



San Bernardino Community College District
 Board Meeting
 February 11, 2021
 4:00 pm-6:00 pm Pacific Time

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to “attend” a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that “such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment” (N-29-20).

Anyone wishing to participate may do so via the location posted on the agenda. The meetings are also recorded. In accordance with Board Policy 2350, persons may address the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Public comments will take place at the time designated on the agenda for public comment. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. 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.

Public comments must be submitted electronically by emailing snikac@sbccd.edu Submissions must be received 24 hours in advance of the meeting. From the comments received, staff will call each speaker to make their public comment. Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure.

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) 388-6902 as far in advance of the Board meeting as possible.

AGENDA

Meeting of the Board of Trustees

February 11, 2021

4:00 p.m. (Public Meeting); 5:30 p.m. (Closed Session)

LOCATION: Zoom Conference:

<https://cccconfer.zoom.us/j/549366869>

Dial: (669) 900-6833 or (346) 248-7799 - Meeting ID: 549 366 869

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

Public comments must be submitted electronically by emailing snikac@sbccd.edu. Submissions must be received 24 hours in advance of the meeting.

III. APPROVAL OF MINUTES

A. 2020-01-12

IV. CELEBRATIONS/PRESENTATIONS

A. Full Accreditation Reaffirmation from Accrediting Commission for Community and Junior Colleges (ACCJC)

B. Applause Cards

C. Employee Anniversary Recognition

V. ACTION AGENDA

A. 2021-2022 BLC Legislative Principles

B. 2021-2022 State Budget Priorities

C. Prioritized Board Directives for the 2021-2022 SBCCD Budget

VI. 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

1. Curriculum - CHC

B. Human Resources

1. Appointment of Interim Managers

2. Appointment of Temporary Academic Employees

3. Adjunct and Substitute Academic Employees

4. Non-Instructional Pay

5. Payment of Stipends

6. **Classified Management Job Description (see Addendum)**

C. Business & Fiscal Services

1. 2021-22 Nonresident Tuition and Capital Outlay Fees
2. Contracts at or Above \$96,700
3. District & College Expenses
4. Individual Memberships
5. Interfund Borrowing Transactions
6. Resolution #2021-02-11-FS01 Approving Transfers from the Reserve for Contingencies to Various Expenditure Classifications
7. Revised Authorized Signature List for 2020-21
8. Surplus Property and Authorization for Private Sale or Disposal

D. Facilities

1. Amendment 01 to the Professional Services Agreement with P2S, Inc. of Long Beach, CA
2. Amendment 02 to the Professional Services Agreement with ECORP Consulting, Inc. of Redlands, CA
3. Master Services Agreements & Task Orders for Bond Construction

VII. REPORTS

- A. Board Committee Reports
- B. Chancellor's Report
- C. Key Performance Indicators
- D. San Bernardino Valley College Academic Senate
- E. San Bernardino Valley College Classified Senate
- F. San Bernardino Valley College Associated Students
- G. Crafton Hills College Academic Senate
- H. Crafton Hills College Classified Senate
 - I. Crafton Hills College Associated Students
- J. CSEA
- K. CTA
- L. Police Officers Association
- M. San Bernardino Valley College President
- N. Crafton Hills College President

VIII. INFORMATION ITEMS

- A. AB 705 Analysis

- B. AB 992 Communications on Social Media
- C. Board Master Planning Action Calendar
- D. Budget Report
- E. CCFS-320 Report FY21 P1 02.11.2011
- F. Contracts Below \$96,700
- G. General Fund Cash Flow Analysis
- H. MOUs between SBCCD and the CSEA
 - I. Professional Expert Short-Term and Substitute Employees
- J. Purchase Orders
- K. Quarterly Investment & Deposit Report
- L. Resignations
- M. Volunteers

IX. ANNOUNCEMENT OF CLOSED SESSION ITEMS

- A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Jose F. Torres and Kristina Hannon –
CSEA, CTA, POA, Management/Supervisors, and Confidential
Employees
- B. Workers Compensation Case Review
- C. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
(1 case)
- D. Conference with Legal Counsel – Anticipated Litigation
Government Code 54956.9(d)(2)
(1 case)
- E. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
(1 case)
- F. Conference with Real Property Negotiator
Government Code section 54956.8
Properties: Pro-Swap-Meet, San Bernardino, 20.64 Total Acres
Negotiating Parties: San Bernardino Community College District
(Proposed Buyer)
Real Property Negotiators: Jose F. Torres, Interim Chancellor and
Jim Buysse, Interim Vice Chancellor Business & Fiscal Services
Under Negotiation: Instruction to Proposed Buyer’s Real Property
Negotiators will concern price and terms of payment associated with
the possible
purchase of the identified Properties

X. CONVENE CLOSED SESSION

- XI. **RECONVENE PUBLIC MEETING**
- XII. **REPORT OF ACTION IN CLOSED SESSION**
- XIII. **ADJOURN**

The next meeting of the Board: Zoom Conference
<https://cccconfer.zoom.us/j/549366869>
Strategy Session - February 25, 2021 at 4pm

BOARD MEETING ADDENDUM

Supplemental Handouts (not part of the agenda)

- CHC Report to the Board
- EDCT Report to the Board
- KVCR Report to the Board
- KVCR TV Highlights
- SBVC Report to the Board

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Meeting Minutes of the Board of Trustees
January 14, 2021
4:00 pm-6:00 pm Pacific Time

MEMBERS PRESENT VIA TELECONFERENCE

Dr. Anne L. Viricel, Chair
Dr. Stephanie Houston, Vice Chair
Gloria Macías Harrison, Clerk
Frank Reyes, Trustee
John Longville, Trustee
Dr. Donald L. Singer, Trustee
Joseph Williams, Trustee
Alex Ramos Huaman, CHC Student Trustee

ABSENT

Adrian Rios, SBVC Student Trustee

ADMINISTRATORS PRESENT

Jose Torres, Interim Chancellor
Diana Rodriguez, SBVC President
Dr. Kevin Horan, CHC President

The following text was read and all votes were taken by roll call.

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020.

Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to “attend” a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that “such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment” (N-29-20). Anyone wishing to participate may do so via location posted on the agenda. The meetings are also recorded. Public comments must be submitted electronically by emailing snikac@sbccd.edu. Submissions must be received 24 hours in advance of the meeting. From the comments received, staff will call each speaker to make their public comment. Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure. In accordance with Board Policy 2350, persons may address the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Public comments will take place at the time designated at the meeting for public comment. 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) 388-6902 as far in advance of the Board meeting as possible.

- I. CALL TO ORDER – PLEDGE OF ALLEGIANCE
Chair Viricel called the meeting to order at 4:01 pm. Trustee Harrison led the pledge of allegiance.
- II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS
None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

- III. APPROVAL OF MINUTES
 A. 2020-12-11 Board Meeting Minutes

Trustee Williams moved to approve the minutes of 12/11/20. Trustee Harrison seconded the motion.

AYES: Viricel, Houston, Harrison, Longville, Reyes, Singer, Williams, Ramos
 NOES: None
 ABSENT: Rios
 ABSTENTIONS: None

- IV. CELEBRATIONS/PRESENTATIONS
 A. Applause Cards
 B. Employee Anniversary Recognition

Applause recipients and employee anniversaries were recognized.

- V. ACTION AGENDA
 A. Board Policies for Second Reading and Final Approval

Trustee Singer moved to approve Board Policies for Second Reading and Final Approval. Trustee Houston seconded the motion.

BP 2715 Code of Ethics/Standards of Practice
 AP/BP 7380 Retiree Health Benefits- Academic Employees
 AP/BP 7450 Mileage Reimbursement
 BP 7510 Domestic Partners
 AP/BP 7700 Whistleblower Protection

AYES: Viricel, Houston, Harrison, Longville, Reyes, Singer, Williams, Ramos
 NOES: None
 ABSENT: Rios
 ABSTENTIONS: None

- VI. 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
 1. Curriculum – CHC – item pulled from consent agenda for separate action
 2. Curriculum – SBVC – item pulled from consent agenda for separate action
- B. Human Resources
 1. Temporary Academic Employees
 2. Adjunct and Substitute Academic Employees
 3. Non-Instructional Pay
 4. Instructional Laboratory Make-Up Hours
 5. District Employees
 6. Interim Managers
- C. Business & Fiscal Services
 1. Contracts at or Above \$95,200
 2. District & College Expenses
 3. Individual Memberships

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

4. Surplus Property and Authorization for Private Sale or Disposal
 5. Resolution #2021-01-14-FS01 Approving Transfers from the Reserve for Contingencies to Various Expenditure Classifications
- D. Facilities
1. Master Services Agreements and Task Orders for Bond Construction
 2. Amendment 04 to the Professional Services Agreement with 19six Architects
 3. Award Bid #CC02-3626-04 and Contract to Climatec, LLC of Anaheim, CA

Trustee Harrison moved to approve the consent agenda with the exception of 6.A.1 and 6.A.2. Trustee Williams seconded the motion.

AYES: Viricel, Houston, Harrison, Longville, Reyes, Singer, Williams, Ramos

NOES: None

ABSENT: Rios

ABSTENTIONS: None

ITEMS PULLED FROM CONSENT AGENDA FOR SEPARATE ACTION

- A. Instruction/Student Services
1. Curriculum – CHC – item pulled from consent agenda for separate action
 2. Curriculum – SBVC – item pulled from consent agenda for separate action

Trustee Williams moved to approve items 6.A.1 and 6.A.2. Trustee Longville seconded the motion.

AYES: Viricel, Houston, Harrison, Longville, Reyes, Singer, Williams, Ramos

NOES: None

ABSENT: Rios

ABSTENTIONS: None

VII. REPORTS

A. Board Committee Reports

- Trustee Harrison reported the Board Finance Committee heard a presentation from the district consultants. Budget items continue to be monitored carefully. There are funds available in the proposal but the majority is one-time funds. The committee voted on budget priorities and will bring it forward for full board approval next month.
- Trustee Reyes reported the Board Legislative Committee **reviewed the Governor's state budget proposal for 2021-2022**. The committee is prepared to advocate in the weeks and months ahead to make sure our students have the resources to recover from this pandemic. They also discussed legislative principles for the year ahead. The committee voted to bring forward the legislative principles next month for approval of the full board.

B. Chancellor's Report

- Interim Chancellor Torres welcomed everyone into the new year.

C. Key Performance Indicators

- No report

D. San Bernardino Valley College Academic Senate

- Davena Burns Peters gave a brief report.

E. San Bernardino Valley College Classified Senate

- Ernest Guillen gave a brief report.

F. San Bernardino Valley College Associated Students

- Taylor DeBenedictis - no report.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

- G. Crafton Hills College Academic Senate
 - Brandi Bailes gave a brief report.
 - H. Crafton Hills College Classified Senate
 - Alex Jaco – no report
 - I. Crafton Hills College Associated Students
 - Alex Manjarrez – no report
 - J. CSEA
 - Cassandra Thomas gave a brief report.
 - K. CTA
 - Meridyth McLaren gave a brief report.
 - L. Police Officers Association
 - James Quigley gave a brief report.
 - M. San Bernardino Valley College President
 - President Rodriguez gave a brief report and a written report was provided.
 - N. Crafton Hills College President
 - President Horan gave a brief report and a written report was provided.
- VIII. INFORMATION ITEMS
- A. AB 705 Report
 - B. Board Master Planning Action Calendar
 - C. Chancellor Search Committee
 - D. Professional Expert Short-Term and Substitute Employees
 - E. MOUs between SBCCD and the CSEA
 - F. MOUs between SBCCD and the CTA
 - G. Budget Report
 - H. General Fund Cash Flow Analysis
 - I. Purchase Orders
 - J. Contracts Below \$95,200
 - K. Construction Contracts, Change Orders, and Amendments (Below \$60,000)
 - L. Construction Contracts, Change Orders and Amendments Subject to UCCAP (\$60,000-\$200,000)
 - M. Summary of Measure CC Construction Change Orders
- XI. ANNOUNCEMENT OF CLOSED SESSION ITEMS
- A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Jose F. Torres and Kristina Hannon – CSEA, CTA, POA, Management/Supervisors, and Confidential Employees
 - B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957 (2 cases)
 - C. Conference with Legal Counsel – Anticipated Litigation
Government Code 54956.9(d)(2) (1 case)
 - D. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Workers Comp Claim #583495
- X. CONVENE CLOSED SESSION
Chair Viricel convened to closed session at 5:16pm.
- XI. RECONVENE PUBLIC MEETING
Public meeting reconvened at 5:37pm.

SAN BERNARDINO  COMMUNITY COLLEGE DISTRICT

XII. REPORT OF ACTION IN CLOSED SESSION

- On January 14, 2021, the Board unanimously took action to accept the settlement and release of all claims agreement of employee #25872.
- On January 14, 2021, the Board unanimously took action to approve settlement of Workers Comp Claim #583495 with employee #30275.

XIII. ADJOURN

Chair Viricel adjourned the meeting in honor of Dr. Matthews at 5:40pm.

The next meeting of the Board: Zoom Conference <https://cccconfer.zoom.us/j/549366869>

Business Meeting – February 11, 2021 at 4pm

Gloria Macias Harrison, Clerk
SBCCD Board of Trustees

DRAFT

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Angel Rodriguez, Senior District Director of Marketing, Public Affairs and Government Relations

DATE: February 11, 2021

SUBJECT: Full Accreditation Reaffirmation from Accrediting Commission for Community and Junior Colleges (ACCJC)

RECOMMENDATION

This item is for information only.

OVERVIEW

On February 1, 2021, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced that Crafton Hills College and San Bernardino Valley College are among four colleges in California to receive reaccreditation for seven years based on a comprehensive evaluation. This is the highest level of accreditation an institution can receive. The ACCJC looks at policies and procedures, communication, faculty expertise, student outcomes, and community responsiveness. The accreditation process has many steps, including a complete self-review and site visits, and interviews conducted by educators from around the western United States. The site visits, conducted in October, had to be completely virtual because of the ongoing pandemic.

ANALYSIS

The visiting ACCJC team applauded Crafton Hills College's transformation of the English and Math sequences to improve student success as well as the college's efforts to support equity, inclusion, and mental health services. The team was impressed by Crafton Hills College's Guided Pathways work, distance education training and verification process, and use of qualitative and quantitative data for decision-making. San Bernardino Valley College received a special mention from ACCJC for serving the needs of students in three specific areas: Valley 360 Resource Center, GenerationGo!, and Middle College High School.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

None.

PEER REVIEW TEAM REPORT

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

This report represents the findings of the Peer Review Team that conducted a virtual visit to Crafton Hills College from October 12, 2020 to October 15, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Timothy Karas
Team Chair

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**Crafton Hills College
Comprehensive Peer Review Visit
Peer Review Team Roster**

Dr. Timothy Karas, Team Chair
Mendocino College
Superintendent/President

Ms. Minerva Flores, Team Assistant
Mendocino College
Director of Institutional Effectiveness, Research, Equity and Grants

ACADEMIC MEMBERS

Dr. Scott Lukas
Lake Tahoe Community College
Faculty Chair of Teaching and Learning

Dr. Deborah Nolan
College of the Sequoias
Faculty Distance Education Coordinator

Ms. Maryanne Mills
West Valley College
Instruction and Outreach Librarian

Ms. P. Jayne Bopp
Leeward Community College
Coordinator Institutional Research Office/ALO

Dr. Paul Murphy
Allan Hancock College
Vice President of Institutional Effectiveness

Dr. Lisa Cooper Wilkins
San Joaquin Delta College
Assistant Superintendent/Vice President of Student Services

ADMINISTRATIVE MEMBERS

Dr. Theresa Fleischer Rowland
Chabot-Las Positas Community College District
Vice Chancellor, Educational Services & Student Success

Ms. Chedva Weingart
Pasadena City College
Executive Director, Fiscal Services

ACCJC STAFF LIAISON

Ms. Gohar Momjian

Vice President, ACCJC

Summary of Peer Review Team Report

INSTITUTION: Crafton Hills College

DATES OF VISIT: October 12-15, 2020

TEAM CHAIR: Dr. Timothy Karas

A ten member accreditation team conducted a virtual visit to Crafton Hills College on October 12-15, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and Colleges being reviewed, the virtual peer review team visit to Crafton Hills College relied on an engaged and interactive format, conducting multiple interviews with College representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on August 4, 2020 and held a pre-visit meeting with the College CEO on September 12, 2020. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 3, 2020.

The peer review team received the College's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual College visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. The College kicked off the

virtual visit by holding an opening meeting on October 12, 2020. During the visit, team members met with approximately eighty faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two trustees from the College and observed a board meeting. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Recommendations to Improve Quality:

Recommendation 1:

In order to improve institutional effectiveness, the team recommends the College ensures that the Program Planning Review process is implemented consistently across all of the learning support and student support service areas. (II.B.3, II.C.2)

Introduction

Crafton Hills College (CHC) has been in continuous operation since 1972. Crafton Hills College serves the people in the eastern part of the San Bernardino Valley. Crafton Hills College is part of a multi-College District, the San Bernardino Community College District (SBCCD). SBCCD is comprised of Crafton Hills College and San Bernardino Valley College.

Since its founding, Crafton Hills College has grown from a small to medium sized community College. CHC's enrollment now exceeds 9,000 students annually, an increase largely stemming from the population growth in recent years. CHC experienced an increase not only in enrollment but also in the number of completions. In the 2018-2019 academic year, the College had the highest number of degree and certificate awards in the College's 50-year history.

Due to the COVID pandemic, the entire site visit was completed utilizing online platforms. Interviews were conducted virtually, and evidence was shared electronically, and introduction and exit forums held online. Crafton Hills College has experienced single digit enrollment decline in fall 2020 compared to fall 2019.

The College has put into place several measures to serve students and offer instructional programs. These included facility adjustments, such as, distribution of PPE; the installation of indoor air HEPA filters throughout the campus for use by individual departments; installation of hand sanitizer pedestal dispensers at entrances to all occupied areas; developed and installed COVID signage throughout campus; and custodial has "deep" cleaned and sanitized all areas of the campus. Instruction enacted an emergency remote instruction taskforce; dramatically increasing the number of faculty trained in online teaching and accessibility; provided online tutoring available evenings and weekends; and developed faculty and student resource pages to support faculty and students. Student services converted many hardcopy files and forms to electronic versions; fully adopted Cranium Café in all Student Services Departments; and hosted online student government elections and a virtual commencement ceremony. The institution created a virtual campus tour video for students to learn how to access services; made the emergency assistance grant form available online; and increased communication to students with weekly emails about chrome books/hotspots, emergency assistance grants, CARES funding, online services, workshops, activities, and resources.

During the evaluation visit, team members conducted interviews, meetings, and observations involving College employees, students, board members, and community members. Two open forums provided the College community with opportunities to provide feedback, comments, and perspectives regarding the College to the evaluation team. The two public forums were well attended and very positive. The comments illustrated the pride many of the faculty, staff and students have in their College. Words used to describe CHC were student-centered, team effort, selflessness, intentional, interdisciplinary collaboration, inclusion, and innovation.

The team reviewed numerous materials supporting the self-evaluation report, which included documents and evidence relating to the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes evidence, course syllabi, distance education classes, College policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

The team greatly appreciated the organization and hospitality the College showed during the visit. The team appreciated the assistance of key staff members, especially the accreditation liaison officer, who assisted the team with requests for individual meetings and additional evidence throughout the evaluation process. It was unique to conduct an entire visit virtually.

Of the many gems at CHC, the team applauds the work to transform the English and Math sequences to improve student success, and the college's efforts to support equity and inclusion, and mental health services. The team was impressed by the College's guided pathways work, distance education training and verification process, and use of qualitative and quantitative data for decision making. Lastly, during the pandemic, the real time change and adaptability the College demonstrated is noteworthy.

Eligibility Requirements

1. Authority

The team confirms that Crafton Hills College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

In addition, the College operates under the authority of the State of California Education Code, which establishes the California community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

2. Operational Status

The team confirmed that Crafton Hills College is operational and provides educational services to 9,427 unduplicated student enrollments (annualized) within degree applicable credit courses for the period of the 2018-19 Academic Year

The College meets the ER.

3. Degrees

The team confirmed that 94 percent of Crafton Hills College's course sections in fall 2019 were credit sections in programs that lead to degrees. In the same year, Crafton Hills conferred 776 associate degrees and 571 certificates.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that the Board of Trustees employs a Chancellor as the chief executive officer of the San Bernardino Community College District (SBCCD) that has direct oversight to the President of Crafton Hills College. The President of Crafton Hills College serves as the chief executive officer of the College and was appointed by the SBCCD Board of Trustees in January 2019. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the SBCCD Chancellor and Crafton Hills College President to administer board policies and implement administrative procedures.

The College meets the ER.

5. Financial Accountability

The evaluation team confirmed that Crafton Hills College within the San Bernardino Community College District performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated District/College responses are appropriately documented. Audits for FY 2017-18, FY 2018-19, and FY 2019-20 note District compliance with federal programs.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. |
| <input checked="" type="checkbox"/> | The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment. |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College has provided opportunities for third-party comment in advance of the team visit. Crafton Hills College has published the process for third-party comment on its website. The Commission did not receive any third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| <input checked="" type="checkbox"/> | The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| <input checked="" type="checkbox"/> | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| <input checked="" type="checkbox"/> | The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4) |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

Using internal dialogues involving all stakeholders, Crafton Hills College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element. The Institutional Set Standards matrix

compiles the College's tracked metrics over a 5-year period, the defined baseline for each parameter. Each metric includes a stretch goal above the baseline standard. One of the tracked metrics is that of student completion. Additionally, tracked in programs to which they apply are job placement rates and licensure examination pass rates. The metrics are analyzed and used by departments and programs to continuously improve student learning and student success.

Credits, Program Length, and Tuition

Evaluation Items:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| <input checked="" type="checkbox"/> | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| <input checked="" type="checkbox"/> | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| <input checked="" type="checkbox"/> | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> . |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

Crafton Hills College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. The College Curriculum Committee and the Office of Instruction appropriately implement Course credit calculations as described in the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook.

The Curriculum Committee and the Office of Instruction verify the credit hours and degree program lengths as part of their review process of courses and programs. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees and tuition per unit are published in the College Catalog, including enrollment fees and tuition for special programs and tuition for non-residents and international students.

The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit in a lecture course represents between 16-18 hours of coursework and one unit of credit in a lab course represents between 48-54 hours of course work. The academic year spans at least 30 weeks (Crafton Hills College has a 34-week academic year), and a full-time student enrolls at least in 12 units per semester.

Transfer Policies

Evaluation Items:

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| <input checked="" type="checkbox"/> | Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10) |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Transfer of Credit</i> . |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

Transfer policies are disclosed to the students and the public in the Crafton Hills College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC, and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses.

Distance Education and Correspondence Education

Evaluation Items:

| | |
|--------------------------------------|--|
| For Distance Education: | |
| <input checked="" type="checkbox"/> | The institution demonstrates regular and substantive interaction between students and the instructor. |
| <input checked="" type="checkbox"/> | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
| <input checked="" type="checkbox"/> | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| For Correspondence Education: | |
| <input type="checkbox"/> | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1) |
| <input type="checkbox"/> | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| Overall: | |
| <input checked="" type="checkbox"/> | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> . |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements. |
| <input type="checkbox"/> | The College does not offer Distance Education or Correspondence Education. |

Narrative:

The team reviewed a sample of online courses from spring 2020 and examined evidence related to College Distance Education (DE) policies and procedures.

DE courses use a hosted learning management system supported by a flexible technology infrastructure designed to meet fluctuating demand. The College has a DE board policy and administrative procedure (BP/AP 4105) and committee structures and practices that support consistent application of the BP and AP.

College processes support compliance with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online. |
| <input checked="" type="checkbox"/> | The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. |
| <input checked="" type="checkbox"/> | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. |
| <input checked="" type="checkbox"/> | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1) |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> . |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College’s student grievance process is articulated in BP/AP 5530 and is published in the College Catalog.

The College maintains records on student complaints in the respective division offices. Records of formal complaint concerning harassment or discrimination are maintained in the Human Resources Office.

Anyone may file a complaint using a form available from the Crafton Hills College webpage through the “Contact Us” link. Once completed, this form is sent to the District Vice Chancellor of Human Resources, who initiates action to resolve the issue identified in the complaint if feasible.

On the main College webpage, under the “About Us” tab is a direct link to the Crafton Hills accreditation page. The accreditation webpage has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC.

The Accreditation status of the College and its programs is appropriately represented on the College website.

Institutional Disclosure and Advertising and Recruitment Materials**Evaluation Items:**

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| <input checked="" type="checkbox"/> | The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> . |
| <input checked="" type="checkbox"/> | The institution provides required information concerning its accredited status.(Standard I.C.12) |

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative:

Program descriptions and degree requirements, board policies, admissions policies, and center locations are all easily identifiable on the College website. The catalog details requirements for transfer, degrees, and certificates. Department pages list faculty, certificates/degrees offered, sequences for those certificates/degrees, and program completions. Under Admissions, the website lists academic policies and regulations including Standards of Conduct, Student Conduct, and Academic Honesty. In addition, the institution maintains current accreditation status on the website, welcomes community input on accreditation matters, and provides an archive of previous accreditation documents.

Title IV Compliance

Evaluation Items:

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15) |
| <input type="checkbox"/> | If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| <input type="checkbox"/> | If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| <input checked="" type="checkbox"/> | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |
| <input checked="" type="checkbox"/> | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> . |

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors and it includes a complete review of Title IV compliance.

Standard I**Mission, Academic Quality and Institutional Effectiveness****I.A. Mission**General Observations:

The Crafton Hills College (CHC) mission, vision statement and statement of institutional values viewed in conjunction with the California Community Colleges Chancellor's Office mission defines the College's broad educational purposes and its commitment to student learning and student achievement. The College's Strategic Directions are used to articulate and implement the broad educational goals of the mission across all programs and services to support a diverse student population. CHC's programs and services are aligned with its mission. CHC demonstrates the use of data to determine how effectively it is accomplishing its mission including meeting the educational needs of students and institutional student learning outcomes (SLOs), service area outcomes (SAOs) and program learning outcomes (PLOs). The institution's mission based assessment processes include a well-defined Comprehensive Master Plan and Program and Planning Review Process that help ensure that College governance and decision-making processes are data-driven and participatory in nature. The institution's mission guides institutional decision-making, planning, and informs institutional goals for student learning and achievement. CHC's mission is reviewed annually and widely publicized.

Findings and Evidence:

The team found that the College's mission statement and accompanying vision statement create a strong foundation for the institution's broad educational purposes. The intended student population is described and its open-access policy combined with its Student Equity Plan seek to meet the needs of an increasingly diverse student body. The mission describes the College's overall educational purposes. Detailed information on degrees and certificates offered is located in the College catalog and schedules. Crafton Hills' commitment to student learning and student achievement are referred to in their statement of institutional values where "Crafton Hills College values academic excellence, creativity and the advancement of each individual". (I.A.1)

The team verified that the College regularly collects data and makes it available to programs and services in order to determine how effectively it accomplishes its mission. The data are gathered annually and used in detailed reports that programs and services use to develop objectives. These objectives are measured annually to set institutional priorities and improve practices and processes towards meeting the mission and the educational needs of students. The College's Planning and Program Review (PPR) Committee uses a four-year cycle process to gather

prioritized objectives from programs and services based on collected data that is rolled up from the unit level to the respective administrative areas. (I.A.2)

The team found that CHC's programs and services are aligned with its mission. The Integrated Planning & Program Review Cycle emphasizes that Program Reviews must be aligned with the mission where units must describe their own mission and how it advances the mission of the College. The College's Instructional Program Review Evaluation Rubric measures how well a unit has aligned its mission with the College mission. The team found during the site visit that the PPR process includes resource allocation and prioritizing of resource requests. (I.A.3)

CHC reviews its mission statement annually and uses it as the basis for all of their planning activities. The mission is widely publicized including in the institution's website, College Catalog, and Faculty Handbook. The Educational Master Plan Committee, whose membership includes faculty, staff, administrators and student representatives is responsible for annually reviewing the College's mission, vision, and values. The last time the mission was reviewed it was determined that no changes were needed. The team found during the campus site visit that the mission was formally approved by CHC's governing board, the Board of Trustees in 2014. (I.A.4)

Conclusions:

The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Crafton Hills Colleges assures Academic Quality and Institutional Effectiveness through a robust program review process and planning structure. At the core of this effort is the Planning and Program Review Committee (PPRC), with strong faculty participation and enthusiasm. Guidance for the process is provided in the Crafton Hills College Integrated Planning & Program Review Handbook. Program reviews are conducted for both instructional and non-instructional programs on four-year timelines that include annual planning submissions.

The Educational Master Planning Committee (EMPC) provides oversight for development of the Education Master Plan and integration of long-range planning. Dialog about improving student equity occurs across campus and is infused in planning and decision-making, including program review data analysis and resource allocation. The College illustrates through examples the way that resource allocation is driven by student achievement and outcomes.

Crafton Hills College engages in continuous dialogue about student outcomes in relation to student equity, academic quality, and institutional effectiveness. Overall, the team found evidence that there is a focused attention on research, data-driven inquiry, and use of data to support improvement in student learning and achievement.

Findings and Evidence:

Crafton Hills Colleges demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through the College's collegial governance committees. The Office of Institutional Effectiveness, Research, and Planning (OIERP) facilitates dialogue about student outcomes and ways to increase student success. This dialogue is facilitated by the Office of Institutional Effectiveness, Research, and Planning (OIERP) and emphasizes the concept the "learning College." Dialogue also occurs at College planning activities, such as the Annual Planning Retreat, educational master planning, and department plans developed during program review. (I.B.1)

Crafton Hills College defines and assesses student learning outcomes for all instructional programs and student and learning support services as evidences through review documents in SLO Cloud and Planning and Program Review Web Tool. The institution relies on a number of strategies to assess student learning outcomes (SLOs) in order to improve on student learning. Crafton Hills College has developed SLOs for all courses and degree and certificate programs, ILOs for six areas (critical thinking, written and oral communication, interpersonal and group skills, society and culture, information and literacy, and ethics and values), and it publishes outcomes information in a number of accessible fora, including the Catalog and SLO Cloud. (IB.2)

Crafton Hills College established its institutional-set standards for student achievement in 2013 and has reported its results to the ACCJC every year since then. Measures for these standards include successful course completion rates, fall-to-fall retention rates, number of transfers to a four-year College or university, and number of degrees and certificates awarded. CHC partnered with the Research and Planning Group for California Community Colleges (RP Group) to conduct focus groups which led to recommendations for the College to improve low course success rates among certain demographic groups. An action plan documenting the specific activities the College would engage in in response to these recommendations is in development and will be implemented in fall 2020. The College also regularly reviews its progress on its stretch goals or the Crafton Hills College Scorecard and Vision for Success targets. The team found that CHC has integrated development and assessment of Institution Set Standards into their ongoing planning practices. In addition, the College has established stretch goals and uses the Crafton Hills College Scorecard and Vision for Success targets -- in all twenty-two student and institutional outcomes -- to measure progress in its strategic directions. (I.B.3)

The IEAOC supports the assessment process across the College and provides guidance on how to use assessment that ties to improvement in supporting student learning. The team reviewed evidence, and discussed with College employees, how assessment data are tied to action plans to improve student outcomes. The SLO Cloud enhances the assessment process by recording results and generating reports that departments can use for planning purposes. Evidence from SLO Cloud and interviews show that CHC uses assessment data to supports student learning and student achievement. (I.B.4)

The College provides evidence of the relationship between planning, program review, and prioritization with documentation in various formats, including Research Briefs provided by the OIERP. Evidence included program review templates, plans in the web tool, analysis of student learning, progress on prior goals (math, theater arts, counseling, fiscal services) along with qualitative survey data and quantitative achievement data. The team found that CHC aligns the program review process to achieving the College mission, and programs use a variety of data, including assessment, achievement, and survey data. The College also conducts research related to the effectiveness of different program types and alternative learning strategies. Crafton Hills College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. (I.B.5)

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students in addition to course modality, section length, and specific course strategies. It also implements strategies in the case of identified performance gaps. Through the Academic Senate, Crafton Hills College adopted a plan to assess disaggregated learning outcomes and agreed to a six-year process aimed at addressing the teaching and learning process in terms of performance gaps in learning for certain student populations. CHC also addressed teaching methods, learning, and curriculum strategies in terms of their connection to performance gaps in learning for certain student populations. Evidence of responses to equity gaps and allocation of resources can be found in the College Student Equity Plan. The College has identified improvements in the assessment processes as a primary focus of its Quality Focus Essay. (I.B.6)

Crafton Hills College uses various means and evaluation tools to collect evidence about the effectiveness of its programs and services. Evidence of evaluation is found with the College's Planning and Program Review process (PPR) where program evaluation occurs along with evaluation of the process itself, which occurs annually. The PPRC surveys all program review participants to identify any areas of improvement. Evaluation through campus input is facilitated through the District Assembly, which uses an annual process to review policies. The College also evaluates employee perceptions through the Campus Climate Survey, and uses responses to the survey. The team found that CHC has systems in place to regularly evaluate practices and procedures. (I.B.7)

Crafton Hills College provides evidence of broad communication of all of its assessment and evaluation activities in ways that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Data that are involved in the College's decision-making processes are provided to the community through Planning and Program Review processes on the Office of Institutional Effectiveness, Research, and Planning (OIERP) website. The OIERP is responsible for collecting such data and making them available for campus-wide participatory decision-making processes among the institution's constituents. The OIERP has also been involved in processes to make such data accessible in terms of faculty needs, including user-friendly dashboards. The College also provides public-level access to data on the OIERP website. Assessment data results of SLOs, ILOs, and SAOs are made available to the College community through emails, committee meetings and a newsletter. The OIERP website also includes a *Data Mart* page and BORG (Best Organizational Research Gauge) Data Cubes that

link to the San Bernardino Community College District (SBCCD) Executive Information System (EIS). The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (I.B.8)

Crafton Hills illustrates that it engages in systematic evaluation and planning by referring to the College Planning and Program Review Committee (PPRC), which has developed a cyclical process central to integrated planning, evaluation, and resource allocation. CHC is further guided by its Comprehensive Master Plan: CHC's Educational Master Plan and Facilities Master Plan, aligned with the District Strategic Plan. To ensure broad participation, various governance committees participate in College planning:

- EMPC
- PPRC
- Budget Committee
- Institutional Effectiveness, Accreditation and Outcomes Committee
- Enrollment Strategies Committee
- Technology Planning Committee

CHC also disseminates all of its systematic evaluation and planning processes to all participatory governance groups at the institution. Additionally, the Office of Institutional Effectiveness, Research and Planning (OIERP) conducts campus-wide events for all interested parties that focus on planning efforts and processes. (I.B.9)

Conclusions:

The College meets the standard.

I.C. Institutional Integrity

General Observations:

Crafton Hills College demonstrates that it provides clear and accurate information to students, the community, and other interested parties in both online and print publications. The College Catalog, available from the College website, includes policies affecting students, requirements for all CHC programs, and procedures important to students. Student policies and procedures are also described in the Online Orientation, the New Student Handbook, and the Schedule of Classes; these materials are reviewed by various entities on campus. The College's mission, vision, and values are displayed on the College website. The team also found that the website displays its ACCJC current accreditation status and all reports to the Commission.

Student success data are available through dashboards accessible online. The team confirmed that the College describes its degrees and certificates in a variety of locations available to students on the College website including the Catalog, the program website, and major sheets.

Policies, procedures, and College publications are reviewed regularly to assure that representation of its mission, programs, and services are accurate.

Information about the total cost of education is provided on the College website. Student standards of conduct that promote academic integrity, honesty, and responsibility are outlined in Board Policies that define academic dishonesty, various types of such misconduct, and the process for reporting violations. Board policies on academic freedom and responsibility requires that faculty protect students' rights to freedom of inquiry, and the evaluation process addresses this matter through the means by which faculty are evaluated.

Findings and Evidence:

Crafton Hills College provides accurate and updated information about its educational programs, student support services to both its internal and external stakeholders. Information about its accreditation status with all its accreditors is available on the relevant webpages. The College assures the integrity of its mission, vision and values statements through an annual review process. Information on student achievement is publicly provided through the College's Fast Facts page and their Key Performance Indicators (KPIs) are available from the District's webpage (I.C.1).

The online catalog accurately presents all of the facts, requirements, policies and procedures of the College. The College provides a current online catalog, and as appropriate, College catalog amendments for students and prospective students. (I.C.2)

The College's Planning and Program Review Committee together with the Office of Institutional Effectiveness, Research and Planning (OIERP), support the program review and assessment processes. In order to assist all areas in their preparation of their program review, resources are provided on the College website with examples for each area to use. Additionally, a handbook on how to use the web tool and PPR timelines and schedules is posted on the CHC website. Research findings are published on the OIERP website along with data dashboards with information on student success and retention, full-time/part-time faculty ratio, efficiency, fill rates for courses, demographics by area, and the number of degrees and certificates awarded. The PPRC has developed a mentoring/coaching model that expands the College's capacity to support and evaluate these processes. The College lists its degree and certification completion rates prominently on the College's home page for current and prospective students. (I.C.3)

The College catalog lists all the degrees and certificates awarded organized by program offering. Program pages showcase clearly identified course requirements, expected learning outcomes, and course descriptions. (I.C.4)

The College administers an annual Committee Self-Evaluation Survey where members evaluate the effectiveness of their policies and processes to determine where improvements can be made. Discussion at participatory governance meetings may lead to changes in the Crafton Hills College Organizational Handbook. District board policies are reviewed and revised regularly and minutes detailing changes are posted to their website. (I.C.5)

The College catalog contains accurate information for current and prospective students regarding the cost of tuition, fees and other expenses. Students can easily link to the bookstore from the electronic schedule to determine additional materials costs. The College also lists zero-cost instructional material on the Admissions & Records website. For CTE classes, there is a Gainful Employment webpage which lists in further detail the additional cost of materials specific to those disciplines. (I.C.6).

The District's Board Policy 4030 on Academic Freedom demonstrates that the College actively commits to the free pursuit and dissemination of knowledge for all constituencies. The policy was updated on December 11, 2014. The academic freedom policy is also published in the catalog. The Faculty Handbook states that instructors have an "obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the instructor". (I.C.7)

BP/AP 3050, Institutional Code of Ethics, directs employees of the District to conduct "business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy". Board Policy/Administrative Policy 5500, Standards of Student Conduct, establishes clear policies and procedures applying to student behavior and academic honesty. The College's Student Integrity Policy can also be found in the College's catalog and 2020 Student Handbook. (I.C.8)

Board Policy 4030 references the distinction between personal conviction and professionally accepted views of faculty. Students also evaluate instructors on the level of objectivity in the classroom through the Student Evaluation of Instructional Faculty Form. (I.C.9)

Standards I.C.10 and I.C.11 do not apply to Crafton Hills College (I.C.10, I.C.11).

Board Policy (BP) and Administrative Procedure (AP) 3200 describe the College's commitment to complying with accreditation eligibility requirements. Required annual and midterm ACCJC reports are posted on the College Accreditation webpage. Further, the College provides evidence that it met all of the progress report deadlines during its follow-up period in 2016 and offers the ACCJC timely submissions concerning substantive changes. The College also demonstrates its commitment to transparency by publishing all its correspondences with the Commission on its website. (I.C.12)

The team found evidence from the College website and catalog of communications with and information relating to external accrediting agencies. Communications between the Commission and the College are posted on the College website, and the College indicates its accreditation status on its home page. The College also maintains program accreditation or licensure for seven different Career/Technical Education (CTE) programs, which are identified in the College Catalog. CHC maintains clear and accurate communications with external accrediting/licensing agencies, and it clearly communicates its current accreditation status to the students and public. (I.C.13)

The team found Board Policy 2710 and its corresponding Administrative Procedure, which outline the responsibilities of College employees and members of its District's governing board on matters relating to actual and potential financial conflicts. The College's priority is student achievement and they have no investors, parent organization, or external interests. (I.C.14)

Conclusions:

The College meets the standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations

Overall, the College demonstrates commitment to reflect on, and address, ongoing needs in its instructional programs through a monitored improvement process.

The College is focused on improvements to their Program Review process (PPR), providing tools and newly placed coaches to enhance the quality of programs' self-assessment cycle. There is enthusiasm and intentional design around strengthening the Program Review process in an evidence-based supported manner through the College's PPR Committee.

The team was impressed with the overall quality and attention to Instructional Programs. Career and Technical programs are particularly reflective during the pandemic exploring flexible modalities out of necessity and measuring changes for positive impact on student learning. The programs are actively assessing the impact of instructional changes and using data to inform discussions internally and with external accreditors on the value of incorporating flexible instructional approaches into future program design.

Findings and Evidence

The program review process assures all course and program offerings, in all delivery modalities align with the Crafton Hills College mission and are appropriate for post-secondary education. Program descriptions in the College catalog and other published materials include student learning outcomes and a list of degrees and certificates that can be earned. The College reports against its Educational Master Plan metrics annually to examine outcomes year over year and lead conversations which further inform actions and planning to close disparate gaps. (II.A.1)

Faculty are involved in curriculum development and review to ensure course content is up to date and aligned with the College mission. The comprehensive program review process includes reflection on program content and effectiveness of instruction and outcomes to benefit student learning and achievement. Program review criteria includes analysis and engagement on relevancy, achievement of learning outcomes, and plans for the future. The program review process is consistently followed for instructional programs. (II.A.2)

In Career and Technical Education (CTE) programs, the review of curriculum and methods of instruction has become a program necessity, not just in the context of the COVID-19 pandemic, but due to natural disasters as recurring disruptions to instruction. Several CTE programs held robust self-assessment conversations with their departments and external accreditors to explore effective modes of delivery in addition to the very traditional face-to-face delivery. By examining alternative instructional delivery modes that met standards of relevancy, appropriateness, achievement of learning outcomes, and requirements of external accreditors,

programs such as Emergency Medical Services, Paramedic, and Respiratory Care have been able to adapt content and the teaching and learning environment and new designs of delivery for the betterment of student learning. The Team was impressed with the grounded approach to CTE assessment of student learning outcomes as a function of program and industry exam processes and results analysis. (II.A.2)

The College's process for program review, completed on a four-year cycle, is thorough with attention on continuous improvement. Within instructional divisions, not all departments complete program review on the same cycle. The College's process alternates the comprehensive program review, student learning outcomes assessment, and two-year Annual Plans from each other in a way that functions well for the College. Annually, programs update course outcome assessment results, and every second year the program updates course outcomes, goals, and objectives. Student attainment of learning outcomes are identified by program faculty as well as attainment of a degree or certificate leading to employment or transfer to other higher education programs. (II.A.2)

The College follows an established process to identify and regularly assess student learning outcomes for courses, programs, certificates, and degrees. Student learning outcomes are in place and faculty regularly assess these outcomes in courses, by program, and at the institutional level. Approved course outlines and syllabi include student learning outcomes. When a course is taught via distance education, the same student learning outcomes are listed. The College demonstrates there are verification practices in place to assure all students receive a course syllabus that include outcomes from the course outline of record. (II.A.3)

Crafton Hills College has developed procedures related to the creation, assessment, and improvement of courses, programs, certificates and degrees using student learning outcomes. Crafton Hills College has developed student learning outcomes for all courses, programs, and degrees and certificates as well as institutional learning outcomes (ILOs) for six overarching areas. Faculty in instructional areas are responsible for determining the student learning outcomes and assessment strategies. Documents and interviews confirm sustained and effective conversations take place across the College on student learning outcomes, assessment, and resulting course adaptations and improvements. (II.A.3)

Crafton Hills College distinguishes pre-collegiate level curriculum from College-level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in College-level curriculum. The College has a process and criteria for determining the appropriate credit type (credit, noncredit, not for credit) and delivery mode. Basic skill and College-level curriculum is aligned to ensure clear pathways for students. The Crafton Hills College catalog includes descriptions of and course numbering protocols for lower division courses applicable to degrees, noncredit, community education, and developmental courses not degree-applicable. The College catalog clearly delineates whether a course is pre-collegiate or College-level. Additionally, the College uses placement procedures to help students select the courses that best suit their needs. (II.A.4)

Crafton Hills College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College has policies and procedures in place to define these practices. All Crafton Hills College associate degree programs include a general education

component and require associate degrees demonstrate the satisfactory completion (C or better) of a minimum of 60 semester units. The College relies on the advice of the academic senate and the Curriculum Committee to approve and periodically review all courses and programs in breadth, depth, rigor, sequencing, time to completion and synthesis of learning. All of the mentioned policies are codified in Board policies and the College Curriculum Handbook. (II.A.5)

Crafton Hills College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The College uses a two-year timeframe for full-time students in terms of the expected completion of associate degree requirements. Each program is required to develop a scheduling matrix in program review to ensure that students can complete certificate and degree programs within a specified period. Counseling faculty are integral in terms of assisting students in developing meaningful education plans. Time to completion data is an element used in program review and institutional planning informing College efforts to improve completion rates. (II.A.6)

Crafton Hills College effectively uses intentional instructional delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. Courses are offered in traditional face-to-face, distance education (DE), and hybrid modes and equitable learning support services are provided for students. The College identifies student equity populations and continuously evaluates student success by group to examine success rates in completion and persistence. Processes are in place to regularly evaluate the effectiveness of delivery modes, measure student satisfaction, and guide improvements for a diverse student body. The College uses data and outcomes to plan and improve delivery of instruction and programs. (II.A.7)

Established policy and procedures ensure the College's distance education programs and delivery meet expectations for providing equitable services and regular and substantive interaction. To ensure distance education effectiveness, Crafton Hills College adopted an approval process for courses which are taught through alternative modalities. The College is building capacity in online teaching mentors, through accessing @ONE training and investing in five additional faculty earning the full @ONE certification. The team was impressed with the efforts of the Educational Technology Committee, a subcommittee of the Academic Senate, in terms of establishing and maintaining separate distance education course review processes and providing extensive faculty training for online teaching. (II.A.7)

Crafton Hills College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. Crafton Hills College students in currently approved course may apply for credit by examination. Processes detailing credit by examination are included in the College catalog and on its website. The creation of exams is under the purview of discipline faculty. A number of instructional programs use department-wide assessment tools or common exams in entry-level or prerequisite courses where there is more than a single class section offered. As well, some departments also use department-wide examinations for courses and/or programs to gauge student performance and learning. (II.A.8)

The College has clear structures in place to ensure consistent application of program and department pre-requisites. Using CurricuNet, C-ID/UC/CSU patterns, and related data, the

Curriculum Committee has processes in place that demonstrate the College meets this standard. (II.A.8)

Crafton Hills College awards course credit, degrees and certificates based on student attainment of learning outcomes. The College has established Institutional Learning Outcomes, General Education Outcomes, Program Level Outcomes, and Course Level Student Learning Outcomes to evaluate all programs leading to a degree or state approved certificate. The College demonstrates that passing grades in course exams and assignments link directly to student learning outcomes and course credit is awarded based on students' demonstration of achieving learning outcomes. The College awards credits consistent with policy. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. The College has a policy in place to follow federal standards for clock-to credit-hour conversions in the awarding of credit, BP4020. Academic departments assess all courses on a six-year cycle and CTE courses on a two-year cycle to ensure courses fulfill the objective of meeting expected student learning outcomes. (II.A.9)

Crafton Hills College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the transfer mobility of students without penalty. The College has approved policies and procedures to address the transfer of classes from and to other higher education organizations. The College relies on a number of sources in terms of communicating these policies: College University Transfer Center, Counseling Department, Admissions & Records Office, College website, and College catalog. (II.A.10)

The College uses various means to assure that courses accepted for transfer have student learning outcomes comparable to those of corresponding Crafton Hills College courses. Transfer coursework policies and procedures are regularly reviewed. Course descriptions in the catalog and other materials indicate if the College course is CSU and/or UC transferable. The College has articulation agreements with public and private higher education organizations. (II.A.10)

Crafton Hills College includes in all of its programs, student learning outcomes, appropriate to the program level, competencies in communication, information, quantitative, analytic inquiry, ethical reasoning, engaging diverse perspectives, and other program-specific learning outcomes. All programs offered at the College require a general education pattern that include clearly stated learning outcomes. Faculty in major General Education areas have developed one or more outcomes for their areas. The College has adopted a Diversity and Multiculturalism requirement. (II.A.11)

The College relies on the expertise of faculty to determine the appropriate content and methodology of courses included in the General Education course cluster. This body of general education courses fulfill a published College philosophy of competencies which reflect degree requirements. The College follows a faculty-developed rationale for general education that serves as the basis for which courses are included as general education. This rationale is published in the catalog. (II.A.12)

The District BP 4025 and AP 4025 stipulate the core general education competencies and foundations required for the College's degree programs. At Crafton Hills College, faculty hold primary responsibility in terms of determining the specific courses that are part of specific general education and degree patterns and pathways. (II.A.12)

All of the College's programs include focused areas of study on one area of inquiry or in an established interdisciplinary core. These focused areas include key theories and practices appropriate for the certificate or associate degree level. According to its review, Crafton Hills College offers 105 degree or certificate programs. All programs publish course lists that fulfill at least 18 semester units of focused areas of study. (II.A.13)

Graduates at Crafton Hills College that complete career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. CTE faculty engage industry representative to discuss employment trends and industry needs, revising curriculum as appropriate to meet evolving standards. The College website maintains current information of licensure and other external employment standards and opportunities related to career technical degrees and certificates. (II.A.14)

The College verifies and maintains currency across all of its career-technical disciplines. The College determines competency levels and measurable student learning outcomes for all career and technical education degrees and certificates based upon faculty expertise and involved industry representatives. Using multiple measures of SLO-aligned exams, demonstrations, and written assignments in courses, Crafton Hills College ensures that career and technical education students possess the requisite knowledge and skills required in their fields of study. (II.A.14)

At Crafton Hills College, when programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. The District publishes BP 4020 and AP 4021 to address program discontinuance, including a process for enrolled students to complete their education in a timely manner with minimum of disruption. Over the last ten years, only one program was discontinued at Crafton Hills College. The College's detailed program discontinuance process document was created by the College's Academic Senate. (II.A.15)

Crafton Hills College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The College regularly evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The processes used for such evaluation includes: planning and program review (PPR), student evaluations, and faculty review of course outlines of record (CORs) conducted by the Education Technology Committee (ETC) and the Curriculum Committee. (II.A.16)

The Office of Institutional Effectiveness, Research, and Planning (OIERP) plays a significant role in providing faculty with effectiveness measures to be used in the review of instructional programs. Individual faculty are also involved in continual evaluation of the quality and currency of all instructional programs through their involvement in SLO assessments in their courses. Review of instructional quality and currency takes places in a number of Crafton Hill College's shared governance groups, including Crafton Council, Academic Senate, PPR Committee, Education Technology Committee, and the Curriculum Committee. The results of program evaluation are used in institutional planning. The College has processes in place in which program changes and improvements have occurred as a result of program evaluations. (II.A.16)

Conclusions

The College meets the standard.

