: Type = Summary; Budget Status = Revised; Financial Options = RevenueExpenditure; Include Accruals = Yes; Negative Balance Only = No; Include Budget Account Details = No; Include GL Status = Pended,Encumbered,PreEncumberd; Sort/Group = Fund,Major Range; Page Break by = Fund; Account Masking = No Masking; Fund = !51,!69; Suppress Net Zero Accounts = Yes; Default Column Order = No; Display Columns FTR = GL Status

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

Page 10 of 14

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 76 KVCR EDUCATIONAL FOUNDATION							
Revenue							
Other Local Revenue (880000 to 889999)	2,809,269.32	543,866.50	543,866.50	19.36%	103,437.98	2,161,964.84	76.96%
Total Revenue	2,809,269.32	543,866.50	543,866.50		103,437.98	2,161,964.84	
Expenditure							
Classified Salary (200000 to 299999)	356,150.74	131,454.23	131,454.23	36.91%	-	224,696.51	63.09%
Employee Benefit (300000 to 399999)	113,696.94	36,545.85	36,545.85	32.14%	-	77,151.09	67.86%
Books and Supplies (400000 to 499999)	33,250.00	2,333.60	2,333.60	7.02%	5,236.32	25,680.08	77.23%
Services and Operating Expenditures (500000 to 599999)	735,185.97	121,960.49	121,960.49	16.59%	225,944.16	387,281.32	52.68%
Capital Outlay (600000 to 699999)	16,000.00	-	-	0.00%	-	16,000.00	100.00%
Other Financing Uses (700000 to 729999)	275,000.00	-	-	0.00%	-	275,000.00	100.00%
Interfund Transfers Out (730000 to 739999)	1,279,985.00	400,000.00	400,000.00	31.25%	-	879,985.00	68.75%
Total Expenditure	2,809,268.65	692,294.17	692,294.17		231,180.48	1,885,794.00	
Total Fund 76 KVCR EDUCATIONAL FOUNDATION	0.67	(148,427.67)	(148,427.67)		(127,742.50)	276,170.84	

Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

Page 11 of 14

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 78 SELF INSURANCE-LIABILITY&PROP							
Revenue							
Other Local Revenue (880000 to 889999)	-	2,295.38	2,295.38	100.00%	-	(2,295.38)	0.00%
Interfund Transfers In (898000 to 898999)	550,000.00	550,000.00	550,000.00	100.00%	-	-	0.00%
Total Revenue	550,000.00	552,295.38	552,295.38		-	(2,295.38)	
Expenditure							
Services and Operating Expenditures (500000 to 599999)	765,000.00	537,340.62	537,340.62	70.24%	61,126.38	166,533.00	21.77%
Total Expenditure	765,000.00	537,340.62	537,340.62		61,126.38	166,533.00	
Total Fund 78 SELF INSURANCE-LIABILITY&PROP	(215,000.00)	14,954.76	14,954.76		(61,126.38)	(168,828.38)	

Criteria: Type = Summary; Budget Status = Revised; Financial Options = RevenueExpenditure; Include Accruals = Yes; Negative Balance Only = No; Include Budget Account Details = No; Include GL Status = Pended,Encumbered,PreEncumberd; Sort/Group = Fund,Major Range; Page Break by = Fund; Account Masking = No Masking; Fund = !51,!69; Suppress Net Zero Accounts = Yes; Default Column Order = No; Display Columns FTR = GL Status

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

Page 12 of 14

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 79 EDCT FOUNDATION							
Revenue							
Other State Revenue (860000 to 869999)	290,000.00	45,000.00	45,000.00	15.52%	-	245,000.00	84.48%
Other Local Revenue (880000 to 889999)	18,996.00	9,577.11	9,577.11	50.42%	33,996.00	(24,577.11)	(129.38%)
Interfund Transfers In (898000 to 898999)	200,000.00	200,000.00	200,000.00	100.00%	-	-	0.00%
Total Revenue	508,996.00	254,577.11	254,577.11		33,996.00	220,422.89	
Expenditure							
Certificated Salary (100000 to 199999)	10,000.00	-	-	0.00%	-	10,000.00	100.00%
Classified Salary (200000 to 299999)	148,469.38	79,662.85	79,662.85	53.66%	-	68,806.53	46.34%
Employee Benefit (300000 to 399999)	62,165.06	22,653.59	22,653.59	36.44%	-	39,511.47	63.56%
Books and Supplies (400000 to 499999)	22,330.00	4,893.59	4,893.59	21.91%	5,770.47	11,665.94	52.24%
Services and Operating Expenditures (500000 to 599999)	113,532.00	10,237.39	10,237.39	9.02%	7,694.44	95,600.17	84.21%
Capital Outlay (600000 to 699999)	172,500.00	2,625.87	2,625.87	1.52%	-	169,874.13	98.48%
Total Expenditure	528,996.44	120,073.29	120,073.29		13,464.91	395,458.24	
Total Fund 79 EDCT FOUNDATION	(20,000.44)	134,503.82	134,503.82		20,531.09	(175,035.35)	

Criteria: Type = Summary; Budget Status = Revised; Financial Options = RevenueExpenditure; Include Accruals = Yes; Negative Balance Only = No; Include Budget Account Details = No; Include GL Status = Pended,Encumbered,PreEncumberd; Sort/Group = Fund,Major Range; Page Break by = Fund; Account Masking = No Masking; Fund = !51,!69; Suppress Net Zero Accounts = Yes; Default Column Order = No; Display Columns FTR = GL Status

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Budget Summary Report for District 72 - San Bernardino Community College - Summary (From: 7/1/2017 To: 6/30/2018)
Budget Summary for Board Meetings

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Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 82 FNX							
Revenue							
Other Local Revenue (880000 to 889999)	2,113,290.00	1,002,839.93	1,002,839.93	47.45%	-	1,110,450.07	52.55%
Total Revenue	2,113,290.00	1,002,839.93	1,002,839.93		-	1,110,450.07	
Expenditure							
Classified Salary (200000 to 299999)	743,937.14	386,489.00	386,489.00	51.95%	-	357,448.14	48.05%
Employee Benefit (300000 to 399999)	227,239.36	95,998.86	95,998.86	42.25%	-	131,240.50	57.75%
Books and Supplies (400000 to 499999)	29,300.00	5,019.48	5,019.48	17.13%	15,470.45	8,810.07	30.07%
Services and Operating Expenditures (500000 to 599999)	936,193.00	182,943.13	182,943.13	19.54%	530,772.69	222,477.18	23.76%
Capital Outlay (600000 to 699999)	71,200.00	8,976.72	8,976.72	12.61%	18,332.58	43,890.70	61.64%
Other Financing Uses (700000 to 729999)	105,420.00	-	-	0.00%	-	105,420.00	100.00%
Total Expenditure	2,113,289.50	679,427.19	679,427.19		564,575.72	869,286.59	
Total Fund 82 FNX	0.50	323,412.74	323,412.74		(564,575.72)	241,163.48	

Major Range Description	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 84 WORKERS COMPENSATION FUND							
Revenue							
Other Local Revenue (880000 to 889999)	1,325,000.00	464,728.70	464,728.70	35.07%	-	860,271.30	64.93%
Total Revenue	1,325,000.00	464,728.70	464,728.70		-	860,271.30	
Expenditure							
Services and Operating Expenditures (500000 to 599999)	1,110,000.00	567,017.76	567,017.76	51.08%	96,860.40	446,121.84	40.19%
Total Expenditure	1,110,000.00	567,017.76	567,017.76		96,860.40	446,121.84	
Total Fund 84 WORKERS COMPENSATION FUND	215,000.00	(102,289.06)	(102,289.06)		(96,860.40)	414,149.46	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Bruce Baron, Chancellor
PREPARED BY:	Alvin Jackson, Police Chief
DATE:	January 18, 2018
SUBJECT:	District Clery Act Compliance Report

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

Postsecondary educational institutions (institutions) that participate in student aid programs under Title IV of the federal Higher Education Act of 1965, as amended, are required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) to create an annual security report by October 1 of each year. This security report must contain required crime statistics of the institution as well as certain security policy disclosures. When institutions do not comply with the Clery Act, they inhibit the ability of students and others to make informed decisions about campus security. Further, the U.S. Department of Education can impose financial penalties of up to $27,500 per violation against noncompliant institutions.

ANALYSIS

Monthly Report of Clery Crimes for November (See attached)

INSTITUTIONAL VALUES

I.   Institutional Effectiveness

FINANCIAL IMPLICATIONS

None

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
CLERY ACT CRIMES
November 2017

Case#	Reported	Reportable Clery Crimes	Location	Disposition

ON CAMPUS:

CRAFTON

| 17-354 | 11/7/17 | Possession of Marijuana | KHA Building | Citation Issued |

DISTRICT

NO INCIDENTS TO REPORT

Valley

17-346	11/1/17	Grand Theft Auto (Golf Cart)	M & O Building	Subject Arrested
17-363	11/14/17	Domestic Violence	CDC	Subject Arrested
17-371	11/1717	Alcohol Possession	North Hall	Subject Arrested
17-383	11/30/17	Possession of Methamphetamines	LA Building	Citation Issued

PUBLIC PROPERTY:

CRAFTON

NO INCIDENTS TO REPORT

DISTRICT

NO INCIDENTS TO REPORT

VALLEY

| 17-358 | 11/7/17 | Sexual Battery | Mt. Vernon | Subject Arrested |
| 17-364 | 11/14/17 | Grant Theft Auto | Esperanza | Report Taken |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Amalia Perez, Director, Human Resources

DATE: January 18, 2018

SUBJECT: Information Item: CSEA MOUs

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the California School Employees Association met and entered into the attached MOUs.

ANALYSIS

The Memorandums of Understanding constitute the full and complete Agreement. The MOUs pend CSEA ratification.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

None.

MEMORANDUM OF UNDERSTANDING
By And Between
CSEA's SAN BERNARDINO CCD #291
And
CALIFORINA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO CCD CHAPTER #291
December 4, 2017

1 **Terms and Conditions:** The San Bernardino Community College District, (hereinafter, "District") and the
2 California School Employees Association and its San Bernardino CCD chapter 291 (hereinafter,
3 "Association.") agree as follows:

4   1. In accordance with Article 16: PERSONNEL, specifically article 16.3 REQUEST FOR
5   RECLASSIFICATION, it has been determined the following bargaining unit member shall be
6   reclassified.

7

8   2. Effective October 1, 2017, bargaining unit member Charlie Rahn, Multimedia Specialist, Range
9   34 Step E / 8 hours/ 261 day work year in the Campus Technology Services Department at
10   Crafton Hills College will be reclassified to the classification of Technology Support Specialist I,
11   Range 46 Step A / 8 hours/ 261 day work year.

12

13   3. In accordance with Article 7: PAY AND ALLOWANCES, specifically article 7.9 WORKING OUT OF
14   CLASS, it has been determined the following unit bargaining unit member shall be compensated
15   5% (five percent) retroactively from June 1, 2017 to July 1, 2017
16

17 This Agreement is subject to all approval procedures including procedures required by CSEA Policy 610.

18

19 For the District   For the Association

20 _____   _____

21 Amalia Perez, Director of Human Resources   Grayling L. Bation, Chapter President
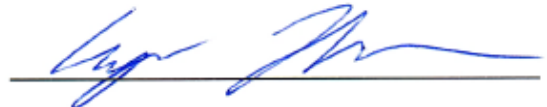
22

23   _____

24   Lynn Thompson, Labor Relations Representative

25

26

MEMORANDUM OF UNDERSTANDING
By And Between
CSEA's SAN BERNARDINO CCD #291
And
CALIFORINA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO CCD CHAPTER #291
December 4, 2017

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"); jointly referred to as the "Parties".

The parties met to confer regarding the reclassification request of Michele Jeannotte, Administrative Secretary, in accordance with Article 16: PERSONNEL, specifically article 16.3 REQUEST FOR RECLASSIFICATION.

The Parties enter into the following agreement concerning the request:

1. The Parties agree to approve the Out-of-Class compensation for Michele Jeannotte, Administrative Secretary at San Bernardino District Police Department, for the performance of Out-of-Class duties which fall under the job description of Administrative Assistant I, under the following stipulations:

    a) The length of the compensation shall be for the duration of the Out-Of-Class duties performed from November 1, 2017 until the request for reclassification has been completed.

    b) The Employee will be compensated according to Article 7.9 at the rate of five percent (5%) salary increase.

2. The request for reclassification submitted by Michele Jeannotte shall be placed in abeyance. The length of time for the abeyance shall not exceed 6 (six) months from the negotiated date of this MOU.

The sunset date of the this MOU is June 4, 2018.

This Agreement is subject to the procedures required by CSEA Policy 610.

For the District

_____
Amalia Perez, Director of Human Resources

For the Association

_____
Grayling L. Eation, Chapter President

_____
Lynn Thompson, Labor Relations Representative

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY:	Lawrence P. Strong, Director of Fiscal Services
DATE:	January 18, 2018
SUBJECT:	General Fund Cash Flow Analysis

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District's budget is a financial plan based on estimated revenues and expenditures for the fiscal year, which runs from July 1 through June 30. Cash refers to what is actually in the District's treasury on a day-to-day and month-to-month basis. Monitoring the amount of cash available to meet the District's financial obligations is the core responsibility of the Fiscal Services Department. Attached is the restricted and unrestricted General Fund monthly cash flow analysis for the District.

ANALYSIS

The General Fund cash balance as of June 30, 2018 is estimated to be $40,460,539.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This is an information item only. There are no financial implications.