II.B. Library and Learning Support Services

General Observations:

Crafton Hills College (CHC) supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The Library offers both in-person and online resources. The Library has an extensive collection of print and electronic materials and provides learning support services including reference assistance, research instruction, public access computers, Chromebooks and hotspots for student use, study rooms and printing services. The College provides a Tutoring Center with two locations (the Learning Resource Center and the Stem Center) that provides high quality tutoring for almost all subjects, with access in-person and online. The team was inspired by the CIS/Computer Science and Multimedia Labs successful initiative to move their students to a virtual workstation environment last semester so students in those respective courses can access high-end software needed to complete their coursework.

The Team was impressed with the Tutoring Center's ability to use assessment data and show that students who use the center are statistically significantly and substantially more likely to successfully complete their courses than students in the same section who did not access the center.

The Team was pleased to learn about the Krasovec Simulation Center and its important contributions to the College's CTE programs and its future goals to participate in the College's program planning and review process (PPRP) and develop service area outcomes (SAO's). The Library participates in the PPRP, however CHC has noted that the library's SAO's and student learning outcomes (SLOs) require attention.

Findings and Evidence:

CHC supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning. Along with the Library, support services include the Tutorial Center, STEM Center, CIS/Computer Science/Multimedia Labs, and the Krasovec Simulation Center. Ongoing instruction for users of library and other learning support services was made evident during the Team's visit to the College. Services appear to be sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education.

The Library recently started providing Chromebooks and hot spots for students during the COVID pandemic. The College's library staff works with faculty to ensure the availability of

discipline-related materials in the Library's collections. Faculty also provide Library staff with course syllabi and information that will help guide the Library selection processes. Tutoring for science, technology, engineering and mathematics (STEM) subjects is facilitated through the STEM Center, which also has computers for student use. The Tutoring Center provides a broad range of academic support services including subject and writing tutoring, study rooms, workshops and computers and printers. The Stanley Krasovec Simulation Center is used by allied health programs, the on-campus Day-Care Center serves as an interactive laboratory for early education students and fire academy/technology students have access to a fire engine garage, drill yard, and spray wall. (II.B.1.)

Relying on appropriate expertise, CHC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. Analysis of the Library collection is conducted on an on-going basis and this process is carried out in line with the collection development policy. The Tutoring Center, with locations in the Learning Resource Center and the STEM Center, works with instructional faculty to provide students with the support necessary to succeed in their classes, including computers and selected software programs. The College Technology Services department provides and maintains educational equipment and materials for the Library, the Tutoring Center, and classrooms. (II.B.2)

The Tutorial Center and STEM Center regularly evaluate their respective service area outcomes and use the results as a basis for improvement. The CIS/Computer Science/Multimedia labs are evaluated by faculty and media technicians and their assessments are tied to the courses that utilize the labs. PPRs do not appear to be done uniformly between some departments at the College. For example, the library currently has no meaningful SAOs or SLOs; however, the library is working with the new PPR Committee Coaching Program to develop and assess their SAO's and SLO's in order to meet identified student needs. The Krasovec Simulation Center has not developed SAOs or SLOs, and is determining whether their PPR process should be completed independently or as part of the larger CTE programs. (II.B.3)

The library and other learning support services document their substantive formal agreements. The contracts assure the security, maintenance and reliability of services and are regularly evaluated for their effectiveness within each of the support areas. (II.B.4)

Conclusions:

The College meets the Standard.

Recommendations for Improvement

Recommendation 1

In order to improve institutional effectiveness, the team recommends the College ensures that the Program Planning Review process is implemented consistently across all of the learning support and student support service areas. (II.B.3, II.C.2)

II.C. Student Support Services

General Observations:

Crafton Hills College (CHC) evaluates the quality of various student support services to demonstrate that they support student learning and enhance the accomplishment of the institution's mission. The College uses its Program Planning and Review (PPR) process to review student services offerings to ensure quality and the meeting of student needs. The Student Services programs at CHC are comprehensive in nature. The College provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for advising functions. A wide variety of methods are used to orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The College regularly evaluates admissions and placement instruments and maintains student records according to industry standards. Co-curricular and athletics programs are suited to College's mission and contribute to the social and cultural dimensions of the educational experience of its students.

The team was impressed with several aspects of the College's student support services. For example, Counseling significantly improved their services based on assessment, feedback and continuous improvement. The team found that College's mental health services were exceptional. Program initiatives at the Transfer Center were also noteworthy and the Transfer Course Sandbox is an exemplary College completion tool. Further, the team was impressed by the Technology Success Center's proactive development of faculty modules on Universal Design for Learning and the individual assistance given to Disabled Students Programs and Services (DSPS) students in a remote environment in response to the COVID pandemic. Finally, the team applauds the College's actions to use real-time point of service assessments to quickly adapt changes to improve those services in the face of the COVID.

The team noted that while there are areas that could be strengthened that there is a strong commitment to qualitative assessment of their students for the purpose of program and service improvement. Examples include questions on exit surveys, satisfaction surveys and the Community College Student Survey of Engagement. The team learned that the College's assessment management tool, the SLO Cloud did not initially serve the needs of student support services and SAOs and this is being rectified. Based on the evidence and the interviews, it is clear to the team that the College recognizes its need to strengthen the program evaluation process.

Findings and Evidence:

The team verified that CHC provides a wide array of student support services, regardless of location or means of delivery, including distance education, to support student learning. The College regularly evaluates the quality of student support services through the planning and program review process to enhance accomplishment of the institution's mission. CHC has identified robust plans for strengthening their assessment of service area and student learning outcomes. (II.C.1)

The team noted that the College's PPR process is well defined with respect to identifying and assessing learning support outcomes for its student population. This information informs the College's activities to provide appropriate student support services and programs to achieve those outcomes. The PPR processes facilitates the use of assessment data to continuously improve student support programs and services. PPRs do not appear to be completed consistently across departments. For example, newly established departments or those that have experienced significant leadership transition are still developing SAOs and working towards engaging in the PPR process. Additionally, some PPRs do not include SAO/SLO assessments and do not always make clear connections between findings and making improvements. (II.C.2)

The team found that CHC provides equitable access to appropriate comprehensive services through a combination of in-person and online support for students regardless of service location or delivery method. The team verified 17 support programs and each service is available via face-to-face or by telephone, email or web-based modalities. The College provides WebAdvisor so that students can register and pay for classes online, Cranium Café so that students can receive online synchronous counseling appointments as well as Starfish for online degree planning as just a few examples of the ways that students experience equitable access to student support services. (II.C.3)

The team reviewed evidence that CHC provides co-curricular and athletic programs that support its mission and contribute to the educational experience of its students. Co-curricular programs and athletics programs are suited to CHC's mission and contribute to the social and cultural dimensions of the educational experience of its students. CHC emphasizes that learning also takes place outside of the classroom setting. Co-curricular programs provide students with leadership opportunities and promote their social, cultural, and personal development. Although the team noted the Colleges plans for improvement in this area, the team learned through interviews with multiple constituent groups at CHC about the wide-variety of mental health services being utilized to support and enhance student success and found them to be laudable. (II.C.4)

The team noted that the College provides counseling, group advising, student education planning, and courses to support student development and success as well as prepares faculty and other personnel responsible for the advising function. Students can access counseling via in-person scheduled appointments, drop-in/walk-in sessions as well as online sessions. Counseling and advising programs at CHC orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. A wide variety of methods are used to achieve this goal including print information, web information, workshops and in person or distance methods. The University Transfer Center, the Career Center and other specialized services are also available to students to assist them in meeting their completion goals. The team applauds the efforts and the outcomes of the University Transfer Center in and its use of Canvas and Starfish nudges to increase the number of students who complete their degree requirements and as a result transfer at more than twice the average rate of other Colleges in the Inland Empire or that of the entire California Community College system.

To ensure counseling faculty provide accurate and up to date information about academic policies, regulations, requirements and best practices, CHC also encourages student services faculty and staff to attend professional conferences and regular Inservice trainings are implemented at departmental meetings. (II.C.5)

Crafton Hills College adopted and adheres to admission policies consistent with its mission and follows BP 5010 Admissions Concurrent Enrollment that specifies students' eligibility for admission. BP 5010, which relates to both admissions and residency requirements, establishes these policies. The College provides educational opportunities to students from diverse economic, cultural, and educational backgrounds. The team verified that information and requirements about pathways to complete degrees, certificate and transfer goals are published in the catalog and on the website. The College also outlines the process for Special Admissions students including Dual Enrollment and International Students. (II.C.6)

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The team confirmed that the College utilizes the state's CCCApply portal for its admissions instrument. CHC has implemented requirements of Assembly Bill 705 as they relate to admissions and placement. The team noted that CHC, in adherence with AB705, uses a combination of a placement questionnaire and high school academic performance in a multiple measures of assessment process. Also, the College has initiated a method for regular review and updating changes to the process for continuous evaluation and improvement. (II.C.7)

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. CHC publishes and follows the established Board Policy and Administrative Procedure 3310 Retention and Destruction of Records. Additionally, the team confirmed that the College Catalog and Student Handbook include the guidelines for the Family Educational Rights and Privacy Act (FERPA), describing the policies that ensure the confidentiality of student records and personal information. Regular staff trainings also ensure compliance with FERPA regulations. Stipulations related to employee level of access to student records—determined upon hire—are further used to guarantee the security of student records at the College. (II.C.8).

Conclusions:

The College meets the standard.

Recommendations for Improvement:

See Recommendation 1

Standard III

Resources

III.A. Human Resources

General Observations:

Crafton Hills College has policies and procedures that ensure that all employees meet standard qualifications and that clearly outline the process for hiring faculty, staff, and management employees per Board Policy and Administrative Procedure 7120 – this includes regular evaluation, orientation and oversight.

Each of the Board Policies and Administrative Procedures are available to the public on the website. All open positions are posted on the website with links to both the applications and corresponding job descriptions. Job descriptions provide the details related to the position duties, responsibilities, minimum qualifications, and/or preferred qualifications, if there are any. For full-time faculty, qualifications and hiring processes include knowledge of the discipline and the requisite skills to perform the position adequately.

Findings and Evidence:

The College and the District adheres to hiring regulations, procedures and protocols in order to ensure they meet the needs of a diverse student body, and provide support in student learning programs, services, success and improve institutional effectiveness – these includes Administrative Procedures 7210, 7230, 7240, 7250, and 7260. The College’s employment practices are overseen by the District’s Office of Human resources.

The team reviewed the function map, which outlined the joint, primary, and secondary responsibilities that the San Bernardino Community College District and Crafton Hills College share in ensuring the quality of their programs and services by employing administrators, faculty and staff who are for qualified based upon appropriate education, training, and experience.

Additionally, the team noted that College adheres to the criteria in the minimum qualifications for faculty and administrators in California Community Colleges; the College’s AP 7211 Faculty service areas minimum qualifications and equivalencies, which provide an opportunity for a faculty and/or an administrator lacking the qualifications for particular positions to apply for an equivalency using the District’s request for equivalency form along with appropriate supporting documentation. (III.A.1)

Hiring processes ensure that faculty possess the appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and candidates’ potential to contribute to the mission and goals of Crafton Hills College and San Bernardino Community College District (SBCCD). AP 7120 and 7210 outlines how the College hires faculty who meet the minimum qualifications and possess the necessary skills to help ensure the College

hires faculty who meet the minimum qualifications and possess the necessary skills to help the College meet its mission. (III.A.2)

Qualifications of administrators are addressed using Minimum Qualifications in Administrative Procedures 7210, 7250, and 7260. Administrators and other College personnel responsible for educational programs and services undergo similar recruitment and overall screening for appropriate qualifications and experience as faculty. All successful candidates must submit official transcription to the Office of Human Resources upon hiring. (III.A.3)

The team noted that the College collaborates with the District Office of Human Resource on its verification of academic degrees from U.S. and international universities. Administrative Procedure 7211 outlines requirements concerning accredited institutions. The District ensures that all hiring processes are readily available including establishing equivalencies foreign degrees from appropriately accredited institutions by approved third-party agencies. (III.A.4)

The College ensures timely evaluation of its personnel adhering to performance evaluation criteria utilizing processes that the team verified have been negotiated via the collective bargaining requirements and outlined in the CTA contract for faculty and the CESA contract for classifies staff. For managers, Administrative Procedure 7150 establishes the method for evaluating managers for their effectiveness in performing their duties. Should any employee be determined to have deficiencies, there are performance improvement strategies and documents available for supervisors to use. (III.A.5)

Standard III.A.6 is no longer applicable.

The College regularly reviews data on faculty numbers to determine sufficiency. Prioritization of faculty hiring is conducted through the Planning and Program Review Process. The College's planning and program review process helps to determine and assess the need for additional full-time faculty. The District continually evaluates services, programs and departments to ensure sufficient staffing. (III.A.7)

The Team noted that the College engages in a number of activities to ensure that part-time faculty are integrated into the life of the institution. In addition to an orientation session at the beginning of each semester that welcomes part-time faculty, they are also provided with professional development and invited to participate in division and department meetings and activities. The Academic Senate provides for up to four part-time faculty to be elected as senators; likewise, a part-time faculty member is selected to serve on the District CTA board.

Further part-time faculty are invited to an orientation and are included in the Academic Senate. They receive compensation for professional development and are evaluated regularly as described in the CTA-District Agreement. (III.A.8)

The College's Planning and Program Review process helps to assess the need for new positions or determine the outcome for positions that may become vacant through retirement or resignations. Each area completes a comprehensive Planning and Program Review to identify whether there are sufficient staff to support effective educational, technical, physical and

administrative operations of the College and makes requests for additional resources as needed. (III.A.9)

The team verified that institution has developed Board Policy and Administrative Procedures which govern the processes to determine the appropriate number, qualifications, and organization of administrators. The College maintains a sufficient quantity of qualified administrators who ensure effective leadership in support of its mission. Like other positions at the institution, administrative roles go through the Planning and Program Review process for prioritization. (III.A.10)

The team observed board policies, administrative procedures, and collective-bargaining agreements/contracts are readily available on the District website for review. Human Resources, the Academic Senate and the appropriate collective bargaining unit regularly review policies and procedures related to personnel and their employment. Written personnel policies are available on the Human Resources website. Lighthouse Services is used to provide a venue for concerns about fair and equitable administration of policies. (III.A.11)

The College emphasizes the importance of supporting diversity in its mission statement and in Board Policies and Administrative Procedures. The District demonstrated commitment to providing equitable opportunities in BP 3410 regarding non-discrimination and its 2017-20 Equal Employment Opportunity (EEO) Plan. It was noted that EEO training is offered. Further, Human Resources collects, reviews and engages in detailed data analysis to determine if there is significant under representation of a monitored group.

The team examined the College's educational master plan internal and external demographic scan data, which included the number and percent of employees by position, gender, and ethnicity as a means of demonstrating the value of equity and inclusiveness. Employee demographic data is gathered annually. The team learned through interviews that a high priority is placed on professional development that will support the College's ability to advance equity, which has included CHC's participation in the inaugural California Community College Equity Leadership Alliance where representatives from the College have already had an opportunity to come back to campus and share their learnings from the implicit bias e-convening with USC Race and Equity Center with a goal of informing CHC hiring practices. (III.A.12)

The team noted that AP 3050 The Institutional Code of Ethics outlines the Districts recognition of its responsibility and obligation to the public and to the students it serves to conduct business with honesty, integrity, professionalism, quality in the performance of those operations and functions necessary to achieve its mission as described in the policy. This AP is applicable to all District employees. Each employee constituency group, The Academic Senate, Managers, Classified Senate, and the Board of Trustees, all have a statement referencing ethics as well as the expectation of ethical behavior and consequences for failure to adhere. These statements are available on the College website. Likewise, BP 2715 Code of Ethics for the Board of Trustees is both online and contained in the Trustee Handbook. (III.A.13)

In alignment with its mission and its Comprehensive Master Plan, the College provides employees with a wide-variety of opportunities for continued professional development. The

team observed that professional development is also referenced in the Mission Statement. Additionally, the team reviewed the College's professional development website that outlines opportunities offered both by the professional development committee (PDC) and the District FLEX program as well as those the professional development coordinator has recommended. During interviews and a review of evidence, the team learned that the PDC facilitated focus groups this fall semester to identify additional professional development needs and has administered surveys to assess the effectiveness of and satisfaction with the professional development activities offered at CHC. (III.A.14)

Maintaining the security and confidentiality of personnel records is a District primary responsibility. The institution has provisions for keeping personnel records secure and confidential. In compliance with AP 7145, the District assures the safety and privacy of personnel records while providing employees with an opportunity to access their personnel files upon request. The compliance hotline hosted by Lighthouse Services provides a method for filing complaints either by telephone or online. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Crafton Hills College (CHC) assures a safe and sufficient physical resource at its campus. Crafton Hills College maintains the operations and safety of its campus and shares the responsibility with the District office for planning and construction. Crafton Hills College has a very robust physical resource. It's planning, procedures and transparency is outstanding. Crafton Hills College has a very thorough safety plan and collaborates with the District in maintaining written safety procedures.

Findings and Evidence:

The team reviewed the Illness and Prevention program, the Hazardous Waste Management Plan, the Emergency Operations Plan, the Facilities Program Review Plan, the deferred maintenance plan, the Safety Committee minutes, and other evidence provided by Crafton Hills College. The College provided ample evidence that it assures a safe, secure, healthful learning and support environment. (III.B.1)

The team reviewed the evidence provided by Crafton Hills College such as the total cost of ownership for equipment and tools, and the Master Plan and Facilities Master Plan prioritizing projects based upon educational needs and occupant safety. The College outlined the various projects supported with bond money to create new building and address immediate needs of the campus. The team noted that CHC clearly demonstrates its plans to acquire, build, maintain, and

upgrade physical resources including facilities and equipment necessary to supports its programs and services and achieve its mission. (III.B.2)

Crafton Hills College provided as evidence a report of a facilities assessment. The team observed that the report summarizes the condition of each facility using a scoring system called the Facility Condition Index. This information is used to evaluate and plan the extent of each renovation and what buildings should be considered for demolition and replacement. This report is in addition to the Facilities Master Plan. The evidence provided to the team clearly demonstrate that Craft Hills College evaluate its facilities and equipment on a regular basis. (III.B.3)

The team verified through evidence provided by Crafton Hills College such as the Comprehensive Master Facilities Plan, which itemized projects to be completed in the next seven years that the College has long range capital plans that support institutional improvement goals and reflect projection of the total cost of ownership of new facilities and equipment. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Crafton Hills College provides technology services, professional support, facilities, hardware, and software appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Crafton Hills College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations and it has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. As evidenced in conversations with District and campus technology staff, the Team applauds SBCCD and Crafton Hills College for proactively responding to technology staffing, training and support, and marketing efforts as related to District and College surveys. The Team also recognizes SBCCD and Crafton Hills College for organizational initiatives connected to District-College facilitation of technology needs as well as those involving committees connected to technology and educational technology.

Findings and Evidence:

At Crafton Hills College, technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. Technology resources are under the purview of Crafton Hills College Technology Services and the San Bernardino Community College District office of Technology and Educational Support Services (TESS). Assistance for assistive technology, audiovisual service, and instructional design requests are handled by the College Technology Services department. The SBCCD Helpdesk provides a procedure through which employees may request technology support. The College Technology Services department oversees campus technology and electronics infrastructure. SBCCC and Crafton Hills College, through committees (Technology Planning Committee, Educational Technology Committee, DAWG, DECC), policies and plans (District Technology Strategic Plan, CHC Technology Plan, Operations Manual), and feedback (including climate and technology surveys), assures that appropriate and adequate technology are made available to students and staff. (III.C.1)

Crafton Hills College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The District addresses technology needs at the initial level of institutional planning. The Technology Services department participates in the annual planning and program review (PPR) that includes a resource allocation process for unit-level objectives that are prioritized at a College-wide level. The list of priorities guides the College's allocation of technological resources. The Technology Services department has stated, and has begun to act on, goals related to the hiring of additional technology services staff. The annual planning and program review (PPR) also allows for all other units to develop their own specific goals related to technology and, based on the PPR process, such requests may be funded by the College. All technology requests that are provided through the PPR process are detailed on the PPR Committee's webpage. (III.C.2)

In terms of technology updates, the College stresses the alignment of the Technology Plan and the Comprehensive Master Plan. Currently, only three instructional spaces are without installed smart technology. Classrooms also have Wi-Fi and Bluetooth capabilities to assure appropriate and adequate student learning. To maintain and expand the College's technology, Technology Services receives approximately \$400,000 per year to replace outdated computers on a five-year rotation. It uses an asset list by location to ensure equipment is inventoried, tracked, and replaced regularly. Technology Services also works with a number of campus entities (Technology Planning Committee, Educational Technology Committee, District Technology and Educational Services, and the District Applications Workgroup) to ensure that College technology needs are adequate. (III.C.2)

The Technology Planning Committee has developed multi-year educational technology plans that align with the College's Comprehensive Master Plan and the SBCCD Strategic Plan and that include a number of College/District benchmarks. In terms of educational technology, the College's Educational Technology Committee has oversight of in-person and DE class technology. Additionally, it developed a 2016-2020 Distance Education Plan that addresses the

College's goals and needs in Distance Education. It also includes benchmarks and stipulations in terms of College support for the Canvas LMS, faculty training, and support for online students. Crafton Hills College has approved a Technology Plan and it also operates using an Operations Manual that includes the identification of minimum technology standards for classrooms and other learning environments. (III.C.2)

Crafton Hills College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The College Technology Services department is responsible for assisting employees in the setup, maintaining, and repairing of College equipment and technology. It is also has oversight for ensuring the College's compliance with State and federal disabilities and privacy laws and for assisting employee users with questions about equipment and technology use. The College offers courses through its dual-enrollment partnerships at high schools. In such cases, classroom technology is under the purview of those associated school Districts. The College, through the SBCCD Strategic Plan, has identified an emergency plan that addresses the reliability of District and College technology resources. The District and College test backup Web services to assure continual operations of all technology services. (III.C.3)

Crafton Hills College provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The District and College share responsibility in terms of meeting technological instruction needs. The Technology Planning Committee develops and oversees a comprehensive technology plan for the College, identifies and troubleshoots technology issues at a strategic level, and evaluates technology opportunities at the College. (III.C.4)

CHC's Professional Development Committee provides opportunities for staff training in areas that include technology. The College's Educational Technology Committee offers opportunities for faculty to develop DE teaching skills. Crafton Hills College also offers technology training in areas that enhance College operations; for example, eLumen, Starfish, and WebAdvisor. The College relies on surveys to determine if faculty, staff, and students are satisfied with current technology on campus. SBCC and Crafton Hills College have increased the marketing of technology to staff to provide for better understanding of the possible uses and applications of technology in offices and learning settings. (III.C.4)

San Bernardino Community College District and Crafton Hills College have policies and procedures that guide the appropriate use of technology in the teaching and learning processes. BP and AP 3720 detail employees' responsibilities when using District technology, such as computers, while BP and AP 3920 focus on the proper use of employee email. The College's Technology and Educational Services (TESS) department has primary oversight of key areas of technology including printing, distance education technology, and District computing services. It also provides support for classroom technology implementation. The District maintains a District Technology Strategic Plan and provides an Operations Manual that details minimum standards of technology for classroom and learning environments. (III.C.5)

Conclusions:

The College meets the standard.

III.D. Financial ResourcesGeneral Observations:

As of the two Colleges in multi-District, Crafton Hills College (CHC) is supported by San Bernardino Community College District (SBCCD) to ensure Crafton Hills College has sufficient resources to sustain its instructional and student support services. San Bernardino Community College District has sufficient general fund reserves to support Crafton Hills College until the College can increase enrollment and obtain additional resources through growth, projected in the fiscal year 2023/2024. San Bernardino Community College District is in the process of revising the resource allocation model utilizing the new Student Center Funding Formula to allow for more resources to be allocated to a small College. CHC continues to increase instructional course offerings and respond to student demands. With the added resources Crafton Hills College has sufficient capacity to support and sustain its instructional and student programs and does continue to improve upon them. Financial and institutional planning are integrated from the department-level to the District-level through the annual program review process and the resource allocation process.

Findings and Evidence:

The team concluded that with the additional resources provided by San Bernardino Community College District reserves, as provided by the evidence such as the SBCCD budget for 2019/2020 and the projected multiyear budget forecast, ensure that the financial resources are sufficient to support and sustain student learning programs and services, and improve institutional effectiveness. (III.D.1)

The team reviewed the 2019-2020 Planning & Program Review Handbook, the prioritized directives for the 2020-2021 General Fund Budget, looked at the various committee's websites and minutes as provide by Crafton Hills College and concluded that the institution has policies and procedures to ensure sound financial practices and fiscal stability. The financial information is clearly disseminated throughout the institution. Through the program planning the team concluded that the institution's mission and goals are the foundation for financial planning, and it is integrated and supports institutional planning. (III.D.2)

The team reviewed the applicable board policies, the flow chart on the budget development process including instructions, and Council minutes. The team verified through interviews and evidence that the institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the planning and budget development. (III.D.3)

The team received and reviewed an updated draft of the Resource Allocation Model. San Bernardino Community College District is continually reassessing the funds being allocated to Crafton Hills College. The team also reviewed the Resource Allocation Model for

2019/2020 and the proposed allotment of the Federal Communications Commission proceeds. The team concluded that the institutional planning reflects a realistic assessment of financial resource availability and exceptional development of additional financial resources. (III.D.4)

The team reviewed the annual financial report for fiscal year 2018/2019 and noticed findings from the external auditors. The team was advised that San Bernardino Community College implemented a new enterprise software when going for fiscal independence and that the District had some implementation challenges in the first year. 2019/2020 was their first year of being fiscally independent and the second year on the new enterprise system. Through discussion with the various College administrators, the District was able to overcome the obstacles and have instituted new processes and procedures to ensure financial integrity and improve on internal control. The team found that upon discussions with Crafton Hills College and San Bernardino Community College District, and additional evidence provided, that the CHC has appropriate control mechanisms to ensure financial integrity. The College in conjunction with the District regularly evaluates its financial management practices and uses the results to improve internal control systems. (III.D.5).

Upon review of the self-evaluation and evidence of financial documents, including the budget, resource allocation model and multi-year budget forecast, the team concluded that the financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. (III.D.6)

San Bernardino Community College District's financial statements had several audit findings. The financial statements clearly indicate the College's responses which addresses the issues involved. In discussion with the College, all findings from the external audit are communicated with the appropriate constituency groups, and they do not have any repeat findings. The team concluded that the institutional responses to the external audit findings are comprehensive, timely and communicated appropriately. (III.D.7)

The team reviewed San Bernardino Community College annual financial statements and held discussions with the various campus administrators for SBCCD, who fully explained how some of the internal controls are evaluated and assessed. For instance, the implementation of the new Questica budget program ensures cost center managers do not spend more than the allotted budget, that there are several layers of approvals and position control for monitoring positions. The College also explained that they had to demonstrate adequate internal procedures in order for the County to allow them to go fiscally accountable. Further, CHC had to run parallel systems for a year to demonstrate accuracy and integrity. The team concluded based upon details shared during the interview that the College in conjunction with San Bernardino Community College District not only evaluates and assesses internal controls for validity and effectiveness, but also the results are used for improvement. (III.D.8)

Crafton Hills College in conjunction with San Bernardino Community College District keep a general fund reserve above the required minimum of 5%. Board policy requires reserves to be between 10-15%. SBCCD also regularly monitors cash flow. Based upon the interviews and evidence, the team confirmed that CHC has sufficient cash flow and reserves to maintain

stability, to support strategies for appropriate risk management and to implement contingency plans that meet financial emergencies and unforeseen occurrences. (III.D.9)

District and College finances are managed by District Fiscal Services with collaboration and support of College Administrative Services. College revenues and expenses are managed through an enterprise system that enables the College to ensure that the funds are used appropriately. Based upon review of the evidence and interviews with the College, the team found the institution practices effective along with appropriate oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. (III.D.10)

San Bernardino Community College District in conjunction with Crafton Hills College sets aside and invests in funds dedicated for the payments of long-term debt and liabilities. They also include in their planning and budgeting payments for short term obligations. CHC in conjunction with SBCCD clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. (III.D.11)

San Bernardino Community College District has set up an irrevocable trust to fund Other Post-Employment Benefits (OPEB) that is currently funded at 91%. They also had an actuarial study performed utilizing appropriate accounting standards, for GASB 74 and 75, which was included in the audited financial statements. SBCCD in conjunction with Crafton Hills College assesses and allocates funds for repayment of short term and long-term debt. (III.D.12) (III.D.13).

San Bernardino Community College District in conjunction with Crafton Hills College ensures all funds are used with integrity in a manner consistent with the intended purpose of the funding source. Board Policy and administrative procedures have been adopted to ensure effective oversight. External audits for the foundation and the bond funds are performed annually. (III.D.14)

Crafton Hills College has not issued student loans since 2011. In 2019, the District made the decision to resume being part of the loan program effective fall 2020. Thus, there is no current data for student loan default rates available. After meeting with Crafton Hills officials, the team concluded that there are appropriate procedures in place to ensure the institution monitors and will manage student default rates in compliance with Federal requirements. (III.D.15).

Crafton Hills College in conjunction with San Bernardino Community College District processes contractual agreements. Through board policy, administrative procedures, and board approval, the College's contractual agreements are consistent with their missions and goals. The board and administrative policies as well as the narrative demonstrate appropriate oversight at the District and College level to maintain the integrity and quality of its programs. (III.D.16)

Conclusions:

The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Crafton Hills College relies on their committee structure to support governance and decision-making at the College. Committee roles and functions that facilitate governance are described in the College Organizational Handbook. Committees at Crafton Hills College are organized in four broad categories with the Crafton Council the central point of governance College-wide with all Senates (Classified Staff, Student, Faculty) represented, union representation, and administrative leadership. Crafton Hills College is pro-actively creating a repository of committee self-evaluations that is easy to access and provides data across years for transparency.

The collegial consultation roles described in the College Organizational Handbook and Board Policy 2510 encourage participation from faculty, students, and staff in student-centered decision-making. Faculty fulfill significant roles in areas of curriculum and College programs. Students are engaged to participate. The College President facilitates College-wide activities to invite diverse voices to speak to improving practices, programs and services.

Findings and Evidence:

The team reviewed BP and AP 2510 (Collegial Consultation) and the Crafton Hills College Organizational Handbook explaining the roles all constituencies fulfill in decision-making processes. Further, the College webpages provide information about how members of different constituencies participate in decision-making, inform employees on issues discussed and action taken at committee meetings. College committee records are published and available. (IV.A.1)

The Employee Campus Climate Survey provides evidence that the College evaluates their governance and other processes. The College has a robust structure that allows faculty, staff, students, and managers an opportunity to participate. The Crafton Council and its supporting committee structure strengthen effective planning and are engaged in relevant discussions. (IV.A.1)

The District's BP and AP 2510 and the College's Organizational Handbook provide the foundation for roles and responsibilities in decision making processes through their committee structure. The District Assembly is the primary District-wide body to ensure constituent group participation in the decision-making process, on which the Crafton Hills College President sits. Assembly members advise and make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the San Bernardino Community College District. (IV.A.2)

Crafton Council Committees have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council. The Council Committees include students, and student voices are represented through Student Senate appointments. Evidence of student input was found in Student Senate Agendas where topics such as approving a first reading of the 2019-2020 Student Equity Plan, discussions of a bond measure, and other matters were discussed. (IV.A.2)

The Crafton Hills College Organizational Handbook define the roles for each constituent group in governance. The Crafton Council oversees the participatory governance process as described in the Organizational Handbook. This body represents all campus constituencies and includes the College President, Academic Senate President and Vice President, Classified Senate President, a CSEA representative, Associated Students President, VP of Student Services, VP of Instruction, and VP of Administrative Services. Crafton Hills College references Title 5 to define the role of faculty as they relate to academic and professional matters and describes opportunity for collegial consultation for faculty regarding day to day operations and long-range planning. The Planning and Program Review Handbook and the Integrated Planning and Program Review Process for Prioritizing Objectives describes the process by which all units on campus participate in institutional planning and the prioritization of resources. All groups have a clearly defined and broad ability to participate in decision-making at Crafton Hills College. (IV.A. 3)

The District's BP and AP 4020 (Program, Curriculum, and Course Development) state the faculty, through its academic senate, are involved in all program and curriculum processes. The BP and AP on Collegial Consultation (2510) states "...issues related to academic and professional matters the Board will rely primarily on the Academic Senate." (IV.A.4)

The Curriculum Committee is authorized by the Academic Senate to make recommendations to the Board of Trustees about the curriculum of the College, including approval of new courses and programs, deletion of existing courses and programs, proposed changes, review of course outlines, review of degree and certificate requirements, changes in degree and certificate requirements, and approval of prerequisites and co-requisites. Crafton Hills College Curriculum Handbook outlines the processes for carrying out functions related to curriculum and programs. (IV.A.4)

In addition to the Academic Senate's Curriculum Committee, evidence exists through function descriptions that other Academic Senate committees address issues on curriculum and student learning programs and services on campus. These include the Educational Policies Committee, the Honors Committee, and the Educational Technology Committee. Crafton Hills College faculty and academic administrators fulfill their roles in making recommendations about curriculum and student learning programs and services. (IV.A.4)

The College's shared governance process and structure affords broad-based participation in the governance process by all campus constituencies to ensure collegial decision-making processes. For example, interviews confirmed broad scale participation during writing of the ISER through committees and departments. (IV.A.5)

The Campus Climate Survey documents improvement in attitudes towards governance and collaboration. The College incorporates its decision-making structures into the development of College plans and planning, efforts which align with the Educational Master Plan, and the result of these efforts resulting in institutional improvement. (IV.A.5)

The College ensures the appropriate consideration of relevant perspectives, with recent increased professional development and College-wide activities to encourage more diverse voices and participation to maximize an inclusive campus environment and inform student-centered decision-making. (IV.A.5)

BP/AP 2510 identifies the District's intention to communicate its processes for decision-making and the outcomes of those processes. Decisions and explanations from committee discussions are communicated to the campus community by reports from collegial consultation committee members representing constituencies, committee meeting minutes posted on the College website under that committee, and -- for planning and program review actions -- through an annual letter from the College President. (IV.A.6)

The College regularly evaluates its governance and decision-making structures. The College annually administers a Campus Climate Survey with results of the survey shared College-wide in a report, Educational Master Plan metrics are published in a dashboard. Further evidence included broad communications, active webpages with committee updates, and presentations at committee meetings. (IV.A.7)

The team found that like with most aspects of governance at Crafton Hills College, the policies, procedures, and descriptions of intended outcomes are in place. In the College's own documents, participatory governance characteristics are defined by inclusiveness, rigorous dialogue, and collaborative decision-making. (IV.A.7)

The College lists their committee types with the central College Council overseeing functional, constituent, and ad hoc committees. The College Handbook and Board Policy 2510 describe participative roles for faculty, students, and staff in decision-making. The College demonstrates strong commitment and focus on participation and inclusiveness through decision-making roles and processes. (IV.A.7)

Through committee surveys and institutional climate surveys, the College is able to gather data for assessment on the effectiveness of their committees in reaching their goals as well as perceptions campus wide on efforts. The team confirmed in interviews that these survey results are utilized to make improvements on campus. (IV.A.7)

Conclusions:

The College meets the standards

IV.B Chief Executive Officer

The President of the College is the chief executive officer and has the full charge and control of the administration and business affairs of the College. The president is charged with the implementation of board policies of the Board of Trustees. District Board Policies and Administrative Procedures articulate the responsibilities of College President in most, if not all, areas that define the position of institutional chief executive officer.

The Board and chancellor delegate authority and responsibility for Crafton Hills College to the College president. The president has ensured an administrative structure to allow for effective leadership, management, and operations. The president engages in a system of structured meetings with administration, constituent groups, and participatory governance groups to allow for open discussion and broad participation in institutional planning and evaluation including emphasis on institutional effectiveness, budget, and accreditation.

The president delegate's operational decision-making to the vice presidents, deans, or other administrators over their respective areas as documented in the organizational chart. The organizational structure of the College is clearly delineated in the Crafton Hills College Organizational Handbook, which is updated annually with input from participatory governance committees and the academic, classified, and student senates. The president demonstrates a strong role in leadership, planning, budgeting, and selecting personnel, and institutional effectiveness.

There is evidence that the CEO guides institutional improvement and sets Institutional Set Standards (ISS) and follows the Comprehensive Master Plan and Program Review process to link resource allocation with program and strategic planning.

Under the direction of the President, the Office of Institutional Effectiveness, Research and Planning (OIERP) regularly examines research on student learning and provides this information with the campus community. Accreditation is prominent at Crafton Hills College and is supported by the CEO. In addition, the CEO is active in campus and District committees as well as community organizations.

During his first year, the president actively contributed to service organizations, professional groups, K-12 Districts, governance organizations, and provided leadership for the CHC Foundation.

Findings and Evidence:

Board Policy and Administrative Procedures support the reporting structure of the president to the District. Direct leadership occurs predominantly within the Chancellor's Cabinet, through multiple participatory governance committees, institutional planning documentation and process. (IV.B.1)

The president demonstrates responsibility in budgeting, planning, selecting personnel, and assessment of institutional effectiveness. The president uses CHC's Comprehensive Master Plan,

which combines the Educational and Facilities Master Plans, as a guide for decision-making. Administrative Procedure 7120 indicates the hiring process and roles for regular contract faculty and administrators. (IV.B.1)

The president leverages the participatory governance structure of the College to inform decisions related to planning and resource allocation. All participatory governance committees report to the Crafton Council, which is chaired by the College President. Annually, the Crafton Council evaluates all of its participatory governance committees through a committee evaluation process. (IV.B.1)

The administrative structure is appropriately staffed and organized relative to the purpose, size and complexity of the institution. The president delegates authority to administrators and others as appropriate to meet the institution and student needs across the service area. Directly reporting to the College President are the vice presidents in each of three areas: administrative services, instruction, and student services. The Dean of Institutional Effectiveness, Research, and Planning and the Director of Institutional Advancement also report directly to the President. (IV.B.2)

The president of Crafton Hills College leads the College in an open and collegial process in establishing values, goals, and priorities. To carry out these responsibilities, the president delegates authority to administrators and others consistent with their contractual responsibilities to meet the needs for an organization of this size, complexity and to fulfill its mission. The College uses the Comprehensive Master Plan and Program Review to benchmark and provide reflection points related to institutional effectiveness and performance indicators. The College has a cadre of standing governance committees to determine College goals and College performance of key performance indicators (IV.B.2)

The president guides institutional improvement of the teaching and learning environment through established Board Policy 3250, Administrative Procedure 3250, Administrative Procedure 2510, and the College's Organizational Handbook. The Organizational Handbook describes the College's governance committees and reporting structure. (IV.B.3)

To ensure that the College can rely on high quality data and analysis, Crafton Hills College has established an Office of Institutional Effectiveness, Research, and Planning (OIERP). The dean of which reports directly to the College president. Research findings and data are shared with the Crafton Council, committees which report to the Council, and other campus groups to assist data-informed decision making and practices. Planning is conducted in accordance with the Comprehensive Master Plan and carried out via the Program Planning and Review (PPR) processes. (IV.B.3)

Accreditation is an openly discussed theme on campus and at committee meetings. Board Policy 3200 identifies those responsible for ensuring the District complies with ACCJC standard and requirements. The College president is identified in Administrative Procedure 3200 as responsible for appointing the College accreditation liaison officer. Though the leadership of the College president and accreditation liaison officer the College has an established participatory governance committee: Institutional Effectiveness, Accreditation, and Outcomes Committee

(IEAOC). This committee documented the College committees with corresponding charges to the different sub-standards, eligibility requirements, and ACCJC policies. College constituents are represented on all accreditation workgroups, including students. In addition to the President's leadership role, it was evident that the appropriate delegation of responsibilities is assigned to the Accreditation Liaison Officer and that participation in the accreditation process is appropriately shared across constituencies. (IV.B.4)

The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes and other regulations, as well as, for budget oversight and management. The president delegates appropriate authority for day to day budget management to the Vice President of Administrative Services. (IV.B.5)

The president serves on committees and groups to communicate statutes and implement institutional practices consistent with the mission, vision, values, policies, and alignment to the College Comprehensive Master Plan. The president represents the College on the District Budget Committee, where he advocates for District funding to fulfill CHC's Mission. (IV.B.5)

The president works and communicates effectively with the communities served by the College and encourages campus-wide dialogue on issues of institutional importance. There is communication between the president and various groups, e.g., College committees, governing bodies, the Board of Trustees, and the public, via oral and written reports, memos, meeting minutes, messages in campus publications, and the College website. The president attends local and regional boards and associations including chambers of commerce, local service organizations, and K-12 school District board meetings. (IV.B.6)

Conclusions:

The College meets Standard IVB.

IV.C. Governing Board

General Observations:

The San Bernardino Community College District (SBCCD) Board of Trustees is comprised of seven elected members, and two non-voting student members, who are responsible for the oversight of two Colleges including San Bernardino Valley College and Crafton Hills College.

The Board of Trustees acts appropriately and according to its established policies and procedures. The Board holds two strategic retreats each year to provide time to conduct a self-evaluation, set District priorities, evaluate the chancellor, and receive topical presentations and trainings.

The Board establishes policies that are consistent with the College's mission. The Board reviews Crafton Hills College's educational programs as part of its authority given through Board policy. The chancellor of the District executes policies and procedures and provides oversight to the

needs of the operations of Crafton Hills College through the College president who reports directly to the District chancellor.

Findings and Evidence:

The District's locally elected Board has the authority over and has adopted the necessary policies to assure the proper operation and the financial stability of the District. Board Policy 2200, 2410 and 2510 delineate the legal authority of the Board for policy development, provide for constituent group participation in development and approval of board policies, and establish a regular review of board policies, respectively. The Board reviews the District mission, vision, values, goals, and key performance indicators indicating their commitment to student learning programs and services. (IV.C.1)

Evidence gathered demonstrated that Board members engage in robust discussion and work to uphold their call to be a collective Board. Board members act in support of final decisions as confirmed from interviews with two Trustees. To strengthen their commitment to BP 2715, the Board has worked closely with the chancellor and a consultant to clarify their roles and responsibilities, which includes working more effectively as a cohesive body. The Board is active in orienting new Board members, adopting an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and College mission, and supporting further professional development for Board members. (IV.C.2)

There are clearly defined policies for selecting and evaluating the chancellor and presidents of the SBCCD. The team found the Board follows its policies to select and evaluate the Chancellor and College Presidents. The Board makes the final selection for the chancellor position. The Chancellor is evaluated at least annually by the Board of Trustees. The Board of Trustees approves the selection of College Presidents as outlined in BP 7250 and AP 7250 "Educational Administrators". College president are evaluated in the first year of their contract and thereafter every three years. Interviews with trustees validated an inclusive approach has been utilized for the recruitment of a new chancellor. Due to the COVID-19 pandemic the search has been extended until August 2021. (IV.C.3)

The SBCCD Board of Trustees is comprised of seven trustees elected by the constituents of seven designated areas. There are two student trustees, who are non-voting members, elected by the student body at each College. The Board upholds there are no conflicts of interest in service to the public interest of the District. A number of board policies and procedures provide the foundation to ensure that Board responsibilities are met. BP 2345, "Public Participation at Board Meetings" demonstrates the Board's commitment to providing the public opportunity for comment and input. (IV.C.4)

The San Bernardino Community College District Board of Trustees (BOT) has adopted policies consistent with the respective missions of the state Community College system, the District, and the District's two Colleges. The Board is responsible for the fiscal health and stability of the District and recognizes the established resource allocation process of the District. Board policies and Board meeting minutes demonstrate the Board exercises ultimate responsibility for resource distribution based on the recommendations of the Chancellor to whom the planning is delegated.

Each year the Board reviews the annual District financial audit. A review of reports from various ad hoc committees, and special programs, such as the high school partnership programs, Board meeting minutes, and interviews confirmed the Board's demonstration of its fiduciary responsibilities. There is a standing budget subcommittee of the Board that meets monthly to review fiscal data and plans. This subcommittee reviews the following on a regular basis: FTES reports, multi-year budget projections, fiscal audits, and District budget documents. (IV.C.5)

Board bylaws and policies regarding the Board's specifications are published on the District website with attention paid to public ease of access. The District has in place board policies specifying the size and structure of the Board and outline the Board's duties and responsibilities. Operating procedures such as the election of Board Officers, the Board's regular meetings, and Board evaluations are also codified via board policies and administrative procedures. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws which includes setting District policy and exercising oversight over educational programs and quality, budgetary, and legal matters. The Board engages in a process for adopting or revising policies and procedures as defined in AP 2410 "Board Policies and Procedures". The District follows their process of review in accordance with their published ten-year timeline. The team suggests that the District refine its schedule of policy review to include more frequent review of all board policies. (IV.C.7)

Policies and procedures are revised as necessary for currency with regulations, laws, and/or accreditation requirements. Proposed changes to the BPs and APs are sent to the District Assembly (DA) for review and comment. The District Assembly, which includes representation from all District constituencies, provides recommendations to the Chancellor. The Chancellor determines the recommendations which go forward to the Board of Trustees. (IV.C.7)

The Board engages in the review of key indicators for student learning and achievement and institutional plans. On an annual basis the Board receives presentations on the Student Success Scorecard and the California Community College Chancellor's Office Vision for Success indicators. The Board is presented with a review of scorecard data, the Colleges' Student Equity/Integrated Plan, strategic plans, and the Colleges' Comprehensive Master Plans. The District strategic plan defines Key Performance Indicators (KPI), and progress toward those KPIs are presented to the Board for review. Examples of plans the Board reviews include the District Support Services Strategic Plan update, the Colleges' Comprehensive Master Plans, and Student Equity Plans. (IV.C.8)

Board development includes workshops, study sessions, and attendance at conferences related to effective trusteeship and advocacy, as well as a new trustee orientation. There is a standing board subcommittee on legislative advocacy. Trustees have access to several resources on the Board webpage of manuals and handbooks developed by the Community College League of California (CCLC). The Trustees confirmed their participation in CCLC and ACCT, and new Trustees accessed new trustee trainings provided by these organizations. Several trustees are in the current cohort of the Trustee Fellows program. The District provides opportunities for board development and attendance at outside trainings and conferences. (IV.C.9)

Board Policy 2100 “Board Election” structures four-year Trustee terms with staggered elections every two years to allow for continuity of Board membership. The Board has a process for filling off cycle vacancies. (IV.C.9)

The team found evidence that the Board follows its established annual self-evaluation process as outlined in Board Policy 2745. The annual self-evaluation process has been revised to leverage an outside facilitator to assist and guide the process, supporting the required ad hoc committee in determining the method of evaluation, gathering data, and summarizing results. The ad hoc committee submits self-evaluation results annually to the chancellor. The Chancellor synthesizes the information and presents the findings to the full Board. Results are used to measure goal attainment from the prior years and to set goals for the current year. (IV.C.10)

Board Policy 2715 articulates the Board of Trustees’ code of ethics and prohibition on conflicts of interest. There are nine standards of practice in the policy to which board members must adhere. Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the District or in the College. (IV.C.11)

The Board delegates full responsibility and authority to the chancellor to implement and administer board policies. The Board holds the chancellor accountable for District operations through their job description, performance goals, and annual evaluation. The Board works with the chancellor to set annual performance goals guided by his or their job description and progress towards performance goals. The chancellor delegates authority to the College presidents to implement and administer policies and procedures at their respective Colleges. (IV.C.12)

Board Policy 3200 requires that the chancellor ensure Board members are informed about accreditation organizations, relevant reports and accreditation actions by all agencies that accredit District institutions or programs. Board members receive accreditation updates from the Chancellor at Board meetings and participate in District and external workshops on good trusteeship including their roles in accreditation. Furthermore, the Board recently participated in an ACCJC-conducted accreditation workshop specifically for the District. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The San Bernardino Community College District (SBCCD) is comprised of two Colleges, San Bernardino Valley College and Crafton Hills College. The District Chief Executive Officer (CEO), identified as the District Chancellor, reports to a seven-member Board of Trustees. The Board of Trustees selects, and the Chancellor supervises, the College CEOs (College Presidents) and a District office in which several vice chancellors and other administrative staff report to the Chancellor. The District office is an administrative operation that does not directly conduct any

educational programs. The two SBCCD Colleges are accredited separately while the District office is only evaluated through the accreditation review of each College where its operations directly impact the College.

There is a structure of District-wide committees whose functions include integrated planning and resource allocation review and recommendations.