General Fund Cash Flow Analysis[†]
Restricted and Unrestricted
Fiscal Year 2017-18

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCRUALS	TOTAL
						PROJECTED								
Beginning Cash Balance	40,690	42,502	38,957	40,377	35,015	35,390	37,880	43,345	40,178	38,863	41,905	44,263		
Receipts														
Federal	63	-63	199		15	1	915	277	14	-3	249	786		2,453
State	5,743	5,846	12,679	6,472	7,315	9,346	9,589	7,184	15,996	9,486	9,594	6,148		105,397
State Deferrals														
Local	3,013	2,059	-224	1,189	3,553	6,263	8,002	1,568	-110	6,350	4,267	-347		35,582
Temporary Borrowings														
Inc Transfer & Sale of Assets			2	4		199						4		210
Accounts Receivable/Accruals	544	3,487	667	585	75	648	-309	70	376	253	576	59		7,031
Total Receipts	9,363	11,329	13,322	8,251	10,957	16,456	18,197	9,099	16,276	16,086	14,688	6,650		150,673
Disbursements														
Academic Salaries	1	2,026	3,560	3,907	3,973	3,900	3,907	3,655	3,876	3,938	3,943	6,324		43,012
Classified Salaries	1,943	2,200	2,525	2,485	2,539	2,800	2,537	2,240	2,714	2,551	2,617	2,851		30,004
Benefits	951	1,677	1,937	1,969	1,861	2,110	2,070	2,043	2,135	2,111	2,118	3,351		24,334
Supplies & Materials	-8	71	157	186	144	139	165	246	257	193	379	1,191		3,119
Other Operating Exp	161	211	2,288	4,365	1,691	4,363	3,588	3,743	5,598	3,659	2,920	6,566		39,154
Capital Outlay	1	7	145	242	172	93	382	251	311	436	514	1,870		4,424
Other Outgo	26	341	429	180	205	599	96	99	48	150	39	50		2,261
Longterm Post-Employment Benefits		-8	-7	-2	-1	-8	-8	-8	40	-1	6	-4		
Accounts Payable/Accruals	4,481	8,348	868	280	-2	-31	-5	-3	2,612	7	-207	-11,747		4,599
Total Disbursements	7,556	14,874	11,902	13,612	10,582	13,967	12,732	12,266	17,591	13,043	12,330	10,452		150,907
Increase / (Decrease) in Cash Balance	1,807	-3,545	1,420	-5,362	375	2,489	5,465	-3,167	-1,315	3,043	2,358	-3,802		
Ending Cash Balance	42,497	38,957	40,377	35,015	35,390	37,880	43,345	40,178	38,863	41,905	44,263	40,461		

[†]Rounded to the nearest 1,000.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Bruce Baron, Chancellor
REVIEWED BY:	Dr. Wei Zhou, President, CHC
PREPARED BY:	Dr. Keith Wurtz, Dean, Institutional Effectiveness, Research and Planning, CHC
DATE:	January 18, 2017
SUBJECT:	Crafton Hills College Guided Pathways Self-Assessment

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

On September 5, 2017 the California Community Colleges Chancellor's Office announced the Guided Pathways endeavor. Guided pathways provide all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares student for future success. Equally important, guided pathways also integrates support services in ways that make it easier for students to get help they need during every step of their community college experience. Guided pathways are supported by what are referred to as the Four Pillars of Guided Pathways:

1. Create clear curricular pathways to employment and further education.
2. Help students choose and enter a pathway.
3. Help students stay on the path.
4. Ensure that learning is happening with intentional outcomes.

This effort is formally supported by the Guided Pathways Award Program in which all participating colleges will receive a fiscal allocation over a five-year period to develop and implement guided pathways. Over five years Crafton Hills College will be allocated approximately $607,000.

In order to participate in the Guided Pathways Award Program, Crafton was required to attend an IEPI workshop on October 20, 2017, complete the guided pathways self-assessment, and complete a multi-year work plan that is due on March 30, 2018. The work plan is based on the self-assessment results. On October 20, 2017 the following people attended the IEPI workshop: the Craton Hills College President, Vice President of Instruction, Vice President of Student Services, Dean of Letters, Arts, and Mathematics, Dean of Institutional Effectiveness, Research and Planning, Academic and Classified Senate Presidents, Academic Senate Vice President, Academic Senate Past President, and CSEA Representative.

The Crafton Hills College Guided Self-Assessment was written by the Crafton Hills College Campus community. The self-assessment was distributed to committees, departments,

administrators, staff, and faculty. The feedback from the campus community was incorporated into the final document, the three senates recommended approval, and the Crafton Council approved the guided self-assessment on December 12, 2017.

ANALYSIS

The guided self-assessment will be used to develop the multi-year work plan, which is due to the California Community College Chancellor's Office on March 30, 2018.

INSTITUTIONAL VALUES

II.   Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

Completing the requirements of the Guided Pathways Award Program will provide $607,000 over five years to Crafton Hills College in order to develop guided pathways.

Crafton Hills's Submission - Last Updated December 15, 2017, 10:24 am

Inquiry 1-3: Cross-Functional Inquiry - Scaling in Progress

Please briefly explain why you selected this rating.
Crafton Hills College has governance structures in place to promote the institutional dialogue necessary for the implementation of guided pathways. Additionally, the College has an Office of Institutional Effectiveness, Research and Planning that provides data, research, and analysis concerning student progression toward their goals, including: o Percent of undecided students o Percent of students who complete transfer level math in one and two years o Percent of students who complete transfer level English in one and two years o Percent of students who do not transfer in six years o Percent of students who do not have a Student Educational Plan (SEP) o Percent of student who do not have a complete SEP o English and math basic skills three-year throughput rates o Student satisfaction data o LaunchBoard Guided Pathways o Cal-PASS Plus key performance indicators Disaggregation of data consistently occurs to ensure the examination and recognition of disproportionate impact, and to promote an effective institutional response. Campus wide dialogue occurs through shared governance committees, management meetings, and planning processes. The College's shared governance committees engage in frequent dialogue regarding student learning outcomes and institutional improvement; these committees include the Educational Master Planning Committee, the Institutional Effectiveness, Accreditation, and Outcomes Committee, the Planning and Program Review Committee, the Student Success and Equity Committee, and the Enrollment Strategies Committee. Participative governance committees include faculty, staff, administrators, and students. Additionally, the Academic, Classified, and Student Senates have data-informed dialogues about a broad range of student success-related topics, for example, college hour, dual enrollment, guided pathways, non-credit curriculum, and English as a Second Language. The College also engages in dialogue concerning student learning during deans' meetings, management meetings, Crafton Council meetings, department meetings, and planning events, such as the recent Guided Pathways retreat held August 28, 2017. The College conducts an annual Equity audit sharing the results with participative governance committees and with the Board of Trustees. The fall 2016 in-service day featured a panel of students who responded to questions informed by the Student Support redefined framework. All staff, management and faculty attended. Employees used the information to draft relevant objectives and actions for their departments. The fall 2017 in-service day featured a college-wide discussion about the impact of budget on students' experience and enrollment.

Describe one or two accomplishments the college has achieved to date on this key element.
1. The Educational Master Planning Committee completed a new master plan, which addresses student access, success, and the student experience. 2. There is considerable dialogue in other groups, for example the Basic Skills Committee, and the Student Success and Equity Committee, that focus on elements of the student's experience in a guided pathway. 3. The campus has recently developed and vetted the following data driven plans to inform decision-making and planning: International Program, Noncredit Program, ESL Program, and a middle college high school program. We are also currently developing an implementation plan for a noncredit program.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
While dialogue is occurring around guided pathways, some of it happens in silos, with groups that consider a segment of the student's experience. With only two in-service days, there are limited opportunities to have college-wide dialogue. There is considerable interest in student focus groups, however the Office of Institutional Effectiveness, Research, and Planning has limited resources to conduct them. In addition, budget challenges are a major barrier along with the lack of full-time faculty to help lead the effort.

Inquiry 2-3: Shared Metrics - Full Scale

Please briefly explain why you selected this rating.
The college uses the following metrics across different initiatives to understand how student success has improved: course success, math and English throughput rate, degree and certificate completion rate, and transfer rate. Equally important, disaggregation of the data occurs by gender, ethnicity, age, disability status, economically disadvantaged status, foster youth status, veteran status, non-resident status, EOPS student, and AB540 status. These metrics primarily inform the objectives and actions in the student equity plan as well planning throughout the campus.

Describe one or two accomplishments the college has achieved to date on this key element.
Recently, after systematically reviewing the metrics described above Crafton is in the process of revising its equity plan to address the areas in which disproportionate impact is still occurring. For example, Crafton has placed a greater emphasis on the math and English throughput rates because disproportionate impact continues to occur in these areas and they relate directly to the award and transfer rates, the two metric areas where most of the disproportionate impact occurs.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Crafton is currently developing a scorecard to address more easily the progress that Crafton is making on achieving the objectives in the Educational Master Plan. In the past Crafton has examined metrics at different times throughout the year, and the development of a formalized scorecard with targets will help even more to inform decision-making and planning at Crafton.

Inquiry 3-3: Integrated Planning - Scaling in Progress

Please briefly explain why you selected this rating.
Crafton Hills College has had several institutional conversations regarding guided pathways. Faculty, staff, and administrators participated in a full-day facilitated retreat in August 2017 to discuss guided pathways. The group developed consensus around the elements necessary to ensure the success of a guided pathways approach. These included securing institutional commitment, creating and modifying programs and pathways that meet community needs; providing students with individualized support, designing and effectively scheduling curriculum; and creating structured ways for students to explore careers and majors. Sharing of the results from the retreat occurred at the all-campus In-Service Day in August 2017. A second, two-day retreat followed in summer 2017 about the integration of the Basic Skills, Equity, and Student Success and Support Program plans. A district-wide Strong Workforce retreat occurred in fall 2016. Current projects involve the development of a digital media pathway. Also mentioned in a previous item, the college has a robust office of research and planning that provides timely and accurate research and analysis for use in planning and decision-making. At the fall 2016 In-Service, a student panel responded to questions developed around the Student Support Re-Defined elements. Participants used these responses to develop action plans for their departments, and used these responses in the annual planning process.

Describe one or two accomplishments the college has achieved to date on this key element.
The foundational dialogue concerning guided pathways and plan integration has taken place and is now taking place. There is a greater level of knowledge and understanding of the guided pathways model for those who have participated in the retreats; and how it intersects the goals and objectives outlined in the College's Educational Master Plan. However, there is still work that needs to occur with the campus community at large.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key

element.

The College only has two in-service days, both of them opening days in fall and spring. Because of the infrequency of these meetings, and because the agendas for those days tend to be very full, there is limited time to hold college-wide conversations about guided pathways necessary to garner full support.

Design 1-5: Inclusive Decision-Making Structures - Scaling in Progress

Please briefly explain why you selected this rating.

At Crafton Council, Crafton's shared governance committee, Crafton Council identified the Enrollment Strategies shared governance committee as the work-group to steer the Guided Pathways design process and gather college-wide input. Accordingly, the College will identify key leaders that represent diverse campus constituents to steer the College wide communication, input, and decisions regarding Guided Pathways. Moreover, the following people attended the required IEPI workshop: President of Crafton, Academic Senate President, Academic Senate Vice President, Academic Senate Past President, Classified Senate President, CSEA representative, Vice President of Student Services, Vice President of Instruction, Dean of Letters, Arts, and Mathematics, and the Dean of Institutional Effectiveness, Research, and Planning. Equally important, on August 3, 2017 Crafton held a retreat on Guided Pathways that included thirty faculty, staff, managers, and students. Identification of the work teams for Guided Pathways will occur within the current structure of the Enrollment Strategies Committee. The Committee has a wide representation and active participation from all groups. The Enrollment Strategies Committee is a Collegial Consultation Committee and reports to the Crafton Council which is the College's shared governance steering committee. In addition, numerous discussion with the senates is occurring on a regular basis.

Describe one or two accomplishments the college has achieved to date on this key element.

A major accomplishment made by the college is the guided pathways planning that occurred on August 3, 2017 with cross-functional workgroups to steer the guided pathways design process. The participants at this retreat agreed on ten major elements regarding student pathways. In addition, the cross-functional participants attending the retreat developed a document that can be used to inform the development of a guided pathways work plan.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

A potential challenge is that the Enrollment Strategies Committee is assuming the responsibility for leading several of the initiatives involved in implementing the Guided Pathways model. The committee will need to meet often to ensure the meeting of deadlines, conflicting viewpoints are recognized and effectively addressed, and to manage the "initiative fatigue" that often comes with change. The committee will need to work at a steady pace and set realistic timelines and goals.

Design 2-5: Intersegmental Alignment - Scaling in Progress

Please briefly explain why you selected this rating.

The College has non-AB288 dual enrollment agreements with both its major K-12 feeder districts, Redlands and Yucaipa/Calimesa Unified School Districts. A new partnership with the Rim of the World Schools District is under way. A standing work group that includes K-12 representatives and college representatives meets at least monthly. Dual enrollment is a major strategy to increase student success and promote community college enrollment. Partnerships with the University of Redlands, California State University, San Bernardino, and the University of Laverne are in place. Transfer Guarantee agreements exist with several UCs. Some of the CTE programs have strong relationships with business

and industry; however, the college recognizes that additional work needs to occur to forge such relationships and to use them to promote student internships, service learning, and success.