Findings and Evidence:

The chancellor establishes clearly defined roles, authority and responsibility between the College and the District. The San Bernardino Community College District Function Map distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual Colleges, and some for which responsibility is shared in fulfilling each accreditation standard subsection. The chancellor, as District CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Cabinet. (IV.D.1)

The chancellor provides leadership in setting and communicating expectations through various channels including an annual Leadership Academy and via the Chancellor's Chat newsletter. The format of the Chancellor's Chat newsletters was expanded to include information from Chancellor's Cabinet, which includes the College presidents. (IV.D.1)

The District organizational chart identifies functions and personnel who provide District-wide services. Additionally, the District Assembly, with representation from all constituent groups, collaborates with and helps to inform the decision-making process for the Chancellor and the Board. District level functions are accessed through a four-year program review cycle, which includes an annual resource request process. Additionally, data is collected via an annual employee satisfaction survey and a District Climate Survey. (IV.D.2)

A District Resource Allocation Model (RAM) was developed and approved in 2014. The District Budget Committee is currently reviewing the RAM and developing a proposal for revisions to the model. Interviews validate that discussion and dialog concerning the RAM happen at multiple levels of the organization from the District Budget Committee to the College Budget Committee and various other District and College committees. (IV.D.3)

While both Colleges appear to have sufficient resources to support programs and improvement, and while the Colleges' budget allocation processes is widely understood, the College continues to raise the question of revising the RAM, desiring a process which looks at needed resources. Crafton Hills College has grown from a small to medium sized College without updates to the RAM process. There was mention in interviews that the RAM process may disadvantage Crafton Hills College. Crafton Hills is the smaller College in the District and the RAM is based on FTES generation. (IV.D.3)

Board Policy 2430 "Delegation of Authority" delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The chancellor then delegates authority to the College presidents. The Chancellor's Cabinet meets weekly to ensure that these responsibilities are

carried out efficiently and effectively. The Chancellor's Cabinet includes the College presidents along with selected District administrators. The Chancellor's Cabinet holds quarterly planning retreats. In addition, the Crafton Hills College President meets monthly with the Chancellor to discuss College matters. College presidents are evaluated based on an established schedule and evaluation tool. Interviews with the Chancellor and Presidents validated that evaluations are conducted according to the established schedule. (IV.D.4)

The District's Office of Research, Planning and Institutional Effectiveness (ORPIE) supports planning and action agendas specific to all aspects of operations, providing coordinated efforts across the District for evidence-based integrated planning. ORPIE, along with the Colleges, conducts and coordinates research to provide data for the Chancellor and Board. For example, ORPIE oversees the annual District Climate surveys and District program assessments, as well as posting evidence on the District website to enable analysis and planning District-wide. Furthermore, ORPIE publishes the District Fact Book, which includes key points of information about students, enrollment trends, programs and services, and outcomes. (IV.D.5)

The District and Colleges have an established communication system to ensure effective operations. Several Districtwide committees (i.e., District Assembly, District Strategic Planning Committee, District Budget Committee) address planning, finance, quality of educational programs, professional development, technology, facilities and other areas where efficient District communication and coordination helps ensure timely, accurate, and comprehensive operations. The structured memberships of these committees include representatives from the Colleges and District office and faculty, staff and students from both Colleges. In addition to the District committees the Chancellor's Cabinet meets regularly to exchange information and coordinate efforts between the District and Colleges. The Chancellor's Cabinet includes the two College presidents and senior administrators from the District office. (IV.D.6)

The District and the Colleges have a robust evaluation process in place to delineate the work of reviewing, updating and refining governance and decision-making processes. The District CEO ensures these roles and functions are effective and ensure the integrity in assisting the Colleges to meet their goals. The instrument most widely used is an employee satisfaction survey, which is administered annually by ORPIE. Based on results from the most recent survey, the District recognizes the need for improvement in areas of information sharing, evaluation, and communications and is revisiting discussions on the RAM in their District committees. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

Through the ISER evaluation process, Crafton Hills College identified activities for improvement under specific standards that align with projects outlined in the Quality Focus Essay. The QFE consists of two projects that will positively influence student learning and achievement outcomes through disaggregated assessment, design and data analysis. Both projects are to be implemented in the 2020-2021 academic year improving student learning/area outcome assessment and use of institutional, course and program level data through data coaching.

Project #1 – Assessment of Evaluation

To improve institutional effectiveness and student learning, Crafton Hills identified two key activities to improve assessment, through conversations at in-services with the Institutional Effectiveness, Outcomes, and Assessment Committee; Faculty Department Chairs Council; and the Educational Technology Committee.

Though the College meets all parts of the standard relating to learning outcomes and assessment, the College recognizes that it can strengthen its processes. Through the peer review process, the team has also concluded that the College can be more consistent with standard II.B.3 by improving SAO assessment; an area the College has noted in its ISER and QFE as needing refinement. The College identified that it needs to: 1.) have a more consistent evaluation cycle (GEOs, ILOs and the definition of the four-point rubric) and 2.) disaggregate its outcomes and assessment data. The College has incorporated components of these projects in numerous standard action plans.

The College has delineated a comprehensive action plan that incorporates activities identified under standards needing additional support. In interviews, evidence review, and general observations from the visiting team, some activities noted in the QFE action plan for Project #1 have already been enacted and have shown promise, particularly with student services programs and the development of SAOs. The team applauds the College for being proactive in ensuring institutional success and quality processes.

Project #2 – Data Coaching

The second project identified in the College's QFE, consists of implementing a data coaching program. Through an institutional assessment of staff and faculty (Climate Survey), Crafton Hills College noted that "35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based." This prompted the College to create a data coaching framework that leverages collaborative inquiry and inclusivity by involving faculty and staff, enhancing its existing culture of inquiry by increasing data literacy.

This framework is tied with providing disaggregated data to strengthen equity endeavors as well as clarifying how evidence leads to collaborative decision making. Similar to the College's first identified project in the QFE, the data coaching project is aligned with activities for

improvement under various standards. In addition, some of the activities outlined in the action plan for the Data Coaching project, have been deployed and results are being recorded as of the fall 2020 semester.

The QFE integrates the areas of improvement indicated in standard action plans, through focused approaches that improve assessment and evaluation through a professional development approach that is grounded in collaboration, inquiry and a clarity in understanding institutional decisions through data literacy.

San Bernardino Valley College Team Report

San Bernardino Valley College
701 S. Mt. Vernon Ave.
San Bernardino, CA 92410

This report represents the findings of the Peer Review Team that conducted a virtual visit to San Bernardino Valley College from October 12, 2020 to October 15, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Carole Goldsmith, Ed.D.
Team Chair

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San Bernardino Valley College Comprehensive Peer Review Visit

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Ms. Gohar Momjian
Vice President

Summary of Peer Review Team Report

INSTITUTION: San Bernardino Valley College

DATES OF VISIT: October 12-15, 2020

TEAM CHAIR: Dr. Carole Goldsmith

A nine member accreditation team conducted a virtual visit to San Bernardino Valley College (SBVC) October 12-15, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to SBVC relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on September 3, 2020 and held a pre-visit meeting with the college CEO on August 27, 2020. During this virtual pre-visit, the team chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 3, 2020.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, on October 12, team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The College kicked off the virtual visit with a college wide Zoom meeting that introduced the visiting team and highlighted recent College accomplishments. During the visit, team members met with approximately 65 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two District trustees and observed a board meeting. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1: The team commends the College for its leadership in serving the community as evidenced by intentional, responsive services that are based on student and community needs through the Valley 360 Resource Center, Generation Go!, and the Middle College High School. (IIC.3, IV.A.1, IV.B.1)

Team Recommendations

Recommendations to Improve Quality:

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (I.B.2, II.C.2)

Recommendation 2: In order to increase effectiveness, the team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

Recommendation 3: In order to increase effectiveness, the team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7, Policy on Distance Education)

Introduction

San Bernardino Valley College is one of two colleges in the SBCCD. The College was established on March 26, 1926. As the community recovered from the Great Depression, the need for expanded community college services, resulted in additional buildings and employment for over 500 community members. Over the years, the College continued to serve the community through war time, as well as changing social and economic conditions. In the early 1990's, the College began an introspective endeavor during an open forum entitled, "Whom Shall We Serve?" It is that spirit of service that is reflected in what San Bernardino Valley College is today. The College offers transfer programs, associate degrees, certificates in career and technical training, and a broad array of academic and other student support services.

In 1992, the College experienced an earthquake that damaged the library prompting a seismic study that revealed that many buildings were in close proximity to the San Jacinto fault. The College successfully sought out external funding through the Federal Emergency Management Agency (FEMA) and leveraged College and District funds to replace seven buildings.

The College has also enjoyed voter support of three major local bond measures in 2002, 2008, and most recently in 2018. These bonds were augmented with state funding as appropriate to build out the College. The new footprint includes four new buildings that opened in 2010, 2011, and 2016, including a Physical Science Building, the College's first Leadership in Energy and Environmental Design (LEED) certified building, and a state-of-the-art Athletic building. The 2016 Facilities Master Plan delineates the path forward for the newest local bond and state funds. Despite the global pandemic, the College continues to plan for future development and is currently in the midst of planning for a new CTE building and parking structure.

The COVID-19 global pandemic has significantly impacted all aspects of life, and SBVC and SBCCD were not spared. The College's efforts to build upon a strong committee and effective governance structure to become more transparent, pre-COVID, have served the students, staff, and community well during the COVID-19 crisis. In an effort to maintain the safety of students and District employees, the SBVC Emergency Task Force carried out the District decision to move most classes fully-online and support services to remote delivery. While the COVID-19 pandemic resulted in the majority of employees working from home, it did not interrupt the campus collegial consultation process, or the essential work of the campus, such as program review, curriculum review, and other campus processes.

The College is to be commended for their resiliency and widespread cooperation that resulted in 1,349 classes being migrated to an online format. The College complied with the California Community Colleges Chancellor's Office (CCCCO) and ACCJC requirements for waiving Distance Education (DE) requirements and the District entered MOUs with SBCCDTA and CSEA. The campus moved forward in good faith to provide DE training for faculty and work at home training for all employees, while department chairs and deans worked to identify classes which could be feasibly taught online. In March, the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) Declaration of State of Emergency and the Governor of California issued stay-at-home order (Executive Order N-33-20) that further affected how classes

and services might be offered. Faculty and staff began receiving training during spring break and classes were suspended for a week following spring break while faculty moved classes into a fully online format.

The essential functions of a College continued, including instruction, student support services, technology support, curriculum and program review, outcomes assessment, governance, professional development, and accreditation activities. For example, the ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended.

In May, SBVC conducted a COVID-19 Student Needs Survey. The survey gathered student's observations regarding College communication efforts, measured student perceptions around the adjustment to online learning, and offered students an opportunity to provide feedback on how SBVC could better support students in an online environment. Eighty-nine percent (89%) of the student respondents reported to be "somewhat satisfied" with the statement that SBVC communicates enough with them to fulfill their online learning needs. The results of this survey were shared with the Academic Senate and administration. There were a number of decisions that were informed by this holistic survey, including the expansion of mental health services during the crisis, as well as a maintenance of other needed services such as keeping the library and food pantry open. The library is an essential component to maintaining student equity during the COVID-19 crisis by assisting with students' needs for access to textbooks, computers, internet, and photocopying. The Campus Technology Services (CTS) offered in response to the COVID-19 crisis has been exemplary. CTS provided faculty and staff with necessary equipment to work from home, including laptops and hotspots. To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Lastly, the College is to be commended for the expansion of Valley360 Resource Center hours in which to provide fresh food options to students. As the College continues to navigate everyday activity through COVID-19 it has maintained a commitment to communication, collegiality, student success, student equity, planning and governance, and institutional growth and development as evidenced throughout the ISER and the team's findings from the site visit.

Eligibility Requirements

1. Authority

The peer review team confirmed that SBVC is authorized to operate as a public, post-secondary degree-granting institution. It operates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD). SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE). The College meets ER 1.

2. Operational Status

The peer review team confirmed that SBVC is operational and provides instruction and educational services to approximately 14,230 students. Approximately 80% of enrolled students are pursuing a degree and 20% are pursuing a certificate. The College meets ER2.

3. Degrees

The College offers 66 Associate Degrees and 88 Certificates. A substantial portion of the College's educational offerings are in programs that lead to degrees, and students are actively pursuing degree paths. More than one of the College's degrees are two academic years in length. The College meets ER3.

4. Chief Executive Officer

The CEO was appointed in 2015 and reports directly to the Chancellor. The peer review team verified that the CEO possesses the necessary qualifications for the position, is employed full time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations. Neither the Chancellor nor the CEO serve as the chair of the governing board. The College immediately notifies the accrediting commission when the CEO changes. The College meets ER4.

5. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. The financial audit is made available to interested parties, and the team verified that SBVC meets Title IV regulations. The College meets ER5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation

Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

| | |
|---|---|
| X | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. |
| X | The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment. |
| X | The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

| | |
|--------------------------|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team made appropriate effort to solicit third party comment via the College website. The College meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

| | |
|---|--|
| X | The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set |

| | |
|---|---|
| | Standards) |
| X | The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| X | The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4) |

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

| | |
|--------------------------|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team confirmed that SBVC has established elements of student achievement primarily through their Institutional Set Standards (ISSs), a representative sample being course success, unit accumulation for degree completers, degree and certificate completion, transfers, licensure pass rates for their career technical education programs, and job placement. The College has a process to set goals, review them annually, and respond when performance is not at the expected level.

Credits, Program Length, and Tuition

Evaluation Items:

| | |
|---|---|
| X | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| X | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| X | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| X | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Institutional</i> |

| |
|-----------------------------|
| <i>Degrees and Credits.</i> |
|-----------------------------|

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

| | |
|--------------------------|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team concluded that credit hour assignments and degree program lengths were appropriate and within the range of good practice in higher education. The assignment of credit hours and program length is verified by the College. The College's tuition is consistent across all degree programs. The college follows the Department of Education's conversion formula for clock hours and the College is compliant with the Commission *Policy on Institutional Degrees and Credits*.

Transfer Policies

Evaluation Items:

| | |
|---|---|
| X | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10) |
| X | The institution complies with the Commission <i>Policy on Transfer of Credit</i> . |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

| | |
|--------------------------|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team reviewed the transfer policies and the information is disclosed to students and the public via the official College catalog and on the College website. The College policies contain information about the criteria the institution uses to accept credits for transfer and the College complies with the Commission *Policy on Transfer of Credit*.

Distance Education and Correspondence Education

Evaluation Items:

| | |
|--------------------------------------|--|
| For Distance Education: | |
| X | The institution demonstrates regular and substantive interaction between students and the instructor. |
| X | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
| X | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| For Correspondence Education: | |
| <input type="checkbox"/> | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1) |
| <input type="checkbox"/> | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |

| | |
|-----------------|---|
| Overall: | |
| X | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> . |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

| | |
|--------------------------|--|
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements. |
| <input type="checkbox"/> | The college does not offer Distance Education or Correspondence Education. |

Narrative: The College has a Regular Effective Contact policy and offers training for faculty teaching online. The visiting team reviewed Canvas course shells and found that the majority of online courses demonstrated examples of regular and substantive interaction between students and the instructor. Follow-up is recommended to ensure that all distance education courses demonstrate regular and substantive interaction as defined by the College.

The faculty are engaged in ensuring that the content and methods of instruction meet accepted academic and professional standards. The team found the College engages in systematic and thorough program review, including the assessment of outcomes, and uses the analyses to maintain program currency, improve student learning, and improve program quality. The team reviewed several sample distance education courses and found the level of regular and substantive interaction between instructor and students varied widely among the courses and many instructors did not appear to utilize the recommended strategies described in the SBVC Standards for Distance Education. (II.A.2)

Student Complaints

Evaluation Items:

| | |
|---|--|
| X | The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. |
| X | The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. |
| X | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. |
| X | The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1) |
| X | The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> . |

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team reviewed student complaint policies and procedures, the files from the previous seven years. The team found the College addresses complaints in a timely manner and follows the Commission's policy on student and public complaints against the institution. The College also publishes the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with those entities on the College website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

| | |
|---|--|
| X | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| X | The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> . |
| X | The institution provides required information concerning its accredited status. (Standard I.C.12) |

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative: The team reviewed the numerous documents and websites and found that the College provides accurate, timely, and appropriately detailed information to students and the public. The College complies with the Commission's Policy on Institutional Advertising, Student Recruitment, and Policy on Presentation of Accredited Status. The College provides the required information concerning its accredited status in print documents and electronic documents and webpages.

Title IV Compliance

Evaluation Items:

| | |
|---|--|
| X | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15) |
| X | If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| X | If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| x | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |
| x | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> . |

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

| | |
|--------------------------|--|
| X | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
| <input type="checkbox"/> | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements. |

Narrative:

The team conducted interviews with College and District personnel and reviewed multiple contracts as well as the annual independent audits from the last three years to discern compliance with Title IV. Any Title IV audit findings have been expeditiously resolved by the College. The College has reestablished its student loan program in Fall 2020, after eliminating the program in, or around 2010. The team concluded the College is in compliance with the Commission *Policy on Title IV Compliance*.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

San Bernardino Valley College demonstrates a commitment to its mission that is focused on student learning and achievement. The mission guides institutional decision-making, planning, and resource allocation, and informs planning documents, particularly the Educational Master Plan, which includes unit level planning, and the College's Strategic Goals and Objectives. The College uses data to evaluate the efficacy of its mission and how well it is meeting students' educational needs. SBVC periodically reviews and updates the mission as needed.

Findings and Evidence:

SBVC's mission addresses all Standard criteria. Specifically, the College identifies its broad educational purpose as "preparing students for transfer to four-year universities and to enter the workforce by earning applied degrees and certificates." More broadly, SBVC aims to "foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond." The College identifies its intended student population as "a diverse community of learners," its types of degrees and credentials as "applied degrees and certificates," and its commitment to student learning and achievement by providing a "high-quality education, innovative instruction and services" through "maintaining a culture of continuous improvement." The mission is supplemented by SBVC's vision and values. (I.A.1)

SBVC draws from a range of institutional data, including success, persistence, graduation, transfer, licensure pass rates, environmental scans, and regional labor market assessments, to determine how effective they are in meeting their mission. Education Master Plan (EMP) Program Efficacy Reports completed by both instructional and student service units every four years ensure alignment to the mission and by extension the SBVC Strategic Goals and Objectives. Program Efficacy Reports that the team reviewed show that units draw from data to evaluate their effectiveness in meeting the mission and strategize how to better serve students. At the College level, minutes show that the Institutional Set Standards are reviewed annually, in conjunction with the ACCJC Annual Report, by the Accreditation and Outcomes Committee, College Council, and Academic Senate. (I.A.2)

SBVC's Planning Decision Model shows how programs and services are aligned with its mission. By embedding the mission, goals, and initiatives in its planning model, planning documents, and program review process, the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The Education Master Plan (EMP), which includes unit level instructional and student service program reviews, ensures the mission is upheld and aims to address students' needs on an ongoing basis. Needs assessments tied to program planning are used by the Program Review Committee to prioritize growth positions for faculty and classified professionals,

equipment, and budget needs. The Program Review Committee forwards technology and facilities requests to those respective committees for prioritization. Program Review Committee recommendations inform the College Council's expending of funds for one-time expenses. (I.A.3)

The team confirmed through viewing the website, the EMP, the College Catalog, and various campus publications that SBVC widely publishes its mission that was approved by the Board of Trustees in 2016. Minutes from the Accreditation Oversight Committee, College Council and Professional Development Committees show ways in which the mission is periodically reviewed by different constituents. The Accreditation Oversight Committee is working to formalize the process, which is evident in the draft plan to regularly review the Standards. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Based on evidence presented in the ISER, additional documents reviewed during the site visit, and interviews, SBVC has multiple means to engage in dialog about student outcomes, student equity, academic quality, and institutional effectiveness. Data is central to evaluating programs, initiatives, and College plans, which in turn align with the Strategic Goals and Objectives. SBVC demonstrates a sustained and recursive process to improve the quality of its educational programs and services.

Findings and Evidence:

SBVC demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. In addition to campus-wide convenings, committee minutes demonstrate dialogue is foundational to developing major planning documents such as the Strategic Goals and Objectives and SSSP/ Student Equity/ BSI Plans. At the unit level, a sampling of EMP Full Efficacy reviews (every four years) and Sheets (annually) provide thoughtful reflections about program effectiveness through analysis of data, progress on unit goals, and anticipated challenges and opportunities; all are efforts to continuously strengthen instructional programs and student services. (I.B.1)

One area of focus that is beginning to systematically permeate the campus are the College's anti-racism and anti-hate efforts. Stemming from the Academic Senate's leadership, the Program Review Committee is drafting equity and anti-racism goals, and the Curriculum Committee has added a review of curriculum through a culturally responsive/ equity lens. Also a new campus-wide Presidential Committee on Race, Equity, and Anti-Racism has established seven areas where workgroups will work to improve equity and anti-racism. (I.B.1)

SBVC defines and assesses student learning outcomes for all instructional programs and student and learning support services, which was evident in a sample of program reviews. In 2018, they integrated SLOs and assessment into their curricular review and program review processes. The latter integration ensures that SLOs, PLOs, and SAOs are assessed since the SLO assessment narratives are evaluated by the Program Review Committee. Programs that do not meet the Program Efficacy rubric are placed on conditional or probationary status until the rubric is met. Faculty and staff are supported in SLO, PLO and SAOs assessment by an Outcomes Handbook, an SLO Cloud that documents assessment, and compensation for both full and part-time faculty. (I.B.2)

The College noted that staffing changes, departmental reorganizations, and the addition and deletion of programs has created gaps in SAO assessment and reporting. Interviews confirmed that they are working to remedy the situation. The team encourages the College to continue these efforts. (I.B.2)

The College has established Institutional Set Standards (ISSs) for student achievement that mirror the Student Success metrics. Minutes show that the development and establishment of institution-set standards was collegially developed and approved. They are published on the College Office of Research Planning and Institutional Effectiveness (ORPIE) website and used to measure progress on the SBVC Strategic Goals and Objectives pertaining to student achievement and completion. They are reviewed annually, in conjunction with the ACCJC Annual Report that includes job placement rates, by the Accreditation and Outcomes Committee, College Council, and Academic Senate. (I.B.3)

The SBVC Planning Handbook explains the strategic planning process and demonstrates how campus plans and processes align with and support each other. Implementation of this planning process is evident in the College Council minutes: in 2019, the College Council undertook updating the alignment of the College's six strategic initiatives and goals with campus initiatives, Vision for Success goals, the Student-Centered Funding Formula, and SBCCD Strategic Goals and KPIs. The "Strategic Goals, Objectives, Progress and Mapping Document" logic model identifies the steps to reach the goal including activities, responsible parties, timeline and status. The responsible departments or committees monitor progress of the related goals in the strategic plan, and determine the need for intervention when the College falls below the campus-set standards. In addition, plans such as the EMP program reviews analyze data to assess how units support student learning and student achievement. (I.B.4)

SBVC's program review process is central to assessing accomplishment of their mission by individual units. Program review requires that programs complete EMP Sheets annually, provide an in-depth program efficacy report every four years (every two years if CTE), and conduct an annual needs assessment. Sample program reviews show that student access and performance data, as well as SLO assessment results, are used to evaluate goals and objectives. Evidence of disaggregation by delivery mode was evident in some program reviews. (I.B.5)

SBVC utilizes a robust program review process that supports institutional effectiveness. The Program Review Committee provides in-depth, comprehensive feedback to each program using a program efficacy rubric and accompanying explanations and recommendations. They issue and

publicize each unit's status. Programs that are issued conditional or probationary status are not able to engage in the needs assessment process, rather engage in introspection to strengthen the program. A recent evaluation of the process revealed aspects of the program review process that can be improved. The team supports the College's QFE to act on these findings. (I.B.5)

The team confirmed that SBVC disaggregates and analyzes learning outcomes and achievement data for subpopulations of students at the unit and College levels. At the unit level, learning outcomes and achievement in the sample reports are more commonly disaggregated by modality, though some are disaggregated by ethnicity, gender, and age. At the College level, committee minutes and presentations show ORPIE's critical role in facilitating conversations about disproportionate impact, and forging strategies to address achievement gaps. (I.B.6)

SBVC regularly evaluates its policies and practices based on the timelines established within a plan and/or by the responsible committee. AP2410 "Board Policies & Administrative Procedures" ensure that at least ten percent of SBCCD policies and procedures are reviewed each year. Program review prompts all administrative, instructional, and student and learning support services areas to evaluate and assure their effectiveness in supporting academic quality and accomplishment of the mission. Annual Campus Climate Surveys provide insight from management, faculty, classified professionals, and students regarding the scope and quality of campus programs and services. Most recently the College evaluated its program review processes, which revealed issues within the needs assessment process, the efficacy process and forms (particularly for student service areas), and the need for support in data analysis. The Program Review Committee, with the support of the Academic Senate, is reviewing and revitalizing its program efficacy and needs assessment processes this year, as indicated in the second QFE project. (I.B.7)

The team confirmed that SBVC has processes in place to facilitate communication and create a shared understanding of the institution's strengths and weaknesses. The committee structure notes the specifics about representation, and committee representatives are expected to report out to their constituencies. The College website includes committee meeting minutes, ORPIE research findings, and program review documents, including each program's status and feedback from the Program Review Committee, and needs assessment results. PowerPoint slide presentations that combine data analysis with College initiatives such as AB705 implementation illustrate how college wide forums spark dialogue. (I.B.8)

SBVC engages in continuous, broad based, systematic evaluation and planning through integrating program review, planning, and resource allocation into a comprehensive process. Each section of the program review template aligns with the College's six strategic goals, prompting each unit to reflect on how they support goal attainment. Through program efficacy reports, departments verify that their curriculum is up to date and the catalog is accurate. They also evaluate access, student success, and outcomes to inform short-term and long-range planning. The Program Review Committee follows a department's progress on planning goals annually through EMP Sheets. Resource requests need to be supported by the latest program efficacy report, current EMP student performance data, and progress on planning goals. Needs assessment prioritizations pertaining to budget, equipment, and faculty and classified positions

are then conducted by the Program Review Committee, and technology and facilities requests are forwarded to the appropriate committees for prioritization. (I.B.9)

SBVC's Planning Handbook further articulates the process through which strategic goals are achieved and measured. The "Strategic Goals, Objectives, and Strategies with Institution Set Standards" logic-model is a tool to measure progress and signal alarm if the campus falls too low on any given measure. The committees or departments that oversee the special-area plans monitor progress of the related goals in the strategic plan and determine the need for intervention. This mapping also enables a leveraging of resources to achieve the strategic goals. (I.B.9)

SBVC's Planning Handbook also identifies which governance committees review and approve college wide plans, which enable the College to address short and long-range needs for educational programs, services, and human, physical, technology, and financial resources. (I.B.9)

Conclusions:

The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (I.B.2, II.C.2)

I.C. Institutional Integrity

General Observations:

SBVC demonstrates integrity in providing students, prospective students, staff, and the community with information about the College's instructional programs and services through the printed and online College Catalog. Policies and procedures are readily available in multiple venues including the Student Handbook and College and District websites. Policies clearly define appropriate practices and disciplinary procedures, reinforcing honesty and ethical practices. The College publishes its accredited status with ACCJC and program accreditors on the website and other publications.

Findings and Evidence:

SBVC has checks and balances in place to assure accuracy and integrity of information provided to students, prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The team confirmed through review of the College Catalog and website that information on SBVCs mission, outcomes, educational programs, student services and accreditation status is accurate. The College Catalog development process provides a clear example that processes are in place to ensure the accuracy and integrity of information. (I.C.1)

Information about the College's accreditation status and that of accredited programs is accurately noted on the website and in the College Catalog. ACCJC accreditation information is found within one click from the home page. (I.C.1)

SBVC provides a print and online College Catalog for students and prospective students with accurate and current information related to Catalog Requirements. It is updated annually to reflect changes in policy and administrative procedures, curriculum, and available student services. As indicated by the Catalog Vetting Process, e-mails, and the program efficacy section on Relevance and Currency prompt verification at all levels including the Office of Instruction, Dean's Cabinet, department chairs, and faculty and staff within a unit. The College Catalog also has an "accuracy statement" on the cover that accounts for conditions that may warrant changes to curriculum, policies, and procedures. (I.C.2)

SBVC uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students, and the community. Accessible on the ORPIE website are student learning data such as the institutional set standards, graduation rates, student success, and licensure pass rates. Also publicly accessible on the College website are the EMP sheets and program efficacy reports, which reference SLO assessment and achievement data. The District also provides a data dashboard on Key Performance Indicators on Student Success, Enrollment, and Access. (I.C.3)

The team confirmed that the interactive online and print Catalogs comprehensively describe the purpose, course requirements, and expected program learning outcomes for all degree and certificate programs. A useful table identifies each program's degree(s), whether the certificates are state or locally approved, and if each program is classified as gainful employment. In addition, the Counseling office provides separate brochures for disciplines that have different requirements from various transfer institutions. (I.C.4)

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Instructional and student service units review and update policies and procedures via program review. These units work in consultation with the marketing/public relations department and District web development staff to ensure accuracy, currency and accessibility of information. All public information and publications are distributed to the general public through the marketing/public relations department, which verifies accuracy and currency of materials on an ongoing basis, and responds to all press and media inquiries. (I.C.5)

SBVC provides current and prospective students with accurate information on the total cost of education, which includes tuition, fees, materials, and textbook costs. The team confirmed that tuition and fees are posted on the Admissions and Records website. Textbooks and other instructional materials costs are readily available from the bookstore website. Additional resources such as Gainful Employment estimates and the Net Price Calculator are posted online. (I.C.6)

SBVC abides by and publishes Board Policy 4030 on academic freedom and responsibility, which is further reinforced in the bargaining agreement. Both describe the College's policies on the free pursuit and dissemination of knowledge for all constituencies. These policies make clear the College's commitment to fostering an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (I.C.7)

The College abides by the District's BP/AP 5500 and AP5520, Standards of Student Conduct, and AP3430 and AP3435, Prohibition of Harassment, which establish clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. These policies are published in multiple venues: including, the College Catalog, website, and Online Student Handbook. (I.C.8)

The section on Academic Freedom in the SBVC Faculty Handbook, which is preceded by SBCCD Board Policy 4030 on Academic Freedom, and the online Faculty Ethics Statement all encourage faculty to distinguish between personal conviction and professionally accepted views. Faculty evaluation procedures include a feedback loop about whether data and information are presented fairly and objectively, in part by student evaluations that gauge whether the instructor is "open to other viewpoints than his own" and "teaches students in an unbiased manner." (I.C.9)

This Standard does not apply to SBVC. (I.C.10, I.C.11)

The team confirmed through materials posted on SBVC's accreditation website that the College is in compliance with all accreditation requirements set forth by the ACCJC, including disclosing the College's accredited status. The College's accreditation website includes the ISERS, midterm reports, substantive change proposals, and ACCJC's follow-up reports and action letters. When the College received compliance recommendations in 2014, they addressed the recommendations and were successfully reaffirmed. The College discloses information required by the Commission to carry out its accredited responsibilities. (I.C.12)

Memorandums of understanding with local school districts about their dual and concurrent enrollment programs exemplify that the College advocates and demonstrates honesty and integrity in its relationship with external agencies, including compliance with regulations and statutes. SBVC's ACCJC accreditation status and relevant program accreditation information are all posted on the accreditation website, the latter of which is referenced in the footer of every College web page. (I.C.13)

SBVC is a public institution and demonstrates its commitment to high-quality education and student learning over other financial objectives as evidenced by its mission and goals, which are based on student achievement, student learning, quality of support services, access, and equity. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The instructional programs offered by San Bernardino Valley College demonstrate a commitment to the stated mission of preparing students for transfer, to enter the workforce, to foster economic growth and to improve the quality of life in the Inland Empire. Courses and instructional programs are regularly assessed and improved through the College's curriculum and program review processes. Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards. Courses and programs are offered in face-to-face, hybrid, online, and dual/concurrent enrollment formats. The College is pursuing additional Associate Degrees for Transfer, including Social Justice Studies and Hospitality Management. Programs are developed through a collaborative, faculty-driven process to meet standards of quality and rigor appropriate to higher education. Awards intended to lead to employment are responsive to regional workforce demands and are evaluated with appropriate Advisory Board input and assessment of data.

The College utilizes a faculty-driven process for curriculum development and the Curriculum Committee ensures that courses and programs are compliant and meet accepted academic standards. All educational programs and support services are evaluated on a four-year cycle, resulting in a Program Review Efficacy report. This process ensures program currency, improves teaching and learning strategies, and promotes student success. Learning outcomes are identified for all courses, programs, certificates and degrees using the procedures outlined in the Outcomes Handbook. The College offers pre-collegiate level courses and uses a numbering system that identifies the courses from college level courses.

The College Catalog is comprehensive and contains all degrees, certificates, and courses. Also included are transfer policies, general education requirements, academic standards and policies, enrollment and admissions policies and processes, and student support services.

Findings and Evidence:

The College's instructional programs, regardless of location or means of delivery, are aligned with its mission and appropriate to higher education. They culminate in student attainment of identified learning outcomes that are published in the College Catalog and on course outlines, and in the achievement of degrees, certificates, employment, or transfer. (II.A.1)

The faculty are engaged in ensuring that the content and methods of instruction meet accepted academic and professional standards. The team found that the College engages in systematic and thorough program review, including the assessment of outcomes, and uses the analyses to maintain program currency, improve student learning, and improve program quality. The team reviewed several sample distance education courses and found the level of regular and

substantive interaction between instructor and students varied widely among the courses and many instructors did not appear to utilize the recommended strategies described in the SBVC Standards for Distance Education. (II.A.2)

The team found through the Outcomes Handbook, College Catalog, as well as sample course outlines of record and course syllabi, that SBVC identifies course, program, and institutional learning outcomes. Course outlines of record include student learning outcomes, which are reviewed and approved by the Curriculum Committee. The Curriculum Committee works in concert with the Accreditation and Student Learning Outcomes Committees to review SLOs on course outlines of record with a rubric. In reviewing a sampling of course syllabi, the team found that several (20 percent) did not have SLOs that matched the officially approved course outlines. The team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

The team confirmed through reviewing sample program reviews and interviews that SBVC regularly assesses course and program learning outcomes. Through mapping, course level assessment results are used to assess the program learning outcomes, quantifying the total number of students who met the SLO and the total number assessed. (II.A.3)

ILOs are assessed through student and faculty climate surveys and results are shared campus wide. In addition, mapping from course and program outcomes is underway so that course assessment results can be used for direct assessment of ILOs. (II.A.3)

The College offers pre-collegiate level curriculum. In response to AB 705, the College has implemented a co-requisite model for transfer-level English and Math courses. The pre-collegiate courses are differentiated from college-level curriculum by course number. The College offers instructional support services which includes tutoring, supplemental instruction, and computer, writing, and reading labs. The ORPIE compiles data to ensure that the co-requisite model for transfer-level English and Math model is serving students. (II.A.4)

The Curriculum Handbook outlines the process for program development and demonstrates that the College follows practices common to American higher education in that degrees must include at least 18 units in the major with an overall minimum unit requirement of 60. The credit hour is defined in the College Catalog. The team reviewed the College Catalog, Curriculum documents, BP/AP 4200 Program Curriculum and Course Development, and BP 4100 Graduation Requirements for Degrees and Certificates. The team found that degrees and programs are the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (II.A.5)

Department chairs, division deans and the vice president of instruction ensure that the schedule and sequencing of courses allow students to complete a degree within two years and a certificate within one year, with some exceptions for higher-unit programs. This allows students to complete a program or certificate within a period of time consistent with established expectations in higher education. (II.A.6)

The Curriculum Committee has set standards for the modes of instruction and interaction for courses approved for distance education and requires faculty to describe modes of interaction available for evaluation when seeking DE approval. The faculty through ongoing evaluation, student learning outcomes assessment, program review, and analysis of other data, supports equity in student success by offering a diversity of delivery methods, teaching methodologies, and support services to meet diverse and changing student needs. In a review of courses offered by distance education, the team found that some of the courses reviewed did not have regular and substantive interaction between students and instructors. The team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7)

Department-wide course and program exams are not widely used. When an exam is used, the course and program examinations and placement practices are normed and validated against state and national standards to ensure reliability and minimize test bias. The College has a Credit by Exam policy in place. The College Catalog describes processes for academic department administration for CBE's and required forms to complete. (II.A.8)

Course outline of records include student learning outcomes that have been approved by the Curriculum Committee and analysis of outcome data is required during the program review process. The Curriculum Committee ensures that units are consistent with accepted norms or equivalencies in higher education. The team reviewed the Curriculum Handbook and the College Catalog and found that the College has policies for awarding course credit which follows accepted norms or equivalencies in higher education. (II.A.9)

Transfer-of-credit policies are published in the College Catalog. The SBVC official clearing house for credit transfer is the Articulation System Stimulating Inter-Institutional Support Transfer (ASSIST). The Articulation Officer is responsible for identifying and developing articulation agreements as appropriate in support of the College mission, and regardless of modality. The College is intentional in its efforts to establish articulation agreements with regional transfer institutions and to determine appropriate courses for inclusion in general education patterns. The College articulates courses with 10 UC campuses and 17 CSU campuses. When the College accepts transfer credit from outside institutions to fulfill program or graduation requirements, the College ensures that the learning outcomes for the transfer course(s) are comparable to the learning outcomes of the course(s) at the institution. (II.A.10)

The College Catalog demonstrates that SBVC degree and certificate programs establish PLOs through the curriculum process and include competencies in communication, quantitative reasoning, information and inquiry, ethics and diversity as appropriate to the program. (II.A.11)

The College Catalog includes a General Education Philosophy that presents general education (GE) plan options for students, depending upon their career or educational goals. The Institutional Learning Outcomes and GE requirements for transfer and local degrees include the elements stated in the Standard. The team found that the faculty-driven course development process and Curriculum Handbook include information to help faculty determine alignment for potential GE courses. The Articulation Officer, who serves on the Curriculum Committee, is

involved in the review of all GE pattern course proposals, in order to ensure compliance with Title 5 and guidelines in the Program and Course Approval Handbook. (II.A.12)

The team reviewed the College Catalog and all programs include a focused study on one area of inquiry or discipline. Each certificate or associate degree program lists the program learning outcomes that will be achieved upon program completion. College programs meet the standards outlined in the Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office. In addition, the College offers over 25 Associate Degrees for Transfer (ADTs) with courses that have Course Identification Number System (C-ID) approval. (II.A.13)

The Curriculum Committee evaluates all career-technical certificates and degree programs to ensure adequate depth and breadth. CTE programs are evaluated through the biannual program review process, and advisory committees are consistently relied upon to provide information on industry standards. Student learning outcomes are assessed on a regular cycle and results are used for program improvement and program learning outcomes are indicated for each program and certificate. The Office of Research, Planning and Institution Effectiveness website contains several links for Gainful Employment and State Certification Pass Rate. With each CTE degree and certificate program, there is a link at the bottom of the page for Gainful Employment Disclosure and On-Time Completion Rate and Estimated Cost of Program. (II.A.14)

The team reviewed the Academic Senate Policy on Program Discontinuance and a set of College Council minutes when program discontinuances were discussed. The team also reviewed BP 4020 Program, Curriculum, and Course Development and AP 4021 Program Discontinuance. Through the interview process the team was able to understand the process for notification of students in discontinued programs. The steps include communicating the decision to the students, seeking partnerships with other institutions to place students so they are able to complete the particular program, offering students opportunities to pursue other programs, a teach-out of the program, and supporting the students through the transition. The team encourages the institution to document the process to communicate and support students in the transition should a program be discontinued in the future. (II.A.15)

SBVC has processes in place to regularly evaluate the effectiveness of its courses and programs. The evidence demonstrated that the Program Review Efficacy Process occurs on a four-year cycle and the process includes review of PLOs and SLOs. Specifically, programs analyze and evaluate learning outcomes, Educational Master Plan (EMP) student success, enrollment, and retention data. The College has demonstrated that it uses program review results to facilitate program improvements and to inform strategic planning at the institution. (II.A.16)

Conclusions:

The College meets the Standard.

Recommendation 2: In order to increase effectiveness, the team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

Recommendation 3: In order to increase effectiveness, the team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7, Policy on Distance Education)

II.B. Library and Learning Support Services

General Observations:

San Bernardino Valley College provides sufficient library and learning support services to students in both face-to-face and online formats. The Division of Academic Services and Learning Support houses the library and majority of learning support services, including the Student Success Center, Tutoring Center, and Supplemental Instruction. The library collection and tutorial services are appropriate to support campus curriculum while meeting the needs of the College's diverse student population. Evaluation of services provided by the Division of Academic Services and Learning Support occurs in various forms, including program review, to ensure that student needs are met. As a result, services align with the College mission and are connected to larger strategic planning and resource prioritization processes.

Findings and Evidence:

The College supports student learning and achievement by providing comprehensive library instruction and services, general and specialized tutoring, and supplemental instruction. These services are critical in supporting campus curriculum and the College's diverse community of learners. The Zero Textbook Cost Degree Program is one of the open educational resource initiatives aimed at improving accessibility. The library has a print collection of more than 70,000 volumes, and provides more than 200,000 eBooks and periodicals. Computer labs are available in the Library Computer Lab, Associated Student Center Lab, Success Center, Veteran's Center, and Business Building. The College also effectively supports student learning and success at off-campus locations, including the Academy and Big Bear site. (II.B.1)

The College relies on appropriate expertise of a team of faculty, including librarians, to maintain and continuously improve materials to support student learning and success. A librarian traditionally serves as a member of the Curriculum Committee, and the librarians work with faculty and students to identify requests for materials and resources. Academic support services faculty rely on discipline-specific faculty expertise to decide which classes will receive tutoring and supplemental instruction support. Educational equipment and materials that support student learning are identified primarily through the Campus Technology Committee and program review processes. (II.B.2)

The library and other learning support services, including the Student Success Center and Veterans Center, participate in program review processes. As a result, departments are able to reflect on how they meet the College mission and strategic goals. Based on the program review needs assessment, departments may make requests for faculty, staff, equipment, facilities, or technology to improve their services. All areas have SLOs or SAOs, and departments evaluate these outcomes to inform improvements to student learning and success. (II.B.3)

The College relies on and collaborates with outside vendors and consortia to support and supplement their library services and collections. The College documents contracts with vendors and ensures that resources and services provided through these contracts are adequate and meet the needs of the institution. Usage data for academic databases is included as part of a bi-annual review in conjunction with discussions about budget and resource allocation, in order to ensure that the databases continue to meet student needs. (II.B.4)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides numerous programs and services for students including Adult Education, Athletics, CalWORKs, Counseling, DSPS, Dreamers, EOPS/CARES, First Year Experience, Guardian scholars/Foster Youth, MESA, Middle College High School, Health Services, Promise Program, Puente, STAR, STEM, Transfer, Umoja-Tumaini, and Veterans. Student Support Services align with the College mission. Services are available to students regardless of location or means of delivery and are assessed annually using the Education Master Plan (EMP) and every four years through the Program Review Efficacy Process. Each department evaluates Student Area outcomes (SAOs) during the Program Efficacy Process.

The College provides in-person and online, counseling and academic advising to assist students with educational planning. The Free College Promise, GenerationGo!, and Middle college High School programs have embedded academic advisement and educational planning. SBVC provides resources and programs to support student equity and serve underrepresented student populations including, the Dreamers Resource Center, Puente, Umoja-Tumaini, EOPS/CARE, CalWORKS, DSPS, Veteran Resource Center, the Huddle, and International Student Counseling. The College also has an Office of Student Life that supports the Associated Student Government (ASG) and student clubs. The Valley 360 Resource Center assists students with food insecurities and the Student Health Center provides mental health services to students and continues to work to increase services and raise awareness of the mental health challenges facing students.

Findings and Evidence:

San Bernardino Valley College (SBVC) regularly evaluates the quality of student support services regardless of location or means of delivery through the Program Review Efficiency Process and the Educational Master Plan. Through the Program Review Efficiency Process each student support service provides evidence that the pattern of service, in person or online, meets student needs, engages in assessment and evaluation of student area outcomes (SAOs), and addresses how the service meets the College mission. Campus Climate Surveys and Student Satisfaction Surveys address student services. Survey results and data are used to inform EMP sheets and program efficacy, support needs assessment requests, and evaluate SAOs. The quality of student services is informed by the input from the Student Services Council, Student Services Managers, and the Student Success and Support Program (SSSP) Committee. Minutes from

Student Services Council meetings, various student services program reviews, and EMPs and indicate that the College engages stakeholders and uses data to plan and improve student service programs. (II.C.1)

The College's student services departments analyze qualitative and quantitative data to evaluate services, identify and evaluate Student Area Outcomes (SAOs), and inform planning. The College defines SAOs in support of its student population. The team reviewed program review reports and Educational Master Plans for student services programs and found that although SAO data is ongoing, an analysis of the SAO evaluation occurs at least once during the department's four-year program efficiency cycle, some program SAOs have not been consistently evaluated. This may be a result of student services personnel transitions over the last several years. The programs that have completed SAO assessment uses the results to continuously improve their programs and services. The team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (II.C.2)

San Bernardino Valley College assures equitable access to programs and services to all students regardless of location or delivery method and offers a multitude of opportunities including, Adult Education, Athletics, CalWORKS, Counseling, DSPS, Dreamers, EOPS/CARES, First Year Experience, Guardian Scholars/Foster Youth, MESA, Middle College High School, Health Services, Promise Program, Puente, STAR, STEM, Transfer, Umoja-Tumaini, and Veterans. The team reviewed websites and materials and found that services are available during the day and evening and some Saturdays, and services are extended at the beginning of the semester to allow for increased access. Services are offered to high schools and are also provided to the mountain communities, including Big Bear and Rim of the World, before the semester begins and during Super Saturdays. The team reviewed the College Catalog, webpages, and department websites to verify that services are available to students online. Students are able to obtain online services such as, counseling and financial aid via tools including Cranium Cafe, Financial Aid TV, and Chatbot software or by phone. Further, the team commends the College on providing students access to the Valley 360 Resource Center. (II.C.3)

SBVC provides 27 co-curricular programs and 12 athletic programs (six female sport teams and six male sport teams). The co-curricular and athletic programs support the College mission and contribute to the social and cultural student experience. The Associated Student Government (ASG) provides opportunities for students to participate in governance processes. As a result of the pandemic, student participation in governance committees has increased. Clubs identify their focus to support the College mission. The team reviewed policies BP5700, AP7400, and AP6200 which establishes intercollegiate athletics at San Bernardino Valley College. The College submits the necessary reports, such as the Equity in Athletic Report, each year. The team verified that the College is responsible for the control of these programs, including their finances. Further, the College uses student surveys, such as the Spring 2020 Client Satisfaction Survey, to assess effectiveness and improve services. (II.C.4)

The College provides academic, personal, and career counseling, transfer preparation, and academic advisement on degree and certificate completion. Specialized counseling services include Extended Opportunity Program and Services (EOPS/CARE), Disabled Student Programs and Services (DSPS), CalWORKS, Veteran's Resource Center, Dreamer's Resource Center, TRIO/STAR Program, Athletics, International Students, MESA, Nursing, First Year Experience,

and Valley Bound Commitment and the Free College Promise. The College offers face-to-face and online orientations for all students. The team reviewed the College Catalog, student services website, and program pages to ensure that students have appropriate information regarding their program of study and that they receive timely, useful, and accurate information about relevant academic requirements including graduation and transfer. Student services faculty also have access to a variety of opportunities to participate in professional development that supports their role such as, all faculty meetings, department meetings, FLEX activities, and Starfish training. (II.C.5)

The team reviewed Board Policy AP5010 regarding College admission and it is consistent with the College's mission to serve a diverse community of learners. AP5010, the College Catalog, and the College website stipulate criteria for international students, student residency, and student participation in dual/concurrent enrollment programs. Programs with internal requirements for admission, such as nursing, or external requirements for licensure, such as aeronautics, are clearly stated in program requirements. (II.C.6)

The team verified that Counseling and the Transfer Center advise students on clear pathways to obtain their educational goals. The team reviewed general education sheets, program requirements, and the College Catalog to verify consistency of information. The Transfer Center hosts university representatives, transfer fairs, and transfer workshops for students applying to four-year universities. (II.C.6)

The team reviewed assessment data and the self-guided placement website and process to ensure consistency and effectiveness in its placement process. As a result of AB705, the College is utilizing a self-guided placement instrument based on a student's self-report GPA in high school courses. It was developed in collaboration with department faculty and the Student Success and Support Program Committee. The instrument recommends appropriate math, ESL, English and reading courses, however, students are free to select and enroll in college or medial level courses based on their educational goals and/or skill sets. The ORPIE continues to gather data to evaluate the effectiveness of the guided self-placement instrument. (II.C.7)

BP/AP 3300 Public Records and BP 3310 Records Retention and Destruction ensure compliance with permanently, securely, and confidentiality of student records. The Admissions and Records Department is responsible for maintaining student records. The College has policies and practices in place to maintain student records; they are archived electronically, and password protected. ImageNow software is used to scan documents which are backed-up nightly. Students who wish to have information released must submit the appropriate paperwork, such as the Release of Transcript form. Information regarding release of student information is published on the Admission and Records website and in the College Catalog. (II.C.8)

Conclusions:

The College meets the Standard.

See Recommendation 1.

Commendation 1: The team commends the College for its leadership in serving the community as evidenced by intentional, responsive services that are based on student and community needs through the Valley 360 Resource Center, Generation Go!, and the Middle College High School. (IIC.3, IV.A.1, IV.B.1)

Standard III

Resources

III.A. Human Resources

General Observations:

The College effectively uses human resources to achieve its mission, improve quality, and institutional effectiveness. The needs of the institution are addressed through sound practices, policies, and processes. The College develops and uses tools to help improve its practices such as, a Standard Operating Policy, a Performance Improvement Plan (PIP) template, a Faculty Replacement Rubric, an Annual Needs Assessment, program review, and a PDQ Survey. Board Policies and Administrative Procedures guide personnel planning. All employees possess the requisite qualifications to perform their jobs and a process is followed to ensure the recruitment and hiring process is equitable and performed with integrity. Professional development is offered beyond flex week and is available to all employees throughout the year. The College demonstrates support of its diverse personnel in multiple ways including forums for Race and Healing and Employee Resource Groups such as, the Black Faculty and Staff Association, and Latino Faculty and Staff Association. The College adheres to a consistent and well-orchestrated evaluation process ensuring high quality talent across the institution.