Describe one or two accomplishments the college has achieved to date on this key element.
1) The College's agreement with the University of Redlands allows students with a 3.2 grade point average and 23 units to transfer to the University with a $10,000 scholarship (tuition reduction). Similar conversations are underway with other four-year institutions. 2) While dual enrollment courses at the four feeder high schools tend to have low enrollment, course success tends to be higher than on-campus courses. 3) The College's partnership with the University of La Verne to provide Crafton students with the option to earn Bachelor's Degrees at Crafton. 4) The College's work to support the implementation of a middle college high school. 5) The Theater Arts program at Crafton Hills College works with K-12 high schools, four-year colleges and industry to help move students successfully through an informally developed Theater Arts pathway. The faculty member coordinating the Theater Arts program collects information from K-12 students on their interests, and works with students individually to connect their interest with their educational and career goals. In addition, the faculty member regularly checks-in with students individually to see what support is needed to move them successfully through their pathway. Moreover, the coordinating faculty has developed and maintained key relationships with UCSB, CSUF, UCI, and UCSD to help students transfer. The faculty coordinator has also developed a relationship with the University of Redlands (UofR) and facilitates prior students working at Crafton to help them meet the UofR graduation requirements. In terms of employment, the Crafton Hills College Theater Arts coordinator also works with professional theater companies like the Oregon Shakespeare Festival to help prior students find employment.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Each partnership entails extensive off-campus staff time for such tasks as orientation, assessment, registration, and educational planning. The college must attend to concerns voiced by K-12 partners, including the duplication of coursework, the need for specific courses to fulfill the A-G pattern, and impact of the partnership on operations. There are also some union concerns expressed by faculty about dual enrollment that must be addressed in order to fully support the expansion of our efforts, and to embrace an AB 288 model. In addition, Crafton needs to ensure that we collaborate with the CHC discipline faculty and department chairs.

Design 3-5: Guided Major and Career Exploration Opportunities - Early Adoption

Please briefly explain why you selected this rating.
The Counseling faculty have developed career exploration and gateway courses; however, these are not embedded in the General Education pattern and are offered as electives. Workshops to help students with their career choice decisions occur regularly. The College offers course clusters in the form of interest-focused learning communities; however, this adoption of these has not occurred on a broad scale.

Describe one or two accomplishments the college has achieved to date on this key element.
Counseling faculty have worked collaboratively to identify GE patterns that will fulfill the GE requirements for most degrees within four broad categories: Health and Allied Health, Business, STEM, and Education.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Faculty are concerned that adopting Guided Pathways will constrict the curriculum and will foster the growth of some, but not all academic degree or certificate programs. Faculty in programs with low enrollment are concerned their degree or certificate programs will be left out of the pathways. CHC is a

small college which limits courses and sections which can in turn limit completion of a two-year pathway resulting from the need to canceled low enrolled courses that are part of an identified pathway.

Design 4-5: Improved Basic Skills - Scaling in Progress

Please briefly explain why you selected this rating.
Crafton is currently using multiple measures to place students into math. Specifically, students' high school performance is used to place students into their math courses. Crafton is currently in the planning stages to implement co-requisite remediation and shortening of the developmental sequence. These should be in place next year. In English Crafton is developing a pilot of accelerated English courses for basic skills using multiple measures for placement.

Describe one or two accomplishments the college has achieved to date on this key element.
The Crafton Hills College Math Department and counseling office are using high school performance to place students into Crafton math courses. The Crafton Hills College English and Reading Department approved a model of accelerated basic skills courses to be implemented.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
One challenge to implementing this component is reconciling the new placement rules with the current assessment tool. Crafton is currently placing students manually during the revision of the placement rules in the assessment tool. Another challenge is going to be scheduling with the increase in units and time. Moreover, many of the instructional spaces are not conducive to the teaching and learning styles and need to be improved. A challenge to implementing this component in English is an understaffed English and Reading Department that have led to the following challenges: resources to conduct research, course design, curriculum development, and professional development.

Design 5-5: Clear Program Requirements - Early Adoption

Please briefly explain why you selected this rating.
There is an understanding about key educational and career competencies among faculty in each program individually, as well as an inherent understanding regarding course sequence. However, there is less understanding about key educational and career competencies across programs. Evidenced by the high success rates of students at the College compared to the Region and the State. Crafton needs to have more cross discipline conversations. Some programs do have program maps, but not all do.

Describe one or two accomplishments the college has achieved to date on this key element.
Overall, we are making better progress on improving the schedule and have developed some program maps. Currently, we are analyzing course offerings for student friendliness. For example, Crafton created a chart to illustrate visually the spread of GE, IGETC, and local requirements over time. In addition, Faculty Chairs are working with the Office of Instruction to examine schedule blocks to minimize overlap or conflict among "core" courses. Crafton also created a student feedback link on the College web site and advertised to students in order to inform scheduling. New data tools are also being developed, monitored, and used to improve access to student course demand. Adjustment of the schedule occurs regularly to meet demand. Changes to the schedule based on student demand is being built into the schedule in an effort to make future schedules more student friendly.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

At the cross-functional retreat on August 3, 2017, one of the barriers identified included the loss of institutional history because of retirements. The loss of institutional history can make it more challenging in trying to clarify course sequences.

Implementation 1-6: Proactive and Integrated Student Supports - Full Scale

Please briefly explain why you selected this rating.
The College is a member of the Educational Planning Initiative pilot. Implementation of Hobson's degree planner started in 2017-18, and the piloting of the Starfish retention tool occurred in spring 2017 and Crafton Hills College is in the process of implementing Starfish campus-wide in fall 2017. We selected the "scaling in progress" element rating because we are in the first year of our implementation of these tools. The implementation team included instructional, as well as research and student services staff and faculty. Instructional faculty are serving as team leaders for the implementation of the retention tool. Identification of students on probation occurs regularly and probation students are subject to completion of mandatory workshops and an educational plan. Careful monitoring of student progress using Starfish occurs among a team of Student Success Advisors, who receive the reports and are responsible for connecting students with information, resources, and support. Instructional and student services staff and faculty collaborate in a variety of committees and workgroups. Namely, the Student Success and Equity Committee, the Homeless Student Resource Committee, the Enrollment Strategies Committee, the Dual Enrollment and Partnerships Workgroup, and others. Counselors on these committees are also on the Academic Senate. The College has engaged in dialogue about guided pathways at a summer retreat in August 2017. The event included managers, classified staff, and instructional faculty, who received payment for their time. Additionally, the entire college engaged in dialogue and planning focused on the Student Support (re)Defined framework. The 2016-17 Annual Plans included goals, objectives, and actions created at this workshop. Funding academic support, such as tutoring, supplemental instruction, and other approaches occurs in part because of Basic Skills and Equity dollars. While the college recognizes the value of an integrated academic support approach, and there has been considerable dialogue about stabilizing and integrating approaches, there has been limited progress.

Describe one or two accomplishments the college has achieved to date on this key element.
1) The College has the staff, tools and infrastructure necessary to monitor students' progress and to intervene when they are struggling. The Starfish retention tool, currently being implemented, has strong faculty support. The faculty feedback about the tool has been positive to date. 2) There is cross/disciplinary dialogue in many venues that promotes a sense of collaboration and cooperation.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
1) The success of the Starfish retention tool is greatly dependent on the extent to which instructional faculty use the tool. A large marketing campaign has been undertaken, and the college has identified "cheerleaders" among the instructional faculty to promote use of the tool in each course. However, the choice to participate or not remains with the individual faculty member. 2) The college has not yet developed a coherent approach to academic support.

Implementation 2-6: Integrated Technology Infrastructure - Early Adoption

Please briefly explain why you selected this rating.
With the implementation of Hobson's degree planner, the college anticipates using the tool's predictive analytics feature. However, this is still in the first year of implementation. As mentioned previously,

Crafton Hills College has linked student demand to scheduling by regularly examining enrollments with wait list information and adjusting the schedule based on this information. Crafton also has technology tools in place to support academic planning, placement, advising, tracking, completion outcomes, and transfer attainment. However, the college is currently not able to track bachelor's degree attainment accurately or has a process for consistently using the CCCCO Data Mart to track employment and salary information. Crafton Hills College does have the capacity to connect course scheduling with student needs and default schedules; however, the College has not yet developed a process for using this information to inform scheduling.

Describe one or two accomplishments the college has achieved to date on this key element.
Crafton Hills College has implemented Starfish and has expanded the early alert system to where faculty can use the tool to give positive feedback to students. Implementation of Hobson's degree planner is currently occurring in 2017-18. Students and counselors will be able to use the degree-planning tool to monitor educational progress. Crafton Hills College has also drafted four guided pathways for students in Allied Health, Business, STEM, and Education that some counselors are using informally. There have been concerns expressed about the development of these four pathways and the alignment of the pathways with current Crafton Hills College programs.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
One challenge that has hindered the progress with Degree Planner is that much of the progress is dependent on the CCCCO and the consultants hired to develop Degree Planner. Another challenge has been with developing guided pathways that involve a cross-functional approach.

Implementation 3-6: Strategic Professional Development - Scaling in Progress

Please briefly explain why you selected this rating.
In the last two years, Crafton has made strides in increasing the professional development (PD) opportunities for staff, faculty, and administrators. Using learning outcomes to inform/support teaching and learning is occurring at Crafton. Learning outcomes inform planning throughout the campus; however, Crafton could make improvements in connecting this information to PD activities. In addition, Crafton needs to do a better job of connecting PD to instructional support and student success as well as improving the assessment process to identify campus PD needs.

Describe one or two accomplishments the college has achieved to date on this key element.
Crafton has done well at continuous quality improvement in the area of using learning outcomes to inform planning, teaching, and learning. Most recently, Crafton improved its program review process by adding the requirement to review program level outcomes in program review as well as the ability to identify objectives that are a direct result of learning outcomes results.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
One challenge that Crafton has faced with using learning outcomes to inform/support teaching and learning is that there is no standardized process that occurs every year in the same way on a broad scale. Crafton has a process through program review where course and program outcomes inform/support learning and teaching. However, each year Institutional and General Education Outcomes are not always shared and used to inform/support learning and teaching in the same way. As an illustration, in some years campus wide workshops are held, in some years the results are shared with cross-functional committees, and in some years both occur. Equally important, some other barriers are a lack of a dedicated full-time PD Coordinator and funding challenges to develop PD.

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Implementation 4-6: Aligned Learning Outcomes - Scaling in Progress

Please briefly explain why you selected this rating.
Each year the Crafton Institutional Effectiveness, Accreditation, and Outcomes Assessment Committee (IEAOC) regularly reviews the Institutional Learning Outcomes (ILOs) and General Education Outcomes (GEOs). Equally important, each year during the Program Review process faculty, staff, and managers review course, program, and service area outcomes. However, results of learning outcomes assessment are not consistently linked with professional development activities.

Describe one or two accomplishments the college has achieved to date on this key element.
Crafton has done a very good job of linking course, program, GE, and Institutional Learning outcomes. In addition, Crafton has linked program review with ILOs, as well as program and course assessment results with the goals and objectives generated in program review because of the assessment process. Outcomes are reported annually, in which programs describe modifications to their course or program content or sequencing, and outline their plans in response to their outcomes assessments.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Currently, most of the activities around outcomes assessment are facilitated through the IEAOC and the Office of Institutional Effectiveness, Research, and Planning. Though many workshops have been provided about the mechanics of assessment, e.g. best practices, use of the Cloud Tool, the assessment cycle, etc., the committee has not worked collaboratively with Professional Development Committee to develop a professional development agenda around the results of outcomes.

Implementation 5-6: Assessing and Documenting Learning - Full Scale

Please briefly explain why you selected this rating.
The college has the tools and research support necessary to conduct assessment at every level of the institution. Programs examine and report learning outcomes annually in the Annual Planning process. Discipline specific as well as college-wide dialogues are held to discuss student learning.

Describe one or two accomplishments the college has achieved to date on this key element.
Faculty, staff, and managers consistently track the attainment of learning outcomes easily through Crafton's SLO Cloud. The SLO Cloud makes it easy for Crafton faculty to track learning outcomes and use the outcomes results to improve effectiveness in instruction and services. Accordingly, research about learning is readily available. A second major accomplishment in this area was the campus wide adoption of a four level rubric, which made it possible for the mapping of program level outcomes, General Education Outcomes, and Institutional Learning Outcomes through the direct assessment of learning in courses. The college is 1st in the region and 18th in the state for degree and certificate completion, 2nd in the region and 6th in the state for course success, and 1st in the region for AAT/AST Completion.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Crafton's Academic Senate recently adopted an approach for the disaggregation of student outcomes data. The two colleges in the district have not yet adopted a common approach, but once they do, the District IT Department has agreed to move the agreed upon changes forward.

Implementation 6-6: Applied Learning Opportunities - Scaling in Progress

Please briefly explain why you selected this rating.

Most classes in Computer Information Systems (CIS) and Computer Science (CSCI) involves hands-on projects in which students apply their conceptual learning. For example, Crafton Hills College computer science courses have regular hands-on programming projects and students in Crafton's Introduction to Computer and Information Technology course complete research and presentation projects in which they apply technical concepts and skills that they acquire in the course. In addition, there also numerous opportunities for contextualized learning in Anatomy and Physiology, which are described in detail in the next question. Moreover, students are engaged in hands-on learning in the following programs: Fire Academy, Fire Technology, Respiratory, EMT, EMS, Paramedics, Early Child Education, Arts, Performing Arts, Music, Kinesiology, and Sociology. Crafton also provides hands on learning opportunities in many of its STEM courses including geology field trips. In addition to the programs mentioned above, Crafton Hills College's Student Life also facilitates the Three Peaks Challenge events which are organized to challenge students in some capacity and remind the entire campus community that students are more likely to succeed when they summit the three peaks: Engage, Learn and Advance. Faculty and students are also involved with the community cupboard where food items are collected to help homeless Crafton students.

Describe one or two accomplishments the college has achieved to date on this key element.