Findings and Evidence

The District and College share responsibility for the selection and evaluation of personnel. SBVC adheres to the Board-approved hiring policies and administrative procedures that include qualification and hiring processes. Policies outline the criteria for hiring the respective classification. Sample job descriptions are clearly related to the College mission and goals, and positions are publicly posted on the SBVC website and in a variety of third-party platforms. (III.A.1)

SBVC carefully ensures that hired faculty are qualified and possess the appropriate degrees and skills. The College ensures that job postings for instructional faculty include curriculum development and review, and assessment of learning in the description of duties. (III.A.2)

The College uses the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* to determine the appropriate degrees and qualifications for administrators and ensures qualifications through reference checks and employment verification. (III.A.3)

The Human Resources Department requires an official transcript as a condition for hire. Transcripts are verified or evaluated for equivalency by a third party if a degree is from a non-U.S. Institution. The team reviewed APs and found that the process for validating equivalent degrees is detailed. (III.A.4)

Performance evaluations of faculty and classified professionals are contractually negotiated by CTA and CSEA and performed as scheduled. The classified staff evaluation has a specific area dedicated to employee development if needs for improvement are identified. Human Resources

developed an improvement-focused Performance Improvement Plan (PIP). Evaluations of all personnel are conducted in a timely manner and are scheduled/tracked using a spreadsheet. The District chancellor is evaluated according to Board and Administrative Policy. Due to work from home mandates, faculty evaluations were temporarily suspended, however, management evaluations were completed. (III.A.5)

The College maintains sufficient levels of faculty to meet its needs. To facilitate planning following retirements or resignations, the College uses a Faculty Replacement Rubric to determine if the vacancy should be filled. The College follows an annual needs assessment process to identify and prioritize additional faculty positions. (III.A.7)

Part-time employees are integrated into the College culture and provided extensive professional development opportunities, including a comprehensive orientation event, flex activities, access to online learning resources, and funding for travel to professional development events. AP7210 defines employment procedures for adjunct faculty and the evaluation process for adjuncts is defined by the bargaining agreement. (III.A.8)

Through policies and practices, the College maintains sufficient levels of staff. Departments evaluate staffing needs through the program review process. The District conducts an annual needs assessment and uses a vacancy reconciliation document to further ensure appropriate staffing levels. District requests are tied to the colleges and then positions are prioritized based on the needs of the District and campuses. (III.A.9)

The team recognizes the nuanced process for administrative growth positions whether at the District or campus and affirms the College's decision to utilize the QFE to create transparent processes for administrative resource requests/allocation/prioritization. Irrespective of this commitment to improve, the College maintains a sufficient number of administrators. The team encourages the college to complete the Management Handbook to address continuity in leadership. (III.A.10)

The College follows board policies and procedures, and adheres to contracts to ensure fairness and consistent administration. Multiple channels (e-mail, website, and workshops) are used by HR, SBCCDTA and CSEA to disseminate information related to personnel policies and procedures. (III.A.11)

The College supports its diverse personnel through policies and practices aimed at equity and inclusion across the institution, such as Race and Healing Forums, workshops, and events. Policies ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination. The Commitment to Diversity illustrates the District's commitment to "a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation" and that "diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students." HR annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan. HR assesses data to determine if significant underrepresentation of disproportionately impacted groups in hiring may be the result of non-job-related factors in the employment process. The District and College have policies and procedures established that

value equity in hiring and treating all personnel fairly, including Implicit Bias Training, Best Practices in Interviewing, Employee Resource Groups. (III.A.12)

The District has multiple ethics statements for management, classified, faculty and the Board, and the College has a statement of values that applies to all employees. A district policy identifies consequences for violations. (III.A.13)

The Professional Development Committee is chaired by the Professional and Organizational Development Coordinator, and oversees College professional development opportunities which are open to all campus constituencies. An entire week of training is provided to classified staff. Workshops are available all year long and the College invests in many other training opportunities including, Great Teachers Seminar, Franklin Covey, and Caring Campus. The Professional Development Committee surveys campus employees to evaluate services and develops new topics or modifies offerings based on stated needs. Constituencies can also directly contact the Professional Development Committee when a need is identified. The College engages in multiple methods of evaluation for professional development including, Listening Tour, Campus Climate Survey, and post-event surveys, and a few examples were provided of evaluation results leading to improvement in offerings. The team did not find any evaluation of distance education training and would encourage the College to consider developing and implementing systematic processes for evaluation of these activities. (III.A.14)

The College maintains the security and confidentiality of personnel records. A number of policies outline procedures for storing, maintaining, and destroying records, as well as the process for employees requesting a review of their own files within a certain period of time. (III.A.15)

Conclusion:

The College meets the Standard.

III.B. Physical Resources

General Observations:

San Bernardino Valley College utilizes multiple strategies and methodologies to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The College's long-range capital program, presently funded by general obligation bond Measure CC, directly supports institutional improvement goals. Moreover, the College plans for, constructs, modernizes, replaces and evaluates its facilities and equipment on a regular basis to assure that its physical resources are effectively utilized, support institutional programs and services, and maintain a high-quality learning environment that contributes toward achieving its mission. Planning and evaluation of physical resources also occurs through integrated College and District processes. Total cost of ownership of new facilities and equipment is a core component of the College's long-range planning.

Findings and Evidence:

The College has strategies in place to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. For example, as the campus constructs new buildings and modernizes and maintains existing physical space, facilities are designed and constructed to meet or exceed Division of State Architect standards. This assures access, safety, security and a healthful learning and working environment. Additional building improvements or modifications are completed using standards for accessibility and safety. College classes that are held at area high schools utilize facilities that meet SBVC standards. The College also operates robust programs to enhance safety and security for all constituencies including, annual safety inspections for campus locations; regular safety training for employees; risk management inspections performed by independent consultants; a hazardous materials and removal program; an Injury and Illness Prevention Program (IIPP); well-understood processes that enable faculty and staff to expeditiously report unsafe conditions; and, regularly conducted emergency preparedness activities. Notably, the public safety department provides important services for assuring a safe learning and work environment including 24x7 coverage and daily patrols by district police. (III.B.1)

The College utilizes multiple processes and methods to plan and evaluate its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The Educational Master Plan and the Facilities Master Plan which, together, comprise the 2017 Comprehensive Master Plan, serve as the integrated roadmap for the College's future in terms of educational programs and services coupled with the alignment of the physical plant for supporting and enhancing ongoing quality for learning. The Facilities Master Plan drives current and future major facilities growth and renovation projects. These projects have been prioritized through a collaborative district wide process that is in alignment with District and governing board priorities. For urgent, near-term, and emerging facilities and equipment needs the College has established a structured methodology that integrates planning and funding activities through program review, the Facilities and Safety Committee, the College Budget Committee and the College Council. Further, the Space Inventory Report provides key information concerning the efficiency of classroom, lab, and other physical space on campus. In 2019, the College implemented a facilities scheduling software system known as R25 to further promote effective utilization of the physical plant resources. Standards for materials and building systems are utilized to maintain and enhance the effectiveness and quality of the physical plant. (III.B.2, III.B.3)

The College is undergoing a major facilities construction and modernization project that is supported through its allocation of \$470 million Measure CC (2018). Two previous general obligation construction bonds, \$500 million Measure M (2008) and \$190 million measure P (2002), also provided key funding to support the College's institutional improvement goals through long-range capital plans. The total cost of ownership is assessed through several methodologies such as the State Chancellor's Office Facilities Condition Index as well as comprehensive life cycle cost studies for buildings in design. Currently, funding from Measure CC is utilized to fund total cost of ownership priorities. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College's technology resources are sufficient to support academic programs and student services. The College utilizes its integrated planning processes, including program review, the Campus Technology Plan, Online Learning Plan, and District Technology Strategic Plan to analyze and prioritize technology needs. The Technology Committee helps guide the assessment and prioritization of the College's technology requests, and responsibility for technology maintenance and allocation of technology resources is shared between the College and District.

In response to COVID-19 and to support student equity, the College has demonstrated an awareness of technology challenges and the need to address those challenges in a responsive fashion. Moreover, the College has implemented policies and procedures to ensure that students and employees are successful in their use of technology.

Findings and Evidence:

Technology-related support and resources are provided through Campus Technology Services (CTS), District Technology and Education Support Services (TESS), and the Technology Committee. The College provides appropriate, safe, dependable, and secure access to technology for the community at all campus locations. Moreover, the College is committed to providing accessible services. CTS maintains a five-year computer rotation plan for the replacement of employee computers. (III.C.1)

CTS maintains the campus technology infrastructure and is responsible for ensuring that software and hardware are sufficient to support all students and employees. This includes responsibility for the maintenance of over 1,400 computes across 67 campus labs. The Technology Committee is a governance body co-chaired by the Director of CTS, and is responsible for the development of the Campus Technology Strategic Plan. In addition, the Technology Committee prioritizes technology needs and requests identified through annual assessment and the program review process. TESS is a District office that manages administrative applications and provides specialized resources to the campus community. (III.C.2)

The team reviewed the Campus Technology Strategic Plan (2018-2021) and the District Strategic Technology Plan (2020-2023). These planning tools provide the foundation for guiding technology planning and implementation. CTS and TESS are evaluated through their participation in program review processes and the evaluation of survey results. Working collaboratively, the College and District ensure that effective technology resources are provided to support the mission of the institution. (III.C.3)

Professional and Organizational Development provides a wide variety of training and instructional support to the campus community in the effective use of technology and associated systems to support its programs and operations. Since the campus closure due to COVID-19, the Professional and Organizational Development Coordinator has collaborated with the Distance Education Faculty Leads to provide ongoing training and assistance with the utilization of online

teaching and learning tools. The team found that training is available in individual and group formats, and Professional and Organizational Development however, the documentation that illustrates that the college uses feedback forms and surveys to evaluate and enhance their services is lacking. (III.C.4)

Policies and procedures are in place and posted on the District website to guide the appropriate use of technology in the teaching and learning process. Students using on-campus computers must agree to the acceptable use policy before gaining access. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The fiscal practices of the District and College are strong and effective as evidenced by annual reports from external independent auditors, strong financial reserves, high bond ratings and documented existing practices that allocate sufficient resources to support student learning programs and services and to improve institutional effectiveness. The College receives an allocation of unrestricted general fund resources through a Resource Allocation Model (RAM) that has been collaboratively developed through annual district wide participatory governance discussions. The College supports and maintains a high integration of financial resource planning with institutional planning. College budget matters are regularly discussed and prioritized through participatory governance and acted upon, as necessary. Annual audits demonstrate that institutional finances are thoughtfully managed with integrity and to ensure financial stability. The District and College have set aside funds for long-term liabilities. The annual allocation of resources and related level of financial reserves provide a reasonable expectation of both short- and long-term financial solvency.

Findings and Evidence:

As one entity within a multi-college district, San Bernardino Valley College receives an annual revenue allocation from the District based on a revenue allocation model. This model allocates revenue to the District's two colleges and Districtwide Support Operations (DSO) in alignment with annual budget goals and directives established by the Board of Trustees. The DSO budget is prepared prior to the college budgets through comprehensive district wide participatory governance discussions, recommendations, and collaborative agreements at meetings of the District Budget Committee (DBC). Subsequently, the DSO budget information is communicated to the college(s) whereby the information is utilized by SBVC to create its budget in collaboration with District fiscal services using district wide protocols and local campus processes. Decisions about how to allocate all college revenues are made at the College through participatory governance processes. In addition to the unrestricted revenue allocation attained through the RAM, SBVC also has several categorical programs and grants that enable specified programs to expand services and build more robust programs to better serve the needs of its students. While there are never enough resources to conduct all desired activities, the College has sufficient financial resources and sound processes to support and sustain student learning programs and services and to improve institutional effectiveness. The allocation and reallocation of resources at the College enable enhancement of programs and services. The District and College plans and manages finances with integrity and in a manner that ensures

fiscal stability as substantiated by multi-year projections and independent audit reports that are conducted annually. (III.D.1)

The College's mission and its commitment to the academic goals of its students are the basis for institutional planning and financial planning. Final District and College budgets are published on the District's website. Financial planning is effectively integrated with and supports institutional planning through various processes, some of which are delineated in the SBVC Campus Needs Funding Process infographic. The District budget is developed in accordance with federal and state laws and regulations, local governing board authorizing policies, district wide protocols, and local campus processes. The College works collaboratively with District fiscal services while establishing the annual campus budget. The College has a formalized budget development process in which budget information is communicated timely and all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. Budget and financial information updates are regularly and transparently provided to staff, faculty, students, and managers as topics at College Council meetings. Subsequently, each committee member then further disseminates the information to constituency groups. (III.D.2, III.D.3)

The College budget is closely aligned to institutional planning through a clear connection that integrates planning and budgeting via participatory governance committees such as Program Review, the College Budget Committee and College Council. The College's budget development process identifies available resources that are based on key budget assumptions. The College's planning incorporates and reflects a realistic assessment of available financial resources and, also, the development of entrepreneurial endeavors and partnerships that provide revenue to enhance and support enhanced services for students, in alignment with the mission and goals of the College. (III.D.4)

The budget development process is transparent, with financial and budget information disseminated at various times throughout the year by district and college staff to inform and provide an opportunity for stakeholder input. Current and future fiscal needs are identified by the priorities and goals of the District and its colleges. The integration between District and College planning and budgeting ensure that resources are distributed fairly and in support of the College's mission and vision. The monitoring and internal control of the College's financial resources is a shared process between the District and College that includes software level expenditure controls, administrative approval requirements, a centralized internal auditor and annual reviews by an independent auditor team. Appropriate approvals are integrated into the various processes and provide an adequate control environment for the tracking and reporting of expenses. The District's internal auditor reviews transactions for irregularities and, as necessary, provides recommendations for corrective action. The District's independent auditor also annually reviews transactions utilizing the guidelines established by the California Community Colleges Chancellor's Office. Audit findings are brought to the attention of district and college management, who resolve issues timely and implement corrective action, as required. The annual independent audit reports substantiate that internal controls are deemed sufficient. (III.D.5)

The District's annual tentative and adopted budgets represent strategic planning and budget development processes that include a district wide agreed-upon allocation formula, ensuring an appropriate level of resources is allocated to each college to support student learning programs and services. District-level and college financial documents undergo a thorough review process

to ensure transparency and accuracy, which results in a high degree of credibility. Adding to this credibility is an annual independent audit report that reflects an appropriate allocation and use of resources. (III.D.6)

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately to constituency groups, including the Board of Trustees, District Budget Committee, SBVC Budget Committee and other internal and external stakeholders. (III.D.7)

The College's internal control systems are evaluated and assessed for validity and effectiveness on an annual basis by qualified internal staff and also through the external audit process. Assessment results are used for improvement. (III.D.8)

The institution has a higher reserve than required by the State Chancellor's office and sufficient cash flow to ensure stability and support for appropriate unforeseen contingencies and emergencies. The District has appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in the Statewide Association of Community Colleges (SWACC), a Joint Powers Association. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, institutional investments, and assets is conducted through District and College oversight. External entities such as independent audit firms, grantors, and state and federal agencies also have a role in oversight matters concerning individual programs or overall financial matters. District and College staff practice effective oversight of finances, in alignment with the Standard. (III.D.10)

The District and College budget and planning processes assure there is a reasonable expectation of both short-term and long-term financial solvency. Both District and College operate within a current year budget while also adhering to long-range planning through a five-year financial forecast. One key component to assure long-range priorities and financial stability has been the investment of more than \$55 million by the District and College into a Pension Rate Stabilization Trust. This substantial investment can fund retirement costs over the long-term while alleviating short-term expenditures from the unrestricted general fund, as necessary. Also, the governing board has established an annual reserve of 10-15 percent, a level that is higher than the 5 percent amount required by the California Community Colleges Chancellor's Office. Maintaining reserves in this range helps assure short-term solvency by conserving resources that can be utilized to mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. The District sets funds aside, invests funds and identifies future funding sources that will pay for long-term and future liabilities such as workman's compensation claims, compensated absences and other post-employment benefits (OPEB). Notably, the District's current Actuarial Study of Retiree Health Liabilities with a Valuation Date of June 30, 2019, indicates there is a Total OPEB Liability (TOL) of \$9,636,350. This TOL is approximately 91 percent funded through a Fiduciary Net Position of \$8,807,081 that is held and invested in an irrevocable Futuris Trust. The resulting Net OPEB Liability (NOL) is admirable at less than \$1 million. The Actuarial Study was prepared as required by appropriate GASB 74/75 accounting standards. For long-term projects like the Measure CC bond program, the College and District engaged in educational and facilities planning processes to ensure that long term debt obligations are covered by future property tax revenues in the district service area.

Further, to assure both short-term and long-term financial stability and solvency, the governing board has established a Board Finance Committee to review and oversee the financial activity of the District. The District and College clearly identify, plan, and allocate resources for payment of liabilities and future obligations, while maintaining effectual annual operating budgets. (III.D.11, III.D.12)

The voters of the District passed General Obligation Bonds Measure P (2002), Measure M (2008) and Measure CC (2018) for the acquisition, construction and remodeling of certain District property. As a result of the passage of the Bonds, property taxes are assessed by the County Assessor on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed and collected as noted above. The District and College do not have any other locally incurred debt instruments at the time of the visit. (III.D.13)

All financial resources of the College and District, including debt instruments, auxiliary services, fund-raising efforts, and grants are used with integrity and in support of the intended functions of the funding source. Several mechanisms are in place to assure this occurs. These include: (a) General Obligation Bond expenditures are reviewed by a Citizens' Bond Oversight Committee and audited by an independent auditor to attest that the expenditure of these funds are consistent with each bond measure's stated purpose; (b) grant resources are monitored by a grant director and responsible administrator, who ensure that grant expenditures and actions adhere to the intended purpose of each grant; (c) revenues and expenditures of the College foundation are audited each year to ensure expenditures support the mission of the college and fulfill the donor's intent; (d) restricted and unrestricted revenues and expenses are handled in compliance with all federal and State requirements and in accordance with District policies and procedures; and, (e) internal District and College audits coupled with annual independent auditor reports assure that all financial resources are expended appropriately and with integrity, according to the intended purpose of the funding source. (III.D.14)

The College stopped offering student loans in or around 2010. However, the College has reestablished the student loan program effective, fall 2020. At the time of the visit, the College had not issued any new loans. District and College staff are in the process of finalizing procedures to monitor and manage future student loans. (III.D.15)

Contractual agreements with external entities are governed by policies adopted by the Board of Trustees. The District maintains Board Policies and Administrative Procedures which outline the processes for purchasing goods and services. All contracts/agreements are monitored at the District level. A review for legal compliance is conducted by the District's legal counsel, as necessary. Representative agreements are contracted for matters such as personal services, lease purchases, instructional programs and services, and contract education. All contracts undergo appropriate review to ensure they contain appropriate provisions which are consistent with the mission and goals of the District and also to maintain institutional integrity as well as quality programs, services and operations. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College provides opportunity for systematic participation in decision making and collaboration through its governance and campus committee structure. Such processes are defined in board policy and administrative regulations, which includes a Governance Philosophy that assures the involvement of faculty, staff, administrators, and students. The College gains input from all major constituent groups, including the Associated Student Government, Academic Senate, Classified Senate, and labor and Management Council. Leadership and governance are valued and members from all of the College constituencies, as well as the community, are encouraged to participate. The College assesses, documents, and widely communicates decision-making policies, procedures, and outcomes to College stakeholders.

Findings and Evidence:

The team has found that College leaders have adopted an inclusive approach improving academic learning and services. The College President engages in and encourages campus participation among all constituent groups to review and revise existing institutional practices and procedures in order to cultivate institutional excellence. College Council, the main recommending body for planning-based decisions, serves as an umbrella for College advisory committees. The Council holds primary responsibility for reviewing, developing, implementing, and assessing various plans such as the SSSP Plan and the Strategic Plan (linked to the Educational Master Plan) as well as oversight for program review, planning, and budgeting. The College provided ample evidence of SBVC campus leadership's establishment of a culture of open communication, innovation, and an inclusive approach to planning and governance. The creation of the Valley 360 Resource Center is a good example of how an idea for improvement came to fruition as a result of the systematic participative processes outlined in the College's governance philosophy. The College's communication flow chart reflects the governance communication process. (IV.A.1)

Through BP/AP2510 the College affirms its commitment to collegial, broad dialogue concerning governance. The College has a well-developed, inclusive planning process and decisions are made through consensus with stakeholders. Administrators and faculty have clearly defined, collegial roles in College and District policies, planning, and budgeting. The charges and membership of District and College committees are published. (IV.A.2, IV. A.3, IV. A.4)

There are board policies in place which give authority over curriculum and student learning programs and services to faculty and academic administrators. The Curriculum Committee is a subcommittee of the Academic Senate and has clear processes in place for reviewing and approving curriculum proposals, which are managed in CurricUNET. The Academic Senate

assigns faculty to serve on the Curriculum Committee. Policy dictates the composition of the Curriculum Committee to also include the VPI, managers, students, the articulation officer, and classified professionals. Curriculum processes and faculty purview are well-documented in BP2510 Collegial Consultation and the Curriculum Handbook. All curricular changes are approved by the Board of Trustees. (IV.A.4)

The College has nine campus wide constituent group committees which serve as advisory bodies to the Council Council, such as the Enrollment Management and Student Equity Committee, Basic Skills Committee, Honors Committee, Accreditation and Outcomes Committee, Distance Education Committee, and Technology Committee. The College Program Review Committee reviews instructional and non-instructional programs and makes recommendations for improvement in student learning programs and services through needs assessment and program efficacy processes. (IV.A.4)

Communication of decision-making and recommendations is done through approved and posted minutes on several campus websites, including the President’s website, President’s Newsletter, agendas and minutes. Committee chairs and co-chairs also communicate to their constituent groups, departments, and programs. The Academic and Classified Senates broadly communicate decisions made by their subcommittees and larger senates. Additionally, the President and SBVC constituency leads provide regular reports to the District Assembly and Board of Trustees during monthly Board meetings. During the visit, interviews and open forums with faculty, classified professionals, administrators, and students revealed a high level of satisfaction with the governance structure and evidence indicated the process facilitates effective and timely action throughout college processes. (IV.A.5, IV.A 6)

Team interviews confirmed that leadership roles, institutional governance, and decision-making policies and processes are regularly evaluated to ensure effectiveness. Evidence of this can be found through the use of survey data that resulted in the informed design of the Guided Pathways committee that utilizes a new co-chair model. Academic senators and student leaders are actively involved in the District Assembly and assist with disseminating information about discussions and reviews to constituent groups (IV.A.7)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.B. Chief Executive Officer

General Observations:

The College President serves as the chief administrative officer. Board Policy 2430 states “The Chancellor may delegate any powers and duties entrusted to him/*or* her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.” The job description for the College President further identifies the president as the chief administrative officer with full

responsibility and authority to serve as chief executive officer (CEO) of the institution. The current President stepped into her position in July 2016, as the College's 14th president. Since her arrival, she has demonstrated her commitment to being a caring and considerate leader, dedicated to ensuring quality in the areas of planning, budget, personnel, and institutional effectiveness. During her first year she established a campus wide SBVC Cares campaign to encourage administrators, faculty, and classified professionals to reach out to at-risk students. These efforts directly contributed to an increase in retention, student success, and graduation rates. The CEO has navigated a College culture shift centered on transparency, collegiality, and open communication. She is also an advocate for equity and student success as evidenced by a number of College initiatives such as Generation Go!, a food pantry, and the Free College Promise program. The CEO has a clear demonstrated understanding of accreditation, governance, policy, and regulations.

Findings and Evidence:

The College President has primary responsibility for leadership in planning, organizing, budgeting, personnel, and institutional effectiveness. Under her leadership, the campus has strengthened ties between campus data, strategic goals, and educational planning to increase student access and success. The president is actively engaged in participatory governance and safeguards the voice of all constituent groups. Interviews with constituent leaders and open forums with students and community members, evidenced a strong validation of the perception that she is genuinely interested in ensuring that all voices are heard and transparency is maintained in short- and long-range planning. The President works with President's Cabinet and Chancellor's Cabinet, and considers input from campus constituencies and collegial consultation committees to evaluate the College's administrative structure. She has stabilized the College administration and has built a strong, effective committee structure that has served the campus and community well during the COVID-19 crisis. (IV. B.1, IV.B.2)

The visiting team found that the CEO guides College efforts to improve teaching and learning. The President chairs the College Council which serves as the primary advisory group to the President in three main areas: planning, issue management, and communication, including planning and monitoring on the Educational Master Plan and Education Strategic Plan. Policies and procedures clearly delineate governance roles for all stakeholders, and the President works within the College governance structure to assure that College's practices are functional and consistent with its mission. The College President assumes the primary leadership role for accreditation. She works closely with faculty and staff to facilitate the self-evaluation process and to ensure that college work aligns with the Standards. The President also actively advocates for the College's equitable portion of funding. (IV.B.3, IV.B.4)

The President oversees the implementation of statutes, regulations, and board policies at the College and serves on District committees that facilitate the development of policies, procedures, and budget. She meets regularly with her executive team and College governance and advisory committees to facilitate understanding, appropriate implementation of policy, and to ensure compliance with all regulations. (IV.B.5)

The President actively and regularly engages with the internal and external communities, and serves on a number of community groups and national boards. She leads with integrity and facilitates continuous improvement of the College community. Many educational and industry leaders were in attendance at the open forums and spoke highly of the President and her leadership team for the work that they are doing to strengthen external partnerships. The team noted that the campus remarked on her tireless efforts during COVID-19 to support and ensure the health and wellbeing of students and staff. (IV.B.6)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.C. Governing Board

General Observations:

The San Bernardino Community College District (SBCCD) Board of Trustees is composed of seven voting members elected by the voters in the services area and two non-voting student members, selected by the student body of each college. The Trustees are responsible for the oversight of two colleges: San Bernardino Valley College and Crafton Hills College. SBCCD serves approximately 27,000 students and 22 cities and communities in the Inland Empire. The Board establishes policies that are consistent and in support of both colleges' missions.

Findings and Evidence:

The team reviewed Board policies and administrative procedures related to the Board of Trustees, including roles and responsibilities, elections, membership, delegation of authority, self-evaluation, quorum and voting, codes of ethics, conflicts of interest and accreditation, the Trustee Handbook, Board Chair Handbook and a description of the Board of Trustees Finance Committee. The evidence indicates that the Board Policies guide its role in assuring the quality and effectiveness of student learning programs and the financial stability of the institution. The policies are clear in stating that the Board acts as a single entity on matters of Board authority. (IV.C.1, IV.C.2)

The team found that the Board of Trustees has in place a well-delineated policy for selecting and evaluating the chancellor and the college presidents. The District is in the midst of recruitment for a permanent chancellor. The governing board of San Bernardino Community College District is an independent body, elected by the public to uphold the public trust in the governing of the District. The District has policies, procedures and professional development opportunities to ensure that the variety of interests and needs are balanced with the common good for the region. (IV.C.3., IV.C.4.)

The team confirmed in interviews and relevant documentation that the board establishes policies that are consistent with the College mission and the board understands their role related to the educational quality, legal matters, and fiduciary responsibility. The team verified that Board

policies and operating procedures are published and easily accessible on the SCC website. (IV.C.5, IV.C.6)

While the team found that many of the SBCCD Board policies were not current, the District does have a policy review plan that reviews, adopts and revises 10 percent of the policies and procedures during each academic year. The team suggests that the District refine its schedule of policy review to include more frequent review of all board policies. (IV.C.7)

The Board regularly reviews updates from the Key Performance Indicators (KPI) dashboard created by the ORPIE in order to assess progress on District-wide plans and stated goals in relation to student success and academic quality. (IV.C.8)

The Board provides a Trustee Handbook, offers retreats, conferences, and study sessions and works with the Community College League of California to provide ongoing opportunities for development. The list of conferences and meetings attended by Board members shows that the Board is engaged in training and strives to align its practices with statewide standards. The terms of trustees are staggered so that half of the trustees are elected at each trustee election. The Board has an established process for self-evaluation as outlined in Board Policy. The team found evidence and confirmed through interviews that the Board's self-evaluation is conducted regularly. (IV.C.9, IV.C.10)

BP 2715 Code of Ethics, which was last reviewed in 2017, outlines the thirteen responsibilities of Board members, requires an oath, and includes a defined process should misconduct occur. (IV.C.11)

BPs 2430 and 2431 state that the Board of Trustees is responsible for selection and evaluation of the chancellor and that the Board delegates responsibility to the chancellor for administering policies adopted by the Board and executing administrative decisions. (IV.C.12)

AP 2510 Collegial Consultation established the Accreditation and Outcomes Committee, and the college president appoints an accreditation liaison officer, who provides reports to the Board on Institutional Self-Evaluation Reports, follow up and midterm reports, and other reports to ACCJC. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The San Bernardino Community College District (SBCCD) is made up of two colleges, Crafton Hills College, and San Bernardino College. The District has sufficient resources to sustain the instructional and student services for both colleges. The District chief executive officer (CEO), identified as the District Interim-Chancellor, reports to a seven-member Board of trustees. The

chancellor selects and supervises the college presidents and District Office administration including an executive vice chancellor, two vice chancellors, and other District leaders and administrative staff.

The Interim-Chancellor delegates responsibility to the college presidents to implement District policies without interference and holds them responsible for the operation of the colleges. The District has a policy and process for the allocation of resources to support operations. The Interim-Chancellor ensures that the colleges receive adequate District services and support. Where the District has responsibility for the resources, it evaluates itself against ACCJC standards. Communication between the Colleges and District is effective, inclusive and timely. The District Office is an administrative operation that does not directly conduct any educational programs. The two SBCCD colleges are accredited separately and the District Office is only evaluated through the accreditation review of each college where its operations directly impact the College.

Findings and Evidence:

The Interim-Chancellor establishes clearly defined roles, authority and responsibility between the College and the District. He collaborates with the District Assembly, a multi-constituency advisory body, and Chancellor's Cabinet to ensure educational excellence and integrity.

The District Functional Map clearly defines District and College roles and identifies where each has primary or secondary roles in fulfilling each accreditation Standard. Chancellor's Cabinet agendas demonstrate how the chancellor directs district wide activities and provides for coordination between, and support for, the colleges. The Interim-Chancellor, as district CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Cabinet. (IV. D.1.)

The District Support Services Plan details how SBCCD supports the College mission by providing a broad range of functions such as fiscal and human resource services, warehousing, printing services, and inter-institutional leadership collaboration and planning. The team confirmed that the District has responsibility for resources allocation and planning and evaluates its processes against the Standards - performance is reflected in the accredited status of the institution. One example of how the District and Interim-Chancellor ensure that the colleges receive effective and adequate services and have facilitated appropriate communication is the creation of the District Assembly (DA). Specifically, the DA was created to provide a venue for communication between SBCCD and the colleges, and to review District policy and assign appropriate committees to resolve issues. (IV.D.2)

The District is in the process of refining the resource allocation model utilizing the new Student Center Funding Formula to allow for a more equitable distribution of resources. Through review of the ISER and evidence, as well as through interviews, the team confirmed that the District has a clearly defined policy and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the planning and budget development. The District maintains effective expenditure control. (IV.D.3)

BP 2430 delegates authority to the chancellor as the executive responsible for administering board policies and executing Board decisions which require administrative action. The chancellor then delegates authority to the college presidents as appropriate. The framework for CEO accountability is established through annual goal-setting between the chancellor and each college president. (IV.D.4.)

The team validated that there is a high degree of integration between District and College planning and evaluation to improve student learning and achievement and institutional effectiveness. The chancellor communicates regularly with the colleges through his e-newsletter, Board Reports, dissemination of information through committee processes, and updates to the Academic Senate. (IV.D.5, IV. D. 6)

The team acknowledges that the District initiated a new program review process in 2017 that better mirrors the campus processes. District Program Review requires District services to undergo a detailed evaluation of their services every four years. There is a robust structure of district wide committees whose functions include integrated planning and resource allocation review and recommendations. Through the District Assembly and other communication methods, the chancellor shares the results of assessments conducted by the District ORPIE Office and uses them for improvement. (IV. D. 7)

Conclusions:

The College meets the Standard.

Quality Focus Essays

Action Project 1: Scale academic student support services in support of Guided Pathways and AB 705

The team met with the Guided Pathways Steering Committee and noted the thoughtful approach that the Academic Senate's Guided Pathways Committee is taking toward the creation of "Career Fields" and the implementation of program maps for their degrees and certificates. The committee includes members from faculty, classified professionals, administration, and students who attend bi-monthly meetings. By taking an integrative approach that involves new strategies for scheduling and coordination with curricular processes, the group is working toward the creation of roadmaps that address the needs of both full-time and part-time students. As many students at SBVC enroll in six or fewer units per semester, the roadmaps will provide a realistic sense of time to completion.

In the Quality Focus Essay document, the College is pursuing five goals:

- Goal 1: Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.
- Goal 2: Increase success rates in transfer-level English and Math courses.
- Goal 3: Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.
- Goal 4: Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.
- Goal 5: Complete course and program maps for Guided Pathways and fully implement Guided Pathways.

The goals appear to be attainable and the timeline and implementation plan very well thought out. Many of the action steps are already in progress. With a plan outlining the responsible parties, resources needed, an assessment of the data, the College has a solid foundation for success to scale Guided Pathways. The College is bringing all the necessary stakeholder groups together to build a system that will support students to clarify the path, choose a path, stay on the path, and ensure learning.

The team appreciates the student-centered focus that the College is taking by implementing Guided Pathways. By scaling academic and student support, creating "Career Fields", and implementing program maps for degrees and certificates, students will be given the support and a path to completion. The College may want to consider ways to continue to work with the learning communities and categorical programs to glean information on supporting students in a case management model. The College should continue to gain feedback from students on the "Career Fields" to ensure they make sense for students and that programs are included in the appropriate cluster. The College should also consider a classified lead for the Guided Pathways work. This is an institutional commitment and the classified professionals play a valuable role in supporting students.

Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College

“While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes *through the lens of student success and Guided Pathways* [our emphasis].” (SBVC 2020. ISER. p. 222)

The team applauds SBVC for continually improving on its robust program review processes. This three-year action project seeks to integrate Action Project 1 into program review in order to scale academic and student support services in support of Guided Pathways and AB 705. Prompting instructional and student service units to evaluate and plan through these lenses lends support to the paradigm shift across the campus and community stakeholders. Operationalizing this vision will sustain “buy-in” and broad ownership. Furthermore, this cross-functional participation may realign or adjust the GP focus along the way during this period of transformation.

Action Project 2 seeks to achieve the following:

Goal 1. Conduct an in-depth evaluation of the current Program Review process.

Goal 2. Review process module for the creation of new programs.

Goal 3. Review program discontinuance process.

Goal 4. Ensure college wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.

Action Project Two is general enough to encompass discoveries along the way. The program review evaluation cited in the ISER strikes the team as a valuable source of inquiry. Preliminary actions already taken that were expressed in the interview seem quite promising, such as using rubrics to prioritize resource requests in order to address the perceived lack of transparency in resource prioritization. As the plan rolls out, the team suggests aligning the goals with the timeline, as well as to include more precise objectives. For instance, goals two and three may lead to changes in those processes.

The three - year plan accommodates room for research, discussion, and solicitation of feedback. The PRC and Academic Senate are the appropriate primary responsible committees. The plan wisely includes seeking feedback through other governance committees. Broader input beyond committees, perhaps online, may provide additional insights.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: February 11, 2021

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.

Recipients with the most applause cards awarded at SBVC, CHC, and District are recognized and presented with an award.

INSTITUTIONAL VALUES

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None



Applause Cards

Submitted for Information February 11, 2021

| SITE | NAME | | DEPARTMENT | DETAILS OF SERVICE | RECOGNIZED BY |
|-----------------------|--------------|-----------|--------------------------|--|-----------------|
| Crafton Hills College | Artour | Aslanian | Research and Planning | Thank you for being a calm presence and wise voice in all of the meetings you attend. | Sabrina Jimenez |
| Crafton Hills College | Carrie | Audet | Foundation | Carrie is instrumental in coordinating efforts for the CHC Foundation helping us raise over \$1 million in the 2020 fiscal year. | Michelle Riggs |
| Crafton Hills College | Renee | Azenaro | Art | Thank you for always being there for your colleagues who need support. You are much appreciated. | Sabrina Jimenez |
| Crafton Hills College | Brandi | Bailes | Math | Thank you for helping me arrange social activities and maintain positivity during quarantine. | Sabrina Jimenez |
| Crafton Hills College | Anthony | Baltierra | Theatre Arts 100-40 | I appreciate his creativity. | Irene Hernandez |
| Crafton Hills College | Judy | Cannon | College Honors Institute | Thank you for supporting our students. You foster an environment in which student voices are heard and respected. | Sabrina Jimenez |
| Crafton Hills College | Cynthia Ruth | Greyraven | Biology | Excellent teaching ability and enthusiasm in light of setbacks. Thank you, Professor. | Anonymous |
| Crafton Hills College | Krista | Ivy | Library | Thank you for your Library Workshops and keeping us updated on new databases. | Sabrina Jimenez |
| Crafton Hills College | Paul | Jacques | Theatre Arts | Very professional and is an excellent professor. | Irene Hernandez |



Applause Cards

Submitted for Information February 11, 2021

| | | | | | |
|-----------------------|----------|-----------|------------------------------|---|-----------------|
| Crafton Hills College | Julie | McKee | Sociology | Julie is a great advocate for our students. As the resident cheerleader for the CHC Foundation, she inspired over \$1,000 in gifts at in-service to support CHC students. | Michelle Riggs |
| Crafton Hills College | Brandice | Mello | History of California 145 | Professor Mello is nice and is a superior speaker. | Irene Hernandez |
| Crafton Hills College | Saqiub | Mohamed | Human Anatomy and Physiology | I liked his lectures. | Irene Hernandez |
| Crafton Hills College | Belinda | Navarrete | Admissions & Records Technic | I have been a dual enrollment student for a few years now and whenever I need any information, Belinda has always been an email away! Extremely grateful for her help! | Zailey Stewart |
| Crafton Hills College | Josh | Robles | Math | Thank you for helping implement Guided Pathways. You've been a great teammate. | Sabrina Jimenez |
| Crafton Hills College | Shella | Scott | Counseling | Your enthusiasm for Guided Pathways and assisting our students is off the charts! Thank you. | Sabrina Jimenez |
| Crafton Hills College | Kristi | Simonson | Marketing | Kristi has been instrumental in CHC students successfully transitioning to the online environment making updates to the webpage including the Helpbot! | Michelle Riggs |



Applause Cards

Submitted for Information February 11, 2021

| | | | | | |
|-----------------------|---------|--------------|----------------------------|---|---|
| Crafton Hills College | Cyndie | St. Jean | President's Office | Great job coordinating the donations and food delivery to Redlands Community Hospital on behalf of CHC! Thank you for being a great leader at CHC. | Michelle Riggs |
| Crafton Hills College | Laura | Van Genderen | Student Services | Thank you for coordinating the donations and food delivery to Redlands Community Hospital on behalf of CHC! I appreciate you being a team-player! | Michelle Riggs |
| DSO | Jason | Brady | District Computing Center | Thank you for your assistance. You are always so helpful. | CHC Dept of Outreach and Educational Partnerships |
| DSO | Heather | Ford | Office of the Chancellor | This is a long overdue thank you for going above and beyond with your valuable contribution and assistance with the holiday gift baskets in December! | Stacey Nikac |
| DSO | Kelly | Goodrich | Business & Fiscal Services | This is a long overdue thank you for going above and beyond with your valuable contribution and assistance with the holiday gift baskets in December! | Stacey Nikac |
| DSO | Brooke | Quinones | Human Resources | This is a long overdue thank you for going above and beyond with your valuable contribution and assistance with the holiday gift baskets in December! | Stacey Nikac |



Applause Cards

Submitted for Information February 11, 2021

| | | | | | |
|-------------------------------|------------|---------|---------------------------|--|-----------------|
| San Bernardino Valley College | Melissa | Carmell | Admissions & Records | Thank you for always willing to take the time to assist me with students. Much appreciated. | Michelle Tinoco |
| San Bernardino Valley College | Jeff | Klug | Administration of Justice | Jeff is always available to provide advice and support to faculty and students. Jeff also makes decisions that benefit the college and consider long term goals. | Dr. Jeremy Croy |
| San Bernardino Valley College | Mary | Lawler | Kinesiology | She has really helped me get everything I need done with my educational career. Words cannot explain how much I appreciate Mrs. Lawler's help! | Augusta Cheek |
| San Bernardino Valley College | Coach Mary | Lawler | Kinesiology/At hletics | Personally, I can say Coach always has made sure that we got the basis of my problems whether it be school work, or financial aid, or just everyday life. | J. Downing |
| San Bernardino Valley College | Mary | Lawler | Kinesiology | Has aided me in getting registered for classes, moral support, and someone I can call on for help. | Jalen Neal |
| San Bernardino Valley College | Julie | Ulloa | Admissions & Records | Thank you for always willing to take the time to assist me with students. Much appreciated. | Michelle Tinoco |
| San Bernardino Valley College | Raquel | Villa | Admissions & Records | Thank you for always willing to take the time to assist me with students. Much appreciated. | Michelle Tinoco |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Employee Anniversary Recognition

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board would like to recognize the following staff for their anniversary with San Bernardino Community College District. The organization depends on the dedication of each employee to their job and the quality work they do. Congratulations to those with an anniversary date during the months of January and February of this year.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.



Years of Service Recognition

Presented for Information February 11, 2021

[v.2.1.2021.p.1|5]

| Employee Name | Assignment | 30+ Years of Service |
|------------------------------|----------------------------|----------------------|
| Barra, Victoria | Administrative Assistant I | 31 |
| Baber, Corrina Esther | Data Analyst | 30 |

| Employee Name | Assignment | 26-30 Years of Service |
|------------------------|----------------|------------------------|
| Ryckevic, Susan | Budget Analyst | 28 |

| Employee Name | Assignment | 21-25 Years of Service |
|----------------------------|----------------------------------|------------------------|
| Flaa, Jonathan | Technology Support Specialist | 23 |
| Benjamin, Veada | Admissions & Records Coordinator | 22 |
| Nguyen, Truong | Computer Technician | 22 |
| Wisegarver, Lillian | Marketing Coordinator | 22 |
| Diaz, Marvellee | Bookstore Assistant II | 21 |
| Sutorus, Steven | Business Manager | 21 |

| Employee Name | Assignment | 16-20 Years of Service |
|-------------------------|------------------------------------|------------------------|
| Sabato, Treesa | Senior Student Services Technician | 20 |
| Tillman, Shalita | Calworks & Workforce Development | 20 |
| Flores, Kristin | Admissions & Records Evaluator | 19 |



Years of Service Recognition

Presented for Information February 11, 2021

[v.2.1.2021.p.2|5]

| Employee Name | Assignment | 16-20 Years of Service |
|----------------------------|--------------------------------------|------------------------|
| Sysawang, Stacy | Secretary II | 19 |
| Vargas, Leticia | Custodian | 19 |
| Wingson, Carol | Bookstore Customer Service Assistant | 19 |
| Grotke, Angela | Secretary I | 18 |
| Rojas, Cesar | Grounds Caretaker | 17 |
| Walker, Heidi | Mail Clerk | 17 |
| Palkki, Kevin | Senior Theatre Arts Technical | 16 |
| Rose Powers, Yvonne | Development Associate, KVCR | 16 |
| Valdemar, Mary | Secretary II | 16 |

| Employee Name | Assignment | 11-15 Years of Service |
|-----------------------------|---------------------------------|------------------------|
| Gray, Tracy | Technology Support Specialist | 15 |
| Aguirre, Margarita | Account Clerk II | 14 |
| Alvarez, Jose Luis | Grounds Caretaker | 14 |
| May, Anquanetta | Switchboard Operator | 14 |
| Rush, Steven | Admissions & Records Specialist | 14 |
| Bonnet, Blake | Police Sergeant | 13 |
| Taylor Jr, Charlie | Broadcast Operator | 13 |
| Valenzuela, Patricia | Student Services Technician II | 13 |



Years of Service Recognition

Presented for Information February 11, 2021

[v.2.1.2021.p.3]5]

| Employee Name | Assignment | 11-15 Years of Service |
|----------------------|--|------------------------|
| Chang, Andrew | Director of Administrative Application Systems | 12 |

| Employee Name | Assignment | 6-10 Years of Service |
|----------------------------|-------------------------------------|-----------------------|
| Bradley, Mary | Administrative Secretary | 10 |
| Gabriel, Christie | Senior Research & Planning Analyst | 10 |
| Gonzalez, Moses | Tool Room Specialist | 10 |
| Jenkins, Patricia | Lab Technician, Physics | 10 |
| Lehman, Veronica | Financial Aid Coordinator | 10 |
| Camacho, Albert | Custodial Supervisor | 9 |
| Hernandez, Anita | Job Developer | 9 |
| Elmore, Cory | Associate Director, Human Resources | 7 |
| Frontino, Crystal | Child Development Teacher | 7 |
| Limoges, Kevin | Telecommunication Specialist | 7 |
| Alvarez, Jason | Veterans Services Coordinator | 6 |
| Van Genderen, Laura | Administrative Assistant II | 6 |
| Yearyean, Sarah | Lab Technician, Microbiology | 6 |



Years of Service Recognition

Presented for Information February 11, 2021

[v.2.1.2021.p.4|5]

| Employee Name | Assignment | 1-5 Years of Service |
|------------------------------|-------------------------------|----------------------|
| Almanza, Jeremiah | Custodian | 5 |
| Gonzales, Amelia | Secretary II | 5 |
| Ornelas-Mora, Krista | Secretary II | 5 |
| Sanchez, Mark | Custodian | 5 |
| Sanchez, Phylcia | Development Coordinator | 5 |
| Vivar, Jorge Connelly | Maintenance Technician | 5 |
| Wilkerson, Kenneth | Lab Technician, Aeronautics | 5 |
| Cole, Thomas | College Security Officer | 4 |
| Huerta, Cindy | Coordinator Of SSSP | 4 |
| Thomas, Karen | Human Resources Generalist | 4 |
| Villegas, J Manuel | Clerical Assistant I | 4 |
| Arteaga, Lorenza | Food Service Worker | 3 |
| Camarena, Christina | Custodian | 3 |
| Dominguez, Andres | Food Service Specialist | 3 |
| Martinez, Anabel | Account Clerk I | 3 |
| Rios, Miranda Mariah | Child Development Assistant | 3 |
| Walker, Wanda | Account Clerk II | 3 |
| Ware, Monique | Job Developer | 3 |
| Wrenn, Cedrick | Technology Support Specialist | 3 |



Years of Service Recognition

Presented for Information February 11, 2021

[v.2.1.2021.p.5]5]

| Employee Name | Assignment | 1-5 Years of Service |
|-----------------------------------|----------------------------------|----------------------|
| Bock Jr, Timothy | Custodian | 2 |
| Chavarria, Jimmy | Custodian | 2 |
| Cortez-Roman, Blanca | Child Development Assistant | 2 |
| Epps, Ethel | Clerical Assistant I | 2 |
| Lepe, Dallana | Child Development Assistant | 2 |
| Lopez, Breanna | Schedule/Catalog Data Specialist | 2 |
| Menendez De Grande, Dinora | Custodian | 2 |
| Williams, Erin | Secretary I | 2 |
| Arrowood, Veronica | Project Analyst | 1 |
| Gutierrez, Nicole | Student Services Technician II | 1 |
| Henderson, Kristine | Custodian | 1 |
| Kunf, Aleksander | Aquatic Center Pool Attendant | 1 |
| Ramos, Julio | Custodian | 1 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Board Legislative Committee

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Angel Rodriguez, Senior District Director of Marketing, Public Affairs and Government Relations

DATE: February 11, 2021

SUBJECT: Consideration of Approval of the 2021 Board Legislative Principles

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2021 board legislative principles.

OVERVIEW

The Board Legislative Committee met on January 14, 2021 to recommend the 2021 board legislative principles. Approval of the Board Legislative Committee’s recommendation will guide the SBCCD Board of Trustees and Chancellor’s Office in engaging with government officials and diverse stakeholders to advocate for public policy solutions that support student achievement and economic mobility in the Inland Empire.

The legislative principles will serve as a basis by which the SBCCD Board of Trustees will direct the Board Legislative Committee and the Chancellor’s Office to evaluate local, state, and federal policy proposals and recommend action to support, oppose, or remain neutral.

ANALYSIS

The Board Legislative Committee plays a supporting role to the SBCCD Board of Trustees in advocating for its higher education and career-training mission at the regional, state and federal levels. Committee members review public policies that affect SBCCD’s mission and formulate recommendations to the full Board of Trustees to take positions of support, opposition or abstention. The Board of Trustees may inform and educate the public about their position on public policy proposals through resolutions, engagement with policymakers, and external communications coordinated by the Chancellor’s Office.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

None.



San Bernardino Community College District 2021 Board Legislative Principles

The principles outlined below will serve as a basis by which the SBCCD Board of Trustees will direct the Board Legislative Committee and the Chancellor's Office to evaluate local, state, and federal policy proposals and recommend action to support, oppose, or remain neutral.

Equity: The SBCCD Board of Trustees supports public policies that increase student success, including completion, transfer, and employment while closing equity gaps and nurturing an anti-racist educational environment.

Increased Public Investment in Student Success: The SBCCD Board of Trustees supports advocacy to increase state and federal funding, resources, and legislation that strengthen our colleges' ability to meet student equity and workforce development goals.

College Affordability & Student Basic Needs: The SBCCD Board of Trustees supports legislation and other reforms to make college more affordable, and measures to address student basic needs.

Local Decision-Making: The SBCCD Board of Trustees affirms its responsibility to make decisions in the best interests of the local community, district, and campuses.

State and Federal Partnerships: The SBCCD Board of Trustees will advocate for legislation where state or federal intervention is justified.

Civic Engagement: The SBCCD Board of Trustees will advocate for adequate representation of the Inland Empire on legislatively-formed boards, commissions, task forces, study groups, and other bodies that may have an impact on SBCCD's educational mission.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Angel Rodriguez, Senior Director of Marketing, Public Affairs
& Government Relations

DATE: February 11, 2021

SUBJECT: Consideration of Approval of SBCCD 2021-22 State Budget Priorities

RECOMMENDATION

It is recommended that the Board of Trustees approve the SBCCD 2021-22 State Budget Priorities as attached.

OVERVIEW

The Governor's State Budget proposal was released on January 8, 2021. Since then, staff have been working with legislative consultants to assess what the numbers mean to our District. The attached priorities have been identified as worthy of advocacy on behalf of SBCCD and its community.

ANALYSIS

The attached priorities were reviewed and discussed at the both the Board Finance Committee and the Board Legislative Committee on January 14, 2021. The full Board is now being asked to approve the attached list of SBCCD 2021-22 State Budget Priorities.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This Board item has no direct financial implications.



SBCCD 2021-22 State Budget Priorities

February 11, 2021

| Priority | Background |
|--|---|
| <p>1. General Funding</p> | <p>Community colleges have been historically underfunded, receiving the least amount of funding per student of the public education sectors. Additionally, the significant deferrals enacted with the 2020-21 budget act, while better than program reductions, have left many colleges short on cash flow and have forced additional borrowing costs for many districts.</p> <p>Fund Deferrals First: The state’s priority for additional funding should be to fund the borrowing done in the current budget. Funding to buy down the deferrals ought to be the priority.</p> <p>Fund Deferrals Early: SBCCD agrees with the LAO’s suggestion that the state should fund part of the deferrals early through early action to buy down the deferrals before the end of the fiscal year. Doing so would provide SBCCD and other community colleges with the ability to manage cash flow better. The sheer magnitude of the deferred funding has left many colleges with weak margins. The state could use its excess cash flow to partially address the deferrals and then make any further buy down contingent upon future revenues coming in as projected.</p> <p>Automatic Property Tax Backfill: SBCCD supports an automatic property tax backfill for community colleges. Unlike K-12 schools, when actual property taxes fall short of estimates, community colleges are not guaranteed to be made whole. While we appreciate the administration’s regular truing up in recent years, community colleges cannot thoroughly budget for each fiscal year without the guarantee.</p> |
| <p>2. CalSTRS & CalPERS Funding</p> | <p>Steep increases in employer contribution requirements for CalSTRS and CalPERS have eroded district spending power. SBCCD appreciates the action that the state has taken the last two years to “buy down” some of the cost of the employer contribution to both systems. With the LAO projecting an estimated \$26 billion “windfall” for the current year, some of that funding should be used to further reduce the CalPERS and CalSTRS employer contributions, further freeing up funding for operating expenses.</p> |
| <p>3. Flexible Block Grant</p> | <p>SBCCD believes that additional one-time funding ought to be allocated to districts through a block grant. Last year, the state allocated to community college districts a block grant that focused on COVID-19 expenses. Now that a vaccine is available, community colleges may have varying priorities, like retrofitting classrooms and labs for health safety, which will create costs. One solution is to allocate funds in a block grant, similar to how funding was allocated on an FTES basis a number of years ago. Doing so provides maximum flexibility for districts to address either COVID-19 needs or different priorities to transition to a new normal once the vaccine is widely distributed. Furthermore, as colleges have moved to remote learning, the digital divide has become more apparent. The problem is not just in rural areas, but also in urban “dead zones.” SBCCD believes that many of the remote learning components are here to stay. State investment in broadband access is a necessity for our students.</p> |



SBCCD 2021-22 State Budget Priorities

February 11, 2021

| Priority | Background |
|-------------------------------|--|
| 4. Student Basic Needs | Students are facing housing and food insecurity, exacerbated by COVID-19. Meanwhile, community colleges are being asked to provide additional services to students. SBCCD has developed programs to connect students with food and housing resources. These programs are not cheap. A state-local partnership that addresses these needs could support the career training and academic achievement of our most vulnerable students. |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services
PREPARED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services
DATE: February 11, 2021
SUBJECT: Consideration of Approval to Accept the Prioritized Board Directives for Development of the 2021-22 SBCCD Budget for First Read

RECOMMENDATION

It is recommended that the Board of Trustees approve the Board Directives for development of the 2021-22 SBCCD budget, as attached.

OVERVIEW

District Administrative Procedure 6200, Budget Preparation, calls for the Board of Trustees to give initial direction concerning the distribution of resources for the 2021-22 budget prior to March 1, 2021.

ANALYSIS

The attached directives were reviewed at the Board Finance Committee on January 14, 2021. That committee took action to recommend the attached directives to the full Board for approval.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This Board item has no direct financial implications.

**Prioritized Board Directives for the
2021-22 SBCCD Budget**
(Submitted for Board Approval February 11, 2021)

[v.1.22.2021.p.1|1]

Consistent with SBCCD Administrative Procedure 6200 Budget Preparation, the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1. SBCCD's budget shall be prepared in accordance with Title 5, the California Community Colleges Budget and Account Manual, and all other related State and federal laws and regulations.

- 1) Align unrestricted general fund and student success funding with the State Chancellor's Vision for Success.
- 2) Maintain a fund balance range of 10-15% in the Unrestricted General Fund, unless fund balance is utilized for specially identified *one-time*¹ needs as authorized by the Board of Trustees.
- 3) Allocate funding through the budget process for deferred maintenance.
- 4) Proposed new positions must be approved through the program review process or any other prioritization process established at SBCCD.

¹ *One-time* is defined as an expenditure that has no ongoing commitment. While one-time needs may be repeated in future years, the nature of the expenditure must conform to the definition.

**Prioritized Board Directives for the
2020-21/2021-22 SBCCD Budget**

*(Board Approved February 13, 2020)
(Submitted for Board Approval February 11, 2021)*

Consistent with SBCCD Administrative Procedure 6200 Budget Preparation, the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1. SBCCD's budget shall be prepared in accordance with Title 5, the California Community Colleges Budget and Account Manual, and all other related state and federal laws and regulations.

- 1) Align unrestricted general fund and student success funding with the State Chancellor's Vision for Success.
- ~~2) Allocate funding to support the implementation of the SBCCD Promise following the Guiding Principles for the FCC Auction Proceeds.~~
- ~~3)2) Maintain a fund balance range of 10-15% in the Unrestricted General Fund, unless fund balance is utilized for specially identified *one-time*² needs as authorized by the Board of Trustees.~~
- ~~4)3) Allocate funding through the budget process for deferred maintenance.~~
- ~~5)4) New positions must be approved through the process of program review or any other prioritization process as established at SBCCD.~~

² *One-time* is defined as an expenditure that has no ongoing commitment. While one-time needs may be repeated in future years, the nature of the expenditure must conform to the definition.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose Torres, Interim Chancellor
REVIEWED BY: Dr. Kevin Horan, President, CHC
PREPARED BY: Dr. Keith Wurtz, Vice President, Instruction, CHC
DATE: February 13, 2020
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 2020-2021 and 2020-2021 College Catalog.

INSTITUTIONAL VALUES

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

FINANCIAL IMPLICATIONS

None.

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

CRAFTON HILLS COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
February 13, 2020

MODIFY COURSE

| COURSE ID | COURSE TITLE |
|------------------|--|
| ANAT 101 | Essentials of Human Anatomy and Physiology |

Rationale: Six-year revision
Equate: BIOL 155
Effective: Fall 2020

MODIFY COURSE

| COURSE ID | COURSE TITLE |
|------------------|--|
| ANAT 159 | Introduction to Human Cadaver Dissection |

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

MODIFY COURSE

| COURSE ID | COURSE TITLE |
|------------------|-----------------------------------|
| ANAT 259 | Advanced Human Cadaver Dissection |

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

MODIFY COURSE

| COURSE ID | COURSE TITLE |
|------------------|--------------------------------------|
| ENGL 175 | Literature and Religion of the Bible |

Catalog Description: Study of the Bible as literature and religious tradition. Includes the examination of the types of literature found in the Bible, and the historical and religious context in which the literature was developed. Provides an extensive reading of the two testaments. This course is also offered as RELIG 175.

Schedule Description: Study of the Bible as literature and religious tradition. Includes the examination of the types of literature found in the Bible, and the historical and religious context in which the literature was developed. Provides an extensive reading of the two testaments. This course is also offered as RELIG 175.

Rationale: Six-year revision; adding DE component
Equate: ENGL 175
Effective: Fall 2020

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| |
|----------------------|
| MODIFY COURSE |
|----------------------|

| COURSE ID | COURSE TITLE |
|------------|----------------------|
| KIN/F 191A | Hiking for Fitness I |

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

| |
|----------------------|
| MODIFY COURSE |
|----------------------|

| COURSE ID | COURSE TITLE |
|------------|-----------------------|
| KIN/F 191B | Hiking for Fitness II |

Catalog Description: Instruction in intermediate-level hiking techniques incorporating various hiking routes on and off campus. Designed to further promote cardiovascular health and general well-being. Includes preparation for day trip hikes.

Schedule Description: Instruction in intermediate-level hiking techniques incorporating various hiking routes on and off campus. Designed to further promote cardiovascular health and general well-being. Includes preparation for day trip hikes.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|------------------------|
| KIN/F 191C | Hiking for Fitness III |

Catalog Description: Instruction in intermediate/advanced-level hiking techniques incorporating hiking routes on and off campus. Designed to further promote cardiovascular health and general well-being. Includes preparation for longer day hikes. Students are encouraged to take level A and B before enrolling in C.

Schedule Description: Instruction in intermediate/advanced-level hiking techniques incorporating hiking routes on and off campus. Designed to further promote cardiovascular health and general well-being.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|-----------------------|
| KIN/F 191D | Hiking for Fitness IV |

Catalog Description: Advanced hiking incorporating various hiking routes on and off campus completed at a faster pace. Designed to further promote cardiovascular health and general well-being. Includes preparation for longer day and evening hikes. Regardless of the level of your hiking skills we advise you take A, B and C before enrolling in D.

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

Rationale:
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 116A | Soccer I |

Rationale: Six-year revision
Equate: KINS 116A
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 116B | Soccer II |

Rationale: Six-year revision
Equate: KINS 116B
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 116C | Soccer III |

Catalog Description: Intermediate/advanced level skills, techniques, strategies, and rules of the sport of soccer. Emphasis on improvement of overall fitness and development of life-long behavioral skills. Students are encouraged to progress through sections A and B before enrolling in C.

Schedule Description: Intermediate/advanced level skills, techniques, strategies, and rules of the sport of soccer.

Rationale: Six-year revision
Equate: KINS 116C
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 116D | Soccer IV |

Catalog Description: Instruction in the advanced-level skills, techniques, strategies, and rules of the sport of soccer. During the application of these techniques and practice, students will improve their overall fitness and develop life-long behavioral skills. Students are encouraged to progress through sections A, B and C before enrolling in D.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| |
|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 159A | Karate I |

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 159B | Karate II |

Catalog Description: Practice in the intermediate-level skills of unarmed self-defense. Instruction in skills including blocking, shifting, punching, striking and kicking techniques. Exercises that promote muscular control, speed of movement and mental alertness will be emphasized. Students are encouraged to take level A before enrolling in B.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 159C | Karate III |

Catalog Description: Practice in the intermediate/advanced-level skills of unarmed self-defense. Instruction in skills including blocking, shifting, punching, striking and kicking techniques. Exercises that promote muscular control, speed of movement and mental alertness will be emphasized. Students are encouraged to take level A and B before enrolling in C.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 159D | Karate IV |

Catalog Description: Practice in the advanced-level skills of unarmed self-defense. Instruction in skills including blocking, shifting, punching, striking and kicking techniques. Exercises that promote muscular control, speed of movement and mental alertness will be emphasized. Students are encouraged to take levels A, B and C before enrolling in D.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| |
|----------------------|
| MODIFY COURSE |
|----------------------|

| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 193A | Softball I |

Rationale: Six-year revision
Equate: KINS 120A
Effective: Fall 2020

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|----------------------|
| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 193B | Softball II |

Catalog Description: Instruction in the intermediate-level skills, techniques, strategies, and rules of the sport of softball. Emphasis on improvement of overall fitness and development of life-long behavioral skills. Students are encouraged to enroll in level A before taking B.

Rationale: Six-year revision
Equate: KINS 120B
Effective: Fall 2020

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| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 193C | Softball III |

Rationale: Six-year revision
Equate: KINS 120C
Effective: Fall 2020

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| MODIFY COURSE |
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| COURSE ID | COURSE TITLE |
|------------|--------------|
| KIN/S 193D | Softball IV |

Catalog Description: Instruction in the advanced-level skills, techniques, strategies, and rules of the sport of softball. Emphasis on improvement of overall fitness and development of life-long behavioral skills. Students are encouraged to take levels A, B and C before enrolling in D.

Rationale: Six-year revision
Equate: Course is not offered at SBVC.
Effective: Fall 2020

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| |
|----------------------|
| MODIFY COURSE |
|----------------------|

| COURSE ID | COURSE TITLE |
|------------------|--------------------------------------|
| RELIG 175 | Literature and Religion of the Bible |

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|------------------------------|---|
| Catalog Description: | Study of the Bible as literature and religious tradition. Includes the examination of the types of literature found in the Bible, and the historical and religious context in which the literature was developed. Provides an extensive reading of the two testaments. This course is also offered as ENGL 175. |
| Schedule Description: | Study of the Bible as literature and religious tradition. Includes the examination of the types of literature found in the Bible, and the historical and religious context in which the literature was developed. Provides an extensive reading of the two testaments. This course is also offered as ENGL 175. |
| Rationale: | Six-year revision; adding DE component |
| Equate: | RELIG 175 |
| Effective: | Fall 2020 |

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|------------------------------|
| DISTRIBUTED EDUCATION |
|------------------------------|

| | | |
|----------------------|--------------------------------------|-------------------------------|
| Course ID: | ENGL 175 | Hybrid and 100% Online |
| Course Title: | Literature and Religion of the Bible | |
| Rationale: | Increase DE Offerings | |
| Effective: | Fall 2020 | |

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|------------------------------|
| DISTRIBUTED EDUCATION |
|------------------------------|

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|----------------------|------------------------|-------------------------------|
| Course ID: | MULTI 100 | Hybrid and 100% Online |
| Course Title: | Multimedia Foundations | |
| Rationale: | Increase DE Offerings | |
| Effective: | Fall 2020 | |

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| DISTRIBUTED EDUCATION |
|------------------------------|

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|----------------------|---------------------------------------|-------------------------------|
| Course ID: | MULTI 150 | Hybrid and 100% Online |
| Course Title: | 3D Modeling and Animation with Maya I | |
| Rationale: | Increase DE Offerings | |
| Effective: | Fall 2020 | |

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|------------------------------|
| DISTRIBUTED EDUCATION |
|------------------------------|

| | | |
|----------------------|------------------------------|-------------------------------|
| Course ID: | MULTI 173 | Hybrid and 100% Online |
| Course Title: | User Experience Design (UXD) | |
| Rationale: | Increase DE Offerings | |
| Effective: | Fall 2020 | |

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|------------------------------|
| DISTRIBUTED EDUCATION |
|------------------------------|

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|----------------------|--------------------------------------|-------------------------------|
| Course ID: | RELIG 175 | Hybrid and 100% Online |
| Course Title: | Literature and Religion of the Bible | |
| Rationale: | Increase DE Offerings | |

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| | |
|-------------------|-----------|
| Effective: | Fall 2020 |
|-------------------|-----------|

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|--------------------|
| CORRECTION |
| NEW PROGRAM |

COMPUTER HARDWARE TECHNICIAN
Certificate of Achievement

Computer hardware has become an essential component of nearly every type of workplace. As such, the demand for computer hardware support staff is increasing. Companies now need to hire employees who can troubleshoot and repair the computer equipment that is essential for efficient and fundamental business transactions.

This certificate is designed to provide students the skills necessary for entry into the IT field as a computer hardware and support technician. Admission: Open to all students. Registration is limited to class size restrictions.

| REQUIRED COURSES: | Units |
|---|--------------|
| BUSAD 105 Entrepreneurship and Small Business Management | (3) |
| or | |
| BUSAD 200 Business Management | (3) |
| BUSAD 145 Business Communication | 4 |
| CIS 095 Employability Skills for Technical Careers | 2 |
| CIS 130 Hardware and Information Technology | 3 |
| CIS 140 Introduction to Networks (Cisco CCNA 1) | 4 |
| Total Units | 16 |

| | |
|-------------------|--|
| Rationale: | Approved as a program modification at the January 9, 2020 Board meeting. The certificate should have been listed as a new program. It is the first time we will be offering the certificate as a Certificate of Achievement. |
| Effective: | Fall 2020 |

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|-----------------------------|
| CORRECTION |
| PROGRAM MODIFICATION |

COMPUTER INFORMATION SYSTEMS
Certificate of Achievement

The objective of this certificate is to provide students the knowledge and skills necessary to prepare for employment in entry-level positions in the field of Computer Information Systems. The certificate indicates that the student has acquired knowledge of the different aspects of information technology including programming, hardware, networking, cybersecurity, and cloud technology.

| REQUIRED COURSES: | Units |
|--|--------------|
| CIS 095 Employability Skills for Technical Careers | 2 |
| CIS 101 Introduction to Computer and Information Technology | 3 |
| CIS 113 Java Programming | (3) |
| or | |
| CSCI 110 Introduction to Computer Science I (C++) | (3) |
| or | |
| CIS 125 Introduction to C#.NET Programming | (3) |
| CIS 130 Hardware and Information Technology | 3 |

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

CIS 140 Introduction to Networks (Cisco CCNA 1) 4

Students must complete at least twelve additional units from the following courses:

| | | Units |
|--------------------|--|--------------|
| CIS 105 | Database Concepts and Design | 3 |
| CIS 109 | Operating Systems and Environments | 3 |
| CSCI 110 | Introduction to Computer Science I (C++) | 3 |
| CIS 113 | Java Programming 3 | |
| CIS 117 | Web Page Scripting | 3 |
| CIS 132 | Systems and Network Administration | 3 |
| CIS 133 | Cloud Technology Essentials | 4 |
| CIS 136 | Introduction to Cybersecurity | 1 |
| CIS 137 | Cybersecurity Essentials | 2 |
| CIS 138 | CCNA Cybersecurity Operations | 4 |
| CIS 141 | Basic Routing and Switching (Cisco CCNA 2) | 4 |
| Total Units | | 27 |

| | |
|-------------------|---|
| Rationale: | Approved as a program modification at the January 9, 2020 Board meeting. The total units are being corrected from 27-28 units to 27 units. |
| Effective: | Fall 2020 |

**CORRECTION
PROGRAM MODIFICATION**

IT TECHNICIAN

This certificate is designed to prepare students for entry-level positions as information technology (IT) help desk/user support technicians.

| REQUIRED COURSES: | | Units |
|--------------------------|--|--------------|
| CIS 095 | Employability Skills for Technical Careers | 2 |
| CIS 109 | Operating Systems and Environments | 3 |
| CIS 130 | Hardware and Information Technology Essentials | 3 |
| CIS 136 | Introduction to Cybersecurity | 1 |
| CIS 137 | Cybersecurity Essentials | 2 |
| CIS 140 | Introduction to Networks (Cisco CCNA 1) | 4 |

| RECOMMENDED COURSES: | | Units |
|-----------------------------|---|--------------|
| CIS 190C | Hardware Technician Work Experience | 1 - 3 |
| CIS 101 | Introduction to Computer and Information Technology | 3 |
| Total Units | | 15 |

| | |
|-------------------|---|
| Rationale: | Approved as a program modification at the January 9, 2020 Board meeting. The Certificate of Achievement wording is being removed from the title because the certificate is less than 16 units. |
| Effective: | Fall 2020 |

Curriculum Meeting: 12/09/19
 Conjoint Meeting: 01/28/20
 Board of Trustees Meeting: 02/13/20

| |
|-----------------------------|
| CORRECTION |
| PROGRAM MODIFICATION |

PROGRAMMING

The objective of this certificate is to provide students with the knowledge and skills necessary for employment in entry-level positions in the field of computer programming or to continue to pursue a four-year degree in Computer Information Systems or Computer Science. The Programming Certificate indicates the student has acquired knowledge of computer programming including basic language structures, syntax, debugging, and application development.

REQUIRED COURSES:

| | | Units |
|----------|---|--------------|
| CSCI 110 | Introduction to Computer Science I (C++) | 3 |
| CSCI 120 | Introduction to Computer Science II (C++) | 3 |

Students must complete at least nine additional units from the following:

| | | Units |
|----------|--|--------------|
| CIS 095 | Employability Skills for Technical Careers | 2 |
| CIS 105 | Database Concepts and Design | 3 |
| CIS 113 | Java Programming | 3 |
| CIS 117 | Web Page Scripting | 3 |
| CIS 121 | Android Application Development | 3 |
| CIS 125 | Introduction to C#.NET Programming | 3 |
| CIS 190D | Software Development Work Experience | 1 – 3 |

| | | |
|--------------------|--|-----------|
| Total Units | | 15 |
|--------------------|--|-----------|

| | |
|-------------------|--|
| Rationale: | Approved as a program modification at the January 9, 2020 Board meeting. The Certificate of Achievement wording is being removed from the title because the certificate is less than 16 units. |
| Effective: | Fall 2020 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Consideration of Approval to Appoint Interim Managers

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of, and ratify the employment contracts for, the employees on the attached list.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

All requirements in the employment process have been or will be completed. Employees will not commence work until all requirements are met.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate budgets.



Appointment of Interim Managers

Submitted for Board Approval February 11, 2021

[v.1.21.2021.p.1|1]

| Employee Name Location Assignment | Effective Dates | Range & Step | New or Replacing | Fund | Live Scan Clearance |
|--|----------------------------|-----------------|--------------------|---------|------------------------|
| Stankas, Peter Interim Division Dean SBVC Science | 01/25/21 to 12/31/21 | 21H | Dmitriy Kalantarov | Science | TBD |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Consideration of Approval to Appoint Temporary Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of temporary academic employees per the attached list.

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

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost of these appointments is included in the appropriate budget.



Appointment of Temporary Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.28.2021.p.1|1]

| Employee Name Location Assignment & Department | From | To | Range & Step | Fund | Live Scan Clearance |
|--|----------|----------|-----------------|---------|------------------------|
| Ortiz, Jose Associate Professor, Aeronautics SBVC Aeronautics <i>Ratification: Notified by campus of need after January Board submission.</i> | 01/19/21 | 06/30/21 | C4 | General | 07/17/19 |
| House, Kevin Associate Professor, Biology CHC Biology | 02/12/21 | 06/30/21 | TBD | General | 07/21/16 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Diana Rodriguez, President, SBVC
Dr. Kevin Horan, President, CHC
Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
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 indicated on the attached list.

OVERVIEW

Part-time academic employees selected from the established pool are offered individual contracts on a semester-by-semester basis.

ANALYSIS

All requirements for employment processing have been completed and Human Resources has cleared the individuals for employment.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost for employment of adjunct and substitute academic employees is included in the appropriate budgets.



Adjunct and Substitute Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.22.2021.p.1|1]

Academic Year 2020-21

| Employee Name | Location Assignment | Course Subject | Discipline per Minimum Qualifications |
|--------------------------------|---------------------|------------------------------|---------------------------------------|
| Ajioka, Mayumi | CHC | Japanese | Foreign Languages |
| Arriaga, Graciela | CHC | Spanish | Foreign Languages |
| Baltierra, Anthony | CHC | Theatre Arts | Theatre Arts |
| Cowans, Nicole | CHC | Theatre Arts | Theatre Arts |
| Ebner, Noah | CHC | Geography | Geography |
| Kano, David | CHC | Communication Studies | Communication Studies |
| Lawlor, Bridget | CHC | History | History |
| Moussaoui, Ali | CHC | Physics | Physics |
| Namekata, James | CHC | Kinesiology | Kinesiology |
| Papp, Ed | CHC | Computer Information Systems | Computer Information Systems |
| Regalado, Sean | CHC | Art | Art |
| Sonico, Melissa | CHC | English | English |
| Tambunan, Makalerina | CHC | Accounting | Accounting |
| Tohami, Ali | CHC | Anatomy | Biological Sciences |
| Torres-Nez, John | CHC | Anthropology | Anthropology |
| Urbanovich, Rose | CHC | Philosophy | Philosophy |
| Urbanovich, Tessa | CHC | Communication Studies | Communication Studies |
| Chiem, Vihn | SBVC | Counselor | Counseling |
| Gonzalez Torres, Ramiro | SBVC | Computer Info Technology | Computer Information Systems |
| Houshiar, Bijan | SBVC | Computer Info Technology | Computer Information Systems |
| Jorgensen, Judy | SBVC | Architecture | Architecture |
| Klingstrand, Marianne | SBVC | Psychiatric Technology | Psychiatric Technology |
| Sandoval, James | SBVC | Aeronautics | Aeronautics |
| Supat, Wihok | SBVC | Computer Info Technology | Computer Information Systems |
| Villanueva, Romana | SBVC | Counselor | Counseling |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
PREPARED BY: Diana Rodriguez, President, SBVC
Dr. Kevin Horan, President, CHC
DATE: February 11, 2021
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 as indicated on the attached.

OVERVIEW

Academic employees will be compensated at the agreed upon non-instructional rate of pay. This compensation is requested due to the periodic need for academic employees to assist with various department research, projects, committee work, or campus/community events.

ANALYSIS

As of July 1, 2019, non-instructional rates of pay are based on the Tentative Agreement by and between SBCCD and the CTA regarding *Article 10 Wages*, which was Board approved May 16, 2019.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost of the non-instructional pay is included in the appropriate budget.



Non-Instructional Pay for Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.26.2021.p.1|5]

| Employee Name Funding Source | Location Assignment | From | To | Rate | Hours | Not to Exceed Amount | Project |
|--|------------------------|----------|----------|---------|-------|-------------------------|--|
| Baccari, Angelica Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Bailes, Brandi District | CHC | 01/19/21 | 05/25/21 | \$52.00 | 63 | \$3,276.00 | District Assembly Overload <i>Ratification: Assignment was just finalized.</i> |
| Begley, David Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Buiter, Rachel Tutoring General Fund | CHC | 01/11/21 | 05/28/21 | \$52.00 | 380 | \$19,760.00 | Tutoring Curriculum <i>Ratification: New start date to address tutor training hours</i> |
| Burke, Jeffrey Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Davila, Rosa Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Dinu, Razvan Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Friday, Brian Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Grigsby, Michael Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |



Non-Instructional Pay for Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.26.2021.p.2]5

| Employee Name Funding Source | Location Assignment | From | To | Rate | Hours | Not to Exceed Amount | Project |
|---|------------------------|----------|----------|---------|-------|-------------------------|--|
| Gutierrez, Juan Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Gutierrez, Mark Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Harmon, Lacey Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Lastra, Ulises Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Leon, Ralph Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Matsuda, Stanley Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Meekins, Jack Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Montejano, Jordan Tutoring General Fund | CHC | 01/11/21 | 05/28/21 | \$52.00 | 380 | \$19,760.00 | Tutoring Curriculum <i>Ratification: New start date to address tutor training hours</i> |
| Moreno, Omar Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Nguyen, Uyen Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |



Non-Instructional Pay for Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.26.2021.p.3]5

| Employee Name Funding Source | Location Assignment | From | To | Rate | Hours | Not to Exceed Amount | Project |
|--|------------------------|----------|----------|---------|-------|-------------------------|--|
| Piamonte, Rennard Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Pierce, Leah Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Punsalan, Kevin Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Ramirez, Robert Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Reid, Shirley Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Robertson, Jillian Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Robertson, Jillian District | CHC | 01/19/21 | 05/25/21 | \$52.00 | 126 | \$6,552.00 | CTA Negotiations <i>Ratification: Assignment was just finalized.</i> |
| Roche, Joshua Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Sadiq, Fahima Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |



Non-Instructional Pay for Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.26.2021.p.4]5

| Employee Name Funding Source | Location Assignment | From | To | Rate | Hours | Not to Exceed Amount | Project |
|--|------------------------|----------|----------|---------|-------|-------------------------|---|
| Seager, Elena Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Smith, Jeffrey Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Verschell, Jeff Guided Pathways | CHC | 01/11/21 | 05/28/21 | \$52.00 | 10 | \$520.00 | AB705 Math Community of Practice <i>Ratification: Waiting for clarification of approved participants and hours.</i> |
| Brown, Janeth SSSP Categorical Funding | SBVC | 02/11/20 | 05/25/20 | \$56.00 | 414 | \$22,356.00 | Adjunct Counselor |
| Calderon, Colleen Office of Instruction General Fund | SBVC | 01/19/21 | 06/30/21 | \$52.00 | 100 | \$5,200.00 | Department chair hours |
| Chiem, Vinh Off Campus Program General Fund | SBVC | 01/04/21 | 05/30/21 | \$56.00 | 422 | \$23,632.00 | Mr. Chiem will be supporting the K12 Strong Workforce Program <i>Ratification: We were just able to confirm account number and solidify adjunct counselors to support the program.</i> |
| Fierro, Marie Student Equity Categorical Funding | SBVC | 02/11/20 | 05/25/20 | \$54.00 | 252 | \$13,608.00 | Adjunct Counselor |
| Hall, Courtney SSSP Categorical Funding | SBVC | 02/11/20 | 05/25/20 | \$54.00 | 414 | \$22,356.00 | Adjunct Counselor |
| Hutchason, Jacob Strong Workforce Grant Fund | SBVC | 01/19/21 | 05/25/21 | \$52.00 | 238 | \$12,376.00 | Clinical Site Placement Coordinator |



Non-Instructional Pay for Academic Employees

Submitted for Board Approval February 11, 2021

[v.1.26.2021.p.5]5]

| Employee Name Funding Source | Location Assignment | From | To | Rate | Hours | Not to Exceed Amount | Project |
|---|------------------------|----------|----------|---------|--------|-------------------------|--|
| Laguna, Tania SSSP Categorical Funding | SBVC | 02/11/20 | 05/25/20 | \$56.00 | 414 | \$22,356.00 | Adjunct Counselor |
| Perez, Alecia Student Equity Categorical Funding | SBVC | 02/11/20 | 05/25/20 | \$54.00 | 414 | \$22,356.00 | Adjunct Counselor |
| Smith, Tanya Office of Instruction General Fund | SBVC | 01/04/21 | 05/28/21 | \$52.00 | 306.25 | \$15,925.00 | Mrs. Smith will be assisting in the tutoring center as a SI Faculty Lead <i>Ratification: Due to an oversight at the VPIs office, this submission was missed.</i> |
| Villanueva, Romana K12 Strong Workforce Program Grant Fund | SBVC | 01/04/21 | 05/30/21 | \$56.00 | 422 | \$23,632.00 | Ms. Villanueva will be supporting the K12 Strong Workforce Program <i>Ratification: We were just able to confirm account number and solidify adjunct counselors to support the program.</i> |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Diana Rodriguez, President, SBVC
Dr. Kevin Horan, President, CHC
Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Consideration of Approval to Pay Stipends

RECOMMENDATION

It is recommended that the Board of Trustees approve the payment of stipends per the attached list.

OVERVIEW

The stipends listed on the attachment are submitted for approval.

ANALYSIS

Stipends are based on negotiated agreement between SBCCD and the SBCCDTA and CSEA bargaining units, as applicable.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The payment of stipends is included in the appropriate budgets.



Payment of Stipends

Submitted for Board Approval February 11, 2021

[v.1.25.2021.p.1|1]

Assistant Coaches 11/01/20 – 03/31/21

| Employee Name | Location Assignment | Department | Stipend |
|---|---------------------|------------------|------------|
| Charles, Rawlston | SBVC | Men's Basketball | \$3,500.00 |
| <i>Amendment: The original submission was on 9/10/2020. We are requesting an amendment due to an oversight in the stipend amount. The original amount was \$5000.00 but would like a decrease to \$3500.00 due to coach wanting to give some of this stipend money to Ryon Rodgers.</i> | | | |
| Rodgers, Ryon | SBVC | Men's Basketball | \$2,500.00 |
| <i>Amendment: The original submission was on 9/10/2020. We are requesting an amendment due to an oversight in the stipend amount. The original amount was \$1000.00 but would like an increase to \$2500.00. The difference is coming from Charles Rawlston's stipend.</i> | | | |

Coaches Spring 2021

| Employee Name | Location Assignment | Department | Stipend |
|-----------------------|---------------------|--------------------------|------------|
| Eads, Courtney | CHC | Men and Women's Swimming | \$7,000.00 |
| Senn, Ivylee | CHC | Women's Water Polo | \$7,000.00 |
| Troiano, Kyle | CHC | Men's Water Polo | \$7,000.00 |

Faculty Coordinator 01/19/21-06/30/21

| Employee Name | Location Assignment | Department | Stipend |
|--------------------------|---------------------|------------|------------|
| Calderon, Colleen | SBVC | Nursing | \$4,500.00 |

Ratification: There is a need for a Nursing Department chair to ensure all chair duties are being completed for the rest of the school year. The decision was made after the January submission deadline.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Lawrence Strong, Director of Fiscal Services

DATE: February 11, 2021

SUBJECT: Consideration of Approval of Nonresident Tuition and Capital Outlay Fees

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2021-22 nonresident tuition fee of \$307 and the election of a nonresident capital outlay fee in the amount of \$17.

OVERVIEW

Education Code 76140 requires that the Board of Trustees adopt a nonresident tuition fee for the following fiscal year no later than March 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 B.1, statewide average cost, in the amount of \$307 as its nonresident tuition fee for 2021-22. In addition, the District has elected to charge the nonresident capital outlay fee of \$17 per the approved state computation.

INSTITUTIONAL VALUES

III. Resource Management For Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The approval of this board item is estimated to positively impact the colleges' budgets in the amount of \$50,000.

2021-22 Nonresident Tuition and Capital Outlay Fee Worksheet

Page 1

District: San Bernardino Community College District

Term: Semester

Nonresident Tuition Fee Options**A.1 District Average Cost**

| | | | |
|----|--|----|-------------|
| A. | District Expense of Education for Base Year | \$ | 134,955,559 |
| B. | District Annual Total FTES | | 15,905 |
| C. | Average Expense of Education per FTES (A/B) | \$ | 8,485 |
| D. | U.S. Consumer Price Index Compound Factor | | 1.0540 |
| E. | Average Cost per FTES for Tuition Year (C x D) | | 8,943 |
| F. | Nonresident Tuition Fee per Semester Unit (E/30) | | 298 |

A.2 District Average Cost with 10 Percent or More Noncredit FTES

| | | | |
|----|---|-----|--------|
| | Noncredit FTES percent of Total | | 2.6% |
| A. | District CREDIT ONLY Expense of Education for Base Year | | |
| B. | Annual Attendance FTES | N/A | |
| C. | Average Expense of Education per FTES (A/B) | N/A | |
| D. | U.S. Consumer Price Index Compound Factor | | 1.0540 |
| E. | Average Cost per FTES for Tuition Year (C x D) | N/A | |
| F. | Nonresident Tuition Fee per Semester Unit (E/30) | N/A | |

B.1 Statewide Average Cost

| | | | |
|----|--|----|---------------|
| A. | Statewide Expense of Education for Base Year | | 9,928,787,084 |
| B. | Statewide Annual Total FTES | | 1,135,429 |
| C. | Average Expense of Education per FTES (A/B) | \$ | 8,745 |
| D. | U.S. Consumer Price Index Compound Factor | | 1.0540 |
| E. | Average Cost per FTES for Tuition Year (C x D) | | 9,217 |
| F. | Nonresident Tuition Fee per Semester Unit (E/30) | \$ | 307 |

B.2 Highest Statewide Average Cost

| | | | |
|--|---|----|---------|
| | Highest year of the succeeding, current, and 4 prior years. | | 2021-22 |
| | Nonresident Tuition Fee per Semester Unit | \$ | 307 |

C Contiguous District

| | | | |
|--|---|--|--|
| | Contiguous District | | |
| | Maximum Fee (Contiguous District Nonresident Tuition Fee) | | |
| | Nonresident Tuition Fee per Semester Unit | | |

D Between Statewide Average Expense of Education and District Average Expense of Education

| | | | |
|--|---|----|-----|
| | Minimum (Option B.1 - Statewide Average Cost) per Semester Unit | \$ | 307 |
| | Maximum (Option A.1 - District Average Cost) per Unit | \$ | 298 |
| | Nonresident Tuition Fee per Semester Unit | | |

E Comparable States Average

| | | | |
|--|---|----|-----|
| | Nonresident Tuition Fee per Semester Unit | \$ | 365 |
|--|---|----|-----|

2021-22 Nonresident Tuition and Capital Outlay Fee Worksheet

Page 2

District: San Bernardino Community College District**Term: Semester****Nonresident Capital Outlay Fee**

| | | |
|--|----|-----------|
| A. Capital Outlay expense - prior year | \$ | 8,067,546 |
| B. FTES total from prior year | | 15,905 |
| C. Capital outlay expense per FTES (A/B) | \$ | 507 |
| D. Capital Outlay Fee per Semester Unit (C/30) | \$ | 16.91 |
| E. Adopted Nonresident Tuition Fee | \$ | 307 |
| F. 50% of Adopted Nonresident Tuition Fee | \$ | 154 |
| G. Maximum Nonresident Capital Outlay Fee (lesser of D or F) | \$ | 17 |

**California Community Colleges
2021-22 Nonresident Tuition and Capital Outlay Fee
San Bernardino Community College District**

The district governing board has established Nonresident Fees as shown below.

Adoption Date: February 11, 2021

Nonresident Tuition Fee

| Basis for Adoption (Select one) | | Fee |
|--|--|------------|
| <input type="checkbox"/> | A.1 - District Average Cost | |
| <input type="checkbox"/> | A.2 - District Average Cost with 10 Percent or More Noncredit FTES | |
| <input checked="" type="checkbox"/> | B.1 - Statewide Average Cost | \$ 307 |
| <input type="checkbox"/> | B.2 - Highest Statewide Average Cost | |
| <input type="checkbox"/> | C - Contiguous District | |
| <input type="checkbox"/> | D - Between Statewide Average Expense of Education & District Expense of Education | |
| <input type="checkbox"/> | E - Comparable States Average | |

Nonresident Capital Outlay

Maximum Nonresident Capital Outlay Fee is \$ 17

| | | |
|-------------------------------------|--------------------------------|-------|
| <input checked="" type="checkbox"/> | Nonresident Capital Outlay Fee | \$ 17 |
|-------------------------------------|--------------------------------|-------|

Contact Information

Signature:

Name: Lawrence Strong

Title: Director of Fiscal Services

Phone: 909-388-6915

Email: lstrong@sbccd.edu

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: February 11, 2021

SUBJECT: Consideration of Ratification for Contracts at or Above \$96,700

RECOMMENDATION

It is recommended that the Board of Trustees ratify the contracts on the attached list which are routine in nature, support the ongoing operation of the District, and have a total contract cost at or above \$96,700.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts. District staff is presenting the attached purchase and/or contract requests, which meet or exceed the formal bid limits, for Board approval in the form of ratification.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and or services on an annual basis. The formal bid limit for the current calendar year has been set at \$96,700. Ratification of the contracts on the attached list will allow for the successful ongoing operation of the District. Construction services are not included in this board item.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The attached purchase and or contract requests have been budgeted for via purchase requisition.

**Contracts And Agreements
Over \$96,700**

Board Date 02-11-2021

1 of 1

| Control Number | Vendor Name | Contract Type | Dept/Location | Total New Contract Value | Amended |
|---|---------------------------|---------------|---------------|--------------------------|------------------------|
| 7328 | Insite Towers, LLC | Lease | KVCR/KVCR | \$144,525.00 | Equipment Modification |
| Lease - EDOM Hill Property telecommunication site for Koch's transmitting tower; this is to approve Amendment 03 - Equipment Modification no added cost | | | | 01/20/2017 - 01/20/2022 | |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: February 11, 2021

SUBJECT: District & College Expenses

RECOMMENDATION

It is recommended that the Board of Trustees approve the requests for district and college expenses as required by Administrative Procedure 6925 and/or 6330.

OVERVIEW

AP 6925 requires the Board of Trustees to authorize the expenditure of funds related to various functions planned for the colleges and district office.

Meetings or trainings attended only by employees and/or currently enrolled students are authorized for up to a total \$1,000 for that meeting or training. Expenditures in excess of \$1,000 require prior Board approval.

Meetings or trainings attended by employees, currently enrolled students, and by one or more non-employees and/or non-students of the District, are authorized for up to \$500. Expenditures in excess of a total \$500 for that meeting or training require prior Board approval.

Any refreshments and/or meals for an event require Board approval prior to the event. Events are defined as activities in which non-employees and/or non-students will/can attend or participate (e.g. job fair, holiday event, recruitment event); or is on a large enough scale to be considered neither a meeting nor training.

ANALYSIS

The list of district and college expenses is attached for approval.

INSTITUTIONAL VALUES

IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

The cost of these expenditures is included in the appropriate budgets.



District & College Expenses

Submitted for Board Approval February 11, 2021

[v.1.21.2021.p.1|1]

Site: SBVC

Date of Event:
2/10/21-2/13/21

Total Estimated Cost:
\$250

Event: Kennedy Center American College Theatre Festival

This virtual event, being sponsored by the Theatre Department, will focus on the theatre festival and permit students to learn about such festivals. Anticipated attendance is 9 students and 1 faculty. Melinda Fogle-Oliver will oversee this activity.

Items Being Purchased: Registration

Funding Source: Theater Department General Funds

Ratification: This event needs ratification, as the Theater Department was unsure of funding.

Site: SBVC

Date of Event:
5/26/21

Total Estimated Cost:
\$70,000

Event: Virtual Commencement Ceremony

The Office of Student Life is sponsoring the virtual 2021 Commencement Ceremony. Anticipated attendance is 800 students, staff, faculty and community members. Dr. Raymond Carlos will serve as chaperone.

Items Being Purchased: Software License, Rentals, Speaker Contract, Giveaways

Funding Source: Commencement General Fund, Student Life Trust Account, Associated Student Government General Fund, Arts, Lecture & Diversity General Fund

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Stacey K. Nikac, Administrative Officer
DATE: February 11, 2021
SUBJECT: Individual Memberships

RECOMMENDATION

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

OVERVIEW

The list of individual memberships is attached for approval.

ANALYSIS

Individual memberships related to job duties are submitted when institutional memberships are not available and are related to various functions planned for the colleges and district office.

INSTITUTIONAL VALUES

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

FINANCIAL IMPLICATIONS

Included in the budget.



Individual Memberships Submitted for Board Approval February 11, 2021

| Name Site | Amount Funding Source | Membership |
|--|---|--|
| Anna Mendez Crafton Hills College/TESS | \$40.00 Printing Services General Fund | Association of Colleges and University Printers (ACUP+) |
| Mike Adler Crafton Hills College | \$50.00 Fire Science General Fund | San Bernardino County Fire Training Officers Association (SBCTOA) |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

SUBJECT: Consideration of Approval to Ratify Interfund Borrowing Transactions

RECOMMENDATION

It is recommended that the Board of Trustees ratify the following interfund borrowing transaction(s) in accordance with the resolution it adopted on April 9, 2020:

| Date | Amount | From Fund | To Fund | Notes |
|----------|-----------|--------------------------|----------------------|---|
| 12/18/20 | \$825,000 | 01 General Fund (110) | 82 KVCR FNX (825) | To cover negative cash balance and pay invoices coming due in the upcoming weeks. |

OVERVIEW

According to California Education Code E.C. 42603, the Board of Trustees may direct that money be temporarily transferred from one fund to another for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds, and shall not be available for appropriation, or considered income. Amounts transferred shall be repaid in the same fiscal year or in the following one, if the transfer takes place within the final 120 calendar days of fiscal year.

On April 9, 2020, the Board of Trustees adopted a resolution authorizing the chancellor or his designee to approve interfund transfers during fiscal year 2020-21 which would later be ratified by the Board.

ANALYSIS

The use of temporary borrowing between funds has been employed to offset interim shortages of cash flow. This standard business practice is approved annually by a resolution of the Board of Trustees. It is anticipated that all the borrowed funds will be repaid by during the 2020-21 fiscal year, as required by E.C. 42603.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

This item will not have a financial impact on the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

SUBJECT: Consideration of Approval to Adopt Resolution #2021-02-11-FS01
Approving Transfers from the Reserve for Contingencies to Various
Expenditure Classifications

RECOMMENDATION

It is recommended that the Board of Trustees adopt Resolution #2021-02-11-FS01 approving the transfer of funds from the reserve for contingencies to various expenditure classifications as indicated in the attached resolution.

OVERVIEW

The 2020-21 Final Budget adopted by the Board of Trustees on September 10, 2020 represented the District's best estimates for income and expenditures for the fiscal year. However, as the year progresses, additional income is sometimes received and must be distributed to appropriate accounts, expenditures change from projected levels, and increased costs may need to be covered. As provided in Title 5, §58307, and in accordance with SBCCD Administrative Procedure 6250, the Board of Trustees may approve the transfer of funds from the reserve for contingencies to any expenditure classifications via the adoption of a resolution by a two-thirds majority vote.

ANALYSIS

The Board is being asked to adopt a resolution approving budget transfers from the reserve for contingencies to the expenditure classifications indicated on the attached resolution.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The approval of this board item will reduce the reserve for contingency accounts by the amounts indicated in the attached resolution.

RESOLUTION #2021-02-11-FS01 OF THE BOARD OF TRUSTEES OF THE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO APPROVE TRANSFERS FROM RESERVE FOR CONTINGENCIES TO
VARIOUS EXPENDITURE CLASSIFICATIONS

[v.1.25.2021.p.1]2]

ON MOTION of Member _____, seconded by Member _____,
the following resolution is hereby adopted:

WHEREAS, on the 10th day of September, 2020, the San Bernardino Community College District (the District) adopted the 2020-21 Final Budget specifying the maximum amount which may be expended for each classification of expenditure; and

WHEREAS, Title 5, §58307 of the California Code of Regulations and District Administrative Procedure 6250 allows the Board of Trustees to approve transfers from the reserve for contingencies to any expenditure classification via a resolution adopted by a two-thirds majority; and

WHEREAS, the transfers listed on the attached Exhibit A were deemed necessary and prudent by the District;

NOW THEREFORE, BE IT RESOLVED that the governing body of the San Bernardino Community College District hereby adopts this resolution and authorizes, by a two-thirds majority vote, to approve said transfers.

PASSED AND ADOPTED by the Board of Trustees on February 11, 2021, by the following majority vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

STATE OF CALIFORNIA)
COUNTY OF SAN BERNARDINO)

I, Jose Torres, Secretary of the Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this _____ day of _____, 20_____.

_____ Secretary of the Board of Trustees

RESOLUTION #2021-02-11-FS01 OF THE BOARD OF TRUSTEES OF THE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
 TO APPROVE TRANSFERS FROM RESERVE FOR CONTINGENCIES TO
 VARIOUS EXPENDITURE CLASSIFICATIONS

[v.1.25.2021.p.2]2]

EXHIBIT A

| Fund 125/01 General Fund, Restricted | | | 1,234,473 | 2020-21 Fund Balance | |
|---|------------|--------|--------------------------|---|--|
| | | | - | Net Change from Previously Approved Transfers | |
| | | | 1,234,473 | Fund Balance Before Transfer(s) | |
| Board Approved | Date | Ref # | Amount to/(from) Reserve | Expenditure Classification | Justification |
| 2/11/2021 | 12/17/2020 | 210291 | 70,000 | 5000 Other Expenses | To adjust SBVC Adult Education Block Grant for FY 2021; funds returned to fund balance |
| | | | 70,000 | Total Approved at this Board Meeting | |
| | | | 1,304,473 | Fund Balance After Transfer(s) | |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

SUBJECT: Consideration of Approval of Revised Authorized Signature List for Fiscal Year 2020-21

RECOMMENDATION

It is recommended that the Board of Trustees approve the Revised Authorized Signature List for Fiscal Year 2020-21, as attached.

OVERVIEW

In accordance with California legal code, the Board of Trustees may, via annual Board action, delegate its authority to named agents. Only the Board and/or those agents are authorized to commit the District to contracts, expenditure of funds, employment of personnel, and other legal actions.

ANALYSIS

The Authorized Signature List for Fiscal Year 2020-21 was last revised by the Board of Trustees on November 12, 2020. The attached, revised list reflects the name change of Associate Director of Fiscal Services Tenille Norris.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications connected with the approval of this item.



Revised Authorized Signature List for Fiscal Year 2020-21

Submitted for Board Approval February 11, 2021

[v.1.22.2021.p.1|22]

| AUTHORITY | NAMED AGENT(S) |
|---|--|
| Contracts, Agreements, and Memos of Understanding | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>(Employment Only) Kristina Hannon, Vice Chancellor, HR</i> |
| Revenue Clearing Bank Accounts, SBCCD Commercial Property Bank Account & Lockbox | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |
| Revolving Cash Bank Account | <ul style="list-style-type: none"> ♦ <i>Custodian: James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |
| KVCR Educational Foundation Bank Account | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> |
| Safe Deposit Box | <ul style="list-style-type: none"> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> |
| Cafeteria, Associated Students, Clubs & Trusts, and Scholarship & Loan Bank Accounts | <ul style="list-style-type: none"> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |
| Financial Aid Bank Accounts | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |
| Commercial Warrants and Related Journal Entries | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> |
| Payroll Orders and Related Journal Entries, and Voluntary Payroll Deductions (PAY620) | <ul style="list-style-type: none"> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Colleen Gamboa, Payroll Manager</i> |



Revised Authorized Signature List for Fiscal Year 2020-21

Submitted for Board Approval February 11, 2021

[v.1.22.2021.p.2|22]

| AUTHORITY | NAMED AGENT(S) |
|---|--|
| Notices of Employment for Certificated, Classified, Student and Temporary Employees | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Kristina Hannon, Vice Chancellor, HR</i> ♦ <i>Joe Opris, Director, HR</i> |
| Purchase Orders (no monetary limit) | <ul style="list-style-type: none"> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Steven J. Sutorus, Business Manager</i> |
| Journal Entries (not authorized by District or Payroll Orders), Interfund Transactions, and Budget Transfers | <ul style="list-style-type: none"> ♦ <i>James L. Buysse, Interim Vice Chancellor, B&FS</i> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |
| Certify/Attest to Board Action | <ul style="list-style-type: none"> ♦ <i>Jose Torres, Interim Chancellor</i> ♦ <i>Gloria Macías Harrison, Clerk of the Board</i> |
| Access to San Bernardino County Schools Computer Consortium System with Secure I.D. Token | <ul style="list-style-type: none"> ♦ <i>Larry Strong, Director of Fiscal Services</i> ♦ <i>Steven J. Sutorus, Business Manager</i> ♦ <i>Tenille AlexanderNorris, Associate Director, Fiscal Services</i> ♦ <i>Jorge Andrade, Accounting Services Manager</i> |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: February 11, 2021

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
February 11, 2021

| Asset # | Date Retired | Description | Initial Value | Current Value |
|---------|--------------|-------------|---------------|---------------|
| 34846 | 1/5/2021 | Ipad | \$750.00 | \$0.00 |
| 34847 | 1/5/2021 | Ipad | \$750.00 | \$0.00 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency Management & Construction

DATE: February 11, 2021

SUBJECT: Consideration of Approval of Amendment 01 to the Professional Services Agreement with P2S, Inc. of Long Beach, CA

RECOMMENDATION

It is recommended that the Board of Trustees approve Amendment 01 to the contract with P2S, Inc. of Long Beach, CA for Measure CC Zero Net Energy (ZNE) Implementation at no additional cost.

OVERVIEW

In September 2020, the Board of Trustees approved a contract with P2S, Inc. to prepare a ZNE Implementation Plan. A no cost contract amendment is being written to extend the contract delivery schedule for the ZNE Implementation Plan to March 31, 2021, which is an additional 42 working days.

ANALYSIS

This contract amendment is necessary due to additional collaboration needed on Measure CC projects currently in development. This amendment will have no cost impact.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There is no additional cost associated with this amendment. The original contract amount was included in the Bond Construction budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency Management & Construction

DATE: February 11, 2021

SUBJECT: Consideration of Approval of Amendment 02 to the Professional Services Agreement with ECORP Consulting, Inc. of Redlands, CA

RECOMMENDATION

It is recommended that the Board of Trustees approve Amendment 02 to the contract with ECORP Consulting, Inc. of Redlands, CA for Measure CC California Environmental Quality Act (CEQA) services at no additional cost.

OVERVIEW

In August 2019, the SBCCD Board of Trustees approved a contract with ECORP Consulting, Inc. to provide CEQA consulting services.

ANALYSIS

This contract amendment will add the Crafton Hills College (CHC) East Valley Public Safety Training Center burn tower to the existing CEQA Environmental Impact Report at no extra cost.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There is no additional cost associated with this amendment. The original contract amount was included in the Bond Construction budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency Management & Construction

DATE: February 11, 2021

SUBJECT: Consideration of Ratification of Master Services Agreements and Task Orders for Bond Construction

RECOMMENDATION

It is recommended that the Board of Trustees ratify Master Services Agreements and Task Orders as indicated on the attached list.

OVERVIEW

To support the Measure CC Bond Program, SBCCD has created various shortlists of professional service consultants for specific pre-design, and engineering disciplines in accordance with the established Request for Qualifications process. These prequalified shortlists include:

- Architectural & Engineering, Civil Surveying, Geotechnical, and Mechanical (Board approved December 12, 2019);
- Commissioning, Special Inspection & Material Testing, Hazardous Material Assessment, and Landscape Architecture (Board approved February 13, 2020); and
- Estimating (Board approved December 11, 2020).

As consulting firms are needed, Requests for Task Order Proposals are issued to the firms of each applicable shortlist. If selected, a Master Services Agreement with the chosen firm is executed, and the Task Order awarded.

ANALYSIS

Requests for Task Order Proposals are issued to all prequalified professional service consultants within the related pool. Unlike construction contracts, which are awarded by low bid, professional consulting contracts are awarded based on best value.

Each proposal is assessed by a committee comprised of representatives from the Facilities Department, campus staff, program management team, and other District stakeholders as appropriate. A qualitative evaluation based on weighted criteria (including fee, technical approach, project experience, key personnel, and delivery schedule) is performed to determine which firm’s proposal provides SBCCD with the best value for the Task Order.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.



Master Services Agreements & Task Orders for Bond Construction Submitted for Ratification February 11, 2021

[v.1.21.2021.p.1|1]

| Firm | Pool Approval | Task Order Amount | Site | Project | Task Order | Date Issued | Date Ratified |
|---------------------------------------|---------------------|-------------------|------|--|------------------------------------|-------------|---------------|
| tBP Architecture Newport Beach, CA | A & E 12/12/2019 | \$106,510.00 | SBVC | Physical Science & Health Life Science Building | CC01-3610-06.03 Fume Hood Study | 12/13/2020 | 2/11/2021 |



MEASURE CC

BUILDING NEW OPPORTUNITIES FOR OUR STUDENTS & OUR COMMUNITY

Task Order Selection Summary

Campus & Project: San Bernardino Valley College - Physical Science & Health Life Science Building—Fume Hood Feasibility Study

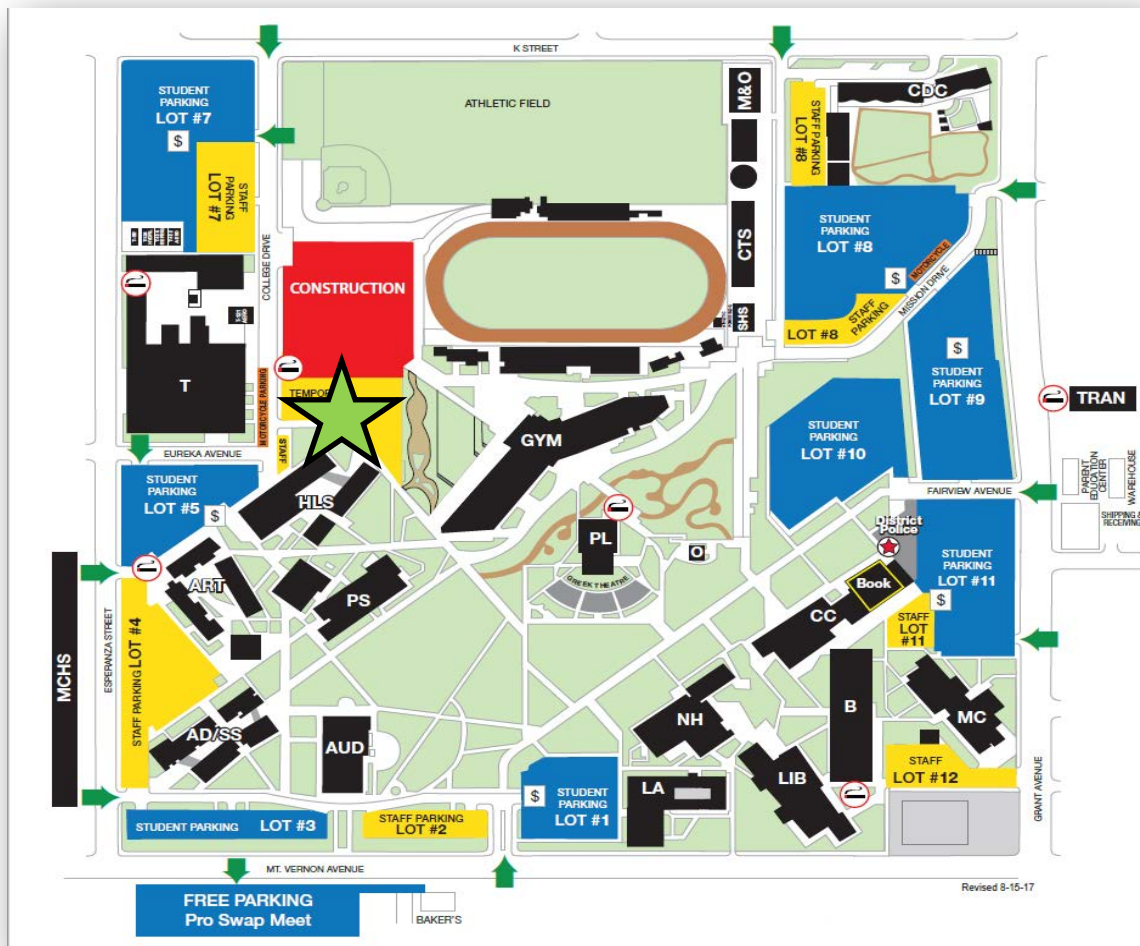
Task Order Awarded to: tBP Architecture

Task Order Executed: January 12, 2021

Amount: \$106,510.00

Selection Summary:

The shortlist of pre-qualified Architecture & Engineering (A&E) firms includes twenty firms. Three firms submitted a proposal in response to the Request for Task Order Proposal. The selection committee included one evaluator from the District and one from the Program Management Office. tBP Architecture was ranked based on Best Value scoring. The qualifications of the proposed team were very strong in both project experience and individual experience. During the evaluation of proposals, tBP Architecture received the highest cumulative score and was awarded the Task Order.



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: February 11, 2021

SUBJECT: Board Committee Reports

RECOMMENDATION

This item is for information only.

OVERVIEW

Per Board Policy 2220, the Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the California Public Meetings Act (Brown Act) and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

Standing committees of the Board can be found on the Board of Trustees page of the District Website http://www.sbccd.org/Board_of_Trustees

ANALYSIS

The purpose of the reports is for BOT Committee Chairs to communicate information to the full Board, leading to more engagement and interaction at upcoming board meetings. Updates are provided orally by the BOT Committee Chairs, as needed. The Board may ask staff to review a matter or may ask that a matter be put on a future agenda.

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.



Committees of the Board

Subject to the Brown Act

| BOT COMMITTEES (with committee charge) | 2021 BOARD MEMBERS (chairs to be determined) |
|--|--|
| <p>Finance Committee</p> <p>The committee is charged with:</p> <ul style="list-style-type: none"> • Increasing the efficiency of the Board of Trustees by performing time-consuming research on its behalf. • Improving clarity by providing a platform for detailed questions not conducive to the flow of monthly business meetings. • Promoting transparency of the SBCCD budgeting process and fiscal matters through detailed discussion of these topics in an open forum. • Fostering an environment of understanding by communicating findings and formulating final recommendations to the Board of Trustees. • Increasing the efficiency of the Board of Trustees by performing time-consuming research on its behalf regarding the implementation and operation of bond measures. | <ol style="list-style-type: none"> 1. Gloria Harrison 2. Donald Singer 3. Stephanie Houston |
| <p>Legislative Committee</p> <p>The committee is charged with:</p> <ul style="list-style-type: none"> • Increasing the efficiency of the Board of Trustees by performing time-sensitive legislative research on its behalf. • Improving clarity by providing a platform for detailed questions not conducive to the flow of monthly business meetings. • Promoting transparency of SBCCD's legislative advocacy priorities through discussions in an open forum. • Fostering an environment of understanding by communicating findings and formulating recommendations to the full Board of Trustees. | <ol style="list-style-type: none"> 1. Frank Reyes 2. Anne Viricel 3. John Longville |



CHANCELLOR'S REPORT

WHY I CHOOSE TO BE HOPEFUL

We don't have to read the news headlines to know that too many students today are pausing their education and career training. The pandemic, compounded by job loss, the sudden transition to online and distance learning, devastating wildfires, family obligations, and uncertain living conditions, has profoundly affected our students.

But I choose to be hopeful that better days will return; let me explain.

First, the COVID-19 vaccine is finally here, and it is one of the most important tools we have to end the pandemic. When it's my turn, I will get vaccinated to protect myself, my family, and our community.

To be sure, the Pfizer-BioNTech and Moderna vaccines meet the U.S. Food & Drug Administration's rigorous scientific standards. Our top health experts trust it because it is proven to be 95% effective in protecting you from the virus. I encourage you to learn more about vaccine safety at www.fda.gov or ask your health care provider.

Second, we are not alone in our mission to reach our most vulnerable students. In early January, the Governor unveiled his state funding plan for the 2021-22 fiscal year. His budget proposal aims to address the challenges our community colleges and students face.

Governor's One-Time State Funding Proposal:

- \$100 million for immediate emergency financial assistance to community college students;
- \$20 million to boost retention and enrollment rates for community colleges;
- \$150 million Emergency Financial Aid for Students
- \$100 million Emergency Grants for Food and Housing Insecurity
- \$20 million expand Work-Based Learning
- \$20 million Faculty Professional Development
- \$15 million Zero-Degree Textbooks
- \$2.5 million Dual Enrollment Instructional Materials
- \$600,000 Implementation of CSU Ethnic Studies requirement (AB 1460 – Weber)

Governor's Ongoing State Funding Proposal:

- \$30 million Online Technology and Mental Health Services
- \$10.6 million online education ecosystem and infrastructure
- \$15 million California Apprenticeship Initiative
- \$6.1 million Cost-of-Living Adjustment to specific categorical programs
- \$8 million increased operating costs for broadband through CENIC
- \$8.1 million Cost-of-Living Adjustment Adult Education Block Grant

The Governor's January funding proposal marks the beginning of the legislative cycle and budget negotiations, ending in June.

While we analyze this budget proposal's local impact, I am heartened that our community colleges are a funding priority for our state policymakers. We expect that the dollar amounts outlined above will change in May based on updated tax revenues and overall state fiscal projections. Between now and then, our Board of Trustees, Presidents, and I will engage with our policymakers and advocate so that our colleges and students have the resources to recover and emerge stronger.

There are countless other reasons why I choose to be hopeful, and among them is you. While we have more work ahead of us, please know how humbled I am by your ingenuity, leadership, and service to our students. You represent the very best of the San Bernardino Community College District.

Sincerely,



Jose F. Torres
Interim Chancellor

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose Torres, Interim Chancellor

REVIEWED BY: Jose Torres, Interim Chancellor

PREPARED BY: Christopher M. Crew, Interim Director, Research & Planning

DATE: February 11, 2021

SUBJECT: Key Performance Indicator (KPI) Dashboard Updates

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

The attached data sheets provide updates to the KPIs that have been revised with 2019-20 data.

ANALYSIS

The KPI Dashboard has been revised and renumbered. To provide the Board with a monthly update, the following KPIs have been included. These contain 2018-19 data as 2019-20 data will not become available until December 2020.

- KPI I.A (Student Education Plans)
- KPI I.D (TL English and Math Completion Rate)

INSTITUTIONAL VALUES

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None.



Office of Research, Planning & Institutional Effectiveness
Key Performance Indicator (KPI) Dashboard

Goal 1 – Student Success

KPI I.A – Percentage of Students with a Student Education Plan (SEP)

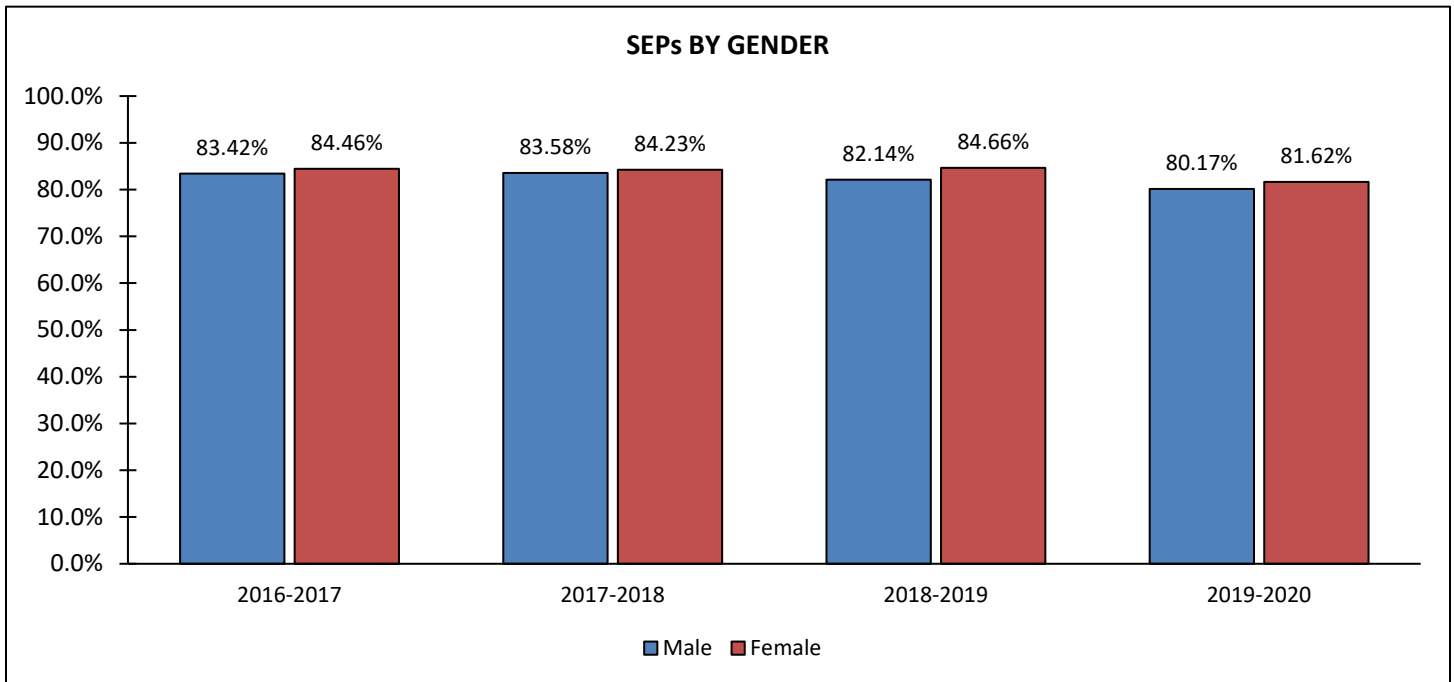
Objective: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Definition: The total number of students that have (1) met with a counselor to plan their courses for any number of semesters, (2) had the educational goal of earning a degree/transferring to a 4 year college, and (3) declared a major divided by the total number of enrolled students who were not exempted from completing a student educational plan.

Measurement Frequency: Annual

| KPI I.A: Percentage of Students with SEP | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|
| Crafton Hills College (CHC) | 77.73% | 77.09% | 77.66% | 71.27% |
| San Bernardino Valley College (SBVC) | 86.57% | 86.77% | 86.19% | 85.20% |
| SBCCD (Total) | 84.01% | 83.96% | 83.64% | 81.05% |

EQUITY ANALYSIS:

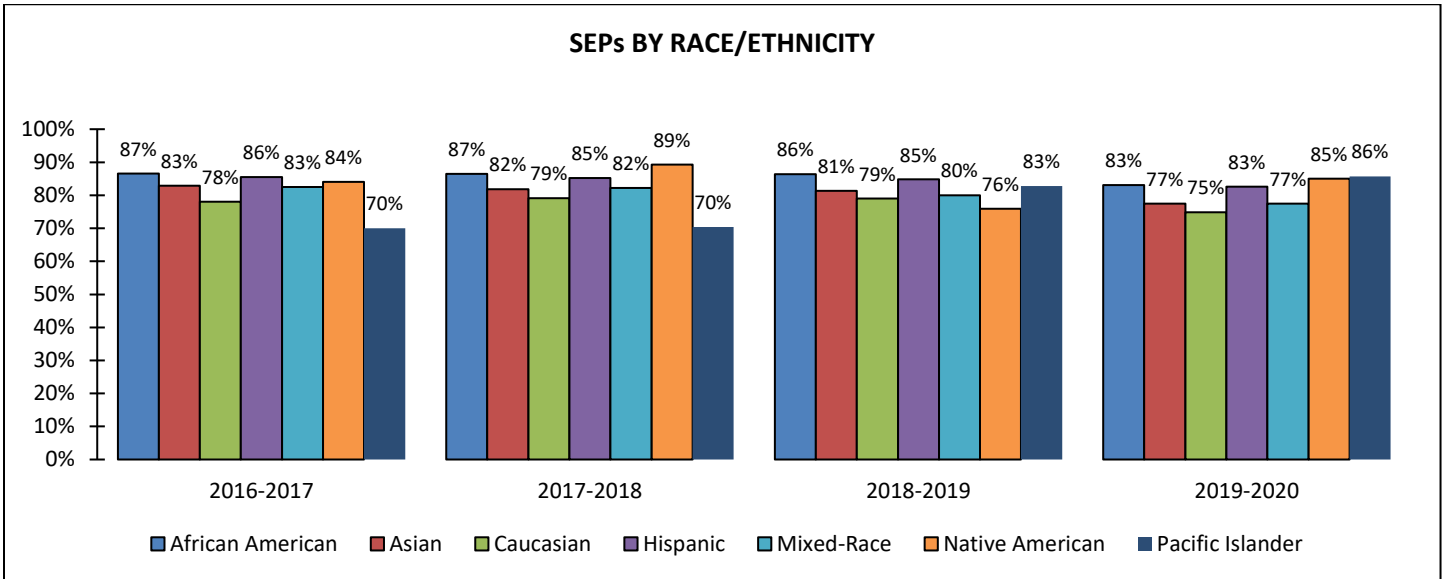


Data Source: MIS SS09

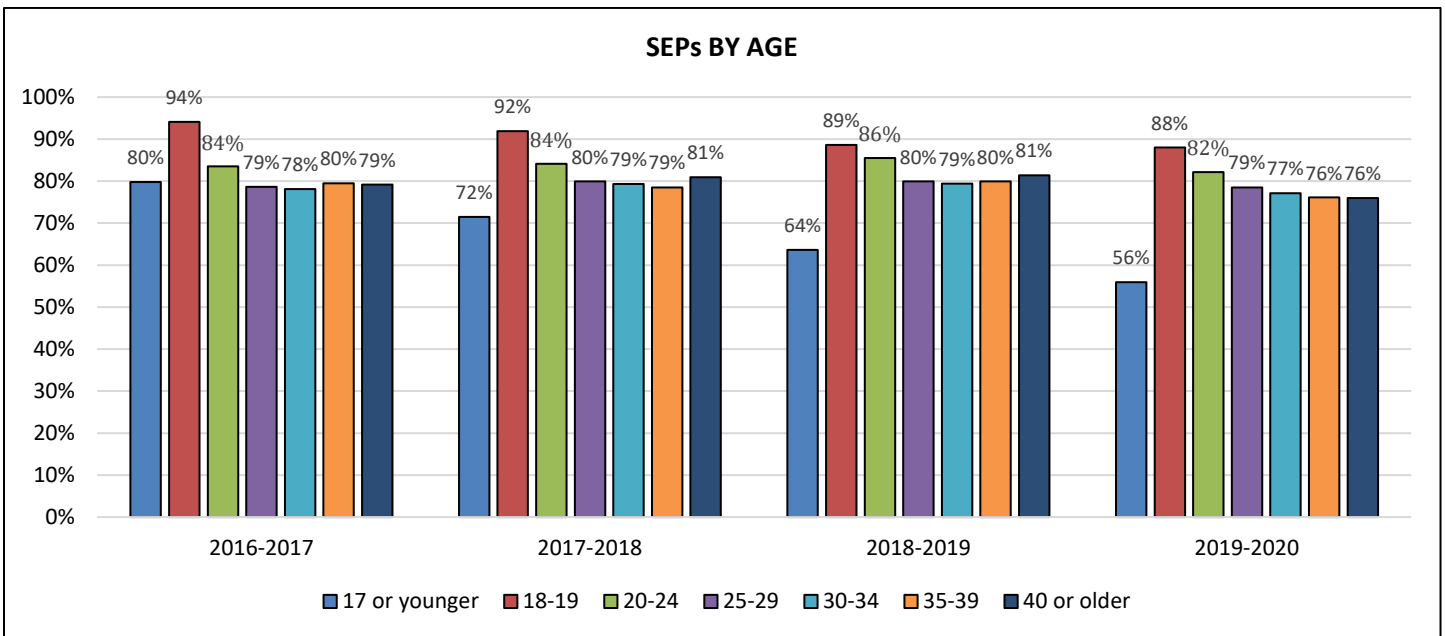
Analysis: The number of students with an SEP showed a **net decrease** of 2.96% since the 2016-2017 academic year. This amounts to an **average** of 83.16% of SBCCD students that have an SEP over this 4-year period. On average, a greater percentage of **females** completed a SEP than **males** over this four-year period (83.7% vs. 82.3%, respectively).



Office of Research, Planning & Institutional Effectiveness
Key Performance Indicator (KPI) Dashboard



Analysis: On average, **African Americans** obtained the **highest SEP percentage** over this four-year period (85.7%). The next highest was Hispanics (84.5%), Native Americans (84.0%), Asians (80.8%), Mixed-Race (80.5%), Caucasians (77.8%), and Pacific Islanders (74.0%).



Analysis: On average, over this four-year period, the 18-19 age group had the **highest SEP percentage** (90.5%), followed by the 20-24, 40 or older, 25-29, 30-34 and 35-39 age groups (83.8% and 79.3% and 79.2% and 78.5% and 78.4%, respectively). The **lowest SEP percentage** was seen in the 17 or younger age group (67.0%).



Office of Research, Planning & Institutional Effectiveness Key Performance Indicator (KPI) Dashboard

Goal 1 – Student Success

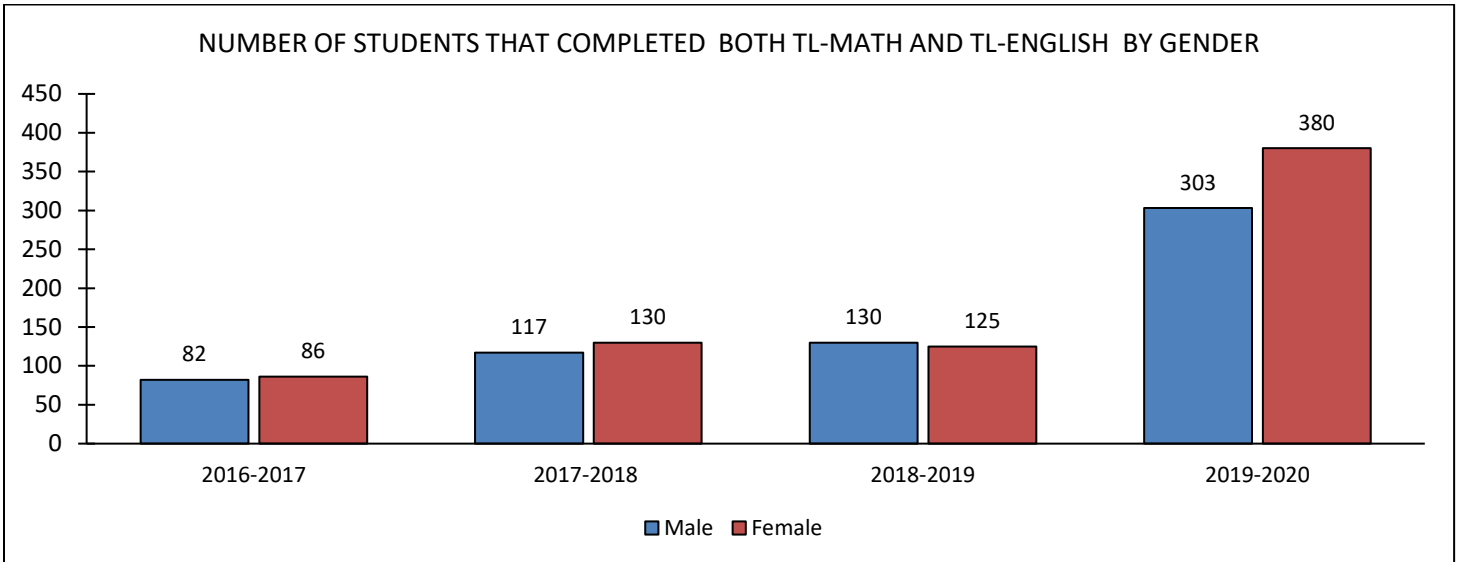
KPI I.D – Number of Students Completing transfer-level Math and English in the First Year

Objective: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Definition: The total number of students who complete both transfer-level Math and English within the District in their first year.

Measurement Frequency: Annual

| KPI I.D: # of Students Completing TL Math and English | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|
| Transfer Level English | 666 | 759 | 785 | 1602 |
| Transfer Level Math | 304 | 464 | 489 | 926 |
| Transfer Level Math and English | 171 | 248 | 256 | 684 |

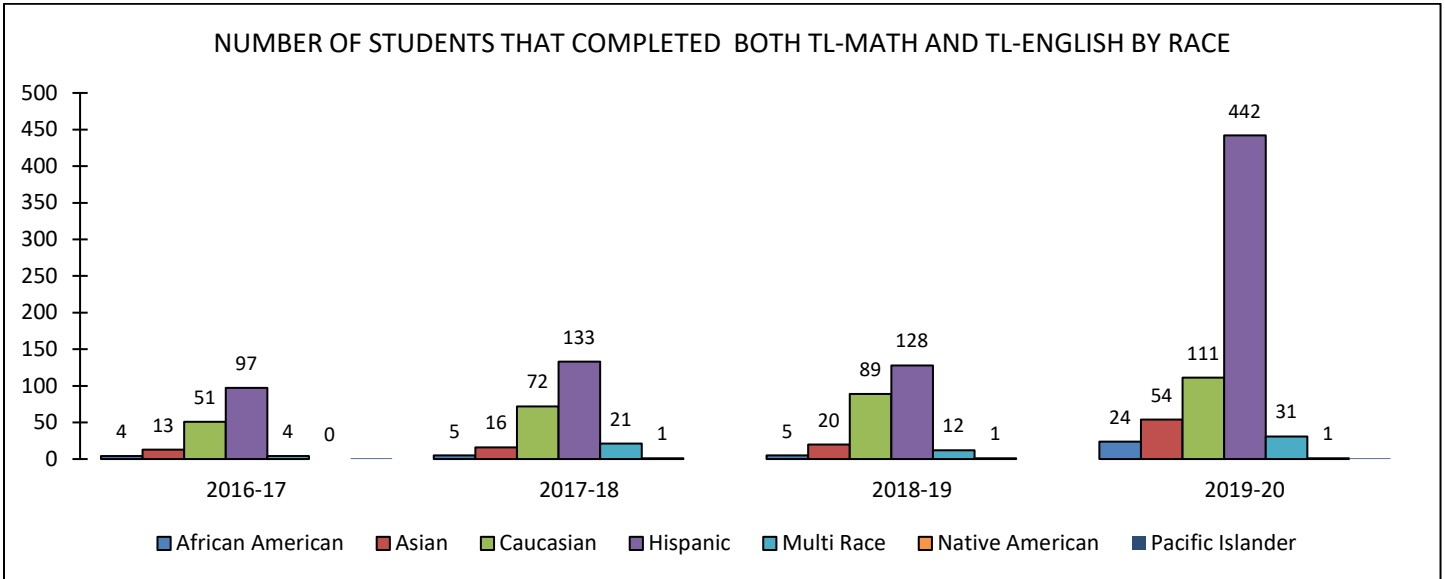


Note: Unknown gender students (6) were excluded from the bar graph but were included in SBCCD total in Table above.

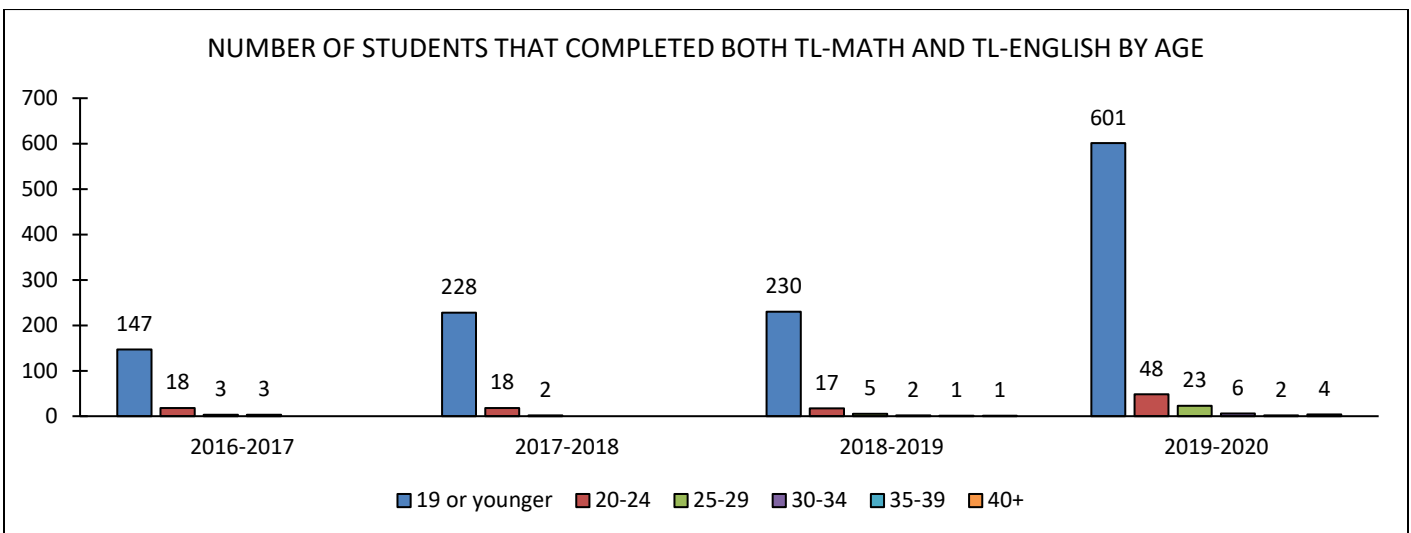
Overall and By Gender: The number of students who completed both transfer-level Math and English in their first year within the District increased by 300%, from 171 in 2016-17 to 684 in 2019-20, with a four-year average of 340. On average, more females completed TL-Math and English than males (four-year average of 180 and 158, respectively). The number of females and males completing transfer math and English in the first year increased by 341.9% and 269.5%, respectively.



Office of Research, Planning & Institutional Effectiveness
Key Performance Indicator (KPI) Dashboard



Analysis: On average, over this four-year period, **Hispanics** had **the highest number of students completing both transfer-level Math and English in their first year** (200 per year). The next highest was Caucasians (81), followed by Asians (26), Multi Race (17), African Americans (10), Native Americans (0.8), and Pacific Islander (0.5). Multi races, African Americans and Hispanics saw the greatest increase in number of students who completed TL-Math/English in their First Year over this four-year period (225% per year & 167% & 119%, respectively).



Analysis: On average, over this four-year period, **the 19 or younger age group** comprised approximately 89% (302 students per year) of all students who completed transfer Math and English. The next highest was the **20-24 age group** (25), followed by the 25-29 age group (8), the 30-34 age group (2.8), the 35-39 age group (0.8), and the age 40 or older group (1.3).

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose Torres, Interim Chancellor

REVIEWED BY: Jose Torres, Interim Chancellor

PREPARED BY: Christopher M. Crew, Interim Director, Research & Planning

DATE: February 11, 2021

SUBJECT: Analysis of AB 705 Compliance, Implementation, and Student Success

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

The attached report provides an analysis of AB 705 compliance, implementation, student success, and student retention.

ANALYSIS

AB 705 was designed to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. The attached report provides information on SBCCD's compliance with the measures, instruments, and placement model components of the AB 705 legislation (Table 1) and briefly describes SBCCD's implementation approach (Table 2). This is followed by course success comparisons for students that did and did not take a pre/co-requisite Math or English Course prior to taking Transfer-Level Math or English.

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

None.

SAN BERNARDINO  COMMUNITY COLLEGE DISTRICT

PRELIMINARY ANALYSIS OF AB 705 COMPLIANCE, IMPLEMENTATION,
STUDENT SUCCESS, AND STUDENT RETENTION: 2019–2020

REPORT 6 of 6: CO/PRE-REQUISITE ANALYSIS

SBCCD Office of Research, Planning, and Institutional Effectiveness:

Christopher M. Crew, Ph.D. – Interim Director

Myung H. Koh, Ph.D. – Research and Planning Analyst

OVERVIEW: AB 705 was designed to increase the number of students that complete transfer-level Math and English within one year of matriculation at a Community College. One key component of the legislation is that the placement of students into English and Math courses must use a combination of high school coursework, high school grades, and high school grade point average in lieu of traditional placement exams.

The bill also gives the Board of Governors the authority to establish and modify regulations on the use of measures, instruments, and placement models. A few regulations and compliance metrics are provided in the tables on the subsequent page. Table 1 provides information on SBCCD’s compliance with the measures, instruments, and placement model components of the AB 705 legislation and Table 2 briefly describes our implementation approach.

ISSUES TO CONSIDER: There remains some confusion around compliance with the legislation as it relates to the start of the 1-year timeframe (the confusion is state-wide). However, both colleges are corresponding with the State Chancellors Office and making use of professional development opportunities to ensure adherence to the regulations.

TABLE 1: COMPLIANCE WITH MEASURES, INSTRUMENTS, AND PLACEMENT MODELS

| | CRAFTON HILLS COLLEGE | | VALLEY COLLEGE | |
|---|-----------------------|-------------|----------------|-------------|
| | English | Math | English | Math |
| No remedial courses greater than 1 level below transfer. | ✓ | ✓ | ✓ | ✓ * |
| Guided Self-placement using multiple measures. | ✓ | ✓ | ✓ | ✓ |
| Transfer-level placement percentages publicly available. ** | In progress | In progress | In progress | In progress |

* SBVC's Mathematics department still offers courses greater than 1-level below transfer-level Math but placement is based on the students' self-assessment and the decision on where to be placed is up to the student. This approach is still in compliance with AB 705 legislation.

** AB-1805 – Is a requirement to provide students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses.

TABLE 2: IMPLEMENTATION

| | CRAFTON HILLS COLLEGE | | VALLEY COLLEGE | |
|--|-----------------------|------|----------------|------|
| | English | Math | English | Math |
| Increased the number of sections for transfer-level Math and English. | ✓ | ✓ | ✓ | ✓ |
| Faculty are attending community of practice workshops to support integration. | ✓ | ✓ | ✓ | ✓ |
| Developed linked support courses with embedded tutors. Used corequisite model. | ✓ | ✓ | ✓ | ✓ |
| The same faculty teaches the transfer course and the support course. | ✓ | ✓ | ✓ | ✓ |

EXECUTIVE SUMMARY:

Overview: Provides and analysis of course enrollments, successful completions (i.e., receiving an grade of A, B, C, P) and course success rates in Transfer-Level (TL) Math and English for students that **did** and **did not** take a pre/co-requisite course prior to taking Transfer-Level Math or English in 2019-2020.

Finding 1 (Transfer-Level English): Overall, students that were placed directly into Transfer-Level English had **higher** success rates than students that took a co/pre-requisite course prior to taking Transfer-Level English (65.46% vs. 59.91%, respectively).

Finding 2 (Transfer-Level Math): Overall, students that were placed directly into Transfer-Level Math had **lower** success rates than students that took a co/pre-requisite course prior to taking Transfer-Level Math (56.37% vs. 57.37%, respectively).

Finding 3 (Co-Requisite versus Pre-Requisite Models): An interesting pattern emerged when looking at the pre-requisite versus the co-requisite approaches. CHC implemented a Co-Requisite model for English that requires students to take an 9-week accelerated TL-English preparatory course immediately followed by a 9-week accelerated TL-English course. This approach yielded the highest success rate (84.72%) of any of the co/pre-requisite approaches (see Table 2).

Implications for AB-705 Implementation and Compliance: Previous analyses of SBCCD AB-705 implementations (e.g., race, gender, age, special population) have all shown meaningful progress with regards to implementing and complying with the objectives of the legislation. Specifically, SBCCD has increased enrollments and completions of Transfer-Level Math and English by 82.92% and 57.52%, respectively.

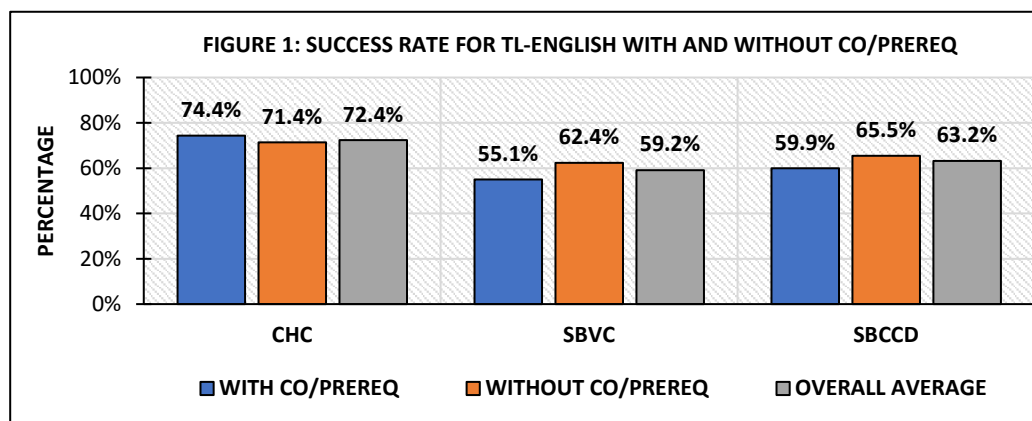
Furthermore, the results from the co/pre-requisite analysis has potential implications for Guided Pathways as the data suggests that the co-requisite model has the greatest impact on success. The reasons behind the significant success of the co-requisite model should be further explored by the colleges.

TABLE 1: SSUCCESS AND SUCCESS RATE IN TL ENGL/MATH WITH AND WITHOUT A CO/PREREQ 2019-2020

| TL-ENGLISH | CHC | | SBVC | | SBCCD | |
|--------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|
| | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq |
| Enrolled | 582 | 1180 | 1733 | 2239 | 2315 | 3419 |
| Success* | 433 | 842 | 954 | 1396 | 1387 | 2238 |
| Success Rate | 74.40% | 71.36% | 55.05% | 62.35% | 59.91% | 65.46% |
| TL-MATH | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq |
| | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq | With Co/Prereq | Without Co/Prereq |
| Enrolled | 595 | 1130 | 639 | 3046 | 1234 | 4176 |
| Success* | 370 | 630 | 338 | 1724 | 708 | 2354 |
| Success Rate | 62.18% | 55.75% | 52.90% | 56.60% | 57.37% | 56.37% |

* = Successful completion of course with a grade of A, B, C, P

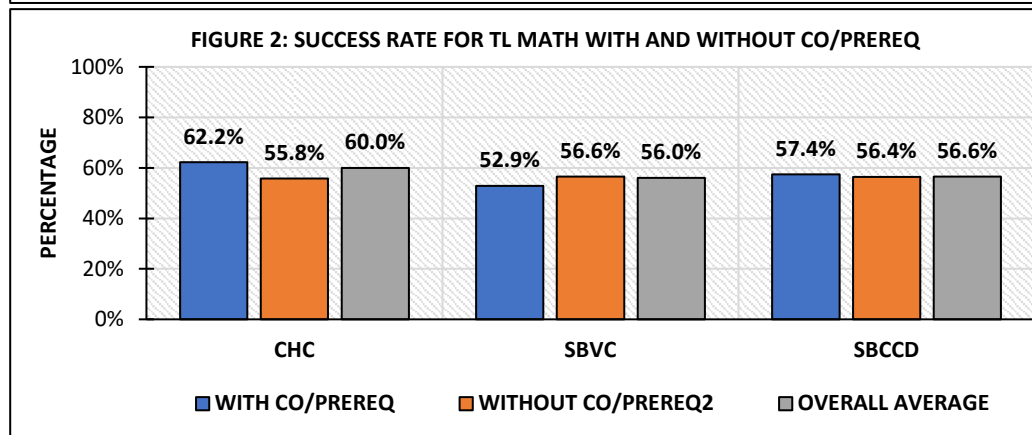
SUMMARY TABLE 1: Provides the number of successes and the success rate for students that placed directly into a TL English or Math course in comparison to students that were placed in a corequisite support course or a prerequisite course prior to taking TL English or Math. On average (i.e., SBCCD), students placed in a co/prerequisite English course had a **lower** success rate in TL English than students that were placed directly into TL English (59.91% vs 65.46%, respectively). For Math, on average, students placed in a co/prerequisite math course had a **higher** success rate in TL Math than students that were placed directly into TL Math (57.37% vs 56.37%, respectively).



SUMMARY FIGURE 1:

The success rate in TL English for students that did and did not enroll in a co/prereq.

For SBCCD, students placed directly in TL English had the highest success rate (65.5%).



SUMMARY FIGURE 2:

The success rate in TL Math for students that did and did not enroll in a co/prereq.

For SBCCD, students placed in co/prereq had the highest TL Math success rate (57.4%).

TABLE 2: TL-ENGLISH (100/100H) THROUGHPUT AND SUCCESS RATE BY CO/PREREQUISITE COURSE TYPE

| | A | B | C | D | F | W | Enrolled | Success* | Success Rate | Completion** |
|--------------------------------------|------------|------------|------------|------------|------------|------------|----------|----------|--------------|--------------|
| CHC (average) | 212 | 148 | 73 | 34 | 81 | 34 | 582 | 433 | 74.40% | 467 |
| English Support Lab | 179 | 130 | 63 | 32 | 73 | 33 | 510 | 372 | 72.94% | 404 |
| Accelerated Prep for College English | 33 | 18 | 10 | 2 | 8 | 1 | 72 | 61 | 84.72% | 63 |
| SBVC (average) | 291 | 332 | 331 | 166 | 360 | 251 | 1731 | 954 | 55.11% | 1120 |
| Strategies for College Composition | 160 | 178 | 160 | 95 | 197 | 147 | 937 | 498 | 53.15% | 593 |
| Fundamentals for College Composition | 131 | 154 | 171 | 71 | 163 | 104 | 794 | 456 | 57.43% | 527 |

* = Successful completion of course with a grade of A, B, C, P

** = Includes grades of "D"

SUMMARY TABLE 4: Provides the enrollment, throughput, and success rate for students taking TL English while/after taking one of the 4 co/prerequisite English courses listed above.

TABLE 3: TL-MATH (100-LEVEL COURSES) THROUGHPUT AND SUCCESS RATE BY CO/PREREQUISITE COURSE TYPE

| | A | B | C | D | F | W | Enrolled | Success* | Success Rate | Completion** |
|------------------------------------|------------|------------|------------|-----------|------------|-----------|----------|----------|--------------|--------------|
| CHC (average) | 122 | 119 | 90 | 41 | 110 | 48 | 530 | 331 | 62.45% | 372 |
| College Algebra Support | 58 | 55 | 39 | 15 | 55 | 20 | 242 | 152 | 62.81% | 167 |
| Probability and Statistics Support | 62 | 60 | 45 | 24 | 47 | 26 | 264 | 167 | 63.26% | 191 |
| Ideas of Mathematics | 2 | 4 | 6 | 2 | 8 | 2 | 24 | 12 | 50.00% | 14 |
| SBVC (average) | 77 | 91 | 111 | 43 | 166 | 60 | 548 | 279 | 50.91% | 322 |
| Intermediate Algebra | 2 | 1 | 5 | 1 | 2 | 2 | 13 | 8 | 61.54% | 9 |
| Independent Lab | 75 | 90 | 106 | 42 | 163 | 58 | 534 | 271 | 50.75% | 313 |

* = Successful completion of course with a grade of A, B, C, P

** = Includes grades of "D"

SUMMARY TABLE 3: Provides the enrollment, successes, and success rate for students taking TL Math while/after taking one of the 5 co/prerequisite math courses listed above.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: February 11, 2021

SUBJECT: AB 992 Communications on Social Media

RECOMMENDATION

This item is for information only.

OVERVIEW

On October 22, 2020, the Board of Trustees attended a strategy session offered by William Dietrich of AALRR. AB 992 amends Government Code section 54952.2 and became operative on January 1, 2021, with the amendments remaining in place until January 1, 2026. The new law impacts only members of legislative bodies (Board/Council Members) and their usage of social media accounts and/or platforms.

ANALYSIS

Communications restricted by AB 992 include not only comments, but also include the “use of digital icons that express reactions to communications made by other members of the legislative body” (i.e., emojis, “like” buttons, reactions).

- If Board Member A commented in response to a question posed by the member of the public and Board Member B “liked” Board Member A’s original comment, this interaction would be a violation. AB 992 is unclear as to whether both Board Member A and Board Member B, or if only Board/Council Member B (who responded directly to Board Member A) would have violated AB 992.

Effective January 1, 2021, the Brown Act authorizes individual Board Members to engage in conversations with the public on an “internet-based social media platform to answer questions, provide information to the public, or to solicit information from the public regarding a matter that is within the subject matter jurisdiction of the legislative body.” Board Members, however, are not authorized to use social media to discuss among themselves business within the subject matter jurisdiction of the legislative body. Additionally, Board Members are prohibited from responding directly to any post and/or comment that is made, posted, or shared by any other Board Member of the same legislative body.

INSTITUTIONAL VALUES

- I. Institutional Effectiveness
- 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

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: February 11, 2021

SUBJECT: Board Master Planning Action Calendar

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board Master Planning Action Calendar is a schedule of items for board discussion or action. Board items are subject to change and board meeting dates and times are posted on the district website 72-hours prior to the meeting date www.sbccd.edu.

ANALYSIS

The Board Master Planning Action Calendar serves as a blueprint that can be used to increase transparency and efficiency districtwide.

INSTITUTIONAL VALUES

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

FINANCIAL IMPLICATIONS

No impact to the budget.

Board Master Planning Action Calendar
As of 1/26/2021 9:08 PM

| | | | | |
|----------------|-----------------------|---|---|--|
| Monthly | B&FS | - Fund Balance Transfer Resolution - Ratification of Interfund Transfers - Cash Flow Analysis - Budget Report w/memo - FTES Reports | - Events/CBOC Meeting - Individual Memberships - Conferences Over \$5K or Outside US - Signature List Changes - Vacation Payout | - Contracts Above Bid Limit - Contracts Below Bid Limit - Purchase Order Report - Surplus Property |
| | FPC | - RFO/RFP/Bid & Contract Award - Informal Bid Award (UCCAP) | - Small Scale Construction Contract Award - Non-Bond Construction COs/Amendments | - Bond Construction COs/Amendments - CBOC Appointees |
| | HR | - Closed Session Items (Separate Agenda) - Appoint Employees - Appoint Interim Managers - Appoint Temporary Academic Employees - Employee Promotions - Employee Reclassifications - Employee Step Increase | - Employee Transfers - Non-Instructional Pay - Resignations & Retirements - Salary Advancement-Academic - Tuition Reimbursement for Managers - Volunteers - Adjunct/Substitute Academic | - Pay Stipends - Job Descriptions - CSEA/CTA Agreements - CSEA/CTA MOUs - Professional Expert, Short-Term, Subs - 39-Month Reemployment |
| | OOC & PRES | - AB 705 Report - Accreditation Timeline - Applause Report - Board Committee Reports | - Board Master Planning Action Calendar - Board Policies & Procedures - Chancellor's Report | - Curriculum - Key Performance Indicators - Minutes |

| JANUARY | | FEBRUARY | | MARCH | |
|---|--|---|--|-------|--|
| • Budget Calendar <i>(by 2/1)</i> | • Closed Session – Notice of Intent to Non-Renew <i>(by 3/15)</i> | • CBOC Annual Report <i>(by 3/31)</i> | | | |
| • Budget Directives 1 st Reading | • Budget Directives 2 nd Reading/Approval <i>(by 3/1)</i> | • Selection of Auditor <i>(by 4/1)</i> | | | |
| • National Community College Month Resolution <i>(by 2/1)</i> | • Nonresident Tuition Fee <i>(by 3/1)</i> | • Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> | | | |
| • Sabbaticals Granted | • Apportionment Attendance Report P1 | • Grant Tenure/Tenure Contracts | | | |
| | • Quarterly Investment Report | • Elect BOT Self-Evaluation Ad Hoc Committee and Approval of Evaluation Instrument & Process | | | |
| | | • Classified Employee of the Year <i>(by 3/15)</i> | | | |
| APRIL | | MAY | | JUNE | |
| • Interfund Transfer Resolution | • Quarterly Investment Report | • AP/BP 6320 Investments 1 st Reading <i>(annually)</i> | | | |
| • Constitutional Advance <i>(optional)</i> | • Apportionment Attendance Report P2 | • Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> | | | |
| • HR Diversity in Hiring Report <i>(April & October)</i> | • EEO Multiple Method Certification <i>(by 6/1)</i> | • Authorized Signature List <i>(annually)</i> | | | |
| • 4/10 Alternate Summer Work Schedule for Management & Confidential Employees | • Board Orientation Handbook 2 nd Reading | • Bank Accounts <i>(annually)</i> | | | |
| • Board Orientation Handbook 1 st Reading | • Preliminary Budget & Presentation <i>(study session)</i> | • Tentative Budget <i>(by 7/1)</i> | | | |
| • District Technology Strategic Plan – 1 st Reading <i>(last plan 2020-2023)</i> | • Resolution for Outgoing Student Trustees | • Prop 30 EPA Expenditures Resolution <i>(annually)</i> | | | |
| | • ACCJC Institutional Self-Evaluation Report 1 st Reading <i>(by 8/1 every six years. Last report 2014)</i> | • GANN Limit <i>(by 7/1)</i> | | | |
| | • District Technology Strategic Plan – 2 nd Reading <i>(last plan 2020-2023)</i> | • Meals, Refreshments, Open POs for Next FY | | | |
| | | • Order of Election and the Specifications of the Election Order <i>(every 2 years on even numbered years)</i> | | | |
| | | • New Student Trustee Orientation | | | |
| | | • ACCJC Institutional Self-Evaluation Report 2 nd Reading/Approval <i>(by 8/1 every six years. Last report 2014)</i> | | | |

Board Master Planning Action Calendar

As of 1/26/2021 9:08 PM

| | | | | |
|----------------|-----------------------|---|---|--|
| Monthly | B&FS | - Fund Balance Transfer Resolution - Ratification of Interfund Transfers - Cash Flow Analysis - Budget Report w/memo - FTES Reports | - Events/CBOC Meeting - Individual Memberships - Conferences Over \$5K or Outside US - Signature List Changes - Vacation Payout | - Contracts Above Bid Limit - Contracts Below Bid Limit - Purchase Order Report - Surplus Property |
| | FPC | - RFO/RFP/Bid & Contract Award - Informal Bid Award (UCCAP) | - Small Scale Construction Contract Award - Non-Bond Construction COs/Amendments | - Bond Construction COs/Amendments - CBOC Appointees |
| | HR | - Closed Session Items (Separate Agenda) - Appoint Employees - Appoint Interim Managers - Appoint Temporary Academic Employees - Employee Promotions - Employee Reclassifications - Employee Step Increase | - Employee Transfers - Non-Instructional Pay - Resignations & Retirements - Salary Advancement-Academic - Tuition Reimbursement for Managers - Volunteers - Adjunct/Substitute Academic | - Pay Stipends - Job Descriptions - CSEA/CTA Agreements - CSEA/CTA MOUs - Professional Expert, Short-Term, Subs - 39-Month Reemployment |
| | OOC & PRES | - AB 705 Report - Accreditation Timeline - Applause Report - Board Committee Reports | - Board Master Planning Action Calendar - Board Policies & Procedures - Chancellor's Report | - Curriculum - Key Performance Indicators - Minutes |

| JULY | | AUGUST | | SEPTEMBER | |
|---|--|--|--|--|--|
| <ul style="list-style-type: none"> AP/BP 6320 Investments 2nd Reading/Approval <i>(annually)</i> Transfer of Appropriations Resolution <i>(annually)</i> | <ul style="list-style-type: none"> Quarterly Investment Report | <ul style="list-style-type: none"> Final Budget Public Hearing and Approval <i>(by 9/15)</i> | <ul style="list-style-type: none"> Prop 30 EPA Expenditure Accounting <i>(if figures change dramatically based on ReCalc)</i> | <ul style="list-style-type: none"> Initial Proposals to Reopen Negotiations with CSEA/CTA | <ul style="list-style-type: none"> Annual Security Report <i>(by 10/1)</i> ACCJC Midterm Report 2nd Reading/Approval <i>(by 10/1 every six years. Last report 2017)</i> |
| <ul style="list-style-type: none"> Board Meeting Dates for Next FY Reaffirm Institutional Values, SBCCD Strategic Directions, and Board Priorities Elect Chancellor's Self-Evaluation Ad Hoc Committee and Approval of Evaluation Instrument & Process Annual Resolution to Pay Trustees | <ul style="list-style-type: none"> Apportionment Attendance Report P3 Final Budget Presentation <i>(study session)</i> ACCJC Midterm Report 1st Reading <i>(by 10/1 every six years. Last report 2017)</i> | <ul style="list-style-type: none"> Annual Security Report <i>(by 10/1)</i> ACCJC Midterm Report 2nd Reading/Approval <i>(by 10/1 every six years. Last report 2017)</i> | <ul style="list-style-type: none"> Annual Security Report <i>(by 10/1)</i> ACCJC Midterm Report 2nd Reading/Approval <i>(by 10/1 every six years. Last report 2017)</i> | <ul style="list-style-type: none"> Annual Security Report <i>(by 10/1)</i> ACCJC Midterm Report 2nd Reading/Approval <i>(by 10/1 every six years. Last report 2017)</i> | <ul style="list-style-type: none"> Annual Security Report <i>(by 10/1)</i> ACCJC Midterm Report 2nd Reading/Approval <i>(by 10/1 every six years. Last report 2017)</i> |
| OCTOBER | | NOVEMBER | | DECEMBER | |
| <ul style="list-style-type: none"> HR Diversity in Hiring Report <i>(April & October)</i> | <ul style="list-style-type: none"> Closed Session – Notice of Intent to Non-Renew Quarterly Investment Report Annual Sabbatical Completion Report from last spring and fall <i>(by first semester after return)</i> | <ul style="list-style-type: none"> Closed Session – Notice of Intent to Non-Renew Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> Reaffirm FCC Auction Guiding Principles <i>(annually)</i> | <ul style="list-style-type: none"> Closed Session – Notice of Intent to Non-Renew Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> Reaffirm FCC Auction Guiding Principles <i>(annually)</i> | <ul style="list-style-type: none"> Closed Session – Notice of Intent to Non-Renew Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> Reaffirm FCC Auction Guiding Principles <i>(annually)</i> | <ul style="list-style-type: none"> Closed Session – Notice of Intent to Non-Renew Certified Quarterly Financial Status Report <i>(by 11/15, 2/15, 5/15)</i> Reaffirm FCC Auction Guiding Principles <i>(annually)</i> |
| | | | | <ul style="list-style-type: none"> Audit Reports: District, CBOC, KVCR <i>(by 12/31)</i> New Trustee Orientation <i>(every 2 years on even numbered years, if new trustees are elected)</i> BOT Annual Organizational Meeting BOT Committee Member Assignments BOT Member Assignment to the SBRET CJPA BOT Member Assignment County Committee on School District Organization BOT Executive Board | |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

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 2020-21 fiscal year through January 19, 2021. As of that date, SBCCD was 55.6% through the fiscal year and had spent and/or encumbered approximately 44% of its budgeted General Fund. This compares favorably to last year's report as of January 17, 2020, when SBCCD had spent/encumbered 50.5% of the General Fund budget 54.8% of the way through the fiscal year.

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 2020-21 budget unless otherwise noted here. For explanations of any significant variances in year to date revenues/expenditures from fiscal year elapsed, please see the attached summary.

INSTITUTIONAL 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

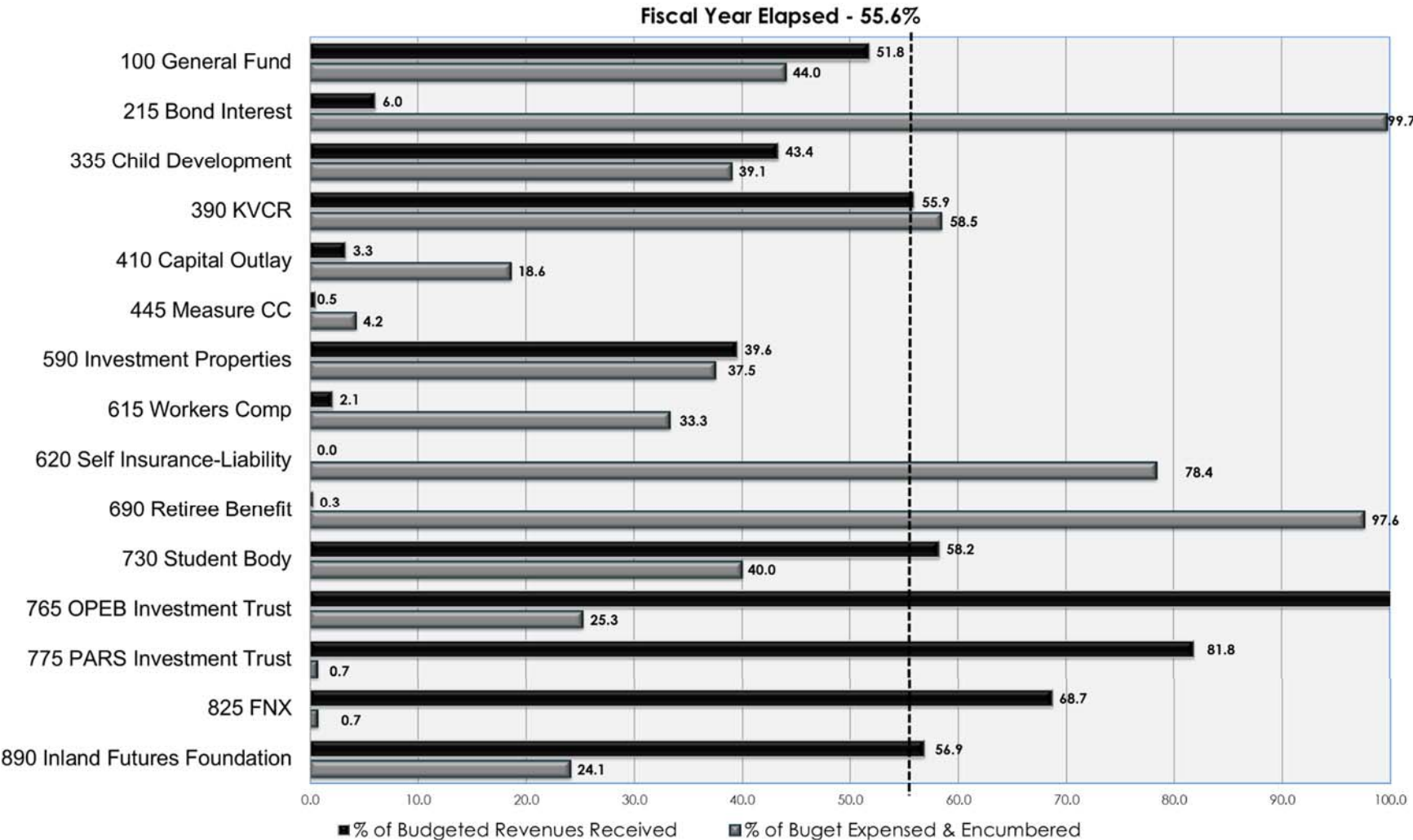
Year to Date 01/19/2021

| | 55.6% of Fiscal Year Elapsed | | | | | | | COMMENTS |
|--------------------------------|------------------------------|---------------|--------|----------------|-----------------------------|-------|--|----------|
| | REVENUES | | | EXPENDITURES | | | | |
| | Budget | Received YTD | | Budget | Expensed/ Encumbered YTD | | | |
| 100 General Fund | \$ 178,532,943 | \$ 92,477,563 | 51.8% | \$ 181,568,658 | \$ 79,947,617 | 44.0% | | |
| 215 Bond Interest & Redemption | \$ 48,250,000 | \$ 2,909,997 | 6.0% | \$ 48,250,000 | \$ 48,112,614 | 99.7% | <i>Taxes are determined and collected by the County for bond measures.</i> | |
| 335 Child Development | \$ 3,844,266 | \$ 1,667,045 | 43.4% | \$ 3,844,266 | \$ 1,501,214 | 39.1% | <i>Expenditures are consistent with the needs to the fund given the current climate.</i> | |
| 390 KVCR | \$ 3,854,106 | \$ 2,153,986 | 55.9% | \$ 3,969,279 | \$ 2,320,592 | 58.5% | | |
| 410 Capital Outlay Projects | \$ 4,318,477 | \$ 141,797 | 3.3% | \$ 4,485,227 | \$ 834,235 | 18.6% | <i>RDA revenue posted by the County. Expenditures are consistent with the utilization of this fund.</i> | |
| 445 Measure CC | \$ 294,601,352 | \$ 1,370,568 | 0.5% | \$ 249,401,352 | \$ 10,563,362 | 4.2% | <i>Revenue and expenditures are consistent with the year-to-date bond activity.</i> | |
| 590 Investment Properties | \$ 4,729,705 | \$ 1,871,249 | 39.6% | \$ 3,473,057 | \$ 1,303,110 | 37.5% | <i>Posting of activity one month in arrears.</i> | |
| 615 Workers Compensation | \$ 1,630,000 | \$ 33,897 | 2.1% | \$ 1,635,000 | \$ 544,377 | 33.3% | <i>FY21 revenue activity to post in February.</i> | |
| 620 Self Insurance-Liability | \$ 595,660 | \$ 582,187 | 97.7% | \$ 1,070,000 | \$ 838,559 | 78.4% | <i>\$580,000 transfer in (revenue) received. \$698,778 insurance payment.</i> | |
| 690 Retiree Benefit | \$ 243,134 | \$ 640 | 0.3% | \$ 243,134 | \$ 237,371 | 97.6% | <i>FY21 revenue activity to post in February.</i> | |
| 730 Student Body Center Fee | \$ 312,429 | \$ 181,989 | 58.2% | \$ 312,429 | \$ 124,927 | 40.0% | <i>Expenditures are consistent with the needs of this fund given the current climate.</i> | |
| 765 OPEB Investment Trust | \$ 425,000 | \$ 473,748 | 111.5% | \$ 80,000 | \$ 20,206 | 25.3% | <i>Second quarter investment activity posted in arrears.</i> | |
| 775 PARS Investment Trust | \$ 4,700,000 | \$ 3,845,228 | 81.8% | \$ 5,055,137 | \$ 34,407 | 0.7% | <i>Posting of FY21 revenue activity delayed due to FY20 year-end closeout. Expenditures posted annually.</i> | |
| 825 FNX | \$ 608,800 | \$ 418,090 | 68.7% | \$ 608,846 | \$ 404,453 | 66.4% | <i>PARS endowment revenue \$365,175 recorded.</i> | |
| 890 Inland Futures Foundation | \$ 785,000 | \$ 446,344 | 56.9% | \$ 785,000 | \$ 188,856 | 24.1% | <i>Expenditures are consistent with the utilization of this fund.</i> | |



Budget Revenue & Expenditure Summary

Year to Date 01/19/2021



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Christopher M. Crew, Interim Director, Research & Planning

DATE: February 11, 2021

SUBJECT: CCFS-320 Apportionment Attendance Report for FY 2020 Period 3

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The CCFS-320 Apportionment Attendance Report for FY 2021 Period 1 has been submitted to the State Chancellor's Office.

ANALYSIS

The Period 1 report includes final attendance figures for the period July 1, 2020 – January 15, 2021. The chart below summarizes the District's status as of P1 and provides comparison data.

| Comparison – FY20 P1 vs FY21 P1 | | | | | | |
|--|--------|--|--------------------|--------|-----------------|-----------------|
| FY 20 at P1 | | | FY 21 at P1 | | # Change | % Change |
| CHC | 4,783 | | CHC | 4,528 | 255 | -5.33% |
| SBVC | 10,912 | | SBVC | 10,830 | 82 | -0.75% |
| Total | 15,695 | | Total | 15,358 | 337 | -2.15% |

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: February 11, 2021

SUBJECT: Contracts Below \$96,700

RECOMMENDATION

This item is being presented for information only. No further action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

In line with Public Contract Code Section 17605 and Section 22034(c), the Board of Trustees delegates purchasing and contracting authority to the named agents on the authorized signature list. These designated District Officers have authority to approve purchase requests; award, sign, and execute contracts; and authorize payment under the formal bid limits set by Public Contract Code. Such purchase and/or contract requests shall not require Board approval, but shall be sent to the Board as an information item every 60 days.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and or services on an annual basis. The formal bid limit for the current calendar year has been set at \$96,700. Construction services are not included in this board item.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The attached purchase and or contract requests have been budgeted for via purchase requisition.

Contracts and Agreements

Board Date 02-11-2021

| Control No | Vendor Name | Contract Type | Dept/Location | Expense | Income | Amended |
|------------|---|-----------------------------|---------------------------|-------------|----------------|---------------|
| 20098 | 24HOURDOCS | Software/Online Services | Student Services/SBVC | No Cost | | |
| 20101 | 25th Hour Communications Inc. | Professional Services | Marketing/SBVC | \$50,000.00 | | |
| 20115 | 4 Imprint | Production of Logo Items | Academic Success/SBVC | \$6,030.94 | | |
| 20116 | Association of Classroom Teacher Testers (ACTT) | Software/Online Services | Counseling/SBVC | \$800.00 | | |
| 20093 | BSN Sports Inc. | Production of Logo Items | Kinesiology/CHC | \$481.95 | | |
| 20113 | Burgess Moving & Storage | Services | Facilities Planning/SBCCD | \$2,160.00 | | |
| 20074 | Butte Glenn CCD | Income - Training Agreement | EDCT/SBCCD | | \$75,763.00 | |
| 20075 | Calero Software LLC | Software/Online Services | TESS/SBCCD | \$2,101.00 | | |
| 18502 | California Department of Corrections & Rehabilitation | Income - Grant | EDCT/SBCCD | | \$3,289,872.00 | \$ 198,000.00 |
| 19579 | California Department of Ed | Income - Grant | Child Care Center/SBVC | | \$1,234,094.00 | \$1,972.00 |
| 20119 | Card Integrators Corporation dba CI Solutions | Maintenance Agreement | Student Life/SBVC | \$2,190.00 | | |
| 20111 | Carville, Robin dba STATco | Software/Online Services | Program Development/CHC | \$1,800.00 | | |
| 20130 | CCC Chancellor's Office | Income - Grant | ATPC/SBCCD | | \$1,200,000.00 | |

Contracts and Agreements

Board Date 02-11-2021

| Control No | Vendor Name | Contract Type | Dept/Location | Expense | Income | Amended |
|------------|--|--------------------------|---------------------|-------------|--------|---------|
| 20077 | CDW Government Inc. | Equipment Installation | TESS/SBCCD | \$66,161.58 | | |
| 20076 | CDW Government Inc. | Maintenance Agreement | TESS/SBCCD | \$24,113.26 | | |
| 20085 | CDW Government Inc. | Maintenance Agreement | TESS/SBCCD | \$28,812.00 | | |
| 20114 | Colton, City of | Services | Marketing/ SBVC | No Cost | | |
| 20120 | Constant Contact, Inc. | Software/Online Services | Marketing/ SBCCD | \$1,417.50 | | |
| 20104 | Crown Lift Trucks | PO as Contract | EDCT/SBCCD | \$922.29 | | |
| 20105 | Crown Lift Trucks | Repairs | EDCT/SBCCD | \$862.00 | | |
| 20079 | Crown Promotions Group Inc. | Production of Logo Items | EOP&S/CHC | \$3,878.63 | | |
| 20071 | Demco Inc. | Services | Library/CHC | \$289.85 | | |
| 20094 | Digital Networks Group, Inc. | Installation Services | Campus Tech/SBVC | \$1,230.00 | | |
| 20126 | Elsevier Inc. | Software/Online Services | Nursing/SBVC | \$24,200.00 | | |
| 20112 | Envato Elements | Software/Online Services | KVCR/KVCR | \$198.00 | | |
| 20080 | Fender Musical Instruments Corporation | Training Services | EDCT/SBCCD | \$20,000.00 | | |

Contracts and Agreements

Board Date 02-11-2021

| Control No | Vendor Name | Contract Type | Dept/Location | Expense | Income | Amended |
|------------|--|-----------------------------|---------------------|-------------|--------|---------|
| 20073 | Full Measure Education Inc. | Software/Online Services | Student Life/SBVC | \$66,000.00 | | |
| 20081 | Good News Vancouver Church | Broadcasting Rights | KVCR/KVCR | No Cost | | |
| 20118 | Harbold, Robert | Braille Transcribing | ATPC/SBCCD | \$15,000.00 | | |
| 20086 | Kahoot | Software/Online Services | Student life/SBVC | \$180.00 | | |
| 20106 | Ken Mills Agency, LLC | Broadcasting Rights | Radio/KVCR | \$1,000.00 | | |
| 20072 | MESA Laboratories Inc. | Services | SINS/CHC | \$103.49 | | |
| 20103 | Monday.com | Software/Online Services | Student Life/SBVC | \$1,740.00 | | |
| 20087 | Mowbray's Tree Service | Repairs | Maintenance/CHC | \$14,920.00 | | |
| 20095 | National Student Clearinghouse | Software/Online Services | TESS/SBCCD | No Cost | | |
| 20100 | P2C Solutions, LLC | Consultants | Math/SBVC | \$13,950.00 | | |
| 20070 | PAPE Group, Inc. dba Pape Material Handling Inc. | On Demand Repairs Agreement | Maintenance/SBVC | \$5,000.00 | | |
| 20099 | PAPE Group, Inc. dba Pape Material Handling Inc. | Repairs | TESS/SBCCD | \$965.00 | | |
| 20082 | Prime Promos LLC | Production of Logo Items | Student Equity/SBVC | \$991.73 | | |

Contracts and Agreements

Board Date 02-11-2021

| Control No | Vendor Name | Contract Type | Dept/Location | Expense | Income | Amended |
|------------|---------------------------|-----------------------------|---------------------------|-------------|--------------|---------|
| 20083 | Prime Promos LLC | Production of Logo Items | Student Equity/SBVC | \$264.60 | | |
| 20089 | Prime Promos LLC | Production of Logo Items | Student Equity/SBVC | \$9,955.13 | | |
| 20092 | PSI Services, Inc. | Software/Online Services | Respiratory Care/CHC | \$3,800.00 | | |
| 20102 | Quinn Power Systems | Repairs | Maintenance/CHC | \$595.00 | | |
| 20127 | Quinn Power Systems | Repairs | KVCR/KVCR | \$630.00 | | |
| 20128 | Quinn Power Systems | Repairs | KVCR/KVCR | \$1,500.00 | | |
| 20096 | Qycell Corporation | Income - Training Agreement | EDCT/SBCCD | | \$25,000.00 | |
| 20091 | Rancho Santiago CCD | Income - Grant | EDCT/SBCCD | | \$200,000.00 | |
| 20084 | Rite-Way Roof Corporation | Repairs | Facilities Planning/SBCCD | \$3,636.00 | | |
| 20090 | San Bernardino, County of | Participation Agreement | Calworks/SBVC | No Cost | | |
| 20097 | San Bernardino, County of | Participation Agreement | EDCT/SBCCD | No Cost | | |
| 20109 | Trane US, Inc | Maintenance Agreement | Maintenance/CHC | \$19,000.00 | | |
| 20108 | US CAD Holdings LLC | Professional Services | Maintenance/SBVC | \$971.50 | | |

Contracts and Agreements

Board Date 02-11-2021

| Control No | Vendor Name | Contract Type | Dept/Location | Expense | Income | Amended |
|------------|--|-------------------------|---------------------|-------------|-----------|---------|
| 20110 | Vasquez, Oscar | Speaker | Arts/CHC | \$1,000.00 | | |
| 20088 | Walker Brothers Machinery Moving, Inc. | Services | Machine Trades/SBVC | \$7,500.00 | | |
| 20078 | Wood, Jonathon L. dba C.O.R.A. | Training Services | EDCT/SBCCD | \$30,000.00 | | |
| 20107 | Yucaipa Swim Team | Income - Facilities Use | Pool/CHC | | No Charge | |

Total Number of Contracts and Agreement: 56

Totals

\$436,351.45

\$6,024,729.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

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, 2021, is estimated to be \$10,000,000. This estimate includes apportionment deferrals, which are reductions in cash payments owed to the District due to an unbalanced State budget. These delayed cash payments are to be made in fiscal year 2021-22.

Deferral amounts and timing are based on current State guidance. In response to these deferrals, this forecast includes temporary borrowings from other District funds to maintain the General Fund cash balance above \$10 million.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This is an information item only. There are no direct financial implications.



General Fund Cash Flow Analysis – Restricted & Unrestricted Fiscal Year 2020-21

(as of January 19, 2021, rounded to the nearest \$1,000)

| | PROJECTED | | | | | | | | | | | | ACCRUALS | TOTAL |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|----------|----------------|
| | JUL | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | | |
| Estimated Beginning Cash Balance | 27,691 | 26,244 | 27,983 | 29,801 | 27,396 | 26,174 | 32,728 | 24,534 | 18,088 | 13,803 | 10,000 | 10,000 | | |
| Receipts | | | | | | | | | | | | | | |
| Federal | | 45 | 747 | | 13 | | 3,175 | 919 | 1,113 | 187 | 187 | 187 | | 6,573 |
| State | 7,576 | 8,551 | 13,638 | 6,242 | 6,945 | 6,757 | 9,762 | 7,825 | 8,834 | 9,137 | 9,034 | 12,036 | | 106,337 |
| State Deferrals* | | | | | | | | -4,850 | -4,850 | -4,850 | -4,850 | -4,850 | | -24,252 |
| Local | 1,070 | 1,012 | 3,965 | 2,384 | 3,570 | 12,253 | 8,197 | 5,150 | | | 6,339 | 3,186 | | 47,125 |
| Temporary Borrowings | | | | | | | | | | 9,896 | 11,972 | 5,881 | | 27,749 |
| Interfund Transfer & Sale of Assets | 894 | 894 | 894 | 894 | 894 | 1,387 | 1,393 | -7,455 | 10,244 | 766 | 2,008 | 2,560 | | 15,374 |
| Accounts Receivable/Accruals | 168 | 4 | 79 | 1,398 | 65 | 585 | 1,876 | 436 | 507 | 461 | 1,637 | 838 | | 8,054 |
| Total Receipts | 9,709 | 10,506 | 19,324 | 10,918 | 11,487 | 20,982 | 24,403 | 2,024 | 15,847 | 15,596 | 26,327 | 19,838 | | 186,961 |
| Disbursements | | | | | | | | | | | | | | |
| Academic Salaries | 3 | 2,279 | 4,355 | 4,585 | 4,713 | 4,879 | 5,370 | 4,300 | 4,861 | 4,804 | 4,881 | 8,361 | | 53,392 |
| Classified Salaries | 2,644 | 2,708 | 2,652 | 2,883 | 2,826 | 3,178 | 3,036 | 2,923 | 2,768 | 3,093 | 3,136 | 4,153 | | 36,001 |
| Benefits | 1,185 | 1,956 | 2,303 | 2,342 | 2,358 | 2,526 | 2,524 | 2,409 | 2,500 | 2,532 | 2,552 | 4,082 | | 29,268 |
| Supplies & Materials | 83 | 78 | 90 | 114 | 81 | 288 | 377 | 380 | 540 | 540 | 540 | 540 | | 3,652 |
| Other Operating Exp | 2,005 | 1,382 | 2,333 | 1,180 | 1,660 | 2,619 | 2,863 | 2,740 | 3,263 | 4,431 | 4,431 | 4,431 | | 33,338 |
| Capital Outlay | 262 | 175 | 198 | 126 | 175 | 478 | 512 | 587 | 410 | 1,061 | 1,061 | 1,061 | | 6,105 |
| Other Outgo | 944 | 133 | 1,616 | 1,622 | 904 | 957 | 1,074 | 1,453 | 1,662 | 2,021 | 2,177 | 2,177 | | 16,738 |
| Longterm Post-Employment Benefits | -7 | -10 | -10 | -10 | -10 | -10 | 42 | -1 | -1 | -1 | -2 | 11 | | -11 |
| Accounts Payable/Accruals | 4,038 | 68 | 3,969 | 482 | 1 | -487 | 16,799 | -6,320 | 4,128 | 918 | 7,551 | -4,978 | | 26,168 |
| Total Disbursements | 11,156 | 8,767 | 17,506 | 13,323 | 12,708 | 14,428 | 32,598 | 8,470 | 20,132 | 19,399 | 26,327 | 19,838 | | 204,652 |
| Increase / (Decrease) in Cash Balance | -1,447 | 1,739 | 1,818 | -2,405 | -1,222 | 6,554 | -8,195 | -6,446 | -4,285 | -3,803 | | | | |
| Estimated Ending Cash Balance | 26,244 | 27,983 | 29,801 | 27,396 | 26,174 | 32,728 | 24,534 | 18,088 | 13,803 | 10,000 | 10,000 | 10,000 | | |

*Deferrals are reductions in cash payments owed to the District due to an unbalanced State budget. These delayed payments are to be made in FY2021-22. Deferral amounts and timing are based on current State guidance. In response to the deferrals, this forecast includes temporary borrowings from other District funds to maintain the General Fund cash balance above \$10 million.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: MOUs between SBCCD and the California School Employees Association and its SBCCD Chapter 291 (CSEA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CSEA met and entered into the attached Memorandums of Understanding, also known as MOUs.

ANALYSIS

The attached MOUs constitute the full and complete Agreement between the District and the CSEA.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this information item.

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

January 25, 2021

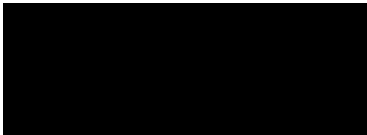
Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association").

The District and the Association agree to approve the Out-of-Class assignment for Cinthia Calderon Cruz (hereinafter, "Employee") Account Clerk I to Account Clerk II, CHC, under the following stipulations:

1. The length of the assignment will be from January 25, 2021 through June 30, 2021 or until a decision is made by the Employee or management to end the assignment. The Employee began working Out-of-Class on July 20, 2020 as the Account Clerk II, CHC and returned to her regular classified position on January 21, 2021.
2. The Employee will be compensated at Range 30, Step E. The identification of the salary range and step in this MOU is for reference only, and not subject to negotiation between the District and CSEA. The Employee will be afforded all the rights, privileges, powers, and leave accruals appropriate for the position, except for those expressly stated herein.
3. Upon completion of the Out-of-Class assignment, the Employee shall return to her regular classified position as Account Clerk I.
4. The District and the Association agree that during the Out-of-Class assignment, the Employee's seniority as Account Clerk I will continue to accrue, and the Out-of-Class assignment will not be construed in any manner as a break in service.

This Agreement is subject to the procedures required by CSEA Policy 610.

This Memorandum of Understanding constitutes the full and complete Agreement regarding the out-of-class assignment of Cinthia Calderon Cruz.



Kristina Harmon, SBCCD
Vice Chancellor, Human Resources
and Police Services

For CSEA

Cassandra Thomas

Cassandra Thomas, President CSEA #291

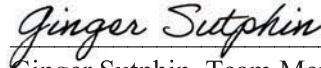
Myesha Kennedy, CSEA LRR



David Stevenson, Team Member



Abe Fulgham, Team Member



Ginger Sutphin, Team Member



Stacy Garcia, Team Member

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: February 11, 2021

SUBJECT: Professional Expert, Short-Term, and Substitute Employees

RECOMMENDATION

This item is for information only.

OVERVIEW

Per SBCCD Administrative Procedure 7110, in the case of short-term hourly/substitute and student employees, the Board has delegated the Chancellor or his/her designee as the authorizing agent for hire.

California Education Code section 88003 outlines the criterion for hiring an employee on a temporary basis. The length of temporary employment is less than 75% of the college year, which amounts to 195 working days. Types of temporary employment include:

- Professional Expert: Districts can go outside the classified service when the scope of work is discrete, temporary, and requires expertise not available within the classified service. Requesting departments certify these by defining the project and identifying an end date for the project. Continued employment is contingent on continued demand and/or funding.
- Short-Term: Districts can use short-term employees on a temporary basis to perform a service upon completion of which, the service, or similar services, will not be extended or needed on a continuous basis.
- Substitute: Districts can employ substitute employees to fill in for a classified employee that is temporarily absent from duty, or if the district is recruiting to hire a vacant position.

ANALYSIS

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

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate budgets.



Professional Expert, Short-Term & Substitute Employees Presented for Information on February 11, 2021

[v.1.22.2021.p.1|2]

Professional Expert

| Employee Name Location Assignment & Department | Duties | From | To | Hourly Rate |
|---|-------------------------------|----------|----------|-------------|
| McGarvey, Lisamarie CHC Respiratory Care Program | Respiratory Care Clinical | 01/11/21 | 06/30/21 | \$40.00 |
| Perez, Yasmin CHC Respiratory Care Program | Respiratory Care Clinical | 11/16/20 | 12/31/20 | \$40.00 |
| Jackson, Davil DIST Economic Development & Corporate Training | Workforce Development Trainer | 01/19/21 | 06/30/21 | \$70.00 |
| Wahab, Heaven R SBVC Academic Success & Learning Services Division | Tutor I | 01/15/21 | 06/30/21 | \$14.00 |
| Nahuat, Wendy SBVC CalWORKS & Workforce Development | Program Assistant | 01/01/21 | 06/30/21 | \$20.00 |
| Beltran, Cynthia SBVC CalWORKS & Workforce Development | Training Specialist | 01/01/21 | 06/30/21 | \$19.00 |
| Garcez, Dominick SBVC FTVM, Arts & Humanities | Intern I | 01/04/21 | 06/30/21 | \$14.00 |
| Will, Andrew F SBVC SI-S-STEM | Tutor II | 01/15/21 | 06/30/21 | \$15.50 |
| Angell, Kelsey C SBVC Supplemental Instruction | Tutor II | 01/15/21 | 05/28/21 | \$15.50 |
| Popova, Lily SBVC Music, Arts & Humanities | Program Assistant | 01/19/21 | 05/25/21 | \$45.00 |

Short-Term

| Employee Name Location Assignment & Department | Duties | From | To | Hourly Rate |
|---|---------------------|----------|----------|-------------|
| Adling, Makenna CHC Institutional Advancement | Project Assistant I | 01/04/21 | 06/30/21 | \$14.00 |
| Gzesh, Sonia SBVC Counseling | Project Assistant I | 01/04/21 | 06/30/21 | \$14.00 |
| Farkas, Naomi SBVC Office of Student Life | Project Assistant I | 01/04/21 | 05/26/21 | \$14.00 |
| Gonzalez, Gladys SBVC Office of Student Life | Project Assistant I | 01/04/21 | 05/26/21 | \$14.00 |



Professional Expert, Short-Term & Substitute Employees Presented for Information on February 11, 2021

[v.1.22.2021.p.2|2]

Short-Term

| Employee Name Location Assignment & Department | Duties | From | To | Hourly Rate |
|---|-----------------------|----------|----------|-------------|
| Christopher, Alicia M SBVC Research & Planning | Project Assistant I | 01/15/21 | 06/30/21 | \$14.00 |
| McFrazier, Patrick G SBVC Research & Planning | Project Assistant III | 01/01/21 | 06/30/21 | \$17.50 |
| Cruz, Arlene SBVC Student Equity & Success <i>Correction from December Submission with incorrect department.</i> | Project Assistant III | 01/04/21 | 06/30/21 | \$17.50 |

Substitute

| Employee Name Location Assignment & Department Justification | Duties | From | To | Hourly Rate |
|---|------------------------|----------|----------|-------------|
| Sheble, Andrew CHC Aquatics <i>Ext: On Call, Sick/Vacation, Leave coverage</i> | Aquatic Pool Attendant | 12/11/20 | 02/09/21 | \$18.99 |
| Sheble, Andrew CHC Aquatics <i>Ext: On Call, Sick/Vacation, Leave coverage</i> | Aquatic Pool Attendant | 02/10/21 | 04/11/21 | \$18.99 |
| Bender, ZsaQuita CHC Career Education & Human Development <i>Ext: Leave coverage</i> | Secretary II | 01/04/21 | 03/04/21 | \$22.58 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: February 11, 2021

SUBJECT: Purchase Orders

RECOMMENDATION

This item is being presented for information only. No further action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

Education Code 81656 provides that all transactions entered into by an authorized officer shall be reviewed by the Board every 60 days.

ANALYSIS

Purchase orders issued between the dates of 12/15/2020 – 1/19/2021 are attached, except those approved through other agenda items. All purchase orders have been issued in accordance with the District's policies and procedures by an authorized officer of the District.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The attached purchase orders are included in the appropriate budgets.

Purchase Order Report
February 11, 2021

| PO# | Supplier Name | Amount |
|---------|--|--------------|
| 2101680 | ULINE | \$ 695.11 |
| 2101681 | SCHUTT SPORTS | \$ 552.97 |
| 2101683 | EASTBAY INC | \$ 1,586.75 |
| 2101685 | FRONTIER COMMUNICATIONS | \$ 60,000.00 |
| 2101690 | STAPLES BUSINESS ADVANTAGE | \$ 239.18 |
| 2101691 | RANCHO JANITORIAL SUPPLIES/CENTRAL SANITARY SUPPLY | \$ 1,026.84 |
| 2101693 | CA ASSOC OF COMM COLLEGE REGISTRATERS AND ADMISSION OFFICERS | \$ 300.00 |
| 2101694 | CDW LLC | \$ 126.07 |
| 2101701 | HENRY SCHEIN INC | \$ 5,246.70 |
| 2101702 | MEDLINE INDUSTRIES INC | \$ 6,286.06 |
| 2101707 | BROADCAST MUSIC INC | \$ 1,297.22 |
| 2101709 | STAPLES BUSINESS ADVANTAGE | \$ 690.43 |
| 2101710 | STAPLES BUSINESS ADVANTAGE | \$ 212.81 |
| 2101711 | STAPLES BUSINESS ADVANTAGE | \$ 917.74 |
| 2101712 | STAPLES BUSINESS ADVANTAGE | \$ 112.40 |
| 2101713 | COMMUNITY COLLEGE LEAGUE OF CALIFORNIA | \$ 37.50 |
| 2101714 | MARK C POPE ASSOCIATES INC | \$ 199.51 |
| 2101715 | CALIFORNIA TOOL & WELDING SUPPLY LLC | \$ 52,545.94 |
| 2101716 | STAPLES BUSINESS ADVANTAGE | \$ 64.63 |
| 2101719 | AUDIO VISUAL INNOVATIONS, INC | \$ 630.34 |
| 2101725 | SANDY, HANNAH | \$ 150.00 |
| 2101729 | STAPLES BUSINESS ADVANTAGE | \$ 64.93 |
| 2101732 | NEW COLOR SILK SCREEN & GRAPHICS | \$ 1,605.48 |
| 2101742 | NATIONAL ASSOC OF STUDENT PERSONNEL ADMINISTRATORS INC | \$ 962.00 |
| 2101743 | CALIFORNIA ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS | \$ 75.00 |
| 2101745 | STAPLES BUSINESS ADVANTAGE | \$ 99.43 |
| 2101746 | STAPLES BUSINESS ADVANTAGE | \$ 124.52 |
| 2101747 | STAPLES BUSINESS ADVANTAGE | \$ 231.65 |
| 2101749 | CPR1 | \$ 600.00 |
| 2101753 | CRUZ, KENIA | \$ 300.00 |
| 2101754 | BLANCO, SYLVIA | \$ 300.00 |
| 2101755 | SALAS, FRIDA | \$ 300.00 |
| 2101756 | MELGAR, JEANETTE | \$ 300.00 |
| 2101757 | GARRETT, JONAH | \$ 300.00 |
| 2101758 | ORDUNO, ALEXANDER | \$ 300.00 |
| 2101759 | GOMEZ-SANDOVAL, KEVIN | \$ 300.00 |
| 2101760 | GARCIA, ELIZABETH | \$ 300.00 |
| 2101761 | MUNOZ, STACEY | \$ 300.00 |
| 2101762 | TRUONG, ANTHONY | \$ 300.00 |
| 2101763 | FIGUEROA, RONALD | \$ 300.00 |
| 2101764 | LEIVA, PETER | \$ 300.00 |
| 2101767 | SAN BERNARDINO, COUNTY OF | \$ 1,500.00 |
| 2101768 | SAN BERNARDINO, COUNTY OF | \$ 650.00 |
| 2101771 | FOLLETT HIGHER EDUCATION GROUP INC | \$ 312.93 |
| 2101772 | STATE WATER RESOURCES CONTROL BOARD | \$ 1,424.00 |

Purchase Order Report
February 11, 2021

| PO# | Supplier Name | Amount |
|---------|--|---------------|
| 2101773 | FOLLETT HIGHER EDUCATION GROUP INC | \$ 80,000.00 |
| 2101774 | OLIVERA, CHRISTOPHER | \$ 53.75 |
| 2101776 | STAPLES BUSINESS ADVANTAGE | \$ 96.94 |
| 2101777 | DICK BLICK HOLDINGS INC | \$ 2,788.74 |
| 2101780 | ASSOCIATION OF CA COMMUNITY COLLEGE ADMINISTRATORS | \$ 125.00 |
| 2101781 | FOLLETT HIGHER EDUCATION GROUP INC | \$ 100,000.00 |
| 2101785 | INTERNATIONAL ASSOCIATION CHIEFS OF POLICE | \$ 190.00 |
| 2101786 | MEDICAL DEVICE DEPOT INC | \$ 452.12 |
| 2101788 | VALDEZ, MARIA | \$ 580.00 |
| 2101789 | MOLLE, LAURA | \$ 450.00 |
| 2101790 | TROXELL COMMUNICATIONS INC | \$ 36,712.80 |
| 2101791 | POCKET NURSE ENTERPRISES INC | \$ 14,505.75 |
| 2101793 | QUADMED INC | \$ 307.93 |
| 2101794 | B&H PHOTO VIDEO | \$ 5,453.68 |
| 2101797 | GOLDEN STAR TECHNOLOGY INC | \$ 25,233.70 |
| 2101800 | ACTF MANAGEMENT LTD | \$ 250.00 |
| 2101802 | STAPLES BUSINESS ADVANTAGE | \$ 94.97 |
| 2101803 | STAPLES BUSINESS ADVANTAGE | \$ 344.85 |
| 2101805 | SAN BERNARDINO, COUNTY OF | \$ 50.00 |
| 2101809 | CLIA LABORATORY PROGRAM | \$ 180.00 |
| 2101813 | DIETZ, SARAH M | \$ 130.00 |
| 2101814 | ROCHA, ELILIWE | \$ 580.00 |
| 2101816 | CUEVAS, DION | \$ 582.65 |
| 2101817 | STAPLES BUSINESS ADVANTAGE | \$ 906.64 |
| 2101820 | FISHER SCIENTIFIC COMPANY LLC | \$ 302.66 |
| 2101822 | STAPLES BUSINESS ADVANTAGE | \$ 278.61 |
| 2101825 | LAGUNA CLAY CO | \$ 501.04 |
| 2101826 | STAPLES BUSINESS ADVANTAGE | \$ 93.29 |
| 2101828 | CDW LLC | \$ 93.58 |
| 2101829 | TRANE US INC | \$ 19,000.00 |
| 2101830 | MEDLINE INDUSTRIES INC | \$ 400.83 |
| 2101831 | MEDLINE INDUSTRIES INC | \$ 851.47 |
| 2101832 | STAPLES BUSINESS ADVANTAGE | \$ 30.09 |
| 2101836 | CAE HEALTHCARE INC | \$ 25,358.88 |
| 2101837 | BIBLIOTHECA LLC | \$ 2,657.03 |
| 2101839 | FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGE | \$ 34,787.00 |
| 2101840 | BOUND TREE MEDICAL LLC | \$ 1,608.87 |
| 2101842 | TELEFLEX MEDICAL INC | \$ 1,825.29 |
| 2101843 | KNORR SYSTEMS INC | \$ 6,685.06 |
| 2101844 | CDW LLC | \$ 1,022.20 |
| 2101855 | STAPLES BUSINESS ADVANTAGE | \$ 195.91 |
| 2101857 | STAPLES BUSINESS ADVANTAGE | \$ 147.29 |
| 2101859 | HARDY DIAGNOSTICS | \$ 5,000.00 |
| 2101863 | HARDY DIAGNOSTICS | \$ 365.82 |
| 2101864 | ANDREWS, BREANNA | \$ 169.99 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Dr. James L. Buysse, Interim Vice Chancellor, Business & Fiscal Services

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

DATE: February 11, 2021

SUBJECT: Quarterly Investment & Deposit Report

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

This report is submitted to the Board of Trustees pursuant to Government Code section 53646(b)(1) which states in part: "The treasurer or chief fiscal officer shall render a quarterly report to the chief executive officer, and/or the internal auditor and/or the legislative body of the local agency."

ANALYSIS

The report does not include funds deposited with the County of San Bernardino. Funds deposited with the County are subject to the County of San Bernardino Treasurer's Statement of Investment Policy and are available for review in the San Bernardino Community College District Fiscal Services office.

This report also does not include the General Fund, which is submitted to the Board of Trustees on a monthly basis in the information item, General Fund Cash Flow Analysis.

All other funds are managed in accordance with the District Investment Policy. Sufficient funds and projected incomes are available to meet the cash flow and expenditure needs of the District for the next six months.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this item.



Quarterly Investment & Deposit Report

Quarter Ending December 31, 2020

[v.1.21.2021.p.1][1]

| Account | Amount | Interest | Type | Institution |
|--|--------------------------|----------|------------|--|
| General Fund | | | | |
| Clearing Account | \$ 600,395.25 | | Checking | Citizens Business Bank, San Bernardino CA |
| Revolving Cash/Flex Fund | \$ 864,507.35 | | Checking | Citizens Business Bank, San Bernardino CA |
| | <u>\$ 1,464,902.60</u> | | | |
| Bond Fund (#256245) | | | | |
| | \$ 30,481,238.63 | | Investment | Bank of New York Mellon, Los Angeles CA |
| PERS/STRS Investment | \$ 98,110,401.54 | | Investment | Public Agency Retirement Services, Newport Beach, CA |
| OPEB Investment Trust | \$ 10,512,635.18 | | Investment | Benefit Trust Company |
| | <u>\$ 139,104,275.35</u> | | | |
| Enterprise Funds | | | | |
| Commercial Property Lockbox | \$ 5,279,700.87 | | Lockbox | Citizens Business Bank, San Bernardino CA |
| Cafeteria | \$ 291,400.33 | | Checking | Citizens Business Bank, San Bernardino CA |
| | <u>\$ 5,571,101.20</u> | | | |
| Internal Service Funds | | | | |
| Workers Comp | \$ 120,000.00 | 0.05% | Checking | Union Bank, Los Angeles CA |
| Property & Liability | \$ 50,000.00 | | Checking | Bank of America, Concord CA |
| | <u>\$ 170,000.00</u> | | | |
| Trust Funds | | | | |
| Financial Aid | \$ 35,631.27 | 0.05% | Checking | Citizens Business Bank, San Bernardino CA |
| Cal Grant Financial Aid | \$ 1,254,579.18 | 0.05% | Checking | Citizens Business Bank, San Bernardino CA |
| NDSL/Perkins | \$ 21,723.58 | | Checking | Citizens Business Bank, San Bernardino CA |
| Scholarships | \$ 100,996.37 | | Checking | Citizens Business Bank, San Bernardino CA |
| Emergency Loan | \$ 18,601.78 | | Checking | Citizens Business Bank, San Bernardino CA |
| ASB, Student Rep Fee & Clubs/Trusts | \$ 1,028,671.53 | | Checking | Citizens Business Bank, San Bernardino CA |
| | <u>\$ 2,460,203.71</u> | | | |
| Grand Total | <u>\$ 148,770,482.86</u> | | | |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Resignations

RECOMMENDATION

This item is for information only.

OVERVIEW

In accordance with Board Policies 2430 and 7350 the Chancellor or designee is authorized by the Board of Trustees to accept the resignation of any employee.

ANALYSIS

The employees on the attached list have submitted in writing their intention to resign.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.



Resignations

Presented for Information February 11, 2021

[v.1.28.2021.p.1|1]

| Employee Name | Location Assignment & Department | Years of Service | Last Date of Employment |
|--|----------------------------------|------------------|-------------------------|
| Taha Ay, Sipel Director of Corporate and Strategic Relations | DIST KVCR | 1.5 | 01/11/21 |
| Kalantarov, Dmitriy Division Dean | SBVC Science | 1.5 | 01/19/21 |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Diana Rodriguez, President, SBVC
Dr. Kevin Horan, President, CHC
Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE: February 11, 2021
SUBJECT: Volunteers

RECOMMENDATION

This item is for information only.

OVERVIEW

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

ANALYSIS

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

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.



Volunteers

Presented for Information on February 11, 2021

[v.1.22.2021.p.1|1]

| Volunteer Name | Location Assignment | Department | From | To |
|----------------------------|---------------------|--------------------|------------|----------|
| Wilson, Sarah Maria | CHC | Theater Arts | 2/12/2021 | 06/30/21 |
| Cooprider, Kimberly | SBVC | English Department | 1/19/2021* | 05/25/21 |
| Crespin, Lucinda | SBVC | English Department | 1/19/2021* | 05/25/21 |

**Ratification: As this Dean is new in her position, she understands the timelines of processing volunteers to coordinate with program operations and will plan accordingly moving forward.*



Meeting of the Board of Trustees
February 11, 2021
4:00 p.m. (Open Session); 5:30 p.m. (Closed Session)
LOCATION: Zoom
Conference: <https://cccconfer.zoom.us/j/549366869>
Dial: (669) 900-6833 or (346) 248-7799 - Meeting ID: 549 366 869

ADDENDUM

CONSENT AGENDA

Agenda Page: New Item Added to the Consent Agenda
Agenda Item: 6.B.6 – Classified Management Job Description
Description: Added the revised classified management job description to the consent agenda.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Kristina Hannon, Vice Chancellor of Human Resources and Police Services
DATE: February 11, 2021
SUBJECT: Consideration of Approval of Revised Classified Management Job Description

RECOMMENDATION

It is recommended that the Board of Trustees approve the classified management job description as attached:

- Director, Child Development Center

OVERVIEW

The attached job description has been revised to accurately reflect the position duties, responsibilities, and minimum qualifications of the position.

ANALYSIS

The attached job description reflects the representative duties and responsibilities, as well as the appropriate minimum qualifications, for the position.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The cost of employment is included in the appropriate budgets.



Director, Child Development Center

Management Range: I 3

Board Approved

P. 1|3

*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

This is a Classified Management position under the direct supervision of the area Dean, and in collaboration and cooperation with the Child Development Education Department, the Director will plan, supervise, and direct an appropriate child centered program/lab school at the Child Development Center according to the current federal, state, and local regulations, and perform other duties as assigned.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Plan, supervise, implement, and evaluate the overall program at the Child Development Center.
2. Coordinate licensing of the Child Development Center in accordance with state and federal regulations.
3. Research, identify, and create grant applications for potential resources of additional income for the Child Development Center.
4. Maintain compliance with all Child and Adult Care Food Program regulations (CACFP).
5. Ensure compliance with terms and conditions of funding sources, including but not limited to ensuring family eligibility, completion and submission of monthly attendance reports and annual program review.
- ~~3-6. Complete and submit required reports and renewal applications.~~
7. Supervise and evaluate Child Development Center ~~specialists, specialist assistants, and the center secretary~~ staff.
- ~~4-8. Maintain optimal enrollment; determine fee scale when necessary.~~
- ~~5-9.~~ In collaboration with the center staff ~~and the faculty~~, take responsibility for the arrangement, appearance, décor, safety, and learning environment of the buildings and grounds.
- ~~6-10.~~ Conduct parent meetings which offer relevant and timely topics.
- ~~7-11.~~ Evaluate actual and observed classroom activity, including modeling of appropriate behaviors and mentoring of center employees.
- ~~8-12.~~ Work with the Child Development Center staff to plan and implement curriculum units, create a stimulating and educational environment, and meet the individual needs of children enrolled in the program.
- ~~9-13.~~ Recognize and plan for appropriate adult/child ratios for classroom staff in relationship to Title 5 and Title 22 specifications.
14. Work with the Child Development regarding activities appropriate for the Lab School children, staff and college student population.
- ~~10-15.~~ Participate in budget development and implementation and annual program review process.
- ~~11-16.~~ Represent the college and the Child Development Center in meetings both on campus and off campus concerning funding, licensing, and general understanding of the changes in the programs.



Director, Child Development Center

Management Range: 13

Board Approved

P. 2|3

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:

- Licensing guidelines and funding terms and conditions for operation of Child Care and Development programs in California.
- Classroom management and instructional techniques.
- Philosophy, concepts, methods, terminology, and techniques for enhancing the development of infant, toddler, and preschool age children.
- Methods and practices for selecting, training, and supervising personnel.
- Nutrition, health and safety needs of children.
- Principles and practices of management and budgeting.

Ability to:

- Train, supervise and evaluate personnel.
- Identify and assess developmental needs of preschool children.
- Be sensitive to children and families from diverse backgrounds.
- Establish and maintain effective relationships with personnel, children, families, volunteers, students and the community.
- Analyze situations and adopt effective courses of action.
- Exercise initiative and good judgment.
- Maintain current knowledge of trends and research in early childhood education.
- Prepare budgets, reports and maintain records.
- Interpret apply and explain rules, regulations, policies and procedures.
- Communicate effectively both orally and in writing.

Education and Experience Guidelines – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Minimum Qualifications:

- A Bachelor's Degree from an accredited institution in Child Development, Early Childhood Education, Human Development, or Family Consumer Science with specialization in Child Development/Early Childhood Education or a related field.
- Two (2) years' experience as a director of a child care facility OR -
- ~~Experience in preparing or administering a budget.~~
- Possess or qualify for a Title V Site Supervisor (Option 2-4) or Program Director permit (Option 1-4).
- ~~Experience in administering state and/or federally funded programs.~~
- ~~Experience and/or training in the implementation of Early Childhood curriculum.~~



Director, Child Development Center

Management Range: I3

Board Approved

P. 3|3

- Experience that indicates sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and personnel.
- ~~Possession of, or ability to obtain, valid CPR/First Aid Certification.~~
- ~~Possession of, or ability to obtain valid California Driver's License.~~

Desired Qualifications:

- Master's degree from an accredited institution in Child Development, Early Childhood Education, Human Development or Family Consumer Science with specialization in Child Development/Early Childhood Education or a related field.
- Two (2) years of experience as a director of a licensed child care facility.
- Successful experience in writing proposals for state and federal grants and experience in preparing reports required by grants.
- Experience in preparing or administering a budget.
- Experience in administering state and/or federally funded programs.

License or Certificate:

- Possession of an appropriate, a valid California driver's license.
- Possession of, or ability to obtain, a valid CPR/First Aid Certification.

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: Child Care Center environment.

Physical: May be required to sit for long periods of time, stand and walk, reach, pull and regularly lift and/or move up to 25 lbs., occasionally lift up to 75 lbs. Dexterity of both hands to operate computer keyboard. May be required to bend at waist, kneel, or crouch. Hearing and speaking required to exchange information. Visual acuity to read financial and statistical reports.

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.



Respiratory Care Program Director Serves on CAL-MAT Assignment in El Centro

CHC's Respiratory Care Program Director Michael Sheahan volunteered his services on a CAL-MAT assignment in El Centro, CA earlier this month.

CAL-MAT (California Medical Assistance Team) units are comprised of trained professionals from medical, technical, administrative, and other specialized services for rapid field medical response in times of disaster. Sheahan worked in a respiratory therapy capacity in direct patient care with COVID patients throughout his two-week deployment.

The Imperial County Public Health Department reports that El Centro and the surrounding Imperial Valley are severely impacted with positive COVID-19 cases, adding that one out of every 7 people in the county has tested positive. The department says that over the past week, their county has averaged 118 new cases and 4.3 new deaths per day. The number of confirmed infections is currently doubling every 139.5 days.

Sheahan was contacted by a friend who was working with CAL-MAT in Imperial Valley at an alternative care site (field hospital). "He let me know that they were shorthanded



Photo: Michael Sheahan.

and needed some help. So, I offered to come down and help," Sheahan stated.

With overwhelmed health care facilities and extremely sick residents, skilled volunteers are critical to the hard-hit community, and the caliber of volunteers was tremendous according to Sheahan. "I was working side by side with a great team of doctors, RT's, PT's, nurses, medics, and EMT's, all of whom volunteered to help with the cause. The team was absolutely amazing!"

Sheahan expanded, "The patient care that was delivered exceeds anything I've ever experienced and at the level that we teach



our students should be provided."

Sheahan served in patient care and leadership role throughout his deployment and was also asked to work in an educational capacity at times due to his educational background. "The experience renewed my faith in what we do as educators and practitioners," Sheahan recalled. "I would have extended my deployment but was unable to do so due to my responsibilities at Crafton. I would suggest it to anyone looking to see the positive side of what we do in this crazy time! It was one of the most awesome clinical experiences of my life," concluded Sheahan.



Academic Senate Places Memorial Table on Campus for Frank Madrid

Frank Madrid served at Crafton Hills College as an instructor of mathematics and faculty chair of the Multimedia & Information Technology Department. He was only 33 years old when he unexpectedly succumbed to thyroid disease complications in May of 2020.

A loving husband, friend, brother, son, and beloved colleague, Frank was very passionate

about teaching and supporting the arts. He was a favorite among students. The memorial table was purchased by CHC Faculty through the Academic Senate and placed outside of the Central Complex building close to the classrooms and office space that Frank occupied during his tenure at Crafton.



Photo: Monique Ware.

Monique Ware Selected to Receive a Full Tuition Scholarship.

Crafton Hills College regional job developer Monique Ware received the California Community College Life Changer Scholarship. This full-tuition scholarship from National University

will allow Ware to begin her master's degree studies in a social emotional learning program in the fall. Ware, who was notified in December that she was selected, said that she was in disbelief that she was a finalist and eventually chosen as the recipient. Ware explained that her first response was "Bless the LORD... Praise GOD!" Ware continued, "My face hurt from smiling. This was a scholarship for only ONE community college employee, and I am the recipient... what a blessing."

"Ware decided that she would not be overtaken by circumstances in her life."

Ware credits a great support system and letters of recommendation from colleagues Kirsten Colvey, Brandi Mello, Mariana Moreno and Jimmy Grabow for this opportunity. "Greatness is at Crafton Hills College, and we shine," continued Ware.

Ware has spent her entire career helping others and believes that her mission is to help people gain the necessary tools to overcome barriers. A dedicated wife,

mother of eight, and grandmother of three, Ware volunteers as an advocate for victims of human sex trafficking and domestic violence.

Growing up, Ware faced many challenges. With both parents battling addiction, she and her siblings found themselves moving from apartment to apartment or staying with family or friends between bouts of

homelessness, food insecurity, and lack of structure. Ware credits the solid foundation she gained when her family relocated to San Bernardino to a group of amazing "sisterfriends" and their parents, who provided the support she needed.

Ware recalls that she was told that she did not need to be a product of her environment and that she could make a conscious decision to choose what she wanted out of life. Ware decided that she would not be overtaken by circumstances in her life.



Photo: Paul Jacques.

Playwright Competition

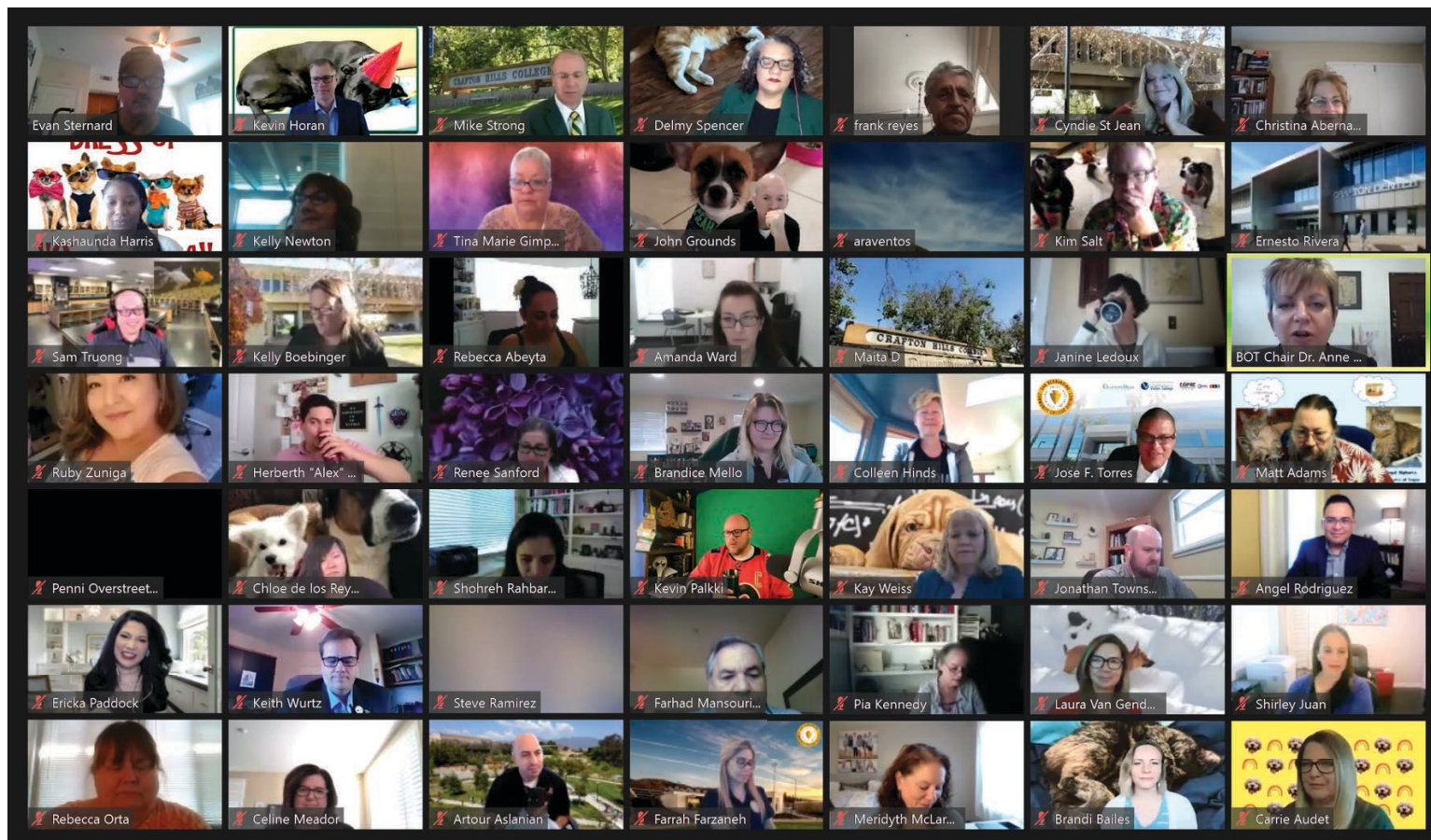
Crafton Hills College is seeking submissions for the second annual New Works Festival themed, Never Tell Me the Odds. Playwrights are encouraged to submit 10-minute or one-act plays featuring underdogs, uphill battles, the

struggle to find a place in the world or similar themes.

There will be two judged divisions: collegiate and professional, each with first, second and third prizes awarded.

The entry fee is \$10 per submission, and there is no limit on the number of submissions. Ten-minute play scripts should be 6-10 pages in length; longer one-act scripts should be 16-22 pages and not exceed that number.

Submissions should be submitted online at www.craftonhills.edu/newworks by March 7 with performances May 6-9. Interested playwrights may choose to participate in a playwright discussion session on one of the evenings when their play is performed. You do not need to be a student at the College to submit a play. Crafton Hills College is solely responsible for the casting and production of all accepted works. For additional information, contact CHC Theatre Professor Paul Jacques.



All College Employee Meeting Kicks Off Spring 2021 Semester.

On Thursday, January 14, Crafton Hills College welcomed back faculty for the Spring 2021 semester at an in-service meeting held via Zoom. An informal 30-minute meet-and-greet session allowed for staff and faculty to connect while sharing stories and photos of their animal companions in celebration of the “bring your pet to work day” theme.

College President Dr. Kevin Horan welcomed the group of over 150 and provided an update on questions that he had received regarding the COVID-19 vaccine, which will be available to employees during the State’s Phase 1B, Tier 1 distribution plan. He assured the group that the vaccine will not be mandatory and will be free to employees. Horan also noted that the Chancellor’s cabinet is following County and State guidelines in determining when general on-campus instruction and services will resume, perhaps in summer or fall 2021. A decision is expected by mid-March.

Horan then shared a newspaper clipping highlighting the CHC employee donations

of food for the Redlands Community Hospital staff working in the COVID unit, ICU, and emergency room, stating that the group raised close to \$1,000 to provide lunches for 90 hospital employees.

Horan then encouraged everyone to participate in the One Book One College program and specifically take advantage of the guest speaker opportunity, which will virtually bring to campus Oscar Vazquez, one of the four undocumented students featured in the best selling book *Spare Parts*, on March 3.

Vice President of Administrative Services Mike Strong provided an update on the campus projects related to Bond Measure CC followed by a presentation from Dr. Gio Sosa, Dean of Institutional Effectiveness, Research & Planning. Sosa shared preliminary findings of a web-user study completed in December that will inform improvements to the website and online tools used to support learning and services.

Next, the team from the most recent USC Alliance e-convening session presented information on the importance of teaching about race and incorporating race education into the classroom, which provided a segway to the keynote speaker, Dr. Jeff Duncan-Andrade, who spoke about racial justice and equity.

Dr. Duncan-Andrade, an author and professor of Latina/o studies and race and resistance studies at San Francisco State University, discussed the need for greater equity in our educational system to overcome traditions that favor the white majority and create impediments for many minority students. He focused on the importance of understanding the history and evolution of the educational system as a way to improve our schools. Duncan-Andrade left the virtual audience with ideas on how we can incorporate equitable practices to meet the needs of students both individually and as an institution.



Photo: Herberth "Alex" Jaco speaks about Crafton at community college event.

Introducción al Colegio Comunitario

On Jan 21, the Mexican consulate in San Bernardino invited Herberth "Alex" Jaco, CHC Sr. Student Services Tech with Outreach and Educational Partnerships, to participate in a Facebook live event, to provide information about community college to our Spanish speaking community. It was entitled "Ventanilla de Orientación Educativa, San Bernardino."

Alex's presentation, "Introducción al Colegio Comunitario" (Introduction to Community College), offered an overview of the community college system in California and showcased Crafton Hills College as an example. Attendees learned the benefits of attending community colleges and obtaining a college education. Jaco reviewed the steps to enroll at CHC and provided an overview of financial aid and other student support services. The audience had an opportunity to ask questions during the presentation, and the session was recorded and made accessible on Facebook.



Daisy Bates
First Lady of Little Rock

Black History Month 2021

The CHC Black History Month Planning Committee has organized virtual activities each Wednesday at noon through the month of February to celebrate the achievements of African Americans and recognize their central role in U.S. history.

The Black History Month 2021 theme, "Black Family: Representation, Identity and Diversity," explores the African diaspora and the spread of Black families across the United States.

Crafton's activities will begin on February 3 with the viewing and discussion of a documentary on Daisy Bates, an American civil rights activist, publisher, journalist, and lecturer who played a leading role in the Little Rock Integration Crisis of 1957. Attendees will have the opportunity to watch the documentary and discuss the impact of desegregation in education and how her legacy lives on today.

On February 17, a screening of the documentary film, "Back to Natural", will explore universal aspects of the Black experience and the new Natural Hair movement, highlighting issues of hair, politics, and racial identity in Black communities. Following the screening, the committee will host a discussion to explore how race, identity, and hair are all related.

Additional activities include a lecture entitled Profiles of African Americans in the Arts and a presentation by CSUSB theatre professor Kathy Ervin. All events are open to the entire campus community, and registration links are available through the campus calendar at www.craftonhills.edu.



ECONOMIC DEVELOPMENT & CORPORATE TRAINING



Monthly Board of Trustees Report | FEBRUARY 2021

EDCT closes its 7th Employment Training Panel (ETP) contract

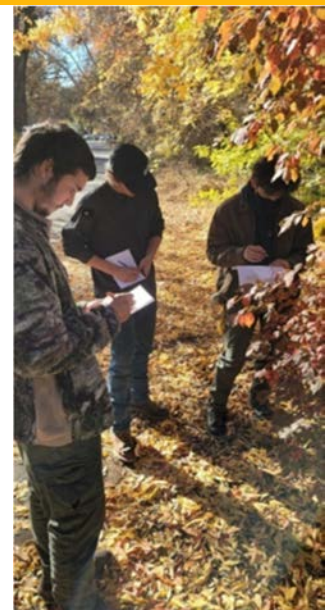
San Bernardino Community College District's Economic Development and Corporate Training (EDCT) has completed its seventh contract with the Employment Training Panel. The contract period was October 2018 through October 2020. This contract was not only EDCT's largest ETP contract awarded to-date, but it is also was one of the largest ETP contracts awarded in the entire state. Through statewide collaboration and partnerships, EDCT provided 65,035 hours of training to over 2,668 trainees across the state. EDCT provides rapid response customized training to provide innovative solutions that meet the economic and workforce needs of the Inland Empire. In addition, EDCT began offering live, virtual trainings through Zoom to meet COVID-19 pandemic training needs.

Over 150 companies across California enrolled in EDCT's recent ETP contract. EDCT's partnership included five community colleges and two healthcare and wellness centers across the state—helping SBCCD create a positive impact for workers and companies statewide.

Utility Line Clearance Training Program enters its first cohort

The Economic Development and Corporate Training (EDCT) division of San Bernardino Community College District continues their partnership with Butte College working together to provide additional training program opportunities. The Utility Line Clearance Arborist Training Program is a mixture of theory and hands on practice in which the first cohort will serve a total of twelve participants. The program which includes topics such as OSHA 10, First Aid, CPR and Flagger Certification, along with the hands-on training will be held at the San Bernardino Community College District's Del Rosa location in the Applied Technology Training Center.

(Story continued on next page)



(Utility Line Clearance story continued)

We are happy to announce that this first cohort of the Arborist Program is set to begin on Monday, January 25th, 2021. It is scheduled as a 5-week training which will run 8-hours a day, 5 days a week with a core curriculum of 5 modules. This training will offer students a combination of concept and skills practice “hands on experience” using forestry equipment and techniques. Students will learn procedures to safely clear utility lines, learn tree caring techniques such as trimming, climbing a tree with a rope, use of a chainsaws, and chipper operations. They will also learn about basic safety and learn about the different plants and vegetation. This program consists of five modules: *Module 1 – Arborist & General Safety, Module 2- Mobile Equipment & Jobsite, Module 3- Chainsaw and Chipper, Module 4- Electric Hazards, Pruning and Climbing, and Module 5- Skills Practice and Assessment.* After completion of this training program, participants will be certified in OSHA 10, First Aid and CPR. They will also receive their flag certification. Completion and the experience of this program will allow trainees to seek employment with Mowbray’s Tree Service and other arborist companies in the region.

San Bernardino Community College District’s, EDCT Department is excited to work with Butte College and Mowbray’s Tree Service, and are working on establishing future cohorts for the Utility Line Clearance Arborist Training program.



EDCT Finishes 2020 with Supervisory Skills Training



(Photo: EDCT Trainer, Frank Ortiz, is training four Qycell Corporation employees on how to be effective supervisors.)

San Bernardino Community College District's Economic Development and Corporate Training's (EDCT) client, Qycell Corporation, requested a Supervisory Skills training in Spanish for their employees. Qycell Corporation is a polyethylene foam manufacturer located in Ontario, California. The company strives to provide outstanding customer service and is committed to developing their valued employees.

The 8-hour training was delivered in-person, at the employer's request for in-person training. It was conducted at the Qycell's facilities in two sessions on December 28 and 29, 2020 by EDCT trainer, Frank Ortiz. This was the one of the first in-person trainings offered since the state stay-at-home order in March 2020. Trainees were seated six feet apart and all participants and the trainer wore face coverings, as part of the Centers for Disease Control and Prevention's (CDC) Covid-19 Guidelines. In this training, Qycell employees learned the essentials of leadership: how to manage priorities, how to make communication a priority, and ways to coach for peak performance. This training helped to advance these employees and strengthen their supervisory skills, especially since these employees hadn't taken any formal supervisory training previously. The in-person setting helped Frank to facilitate group discussions and made the training very engaging.

Caltrans Project to be expanded



(Photo: throwback to the first Caltrans Project work crew with EDCT.)

The San Bernardino Community College District's Caltrans Parolee Work Crew Program has amended its current contract with the California Department of Correction and Rehabilitation (CDCR) to increase by \$198,000 until 2022. This is great news due to the rise in minimum wage and servicing individuals under state supervision.

In addition, EDCT has been notified by the Department of Transportation's Caltrans that they will expand our current program to three work crews this year. The new work crew will service marginalized populations in San Bernardino County similar to the current contract with CDCR. The additional work crew allows EDCT to serve populations such as the Indigenous, veterans, minorities, homeless, and justice involved individuals. Caltrans has recognized that the County of San Bernardino is in dire need of litter abatement and landscaping services. Caltrans is hoping to remedy this issue by providing EDCT with additional work crews. EDCT has a 10-year relationship with both CDCR and Caltrans.



EDCT'S "SUIT UP" PROGRAM

EDCT and the Men's Warehouse continue to partner to ensure participants in EDCT's various programs receive contemporary interview attire as they seek full time, gainful employment, upon their training completion. Over the holidays, EDCT received another generous donation from the Men's Warehouse. The shipment included business suites, dress shoes, and accessories such as ties and belts.

KVCR & FNX

BOARD OF TRUSTEES REPORT

February 11, 2021



Black History Content on KVCR for Black History Month

91.9 KVCR Black History Programs

While Black History is given its own recognition, all in one month, KVCR has continued our commitment in 2021 to introduce programs that emphasize the fact that histories and realities of people of color is something we need to attend to each and every day. We hope through programs such as *Our Body Politic*, a weekly source of news produced by and for black women and other women of color (Friday afternoons at 3PM), that we practice diverse and plural voices in topics and in personnel, especially as NPR makes a concerted effort to diversify the members of their reporting and management staff - something that has been an issue for longer than many care to admit.

In addition to our ongoing efforts, 91.9 KVCR will provide a special broadcast of *Throughline*. The past is never past. Every headline has a history. This program goes back in time to understand the present. They are stories you can feel and sounds you can see from the moments that shaped our world.

They include Billie Holiday and Shirley Chisholm



(Feb. 20, 2021 at 7PM): Billie Holiday, harassed by U.S. government agents and told to stop singing 'Strange Fruit.' She refused. Shirley Chisholm ran for president and was told she shouldn't aim that high. She moved forward. Octavia Butler (Feb. 27, 2021 at 7PM): Octavia Butler was a deep observer of the human condition who was fascinated by the cyclical nature of history, and often looked to the past when writing about the future, even when she knew of **no other Black women in the field, saying she simply had to 'write herself in.'**

On *Lifestyles With Lillian Vasquez*, Lillian will talk with Karen Riley with the S.C.R.A.P Gallery and share details of the "Quest for Peace & Justice" art project.

KVCR-TV Black History Programs

February will focus on programs relating to African American history, both for our young students, and our prime-time viewers.

For our school aged students as part of the At-Home Learning programming we will broadcast

Freedom Riders; African American: Many Rivers to Cross; POV: And She

Could be Next Boss: The Black Experience and more.

In prime time we offer a plethora of programs including *Fat Boy: The Billy Stewart Story; Codeswitching: Race and Identity in the Suburban Schoolhouse; Evening with Eartha Kitt, Quincy Jones, Della Reese, Gwin Ifill; Thomas Sowell: Common Sense in a Senseless World; AMEN! Music of the Black Church; Talking Black in America and With Infinite Hope MLK and the Civil Rights Movement.*

For the full KVCR-TV schedule visit our website at KVCR.org/schedule.

In between the programs, will be the artwork of students. KVCR has partnered with the Riverside County Office of Education and the S.C.R.A.P Gallery to feature the artwork of middle and high school students who submitted artwork for "The Quest for Peace & Justice" project. KVCR-TV will present several submissions throughout the month in honor of Black History Month. The short segments will also be posted on our social media platforms.



KVC R



BEAT REPORTER HIGHLIGHTS

Inland Empire Counties' Combined Coronavirus Case Count Passes 400,000 Riverside County reported more than 17,000 new infections on Monday, January 4th, reflecting test results from the extended holiday weekend. San Bernardino County reported more than 18,000 new infections, bringing that county's total to 203,309.

Inland House Democrats Call for President Trump's Removal From Office - This story was a reaction to the events of January 6th, 2021, when a pro-Trump mob attacked the U.S. Capitol. Inland House Democrats Mark Takano and Pete Aguilar both called for Trump's impeachment and removal after this event.

145 Coronavirus Vaccines Administered at Redlands Assisted Living Center - An assisted living site in Redlands administered 145 coronavirus vaccines as the state rolled out vaccine eligibility to people over 65.



Family of Man Killed in Riverside County Sheriff Custody to Launch Legal Action The family of a man killed in police custody after a violent arrest in a Jurupa Valley grocery store announced that it is initiating a legal action against the Riverside County Sheriff's Department.

Claremont Graduate University Partners With San Manuel to Create New Center for Health Studies - The San Manuel Band of Mission Indians has gifted \$14 million to Claremont Graduate University to fund a new, multi-disciplinary health research center at the university.

MIDDAY NEWS SEGMENTS HIGHLIGHTS



Riverside Post Office Renamed to Honor Activist - The Chicago Avenue post office in Riverside will be re-named in honor of late civic activist "Woodie" Rucker-Hughes, who led the Riverside branch of the NAACP for decades.

Christmas Star The world witnessed a rare celestial event when Jupiter and Saturn appeared so close together, they looked like one big star.



Sport Venues to be Used as Vaccination Sites - Governor Newsom announced three sports venues around the state including Dodger Stadium and PETCO Park will be used as temporary large-scale vaccination sites.

Cheech Marin Center Receives Funding The Cheech Marin Center in Downtown Riverside, formally the Riverside City Public Library, is moving forward with \$10.7 million in funding for renovations.



COVID-19 Vaccinations Open for Adults 65 and Older - People aged 65 and older can begin getting vaccinated against COVID-19 in Riverside County.

THIS MONTH ON KVC-ARTS & LIFESTYLES

Riverside professor and guitarist, **Peter Curtis**, and his cd "Christmas With Your Jewish Boyfriend"



Kathy Young and "A Thousand Stars" made it into the top 10 on both the R&B singles chart.

In memory of **Charles Weldon**. He started off as a doo-wop singer with The Paradons, most notably known for "Diamonds and Pearls."



Terry Johnson, of The Flamingos.

Emmanuel Rogers on a memoir by the daughter of Apple founder Steve Jobs. | KVC's Benjamin Purper in conversation with Joshua

Lifestyles *Lifestyles takes a fresh look at arts, culture and issues across our unique region.*
Lillian Vasquez

Dania Gutierrez, Southern California Program Manager with the National Forest Foundation. Dania talks about why supporting our local forest is important and shares ways the community can do their part. Also **Erinn Carlson**, Fundraising Manager with Junior League. Erinn shares about their Diaper Bank Project.

Journalist, podcast and public radio host **Meghna Chakrabarti**. She is the host of **On Point**, a national public radio show.



Longtime journalist and former co-host of NPR's **Morning Edition**, host **David Greene**. He talks about some memorable interviews, his NY Times best-selling book "Midnight in Siberia: A Train Journey into the Heart of Russia", and his plans for the future.



Actor and comedian **Jon Lovitz**, shares how he got into comedy, some early influences, and a behind the scenes look at Saturday Night Live.





KVCR

TV Production

Programs In February

One-Day PLANT-A TREE Campaign

KVCR producer Tim Style worked with Lillian Vasquez to produce pledge breaks for the one day only, Plant a Tree campaign. The spots aired for 24 hours from Wednesday, January 27 until midnight. The goal is to raise funds to support KVCR TV and plant trees in our local forest. Donate during this one-day drive to plant a tree in areas with severe fire damage that will not regenerate naturally. Efforts in the San Bernardino Mountains will support recovery from wildfires, ensure the health of wildlife habitat, and protect our local watersheds.

During the one-day campaign we ask viewers to contribute at any level that fits their ability to give, starting at the \$10 level.



Television Station Activities



AT-HOME LEARNING

A CALIFORNIA PUBLIC EDUCATION PARTNERSHIP

When school resumed in January, KVCR-TV continued with its weekday broadcast of educational programs for the at-home students during the pandemic. We'll continue to air learning programs for Inland Empire's students throughout the spring semester and until June, if needed. In February, we will broadcast several documentaries that tell the many stories of Black History. We will also feature the artwork of students who participated in the "The Quest For Peace & Justice" community project.

Codeswitching: Race and Identity in the Suburban Schoolhouse

At daybreak, thousands of African American students shuttle from the inner-city to white suburban schools in the greatest voluntary experiment in desegregation and academic opportunity. **February 11 at 8:00pm**



Finding Your Roots – Henry Louis Gates, Jr. discovers the privileged lineages that claim actor Glenn Close and director John Waters as descendants, introducing ancestors who are as bold and independent as they are. **February 12 at 7:00pm**

Life's Third Age with Ken Dychtwald – From what used to be a short period in which to rest, relax, and wind down after a life of hard work, this new Third Age is now being reimagined as an unprecedented time for new freedoms, personal reinventions, and renewed purpose. **February 13 at 8:00pm**

Line of Separation – After the fall of the Third Reich, the small town of Tannbach is cruelly divided between East and West regimes and the town's inhabitants suffer the consequences. This historical drama explores the devastating effects decades of conflict had on communities from the end of World War II to the fall of the Berlin Wall. **Mondays at 10:00pm starting February 15**

Boss: The Black Experience in Business – Learn about the untold story of African American entrepreneurship, where skill, industriousness, ingenuity and sheer courage in the face of overwhelming odds provide the backbone of this nation's economic and social growth. Stanley Nelson directs. **February 17 at noon**

POV: And She Could be Next – The story of a defiant movement of women of color, transforming politics from the ground up by fighting for a truly reflective democracy. **February 18 & 19 at 12 noon**





KVCR



FUND-RAISING PROJECTS

KVCR PLANT-A-TREE One-Day Pledge Drive



On Wednesday, January 27, for one day only, KVCR invited our listeners and viewers to support our local forests and their local public radio and television station! On this day we asked the KVCR community to help plant a tree in areas

with severe fire damage that will not regenerate naturally. Efforts in the San Bernardino Mountains will support recovery from wildfires, ensure the health of wildlife habitat, and protect our local watersheds. We partnered with the San Bernardino National Forest and the National Forest Foundation.

The San Bernardino National Forest consists of over 670,000 acres in the Inland Empire. National Forests protect local water supplies, cleans our air, and provides millions of residents connections to nature and recreation opportunities.

San Bernardino National Forest experienced two major fires last year: the Apple Fire burned over 33,000 acres, and the El Dorado Fire which burned over 22,000 acres.



KVCR's Valentine's Day Special Auction January 28 through February 5



Just in time for Valentine's Day, KVCR is hosting an on-line auction! Browse and bid on items from our vault that have been featured on KVCR TV or radio over the years, but may no longer be available. Don't miss out on fun memorabilia, including a few unique surprises. This is an opportunity to stumble upon treasure and gift ideas for your loved ones for Valentine's Day! Just another way to support KVCR-TV and 91.9 KVCR.

The auction begins on January 28 and ends on February 5 at midnight. Guests can view auction items at any time before or during the auction by visiting:

<https://www.32auctions.com/KVCRValentines>

To place a bid on an item during the auction, simply create a free account with 32auctions and have fun bidding! Winners will be notified via email or by phone. Items are ready to ship at the close of the auction on February 5.

Posted on our Social Media Radio

TOP POST - KVCR/NPR: A memo given to LA County ambulance workers states: "Effective immediately, due to the severe impact of the COVID-19 pandemic on EMS and 9-1-1 Receiving Hospitals, adult patients in blunt traumatic and non-traumatic out-of-hospital cardiac arrest (OHCA) shall not be transported if return of spontaneous circulation (ROSC) is not achieved in the field. Please see below for specific guidance according to the mechanism of the arrest. Note that this directive supersedes Reference 814, Determination/Pronouncement of Death in the Field."



Posted on our Social Media Television

PBS: TONIGHT ON KVCR:

Craft in America presents: "STORYTELLERS," a production that highlights artists who use narrative to communicate personal and universal truths, creating a uniquely powerful expression of our human experience.

The stories these artists tell us through their creations bring us together in ways that defy cultural boundaries and offer new ways of understanding even the most complex mysteries of our existence. Stream it on the KVCR app tonight at 7:00PM!





First Nations Experience

Visit www.FNX.org/schedule for full listings

PROGRAMS IN FEBRUARY

CHILDREN'S BLOCK

Little J and Big Cuz – Little J



is five and his Big Cuz, she's nine. They're a couple of Indigenous Australian kids living with their Nanna and Old Dog. Little J and Big Cuz are busy with the ups and downs of playground and classroom. There's always something surprising going on whether it's at school, in the backyard... or beyond. The gaps in Nanna's ramshackle fence lead to Saltwater, Desert and Fresh-water Country. With the help of Nanna and their teacher Ms Chen, Little J and Big Cuz are finding out all about culture, community and country.

Saturday at 8:00am(PT) / 11:00am (ET)

Frybread Flats

CATV 47's first show produced exclusively for children. The show features puppets skits, Cheyenne and Arapaho language, and an animated host named Raven. *Frybread Flats* introduces Native language, with alternating shows featuring Cheyenne and Arapaho languages. Each episode also features numbers 1-10, and various colors, nouns and stories in the corresponding language.



Saturday at 9:00am (PT) / 12:00pm (ET)

Coyote's Crazy Smart Science Show – This is a

Science show that is a fun, educational science series designed for kids 8-11. It inspires them to explore the amazing world of science through a colorful show that brings our beautiful and complex universe alive! Young scientists are encouraged to ask questions, to make their own observations, to unravel



the How and Why of the world around them. **Monday, Wednesday & Friday at 9:30am (PT) / 12:30PM (ET)**

Guardians: Evolution – Takes kids on a wild ride into the distant future where a group of teens take on evil to save post-apocalyptic Earth. Funny, exciting and filled with adventure, this stop motion science fiction television show is a wild and cautionary environmental tale. Join Arimus and the rest of the Guardians and become part of the action yourself! **Saturday & Sunday at 9:30am (PT) /**

IN PRODUCTION

FNX NOW Adds Three New Segments

The *FNX NOW* series continues to produce a half hour news magazine and a few short format segments. Subject matter this month included 3 new FNX NOW segments produced in partnership with Ethnic Media Studies.



FNX NOW

This FNX NOW segment produced in partnership with Ethnic Media Services (EMS) discusses the recent \$600 and upcoming \$2000 stimulus packages that have been presented as well as some of the unemployment and benefit discrepancies that minority communities are faced with.

FNX NOW "Highest Eviction Rates in California"

This FNX NOW segment was built in partnership with Ethnic Media Services (EMS) as part of their weekly Covid-19 Ethnic Media Briefings. The episode looks at the high eviction rates that are being experienced in California's Central Valley region.

FNX NOW "Understanding the Race Gap in 2020 Elections"

A conversation with Arlie Russell Hochschild, Professor Emerita at U.C. Berkeley's Department of Sociology and the author of ten books, including *Strangers in Their Own Land: Anger and Mourning on the American Right*. Hochschild discusses why white voters, including women, voted for the re-election of President Trump.

TOP POST - FNX:

Archaeologists believe they have discovered the world's oldest-known representational artwork: three wild pigs painted deep in a limestone cave on the Indonesian island of Sulawesi at least 45,500 years ago.



KVCR**FEBRUARY TV HIGHLIGHTS****KVCR PBS FOR THE INLAND EMPIRE****MONDAY 1**

8:00 MISS SCARLET AND THE DUKE ON MASTERPIECE "The Woman in Red"



9:00 ALL CREATURES GREAT AND SMALL ON MASTERPIECE
10:00 PROFESSOR T "Swansong, Part 1"

TUESDAY 2

8:00 IN CONCERT AT THE HOLLYWOOD BOWL "Hecho En Mexico (Made In Mexico)"
9:00 AUSTIN CITY LIMITS "The Best of Spoon"
10:00 CASHING IN "The Really Big Show"
10:30 MOOSE T.V. "Jack Sprat"

WEDNESDAY 3

7:30 KINDRED SPIRITS: ARTISTS HILDA WILKINSON BROWN AND LILIAN THOMAS BURWELL
8:00 FAT BOY: THE BILLY STEWART STORY
9:00 EVENING WITH EARTHA KITT
10:00 EVENING WITH QUINCY JONES

**THURSDAY 4**

8:00 THOMAS SOWELL: COMMON SENSE IN A SENSELESS WORLD
9:00 PULLMAN: AMERICA'S HOTEL ON WHEELS

FRIDAY 5

8:00 ANTIQUES ROADSHOW
10:00 GREAT DECISIONS IN FOREIGN POLICY "Competing Interests: The U.S. and China In Africa"

SATURDAY 6

8:30 TURQUOISE ROSE In the suburbs of Phoenix, Turquoise attends college and is interning as a photojournalist newspaper.

SUNDAY 7

8:00 CALIFORNIA'S GOLD
9:00 UNCOVERED IN THE ARCHIVES
9:30 TO THE ENDS OF THE EARTH: BIRDS OF EAST AFRICA
10:30 TODAY'S WILD WEST

MONDAY 8

8:00 MISS SCARLET AND THE DUKE ON MASTERPIECE "Deeds Not Words"
9:00 ALL CREATURES GREAT AND SMALL ON MASTERPIECE

TUESDAY 9

8:00 IN CONCERT AT THE HOLLYWOOD BOWL
9:00 AUSTIN CITY LIMITS
10:00 CASHING IN "Miss North Beach"
10:30 INDIANS AND ALIENS

WEDNESDAY 10

8:00 AMEN! MUSIC OF THE BLACK CHURCH



9:00 DREAMS OF HOPE
10:00 EVENING WITH DELLA REESE

THURSDAY 11

8:00 CODESWITCHING: RACE AND IDENTITY IN THE SUBURBAN SCHOOLHOUSE
9:00 TALKING BLACK IN AMERICA

FRIDAY 12

7:00 FINDING YOUR ROOTS
8:00 ANTIQUES ROADSHOW
9:00 WITH INFINITE HOPE: MLK AND THE CIVIL RIGHTS MOVEMENT

SATURDAY 13

8:00 LIFE'S THIRD AGE WITH KEN DYCHTWARD
9:30 DEEPAK CHOPRA: BECOMING METAHUMAN

SUNDAY 14

8:00 CALIFORNIA'S GOLD
9:00 UNCOVERED IN THE ARCHIVES
9:30 FLOWERS OF THE CHURCH: MINNESOTA'S GLASS HERITAGE

MONDAY 15

8:00 MISS SCARLET AND THE DUKE ON MASTERPIECE "Memento Mori"
9:00 ALL CREATURES GREAT AND SMALL ON MASTERPIECE Show.

TUESDAY 16

8:00 IN CONCERT AT THE HOLLYWOOD BOWL "Gustavo and Friends"
9:00 AUSTIN CITY LIMITS "Sturgill Simpson"

WEDNESDAY 17

9:00 MOMENTS TO REMEMBER: MY MUSIC

THURSDAY 18

8:00 DEVIL'S ADVOCATE
9:00 PATIENT NO MORE

FRIDAY 19

7:00 FINDING YOUR ROOTS
8:00 ANTIQUES ROADSHOW
9:00 ROGER B. CHAFFEE - AVIATOR AD ASTRA

SATURDAY 20

8:00 MOMENTS TO REMEMBER: MY MUSIC
10:30 FEVER: THE MUSIC OF PEGGY LEE

SUNDAY 21

8:00 ROAD TRIP WITH HUELL HOWSER "Solvang"
9:00 UNCOVERED IN THE ARCHIVES "Palm Springs Aerial Tramway"
9:30 THE BOZEMAN TRAIL: A RUSH TO MONTANA'S GOLD

MONDAY 22

7:00 FRANK LLOYD WRIGHT'S BOYNTON HOUSE: THE NEXT HUNDRED YEARS
8:00 MISS SCARLET AND THE DUKE ON MASTERPIECE "Cell 99"
9:00 ALL CREATURES GREAT AND SMALL ON MASTERPIECE

TUESDAY 23

8:00 IN CONCERT AT THE HOLLYWOOD BOWL
9:00 AUSTIN CITY LIMITS "Willie Nelson"

WEDNESDAY 24

9:00 FINE LINE: A WOMAN'S PLACE IS IN THE KITCHEN
10:00 EVENING WITH GWEN IFILL

THURSDAY 25

8:00 COMMUNITY FIRST: A HOME FOR THE HOMELESS
9:00 PRESCRIPTION FOR PEACE OF MIND: AN OPTION FOR THE TERMINALLY ILL

FRIDAY 26

8:00 LENNON SISTERS: SAME SONG, SEPARATE VOICES
9:30 FEVER: THE MUSIC OF PEGGY LEE

SATURDAY 27

7:30 ERIC CLAPTON'S CROSSROADS GUITAR FESTIVAL 2019
9:30 CAROLE KING - JAMES TAYLOR LIVE AT THE TROUBADOUR

SUNDAY 28

9:00 NATHAN CARTER: CELTIC COUNTRY
10:30 DOLLY PARTON: I WILL ALWAYS LOVE YOU



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San Bernardino
Valley College

President's Board of Trustees Report

The President's Monthly Report to the Board of Trustees, Campus & Community

SBVC Ranked #3 Most Affordable Out-of-State Online College

San Bernardino Valley College (SBVC) has been ranked among the most affordable online out-of-state colleges in the United States. CollegeStats.org, a higher education data collection and analysis website, recently released its annual rankings of the least-expensive online out-of-state colleges, naming SBVC third in the country. "San Bernardino Valley College is honored to be recognized as one of the best in terms of value for education in the nation," said SBVC President Diana Z. Rodriguez. "We strive to ensure a level of educational excellence in programs and services at SBVC, and are committed to helping students with limited resources meet their educational expenses, both in-state and out-of-state." In a typical academic year, most SBVC students receive financial aid grants and scholarships, and over 97% avoid taking on any student loan debt while attending. With nearly \$33 million in grants, scholarships, and other financial aid distributed annually, SBVC is positioned among the top choice schools for affordability for those looking to pursue higher education online from anywhere in the nation.



Instructor Earns Master Pilot Award for 50+ Years in Aeronautics



In honor of his exceptional flight record, SBVC aeronautics instructor Larry Rice has been recognized with the Federal Aviation Administration's Wright Brothers Master Pilot Award, given to pilots who have practiced safe flight operations for 50 years or more. The Yucaipa resident started flying in 1969, when he was 18 years old. He began attending San Bernardino Valley College, where he joined the SBVC Flying Club. As a part of this organization, Rice provided flight instruction for other students and participated in National Intercollegiate Flight Competitions in California, Illinois, and Arizona. Rice became a certified flight instructor in 1971, and earned an associate degree in business and aeronautics from SBVC. After graduation, he attended California State University, San Bernardino where he earned bachelor's and master's degrees in business. His passion for flying continued: he spent 33 years with Kaman Bearing and Supply Company, working in pilot and management positions, and is an adjunct professor at SBVC, teaching private pilot, instrument, and weather classes.

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SBVC HIGHLIGHTS

SBVC Alumnus Connects Students with Colleges through Smartphone App

Last year, Fredrick Jones was a student at SBVC, where he served as president of the Umoja-Tumaini Club, and launched a Virtual Study Corner to assist students with their studies and mental health during the global pandemic. He transferred to Cal State San Bernardino, where he is part of the California Student Opportunity Access Program for first-generation students. Jones is now also the director of product marketing and user experience for Siembra, an app that lets college counselors reach traditionally-underserved high school students. He has played a major role in expanding Siembra's reach, and aims to continue his goal of engaging lower-income, first-generation students with resources to increase retention and matriculation. Jones said he really likes Siembra's innovative connectivity. "There's no need to take the extra step to order transcripts, and your parent is also involved," he said. "We all work together to make sure you have that success."



SBVC Partnership with Volvo LIGHTS Earns "Innovation Award" Nomination



The Volvo LIGHTS (Low Impact Green Heavy Transport Solutions) project, was a 2020 Innovation Award Honoree at the virtual Breath of Life Awards Gala this past fall. The program is a collaboration between 15 public and private partners, including San Bernardino Valley College. Led by Volvo and the South Coast Air Quality Management District (SCAQMD), the project deployed electric trucks and zero-emission forklifts to help shuttle freight between the ports of Los Angeles and Long Beach and warehouses in Southern California. These trucks and forklifts help to reduce greenhouse gas emissions and improve public health. Using a Volvo LIGHTS grant, SBVC launched its heavy-duty electric truck technician training program in 2019. Congrats, SBVC!

SBVC Alumna Credits Online Classes for Out-of-State Transfer Success

When Marina Hand was attending SBVC in 2018, her husband suffered a severe back injury that left him permanently disabled. She soon became the family's sole breadwinner, and Hand said she "truly" believes that "if not for Valley's flexibility in online class scheduling, I would not have been able to graduate." Hand thrived at SBVC, and "came to deeply love the campus community." She was a member of Alpha Gamma Sigma, made the Dean's List, and did community service at the public library in Grand Terrace. After earning her degree in Library Science, Hand and her husband moved to Omaha, Nebraska, where she transferred into the Library Science program at the University of Nebraska. Hand took another chance and applied for a coveted full-time position at the campus's Criss Library, where she was quickly offered the job. "In combination with other scholarships and grants I've managed to pick up along the way, I am now attending my dream college at no cost, and working at my dream job," she said. "I wouldn't have gotten this far if Valley didn't offer a library program."

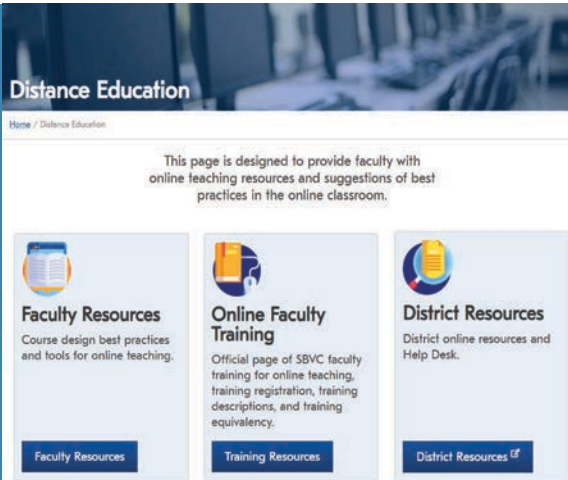




SBVC SNAPSHOTS

Distance Education Team Launches Online Portal

The Distance Education team, spearheaded by Margaret Worsley and Davena Burns-Peters, has developed and launched an online DE portal for faculty. The site is designed to provide teaching resources and suggestions for best practices in the online classroom. Faculty can get necessary training completely remotely at valleycollege.edu/distance-education.



Police Academy Class #39 Holds Virtual Ceremony

The Extended Police Academy Class #39 graduated on January 2 in a first-ever virtual ceremony. The Police Academy website was revamped to include all graduates' portraits and names and featured a countdown to the pre-recorded celebration before its premiere directly on the webpage. Sixteen trainees completed the extended 52-week program, completing 920 hours of class instruction and skills training, and earning 36.5 college units. We are proud of our new graduates, who will bring commitment and excellence into their law enforcement careers. Congrats, grads!



Blue the Wolverine Goes Virtual through Animation

Just as the SBVC campus has gone mostly virtual during the pandemic, so has its mascot. Blue the Wolverine, whose physical appearance on campus debuted in 2019, was recently unveiled in animated form to deliver messages to students on social media and encourage prospective students to register for the Spring 2021 semester.

Soccer Midfielder Transfers to 4-Year University Despite Halt of Recent Season

Andrew Haro was expected to do great things for the SBVC men's soccer team during the 2020 season. However, his season came to a halt with the global pandemic and subsequent pause in campus athletics. Nonetheless, Haro continued to pursue his dream of playing at the next level. Haro has committed to continue his college career at Pacific Union College, an NAIA school located in Angwin, California. "Andrew is a technically sound player, who always showed up for us, no matter what his role was at the time," SBVC head coach Josh Brown said. Congratulations, Andrew!





SBVC HIGHLIGHTS

SBVC Recognizes Outstanding Faculty and Staff During Spring Opening Day

SBVC rang in the start of the new year with a Virtual Convocation Week, which consisted of three days of professional development opportunities for employees. More than 300 faculty and classified professionals virtually attended Spring Opening Day, where President Diana Z. Rodriguez reflected on a resilient 2020 and looked ahead to the future of on-campus instruction and the rollout of a COVID vaccine. President Rodriguez also announced the winners of the 2020 Outstanding Faculty and Classified Employee of the Year awards. The 2020 Classified Employees of the Year were **Judy Rodriguez** and **Cedric Wrenn**, while **Bethany Tasaka** and **Margaret Worsely** won the Outstanding Faculty awards, and **Mary Lawler** won the Outstanding Adjunct Faculty Award. President Rodriguez then introduced the virtual event's guest speaker, Nzingha Dugas, Executive Director of the Umoja Community Education Foundation (UCEF). Dugas urged attendees to continue encouraging the academic engagement, student leadership, professional development and matriculation success for underserved students. She emphasized "empowering the powerless", fittingly quoting from Martin Luther King Jr. on his birthday.



SBVC Launches Online Welcome Center to Expand Virtual Student Services

New to SBVC?
Ask us anything! We're available...

- Monday - Thursday, 9:00 AM - 5:00 PM.
- Friday 9:00 AM - 4:30 PM.

[Join Zoom](#)



SBVC's Welcome Center, which has long provided assistance to current and prospective students on all things SBVC, has taken its services to the virtual world. The updated Welcome Center webpage now gives students the option to join a Zoom call and remotely participate in its Information Table. Existing students can also ask their general questions by scheduling an appointment with a Welcome Center ambassador. SSSP Coordinator Joseph Nguyen, who helped spearhead the center's virtual relaunch, says he is excited to make the Welcome Center's services more accessible to incoming students, or to those who just need a little bit more guidance when it comes to becoming a Wolverine.

UPCOMING EVENTS

February 12
Lincoln's Birthday
Campus Closed

February 15
Washington's Birthday
Campus Closed