The CIS program offers internship courses CIS 190A-E, in which students can get academic credits for internship work. For example, a number of web design students had completed internships with our campus web developer through the CIS 190A course (Web Master Internship). Crafton's student Health Science Club invites members from the various healthcare professionals from their respective fields of practice to CHC to talk to students about the healthcare professional opportunities for CHC students. They have invited nurses, people from nursing programs, and a physical therapist, just to name a few. Many students enrolling in Anatomy and Physiology (A&P) are taking A&P as a pre-requisite for nursing programs. These students are required to take an entrance exam called the TEAS or HESI depending on which school they want to attend. Currently, the A&P faculty is in the process of developing a review program for the students in A&P and Cell & Molecular Biology with Crafton's new STEM Center. Currently, the Faculty Chair of the Physical and Biological Sciences Department is working with a pathologist in San Bernardino to have students who registered in the cadaver dissection courses to visit the morgue and see a real autopsy at the Coroner's office.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Identifying and coordinating with employers who are available to provide internship opportunities for our students is a challenge. Dedicating college personnel who can identify available internships, match students to internships, and oversee internship placement is needed to overcome this challenge.

Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? - Early Adoption

Please briefly explain why you selected this overall rating

Of the 14 rubric items, Crafton Hills College (CHC) rated 3 (21%) of the assessment areas at early adoption, 8 (57%) of them as scaling in progress, and 3 (21%) were at full-scale. Crafton identified the following areas in the self-assessment as being at the early adoption stages for guided pathways: • Having structures in place to scale major and career exploration early on in a student's college experience • Clarification of course sequences for programs of study and creating predictable schedules so that students can know what they need to take • Having the technology infrastructure to provide instructional, counseling, and student support tools for faculty and staff to support planning,
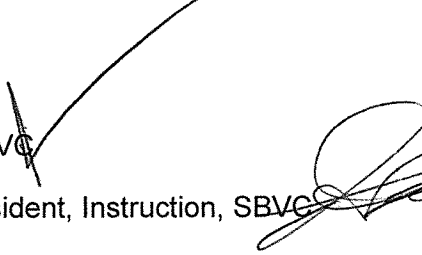
tracking, outcomes, linking student demand to scheduling, degree audit, monitoring student progress, and providing data on career opportunities Also identified in the self-assessment, Crafton Hills College is at the Scaling in Progress level for the following reasons: • It is difficult to hold campus wide conversations and these conversation need to occur • Collaboration with discipline faculty needs to improve • The English and math departments are at different places with implementing multiple measures and are also struggling to reconcile new placement rules with the current assessment tools • Crafton needs to improve at connecting learning to professional development activities • Crafton is struggling with finding the resources and available personnel to implement these strategies Conversely, even though Crafton is working on improving some of the areas identified in the self-assessment, CHC is also doing extremely well at the following: • Engaging campus stakeholders in actionable research and local data • Providing academic and non-academic support services in a way that is proactive and aligned with instruction, so that students are engaged in these services • Examining and using learning outcomes to improve the effectiveness of instruction At this time, Crafton Hills College selected the early adoption rating to best describe Crafton because we have not yet coordinated a process for the development of guided pathways in an intentional way. Specifically, there are efforts occurring on campus but they are not coordinated, and as was mentioned in the self-assessment, better collaboration needs to occur. Equally important, an argument can be made that the three areas identified as being in the early adoption phase are perhaps the most important in order to develop and implement a guided pathways approach. Namely, the clarification of course sequences for programs of study and creating predictable schedules so that students can know what they need to take. In addition, the technology infrastructure is still at the beginning stages.

What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:
Effective practices that are easy to consume and that were effective at colleges with similar characteristics and challenges. For example, smaller colleges that have struggled with available resources and personnel to implement guided pathways. Equally important, make available guided pathways that have been developed and successfully implemented at other colleges so that colleges and Crafton do not have to recreate work that has already been completed.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Diana Z. Rodriguez, President, SBVC

PREPARED BY: Dr. James Smith, Interim Vice President, Instruction, SBVC

DATE: January 8, 2018

SUBJECT: San Bernardino Valley College Guided Pathways Self- Assessment

RECOMMENDATION

This item is for information only, No action is required.

OVERVIEW

California community colleges wanting to participate in the Guided Pathways program were required to attend a set of workshops offered by the Institutional Effectiveness Partnership Initiative (IEPI). San Bernardino Valley College (SBVC) sent a team of staff and faculty to attend one of these sessions. After attending the IEPI workshop on October 20, 2017, SBVC staff organized a working committee led by Lorrie Burnham, Interim Dean, Science Division, to complete the required self-study. This self-study assesses the history and current state of Guided Pathways on our campus.

ANALYSIS

This self-study is due to the California Community College Chancellor's Office (CCCCO) by March 30, 2018. The aim of this Guided Pathway self-study is to establish a plan to:

1. Create clear curricular pathways to employment and further education;
2. Help students choose and enter a pathway;
3. Help students stay on the path;
4. Ensure that learning is happening with intentional outcomes.

INSTITUTIONAL VALUES

I.   Learning-centered institution for Access, Student Success, and Partnerships.

FINANCIAL IMPLICATIONS

None.

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
			Scale of Adoption		
Inquiry	1. Cross-Functional Inquiry	X			
	2. Shared Metrics		X		
	3. Integrated Planning	X			
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills		X		
	8. Clear Program Requirements	X			
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning	X			
	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	X Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
The Pre-Adoption rating was selected because at present, the college has just begun to form its cross-functional team. The college is in

the preliminary planning stages of building a team and strategizing how research and data on student success will be examined. While the structure exists, we are working to involve all constituent groups in the discussions around this initiative. Educating the campus community on this important initiative will be a part of these discussions. On 10/2017, SBVC sent a team of nine faculty and administrators to the IEPI sponsored meeting to learn more about the initiative. Additionally, some programmatic pathway discussions have occurred, such as a media academy, diesel concurrent enrollment program, and preliminary meta-major programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.
    SBVC has involved students in initial discussions and planning has taken place during Instructional cabinet, Department Chair, and Acadenic Senate meetings and at other arranged times. Additional campus wide forums and division, department and collegial meetings are being planned and scheduled.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
    The first challenge is clarifying and explaining Guided-Pathways so that all at SBVC have the same understanding of what it means for the campus. A second challenge is that, at current, our Research and Planning office is understaffed; therefore, it may be a challenge gathering and analyzing data in a timely manner. Division Deans and key faculty will assist in these efforts.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	X Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   SBVC has established a strong infrastructure for data collection.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   SBVC has integrated Basic Skills, SSSP, and Equity planning The metrics from these plans have been integrated into Program Review documents. Also, the campus Strong Workforce Plan and the District Strategic plan complement each other in the tracking of employment data.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Gathering industry specific data for student employment has been a challenge. In addition, SBVC has not yet cross-referenced our data across initiatives.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	X Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

| | | | | beginning to routinely inform and engage their constituents around integrated planning. | overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |

Program (BSI/BSSOT)
- Equity Planning (Student Equity/SE)
- Strong Workforce Program (SWF)

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   While initial conversations have begun, they have not been inclusive of key stakeholder. Additional constituent groups will be included in the upcoming semester.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   Guided pathway workshops have been attended by SBVC Guided Pathway team members and structures for discussion are in place. We have also identified constituents that have been missing in the dialogue.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Faculty members are concerned for the possibility of additional committee work; management is addressing this concern.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	X Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   SBVC has created a team which has participated in preliminary training and has met to discuss the assessment. The team consists of representatives from a variety of instructional and student-services programs. Discussions have begun regarding adding additional members to the core team as well as identifying strategies to further engage the larger campus community. The campus has a well-defined governance structure to support the dialogue.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   A workgroup has been established and participated in the meeting on Oct. 20, sponsored by IEPI.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Change is difficult for any organization, and SBVC is no exception. This initiative portends large-scale change which will require substantial buy-in. Additionally, there is concern on campus regarding additional committee work in a period of relative committee burn-out and limited participation. The work required for this project is expected to be significant. It will be important to move out of the silos, where much of the work, to date, has been accomplished.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   Guided Pathways as an initiative is in its early stages at SBVC. The concept of guided pathways has not been integrated into campus processes.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	X Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   The campus has clear articulation, transfer agreements, K-12 outreach and a host of advisory committees and have very strong partnerships in some areas, but have not begun to develop actual pathways.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   We have begun to more fully partner with our K-12 districts to offer concurrent enrollment sections on their sites, with plans to fully develop CCAP pathways with these partners.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

   Regular communication with partner institutions have been challenging to schedule. It is necessary to more clearly define partner roles and structures. Limited availability of adjunct faculty has limited our ability to offer these courses.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	X Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   SBVC has several cohort programs in place, such as FYE, Puente, and Tumaini in addition to other small scale learning communities. Career exploration is possible through individual courses, primarily in Student Development.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   The workgroup has been established and will begin exploring the different areas where this is happening, identifying potential pathways. A plan has been preliminarily developed to develop guided pathways for students interested in broadcast arts through the Inland Empire Media Academy at SBVC.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Campus buy-in and student involvement continue to be the largest barriers. There is concern about processes for scheduling coursework across disciplines to support the pathway cohorts.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   Continuity of information given to both students and employees is important and should be carefully developed.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	X College is currently oting one or more of the dence-based strategies ted in the "key element" scription to increase access and success in college d/or transfer-level English d math courses.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence ● Curricular innovations including creation of math pathways to align with students' field of study.			

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   The evidence-based practices are being explored in Reading, English, and Math. High School performance is being used currently as part of assessment placement in all areas.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   The math department is currently working on a pathway for non-STEM majors. Additionally, Math, Reading and English have explored accelerated curriculum to help students move through the basic skills program more quickly. English, Math and Reading have developed non-credit curriculum.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Getting buy-in remains a challenge. Additionally, shared information and data regarding success in similar populations needs to be more consistent.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal	X College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

completion and enhanced access to relevant transfer and career outcomes).				

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   SBVC has had cross-discipline conversations to clarify sequences in a few areas. Course schedules are published only one semester in advance, so planning multi-semesters has not been possible. However, the students receive an educational plan with multiple semesters of courses outlined; once the scheduled is published, the students are aware of the courses they can take to meet their goal/s.

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2. Describe one or two accomplishments the college has achieved to date on this key element.
   Preliminary discussions have occurred within the workgroups, and in departments. Learning communities and other small programs, such as Puente, Tumaini and First Year Experience are functional.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Challenges include strategies for cross-discipline scheduling, and monitoring of Educational Goal Plans. Counseling faculty will take a prominent roll on work teams.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

	IMPLEMENTATION (9-14)			
	Adapting and implementing the key components of Guided Pathways to meet student needs at scale.			
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	X The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   SBVC has recently adopted Starfish software; some professionals are still learning how to utilize the software to its fullest potential.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   Guided Pathways is a standing topic discussed at SBVC's joint cabinet meetings; thereby, Student Services and Instructional Services work together on this initiative.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Campus wide use of Starfish has been slow and it has been a challenge making students aware of what's available.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early	○ College currently does not have or plan to build an integrated technology infrastructure.	X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   The college has just begun using Starfish. Students can receive counseling but they are not able to make appointments.

2. Describe one or two accomplishments the college has achieved to date on this key element.

   SBVC monitors waitlists to open new sections to meet the needs of students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

   It is a challenge informing all students of their degree progress. Also, it is challenging to inform all students when additional sections of courses have been added.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	X Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve

			staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating.

    We have a Professional Development Coordinator but have not aligned all professional development opportunities with our Strategic Plan.

6. Describe one or two accomplishments the college has achieved to date on this key element.

    We provide professional development opportunities for all employees.

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

    SBVC could assist the college community with how to better understand data associated with this initiative. We could make better use of data. We have faculty that do not participate in professional development opportunities.

8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	○ College is currently not aligning or planning to align learning outcomes.	X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   We evaluate Learning Outcomes but they are not systematically reviewed.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   We evaluate SLO's every semester.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   We evaluate Learning Outcomes, however, SBVC currently does not formally track changes in course content as a result of SLO data. Currently our SLOs are not directly linked to professional development.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction	X College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

in their programs.				

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   We collect information related to Learning Outcomes but the results are not used to evaluate instructional methods.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   A strong process is in place for collecting Learning Outcome data as well as a strong assessment process. This data is centrally located for all to review.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   SLO information and assessment information is not consistently being disseminated to part time faculty

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	X Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
   Some of SBVC's CTE programs have work experience or clinical labs. SBVC has some student study abroad programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

   SBVC has positive relationships with some industry/employer partners and work together to provide opportunities for SBVC students and graduates.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Some SBVC students are fortunate to gain impressive skills that allow them to be employed prior to completing a certificate or degree. SBVC would benefit from securing additional industry/employer partners that would generate paid internships.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

   ○ Pre-Adoption
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating: We have many things in place but could be more collaboration between all areas on campus. SBVC has developed a strong team to lead this effort. The team has recently attended a workshop to help them better understand what is needed for implementation and expectations. The group has met on several occasions to examine research and data to determine the needs for our institution as we move forward. SBVC has a number of institutional plans that have been integrated which will help leverage resources which will help in the development of Pathways. The college also has many articulation agreements with four-year institutions and in the process of developing CCAP agreements with the K-12 which will also assist in pathway development. Additional work needs to be done to insure all faculty and staff fully understand the opportunities Guided Pathways has to offer.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe: SBVC has developed a new Dean's position that will oversee the Guided Pathways initiative as part of the duties. In this position the Dean will likely need additional human and fiscal resources to implement Guided Pathways effectively and efficiently.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

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Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Instructional Officer	Printed Name	Date signed
Signature, Chief Student Services Officer	Printed Name	Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu