San Bernardino Community College District
Board Meeting
January 12, 2023
4:00 pm Pacific Time

Location: SBCCD Boardroom
550 E. Hospitality Ln., Suite 200, San Bernardino, CA
www.sbccd.edu

Livestream: https://sbccd.edu/about-sbccd/board-of-trustees/meetings.php

AGENDA

I. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**

II. **PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. 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.

III. **APPROVAL OF MINUTES**
   A. 2022-12-09

IV. **PRESENTATIONS/CELEBRATIONS**
   A. Applause Cards

V. **ACTION AGENDA**
   A. Public Hearing and Adopt Resolution #2023-01-12-FP-01 Declaring Intention to Sell Surplus Real Property and Authorizing a Request for Waiver of Ed Code Section 81360 Et Seq.pdf

B. Public Hearing and Adopt Resolution #2023-01-12-FP-02 Declaring Intention to Sell Surplus Real Property and Authorizing a Request for Waiver of Ed Code Section 81360 Et Seq

C. 2023-01-12 Consideration to Approve SBCCD Legislative Principles and Budget Advocacy

D. Board Policies for Final Approval

E. Reorganization of District Support Services and Student Services for Final Approval

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. CHC - Curriculum

2. SBVC - Curriculum

3. 2022-2025 Student Equity Plans for CHC and SBVC

B. **Human Resources**

1. Adjunct and Substitute Academic Employees

2. Appointment of Temporary Academic Employees

3. Non-Instructional Pay

4. Payment of Stipends

5. Appointment of Interim Managers

6. Appointment of District Employees

7. Placement of Classified Employees on the 39-Month Reemployment List

8. Revise Rates of Pay for Professional Expert and Short-Term Employees

C. **Business & Fiscal Services**

1. Contracts at or Above $99,100

2. Conference Attendance

3. District & College Expenses

4. Individual Memberships

5. Resolution #2023-01-12-FS-01 Approving Transfers to the Reserve for Contingencies from Various Expenditure Classifications

6. Surplus Property and Authorization for Private Sale or Disposal

D. **Facilities**
   1. Master Services Agreements and Task Orders for Bond Construction

VII. **REPORTS**
   A. Board Committee Reports
   B. Chancellor's Report
   C. San Bernardino Valley College Academic Senate
   D. San Bernardino Valley College Classified Senate
   E. San Bernardino Valley College Associated Students
   F. Crafton Hills College Academic Senate
   G. Crafton Hills College Classified Senate
   H. Crafton Hills College Associated Students
   I. CSEA
   J. CTA
   K. Police Officers Association
   L. San Bernardino Valley College President
   M. Crafton Hills College President
   N. Executive Vice Chancellor
   O. Vice Chancellor of Human Resources & Police Services
   P. Vice Chancellor of Educational and Student Support Services

VIII. **INFORMATION ITEMS**
   A. Board Master Action Planning Calendar
   B. Board Policies - 1st Read
   C. Budget Revenue & Expenditure Summary
   D. Construction Contracts Below $60,000
   E. Contracts Below $99,100
   F. General Fund Cash Flow Analysis
   G. MOUs between SBCCD and the CSEA
   H. Professional Expert Short-Term and Substitute Employees
   I. Purchase Orders
   J. Summary of Measure CC Construction Change Orders & Amendments
   K. Volunteers

IX. **ANNOUNCEMENT OF CLOSED SESSION ITEMS**

A. Conference with Labor Negotiators
Government Code 54957.6

• Agency Representatives: Diana Rodriguez and Kristina Hannon
CSEA, CTA, POA, Mgmt/Superv, and Confidential Employees

B. Public Employee Discipline/Dismissal/Release/Non-Re-Employment
Government Code 54957
(1 case)

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)
(1 case)

E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)

• Title: Chancellor

F. Conference with Real Property Negotiator
Government Code Section 54956.8

X. **PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

XI. **CONVENE CLOSED SESSION**

XII. **RECONVENE PUBLIC MEETING**

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

XIV. **ADJOURN**

The next meeting of the Board: 2-Day Mid-Year Retreat
January 23-24, 2023 at 9:00 AM
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200, San Bernardino, CA

Supplemental Handouts (not part of the agenda)

CHC Report to the Board

EDCT Report to the Board

KVCR Report to the Board

SBVC Report to the Board

BOARD OF TRUSTEES
Meeting Minutes – December 9, 2022 (Unofficial until approved)

Location: SBCCD Boardroom, 550 E. Hospitality Ln., Suite 200, San Bernardino, CA
Livestream: https://www.youtube.com/c/SanBernardinoCommunityCollegeDistrict

MEMBERS PRESENT	ADMINISTRATORS PRESENT
Gloria Macías Harrison, Chair	Diana Z. Rodriguez, Chancellor
Dr. Stephanie Houston, Vice Chair	Jose F. Torres, Executive Vice Chancellor
Dr. Anne L. Viricel, Clerk	Dr. Kevin Horan, CHC President
Dr. Nathan Gonzales, Trustee	Dr. Scott Thayer, SBVC President
John Longville, Trustee (arrived at 4:14pm)	Kristina Hannon, VC Human Resources & Police Services
Frank Reyes, Trustee	Dr. Nohemy Ornelas, VC Educational & Student Support Services
Joseph Williams, Trustee	
Paul Del Rosario, SBVC Student Trustee (advisory)	
Robert Alexander, CHC Student Trustee (advisory)	
MEMBERS ABSENT	**ADMINISTRATORS ABSENT**
None	None

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE
Chair Harrison called the meeting to order at 4:08pm. Trustee Viricel led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS
Sheri Lillard   Tatiana Vasquez
Jessy Lemieux   Amy Avelar

III. OATH OF OFFICE
- Trustee Williams (Area 2)
  Steven Gaytan, K' Miles Davis, and Assemblymember Jackson administered the Oath of Office.
- Trustee Gonzales (Area 4)
  Nelva Ruiz-Martinez gave the Oath of Office.
- Trustee Houston (Area 6)
  Kiera Houston administered the Oath of Office.

IV. ORGANIZATIONAL MEETING OF THE BOARD
A. Election of Board Chair, Vice Chair, and Clerk

Trustee Williams moved approval of Dr. Stephanie Houston to serve as Board Chair for the 2023 calendar year. Trustee Gonzales seconded the motion. Board Chair was elected by acclamation.

Trustee Harrison moved approval of Dr. Anne Viricel to serve as Board Vice Chair for the 2023 calendar year. Trustee Houston seconded the motion. Board Vice Chair was elected by acclamation.

Trustee Viricel moved approval of Joseph Williams to serve as Board Clerk for the 2023 calendar year. Trustee Houston seconded the motion. Board Clerk was elected by acclamation.

B. Election of Board Representative and Alternate to the Nominating Committee on School District Organization

Trustee Longville moved approval of Trustee Gonzales to serve as the primary representative and Trustee Williams as the alternate to the nominating committee on school district organization for the 2023 calendar year. Trustee Houston seconded the motion. The primary and alternate representatives were elected by acclamation.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSTENTIONS:	None

V. APPROVAL OF MINUTES
A. 2022-11-10

Trustee Williams moved approval of the 11/10/22 minutes. Trustee Houston seconded the motion. Vote was taken by roll call.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

VI. PRESENTATIONS/CELEBRATIONS
A. Applause Cards
B. Employee Anniversary Recognition
C. Retirements
D. Tennessee and Utah Site Visit Reports

The Board recognized employees who received applause cards and celebrated work anniversaries. Chancellor Rodriguez gave special recognition to employees who have served SBCCD for 20+ years.

Employee Name	Assignment	20+ Years of Service
Rienstra, Robert	Telecommunications Technician	38
Chavira, Sharen	Administrative Assistant III	25
Armstead-Moore, Muriel	Student Services Technician II	23
Battle, Yendis	Senior Accountant	22
Crocfer, Michelle	Senior Student Services Technician	22
Feist, John	Technology Support Specialist	22
Tran, Mike	Senior Programmer/Analyst	21

Chancellor Rodriguez recognized retiring employees with special recognition and condolences to the family of Sharen Chavira.

Trustee Stephanie Houston and Dr. Nohemy Ornelas, vice chancellor of educational and student support services presented a recap to the board of the recent applied technology educational site visits in Tennessee and Utah.

VII. ACTION AGENDA

   A.   Assignments to Board Advisory Committees

Trustee Reyes moved to nominate and approve the chair and members of the board legislative committee. Trustee Williams seconded the motion. Vote was taken by roll call.
Legislative Committee: Trustee Reyes (chair), Trustees Viricel and Longville to serve as members.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

Trustee Harrison moved to nominate and approve the chair and members of the board finance committee. Trustee Williams seconded the motion. Vote was taken by roll call.
Finance Committee: Trustee Gonzales (chair), Trustees Houston and Harrison to serve as members.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

Trustee Williams moved approval of the 11/10/22 minutes. Trustee Houston seconded the motion. Vote was taken by roll call.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

   B.   Approval of Ex Officio Directors of Inland Futures Foundation

Trustee Longville moved approval of the Ex officio directors of IFF. Trustee Williams seconded the motion. Vote was taken by roll call.

Title (per IFF Bylaws)	Ex Officio Directors
Chancellor of the District	Diana Z. Rodriguez
Executive Vice Chancellor	Jose F. Torres
Vice Chancellor, Educational & Student Support Services	Nohemy Ornelas
Executive Director, KVCR TV/FM	Connie Leyva
Executive Director, EDCT	Deanna Krehbiel

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

    C.   Assignment to the San Bernardino Regional Emergency Training Center Joint Powers Authority

Trustee Reyes moved approval of Trustee Houston to serve as the representative to the San Bernardino Regional Emergency Training Center Joint Powers Authority. Trustee Longville seconded the motion. The vote was taken by roll call.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

    D.   Board Policies for Final Approval

Trustee Gonzales moved approval of Board Policies for Final Approval. Trustee Reyes seconded the motion. The vote was taken by roll call.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

    E.   Naming of the Classroom in the Public Safety and Allied Health Building (PSAH) 115 at Crafton Hills College as the "Kirsten Greek Classroom"

Trustee Williams moved approval. Trustee Houston seconded the motion. The vote was taken by roll call.

AYES:	Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams, Alexander (advisory), Del Rosario (advisory)
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

VIII.   **CONSENT AGENDA**
    A. **Instruction/Student Services**
        1. CHC – Curriculum
        2. S B V C – Curriculum
    B. **Human Resources**
        1. Adjunct and Substitute Academic Employees
        2. Appointment of District Employees
        3. Appointment of Interim Managers
        4. Approval of Doctorate Stipend for Management Employee

5. Consideration of Approval of Retreat Rights for Management Employee
6. Consideration Approval of the Ratification of CSEA Successor Agreement, Articles, and Appendices
7. Employee Promotions
8. Non-Instructional Pay
9. Payment of Stipends
10. Revise Titles and Rates of Pay for Professional Expert Employees
11. Management Job Description & Update to Salary Schedule
12. Classified Job Description & Update to Salary Schedule

C. **Business & Fiscal Services**
1. 2023-2024 Budget Calendar
2. Award RFQ-P 2023-02 and Contracts to Kitchell-CEM Inc. of Riverside, CA and Safework Inc. of Riverside, CA
3. Resolution #2022-12-09-FS01 Approving Transfers to the Reserve for Contingencies from Various Expenditure Classifications
4. Contracts at or Above $99,100
5. Conference Attendance
6. District & College Expenses
7. Surplus Property and Authorization for Private Sale or Disposal

D. **Facilities**
1. Award Bid #03-2223-02 and Contract to Y4M Developing Inc. of Ontario, CA
2. Award RFP CC02-3631.03 and Design-Build Agreement to Tilden-Coil Constructors, Inc. of Riverside, CA
3. Master Services Agreements and Task Orders for Bond Construction

Trustee Gonzales moved approval of the Consent Agenda. Trustee Houston seconded the motion. Vote was taken by roll call.

AYES: Harrison, Houston, Viricel, Gonzales, Longville, Reyes, Williams,
                   Alexander (advisory), Del Rosario (advisory)
NOES: None
ABSENT: None
ABSTENTIONS: None

IX.   **REPORTS**
A. Board Committee Reports
   Trustee Reyes gave a brief report on the BLC.
B. Chancellor's Report
   Chancellor Rodriguez gave a brief report. A written report was provided in the agenda.
C. Strategic Plan Goal 4 Status Update
D. San Bernardino Valley College Academic Senate
   Davena Burns Peters gave a brief report.
E. San Bernardino Valley College Classified Senate
   John Feist gave a brief report.
F. San Bernardino Valley College Associated Students
   Nelva Martinez Ruiz and Dayami Martinez Ruiz gave a brief report
G. Crafton Hills College Academic Senate
   Brandi Bailes gave a brief report and provided a written report.

    H. Crafton Hills College Classified Senate
        Kevin Palkki gave a brief report.
    I. Crafton Hills College Associated Students
    J. CSEA
        Cassandra Thomas provided a brief report.
    K. CTA
    L. Police Officers Association
    M. San Bernardino Valley College President
        President Thayer gave a brief report, and a written report was provided in the agenda.
    N. Crafton Hills College President
        President Horan gave a brief report, and a written report was provided in the agenda.
    O. Executive Vice Chancellor
    P. Vice Chancellor of Human Resources & Police Services
    Q. Vice Chancellor of Educational and Student Support Services

X.   **INFORMATION ITEMS**
    A. Master Action Planning Calendar
    B. Board Policies - 1st Read
    C. First Read - Reorganization of District Support Services and Student Services
    D. Budget Revenue & Expenditure Summary
    E. Contracts Below $99,100
    F. General Fund Cash Flow Analysis
    G. MOUs between SBCCD and the CSEA
    H. Professional Expert Short-Term and Substitute Employees
    I. Purchase Orders
    J. Quarterly Financial Status Report
    K. Resignations
    L. Volunteers

XI.   **ANNOUNCEMENT OF CLOSED SESSION ITEMS**
    A. Conference with Labor Negotiators Government Code 54957
       Agency Representatives: Diana Rodriguez and Kristina Hannon
       CSEA, CTA, POA, Mgmt/Superv, and Confidential Employees

    B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
       Government Code 54957
       (1 case)

    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)
       (2 cases)
       Liability Claim #606464

E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)
Title: Chancellor

F. Conference with Real Property Negotiator
Government Code Section 54956.8
Properties – 90 Assessor Parcel Numbers:
0141-171-03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17,
18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30; 0141-232-01;
0141-441-01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 16, 17, 18, 19,
20, 21, 22, 27, 28; 0141-442-06, 07, 08, 09, 10, 11, 12;
0160-183-29, 30, 31, 32, 33, 34, 55, 57; 0160-253-05, 06, 07, 22,
28, 32, 39, 40, 41; 0160-254-04, 08, 09, 10, 15, 16, 17, 18, 19,
27, 29; 0164-331-07, 08, 09, 10, 11, 12, 13

Negotiating Parties:
SBCCD (Proposed Buyer)

Real Property Negotiators:
Jose Torres, EVC and Diana Rodriguez, Chancellor

Under Negotiation:

Instruction to Proposed Buyer's SBCCD Real Property

Negotiators will concern value, price, and terms of payment associated with the possible purchase
of the identified Properties

XII. **PUBLIC COMMENTS ON CLOSED SESSION ITEMS**
There were no public comments.

XIII. **CONVENE CLOSED SESSION**
Chair Harrison closed the public meeting and convened the board to closed session at 6:35pm

XIV. **RECONVENE PUBLIC MEETING**
Chair Harrison reconvened the public meeting at 7:37pm.

XV. **REPORT OF ACTION IN CLOSED SESSION**
*   The Board met with its legal counsel and real property negotiators in closed session pursuant to Government
Code Section 54956.8. Direction was provided to finalize Purchase and Sale Agreements for the acquisition
by SBCCD of multiple properties described in the posted agenda, up to an aggregate amount of $38 million.

The Board of Trustees voted unanimously to approve a delegation of authority to the District's Chancellor, or her
designee, to:

1. Execute and deliver any and all documents and otherwise do any and all things which he and legal
counsel deem necessary or advisable in order to finalize a Purchase and Sale Agreements for the
Properties,
2. Pay deposits, open escrow, and otherwise perform pursuant to the terms of such final Purchase and Sale
Agreements, and
3. Bring the final Purchase and Sale Agreements to the Board for ratification.

- On December 9, 2022, the Board Unanimously took action to approve the settlement of Liability Claim #606464 with employee #31206.

XVI.   **ADJOURN**
Chair Harrison adjourned the meeting at 7:50pm.
The next meeting of the Board: Business Meeting January 12, 2023 at 4pm
SBCCD Boardroom 550 E. Hospitality Ln., Suite 200, San Bernardino, CA

The Board of Trustees approved the December 9, 2022 minutes on January 12, 2023.

_____   _____
Dr. Anne L. Viricel, Clerk   Stacey Nikac, Administrative Officer/Recorder
SBCCD Board of Trustees   SBCCD Office of the Chancellor

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 12, 2023

SUBJECT: Applause Cards

RECOMMENDATION

This item is for information only.

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 receive a certificate and are recognized by the Board of Trustees each month.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

APPLAUSE CARDS
Submitted for Information January 12, 2023

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
Crafton Hills College	Michelle	Cole	Student Life	So kind, so caring, so student-focused, Michelle is just awesome!	Julie McKee
Crafton Hills College	Ali	Raventos	Admissions & Records	I witnessed her take a difficult situation with a difficult student and turn it around completely. The student was somewhat combative, and she went above and beyond to ensure the student felt helped and happy.	Floyd Simpson
Crafton Hills College	Cyndie	St. Jean	Office of the President	Thank you for your help during the Chancellor's Holiday Party!	Heather Ford
Crafton Hills College	Ginger	Sutphin	Letters, Arts, and Mathematics	Thank you for all the assistance that you have provided over the years. All of the creative views for problem solving. All of the practical knowledge of processes. All of the institutional knowledge. It is always a pleasure collaborate with you.	Rosemarie M Hansen

APPLAUSE CARDS
Submitted for Information January 12, 2023

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
Crafton Hills College	Canh	Ta	SINS	A heartfelt thank you for the wonderful condition that the lab rooms are in after your night classes. I truly appreciate the level of care that is taken to make sure everything is just right at the end of the night so that the mornings run smoothly. It is an immense help.	Rosemarie M. Hansen
Crafton Hills College	Alyssa	Taylor	SINS	Thank you for all the assistance you have provided in handling all the things that go on here in the sciences.	Rosemarie M Hansen
DSO	Kelly	Goodrich	FAM	Thank you for jumping in and helping at the Chancellor's Holiday Party.	Heather Ford
DSO	Juan	Navarro	TESS	Thank you for your help at the Chancellor's Holiday Party.	Heather Ford
DSO	Stacey	Nikac	Office of the Chancellor	Thank you for jumping in and helping at the Chancellor's Holiday Party.	Heather Ford

APPLAUSE CARDS
Submitted for Information January 12, 2023

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
DSO	Robert	Scudder	Technology & Educational Support Services	Robert, Thank you so much for your assistance with Web Advisor. We appreciate your time and expertise.	Brittany Sysawang Nair
DSO	Maria	Torres	Human Resources	Thank you for all your hard work you helped with for Marketing & Public Relations, I couldn't have done it without you!	Dena Peters
DSO	Krystal	Trussell	Facilities	Thank you for always jumping in, especially with the Chancellor's Holiday Party!	Heather Ford
DSO	DyAnn	Walter	Technology & Educational Support Services	Mrs. DyAnn, Thank you so much for helping with the Positive Attendance Form on Web Advisor. Your expertise is impeccable.	Brittany Sysawang Nair
San Bernardino Valley College	Lupita	Aguilar	Vice President Instruction Office	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher

APPLAUSE CARDS
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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
San Bernardino Valley College	Lupita	Aguilar	Instruction Office	Thank you for your assistance with non-instructional pay and board matters while I served in the sub position in the President's Office.	Dena Peters
San Bernardino Valley College	Shyla	Cobbett	Research, Planning, IE & GO	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher
San Bernardino Valley College	Jonathan	Flaa	Campus Technology Services	Thank you for your assistance with IT issues while I served as a sub for the President's Office.	Dena Peters
San Bernardino Valley College	Kathy	Fonseca	Student Services	Thank you for your assistance with administrative support matters while I served as a sub for the President's Office.	Dena Peters
San Bernardino Valley College	Suzan	Hall	Student Services	Thank you for your assistance with the Africa trip conference details and other matters while serving as a substitute admin assistant.	Dena Peters

APPLAUSE CARDS
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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
San Bernardino Valley College	Gloria	Kracher	Custodial Department	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher
San Bernardino Valley College	Dr. Craig	Luke	Counselor	Helped me during his off office hours, made sure I was on track to graduate. I really appreciated he took time to help me after his office hours.	Katelynn Rodriguez
San Bernardino Valley College	Dr. Craig	Luke	Counseling	Helped me very much . Very grateful.	Maria Morales
San Bernardino Valley College	Anabel	Martinez	CBO	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher

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SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
San Bernardino Valley College	Chef Stacy	Meyer	Sunroom	Thank you for the fantastic food and service by all the students and everything you do for us throughout the year. You are very much appreciated! You are a STAR!	Debby Gallagher
San Bernardino Valley College	Dena	Peters	Office of the President	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher
San Bernardino Valley College	Girija	Raghavan	Research, Planning & Institutional Effectiveness	Thank you, Girija, for your assistance with financial matters while I served in the sub position in the President's Office.	Dena Peters
San Bernardino Valley College	Phylcia	Sanchez	Development Office	Thanks for all your help during the President's Holiday Gathering event on December 2, 2022. I could not have done it without you. You are very much appreciated! Thank you for all you do!	Debby Gallagher

APPLAUSE CARDS
Submitted for Information January 12, 2023

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

SITE	NAME		DEPARTMENT	RECOGNITION	RECOGNIZED BY
San Bernardino Valley College	Tamara	Schlinkert	Sunroom	Thank you for the food service and everything you do for us throughout the year. You are very much appreciated! You are a STAR!	Debby Gallagher
San Bernardino Valley College	Cedric	Wren	Campus Technology Services	Thank you for your assistance with IT issues while I served as a sub for the President's Office.	Dena Peters
San Bernardino Valley College	Nathan	Yearyean	Campus Technology Services	Thank you for your assistance with IT issues while I served as a sub for the President's Office.	Dena Peters

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Jose F. Torres, Executive Vice Chancellor
PREPARED BY:	Farrah Farzaneh, Director, Facilities Planning, Emergency Management, & Construction
DATE:	January 12, 2023
SUBJECT:	Consideration of Approval to Conduct a Public Hearing and Adopt Resolution #2023-01-12-FP-01 Declaring Intention to Sell Surplus Real Property and Authorizing a Request for Waiver of Ed Code Section 81360 Et Seq.

RECOMMENDATION

It is recommended that the Board of Trustees conduct a public hearing on the subject of waiving Education Code section 81360, followed by adoption of Resolution #2023-01-12-FP-01, thereby declaring the Board's intention to sell real property located at **441 W. 8th Street, San Bernardino, CA** ("Property") as surplus property pursuant to Education Code section 81369 et seq., and authorizing staff to request a waiver from the Board of Governors in compliance with Education Code section 81250 et seq.

OVERVIEW

The San Bernardino Community College District owns an approximately 9,000 square foot building located on approximately 0.72 acres of real property located at 441 W. 8th Street, San Bernardino, CA which is not, and will not, be needed for District purposes.

Education Code sections 81360 et. seq. authorizes the District to sell real property by adopting a resolution declaring the property is not, and will not, be needed for classroom buildings and announcing its intention to pursue selling the property as surplus property.

Further, Education Code section 81250 et seq. allows the District to waive all or part of the surplus property sale procedures set forth in the Education Code by seeking a waiver from the Board of Governors. To seek a waiver, the District must conduct a public hearing and adopt a resolution authorizing staff to submit a waiver request. Following a waiver process to sell the Property will allow the District flexibility to select a suitable entity and negotiate a successful purchase and sale agreement for the Property, while still ensuring a competitive process.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

ANALYSIS

As part of an in-depth assessment performed on all District Support Operations facilities, architectural firm 19six visited the SBCCD property on 441 8th Street, met with user groups, and reviewed the site with the programs for KVCR, the Institute of Media Arts (IMA), and Economic Development & Corporate Training (EDCT) in mind to determine the future needs.

This property is a one-story building with approximately 8,800 gross square footage. The site area is about 0.36 acres, with parking spaces for 37 vehicles. Currently, the entire building is vacant and is being used as storage for equipment.

The building consists of open areas for workshops, offices, kitchen, and storage. In one of the workshop spaces, an indication of structural concern was spotted during the site visit. The size of the building is limited as well as the ceiling height. Also, the outdoor area is very limited for future expansion and outdoor learning space.

The complete findings of this assessment, which were presented at the October Board Finance Committee meeting, included the following causes for declaring the property as surplus:

- The site needs an extensive seismic upgrade.
- There is limited ceiling height.
- There is a lack of as-built drawings.
- Space constraint exists for program functions.
- Lack of parking space.
- Security issues exist.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

It is estimated that SBCCD will save approximately $5,000 in annual expenses associated with the property at 441 W. 8th Street. A Broker Opinion of Medium Value was rendered on the property in September 2022 in the amount of $619 thousand.

RESOLUTION #2023-01-12-FP-01 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.1|4]

WHEREAS, the San Bernardino Community College District ("District") owns real property comprised of an approximate 9,000 square foot building located on approximately 0.72 acres of real property located at 441 W. 8th Street, San Bernardino, CA ("Property"), as more particularly described in the legal description attached hereto as Exhibit "A"; and

WHEREAS, pursuant to Education Code sections 81360 *et. seq.,* the District may sell real property belonging to the District which is not, or will not, be needed by the District for school classroom buildings at the time of delivery of title or possession; and

WHEREAS, Education Code section 81365 authorizes the District's governing board to declare its intention to sell real property by adopting a resolution in open meeting by two-thirds vote; and

WHEREAS, the District has determined that complying with the procedures set forth in Education Code section 81360 *et seq.* for the sale of property, specifically the public auction requirement, will not allow the District to take advantage of the potential of the Property and desires greater flexibility to select a suitable entity and negotiate a successful purchase and sale agreement for the Property; and

WHEREAS, Education Code section 81250 *et seq.* allows a community college districts to waive all or part of any section of Education Code Part 49; Chapter 2. Property: Sale, Lease, Use, Gift, and Exchange; including Education Code section 81360 *et seq.*; and

WHEREAS, to obtain a waiver, the District must comply with certain Education Code requirements set forth in Education Code section 81250 *et seq.*; and

WHEREAS, the Board must conduct a public hearing regarding the District's intention to request a waiver; and

WHEREAS, the Board must provide written notice of the public hearing at least thirty (30) days prior to the hearing, to any city, county, park or recreation District, regional park authority, or public housing authority within which the land is situated, pursuant to Education Code Section 81250(b); and

WHEREAS, Education Code section 81363.5 requires the District to send written notices to certain public agencies listed in Section 81363.5 (the "Public Agencies") informing them of the District's intention to sell the Property and offering to negotiate directly with any of the Public Agencies interested in the Property; and

WHEREAS, the Board of Governors of the California Community Colleges may approve any request for waiver upon finding that the waiver would promote efficiency and further the public benefit, and may be approved for proposals including, but not necessarily limited to, joint or shared use of property and facilities and for collaborative partnerships between colleges and other public and private entities; and

RESOLUTION #2023-01-12-FP-01 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.2|4]

WHEREAS, the Board of Governors of the California Community Colleges shall not approve any request for waiver of any provision of this chapter pursuant to Section 81250 unless the District seeking the waiver demonstrates all of the following:

1) The District has provided the written notice required by subdivision (b) of Section 81250.

2) The District, after making a good faith effort, was unable to reach agreement with any public agency that sought to acquire the site pursuant to Section 81363.5.

3) The waiver will not substantially increase state costs or decrease state revenues.

4) The waiver will further the ability of the District to meet the educational needs of the community.

NOW THEREFORE, be it resolved by the Board of Trustees of the San Bernardino Community College District as follows:

1. That the above recitals are true and correct.

2. That the Board hereby declares the Property is not, or will not, be needed by the District for school classroom buildings.

3. That the Board hereby declares the Property surplus, and hereby declares the Board's intention to sell the Property;

4. That the Board hereby declares its intention to seek a waiver of Education Code section 81360 et seq.

5. That the waiver will promote efficiency and benefit the public by allowing the District to select the most qualified entity that is the best fit for the Property and to negotiate a successful purchase and sale agreement with said entity in order to maximize the District's revenue. Specifically, a waiver would eliminate the Education Code imposed requirement of a public auction with which the District.

6. That the District has provided the written notices required by subdivision (b) of Section 81250.

7. That on January 12, 2023, the District held a public hearing at which time the public was able to comment on the waiver request.

8. That the District will, prior to seeking a waiver, offer the Property to any applicable public agency pursuant to Section 81363.5.

9. That the waiver will not substantially increase state costs or decrease state revenue, and will allow the District greater flexibility in negotiating a successful purchase and sale agreement with an entity for the development of the Property that will likely maximize the District's revenue from the Property.

RESOLUTION #2023-01-12-FP-01 OF THE BOARD OF TRUSTEES OF THE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.3|4]

10. That the waiver will further the ability of the District to meet the educational needs of the community by providing the District with additional funds.

11. That the Chancellor, or a designee, is authorized and directed to submit a copy of this Resolution to the Board of Governors, thereby seeking a waiver of Education Code section 81360 *et seq.*

12. That, upon receipt of the waiver, the Chancellor, or a designee, is authorized and directed to pursue the negotiation of a purchase and sale agreement for the sale of the Property based upon the following terms and conditions:

    a. The minimum offer for the Property shall be no less the fair market appraised value of the Property, or as otherwise determined by the Board.

    b. Escrow shall be opened and close as determined by the terms of the purchase agreement.

    c. The Property is sold in an "As-Is" condition.

    d. The purchaser shall bear all costs associated with recording fees, documentary and other transfer taxes, title insurance premiums, and other escrow costs.

    APPROVED, PASSED AND ADOPTED by the Board of Trustees of the San Bernardino Community College District on the 12th day of January, 2023, by the following vote:

    AYES:
    NOES:
    ABSTENTIONS:
    ABSENT:

    _____
    President of the Board of Trustees for the
    San Bernardino Community College District

    I, Gloria Macías Harrison, Clerk of the Board of Trustees of the San Bernardino Community College District, do hereby certify that the foregoing Resolution was adopted by the Board of Trustees of said District at a meeting of said Board held on the 12th day of January, 2023, and that it was so adopted by the following vote:

    AYES:
    NOES:
    ABSTENTIONS:
    ABSENT:

    _____
    Clerk of the Board of Trustees for the
    San Bernardino Community College District

RESOLUTION #2023-01-12-FP-01 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.4|4]

EXHIBIT "A"

<u>LEGAL DESCRIPTION OF PROPERTY</u>

Parcel #0140281350000
CITY W 75 FT LOT 6 BLK 52 AND W 75 FT N 57 FT LOT 7 BLK 52

Parcel #0140281070000
CITY BEG 75 FT E OF NW COR LOT 6 BLK 52 E 75 FT S 206 FT W 75 FT N 206 FT

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency Management, & Construction

DATE: January 12, 2023

SUBJECT: Consideration of Approval to Conduct a Public Hearing and Adopt Resolution #2023-01-12-FP-02 Declaring Intention to Sell Surplus Real Property and Authorizing a Request for Waiver of Ed Code Section 81360 Et Seq.

RECOMMENDATION

It is recommended that the Board of Trustees conduct a public hearing on the subject of waiving Education Code section 81360, followed by adoption of Resolution #2023-01-12-FP-02, thereby declaring the Board's intention to sell real property located at **1888 E. Highland Avenue, San Bernardino, CA** ("Property") as surplus property pursuant to Education Code section 81369 et seq., and authorizing staff to request a waiver from the Board of Governors in compliance with Education Code section 81250 et seq.

OVERVIEW

The San Bernardino Community College District owns an approximately 23,760 square foot, single story, freestanding office building located on approximately 2.11 acres of real property located at 1888 E. Highland Avenue, San Bernardino, CA which is not, and will not, be needed for District purposes.

Education Code sections 81360 et. seq. authorizes the District to sell real property by adopting a resolution declaring the property is not, and will not, be needed for classroom buildings and announcing its intention to pursue selling the property as surplus property.

Further, Education Code section 81250 et seq. allows the District to waive all or part of the surplus property sale procedures set forth in the Education Code by seeking a waiver from the Board of Governors.   To seek a waiver, the District must conduct a public hearing and adopt a resolution authorizing staff to submit a waiver request. Following a waiver process to sell the Property will allow the District flexibility to select a suitable entity and negotiate a successful purchase and sale agreement for the Property, while still ensuring a competitive process.

ANALYSIS

As part of an in-depth assessment performed on all District Support Operations facilities, architectural firm 19six visited the SBCCD property on 1888 E. Highland Avenue, met with user groups, and reviewed the site with the programs for KVCR, the Institute of Media Arts (IMA), and Economic Development & Corporate Training (EDCT) in mind to determine the future needs.

The Highland property is a one-story building with approximately 23,760 gross square footage. The site area of about 2.11 acres includes a parking lot with spaces for 93 vehicles. The building consists of 4,000 square foot warehouse, open offices, offices, lounge, and storage.

Currently, this property is zoned for commercial, and it will require a seismic upgrade if the usage of building changes. Overall, the size of the building is good for future use, but the ceiling height is limited for any use for workshop type classrooms. Also, the entire building has been vacant for a long period of time, and it will require a great amount of effort to recondition it.

Unfortunately, this property has been persistently vandalized, including fires, break-ins, and destruction. One such occurrence in October caused extensive damage to the entire electrical system, pipes, wiring, ceiling, and more, with estimated repair costs of $200,000. This site is a continual drain on SBCCD manpower and resources.

The complete findings of this assessment, which were presented at the October Board Finance Committee meeting, included the following causes for declaring the property as surplus:

- Needs extensive seismic upgrade.
- There is a lack of as-built drawings.
- There is limited ceiling height.
- Extensive security issues exist.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

It is estimated that SBCCD will save in excess of $20 thousand in annual expenses associated with the property at 1888 E. Highland Avenue. A Broker Opinion of Medium Value was rendered on the property in September 2022 in the amount of $2.0 million.

RESOLUTION #2023-01-12-FP-02 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.1|4]

WHEREAS, the San Bernardino Community College District ("District") owns real property comprised of an approximate 9,000 square foot building located on approximately 0.72 acres of real property located at 1888 E. Highland Avenue, San Bernardino, CA ("Property"), as more particularly described in the legal description attached hereto as Exhibit "A"; and

WHEREAS, pursuant to Education Code sections 81360 *et. seq.,* the District may sell real property belonging to the District which is not, or will not, be needed by the District for school classroom buildings at the time of delivery of title or possession; and

WHEREAS, Education Code section 81365 authorizes the District's governing board to declare its intention to sell real property by adopting a resolution in open meeting by two-thirds vote; and

WHEREAS, the District has determined that complying with the procedures set forth in Education Code section 81360 *et seq.* for the sale of property, specifically the public auction requirement, will not allow the District to take advantage of the potential of the Property and desires greater flexibility to select a suitable entity and negotiate a successful purchase and sale agreement for the Property; and

WHEREAS, Education Code section 81250 *et seq.* allows a community college districts to waive all or part of any section of Education Code Part 49; Chapter 2. Property: Sale, Lease, Use, Gift, and Exchange; including Education Code section 81360 *et seq.*; and

WHEREAS, to obtain a waiver, the District must comply with certain Education Code requirements set forth in Education Code section 81250 *et seq.*; and

WHEREAS, the Board must conduct a public hearing regarding the District's intention to request a waiver; and

WHEREAS, the Board must provide written notice of the public hearing at least thirty (30) days prior to the hearing, to any city, county, park or recreation District, regional park authority, or public housing authority within which the land is situated, pursuant to Education Code Section 81250(b); and

WHEREAS, Education Code section 81363.5 requires the District to send written notices to certain public agencies listed in Section 81363.5 (the "Public Agencies") informing them of the District's intention to sell the Property and offering to negotiate directly with any of the Public Agencies interested in the Property; and

WHEREAS, the Board of Governors of the California Community Colleges may approve any request for waiver upon finding that the waiver would promote efficiency and further the public benefit, and may be approved for proposals including, but not necessarily limited to, joint or shared use of property and facilities and for collaborative partnerships between colleges and other public and private entities; and

RESOLUTION #2023-01-12-FP-02 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.2|4]

WHEREAS, the Board of Governors of the California Community Colleges shall not approve any request for waiver of any provision of this chapter pursuant to Section 81250 unless the District seeking the waiver demonstrates all of the following:

1) The District has provided the written notice required by subdivision (b) of Section 81250.

2) The District, after making a good faith effort, was unable to reach agreement with any public agency that sought to acquire the site pursuant to Section 81363.5.

3) The waiver will not substantially increase state costs or decrease state revenues.

4) The waiver will further the ability of the District to meet the educational needs of the community.

NOW THEREFORE, be it resolved by the Board of Trustees of the San Bernardino Community College District as follows:

1. That the above recitals are true and correct.

2. That the Board hereby declares the Property is not, or will not, be needed by the District for school classroom buildings.

3. That the Board hereby declares the Property surplus, and hereby declares the Board's intention to sell the Property;

4. That the Board hereby declares its intention to seek a waiver of Education Code section 81360 et seq.

5. That the waiver will promote efficiency and benefit the public by allowing the District to select the most qualified entity that is the best fit for the Property and to negotiate a successful purchase and sale agreement with said entity in order to maximize the District's revenue. Specifically, a waiver would eliminate the Education Code imposed requirement of a public auction with which the District.

6. That the District has provided the written notices required by subdivision (b) of Section 81250.

7. That on January 12, 2023, the District held a public hearing at which time the public was able to comment on the waiver request.

8. That the District will, prior to seeking a waiver, offer the Property to any applicable public agency pursuant to Section 81363.5.

9. That the waiver will not substantially increase state costs or decrease state revenue, and will allow the District greater flexibility in negotiating a successful purchase and sale agreement with an entity for the development of the Property that will likely maximize the District's revenue from the Property.

RESOLUTION #2023-01-12-FP-02 OF THE BOARD OF TRUSTEES OF THE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.3|4]

10. That the waiver will further the ability of the District to meet the educational needs of the community by providing the District with additional funds.

11. That the Chancellor, or a designee, is authorized and directed to submit a copy of this Resolution to the Board of Governors, thereby seeking a waiver of Education Code section 81360 *et seq.*

12. That, upon receipt of the waiver, the Chancellor, or a designee, is authorized and directed to pursue the negotiation of a purchase and sale agreement for the sale of the Property based upon the following terms and conditions:

   a. The minimum offer for the Property shall be no less the fair market appraised value of the Property, or as otherwise determined by the Board.

   b. Escrow shall be opened and close as determined by the terms of the purchase agreement.

   c. The Property is sold in an "As-Is" condition.

   d. The purchaser shall bear all costs associated with recording fees, documentary and other transfer taxes, title insurance premiums, and other escrow costs.

   APPROVED, PASSED AND ADOPTED by the Board of Trustees of the San Bernardino Community College District on the 12th day of January, 2023, by the following vote:

   AYES:
   NOES:
   ABSTENTIONS:
   ABSENT:

   _____
   President of the Board of Trustees for the
   San Bernardino Community College District

   I, Gloria Macías Harrison, Clerk of the Board of Trustees of the San Bernardino Community College District, do hereby certify that the foregoing Resolution was adopted by the Board of Trustees of said District at a meeting of said Board held on the 12th day of January, 2023, and that it was so adopted by the following vote:

   AYES:
   NOES:
   ABSTENTIONS:
   ABSENT:

   _____
   Clerk of the Board of Trustees for the
   San Bernardino Community College District

RESOLUTION #2023-01-12-FP-02 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO SELL SURPLUS REAL PROPERTY AND
AUTHORIZING A REQUEST FOR WAIVER OF EDUCATION CODE SECTION 81360 ET SEQ.
IN RELATION TO THE POTENTIAL SALE OF SURPLUS REAL PROPERTY

[v.12.13.2022.p.4|4]

EXHIBIT "A"

LEGAL DESCRIPTION OF PROPERTY

Parcel #0150442060000
WEST HIGHLAND TR PTN LOT 2 BLK 5 COM AT A PT 210 FT W OF SE COR SD LOT TH N 400 FT TH
W 230 FT M/L TO W LI SD LOT TH SLY ALG W LI SD LOT 400 FT M/L TO SW COR SD LOT TH E 230
FT TO POB 2.12 AC

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Diana Z. Rodriguez, Chancellor
PREPARED BY:	Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications
DATE:	January 12, 2023
SUBJECT:	Approval of SBCCD 2023 Legislative Principles & Budget Advocacy Priorities

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached SBCCD 2023 Legislative Principles & Budget Advocacy Priorities.

OVERVIEW

The Governor's State Budget proposal is due to be released in January 2023 and SBCCD staff has been working extensively with industry peers and the District consultant to identify opportunities to advocate for our students and community. This item presents the San Bernardino Community College District's legislative principles and budget priorities for the fiscal year 2023-24. The proposal describes the funding and public policies needed for SBCCD to advance SBCCD's four districtwide goals and mission to "Positively impact the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities."

ANALYSIS

The legislative principles and budget advocacy priorities outlined below serve as a basis by which the SBCCD Board of Trustees directs 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. The attached priorities and principles were reviewed at the Board Legislative Committee. The group voted on December 9, 2022, to move the attached list forward to the full Board for approval.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

FINANCIAL IMPLICATIONS

Focused advocacy of the appropriate legislative and budget priorities can impact the success of the entire California Community Colleges system, as well as SBCCD students, staff and community.

San Bernardino Community College District
2023 Legislative & Budget Advocacy Priorities

Overview: The legislative and budget priorities outlined below advance SBCCD's four districtwide goals and mission to "Positively impact the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in education and training opportunities." SBCCD shall refer to these advocacy priorities when engaging with policymakers and key stakeholders during the 2023-24 legislative and budget-building cycle.

Goal 1: Eliminate Barriers to Student Access and Success
:

- **Support the CCC's 2023-24 Systemwide Budget Request:** SBCCD supports $700 million in ongoing funding to support all California community colleges' educational mission and operations. The proposal identifies core priorities for funding: reduce time and excess units to a degree, close equity gaps, improve educational outcomes, support intersegmental collaboration and data sharing, and establish clear pathways to transfer and careers. Additionally, SBCCD supports $500 million, systemwide, to provide all students with free tuition. The full CCC budget request is available at: https://bit.ly/3XDQHHY

- **Continue Investments in Affordable Student Housing:** SBCCD supports investments to build residential housing for community college students experiencing housing insecurity. SBCCD supports ongoing funding to support colleges working with local, county, and student agencies to establish housing options for community college students. Resources are needed to support initial planning, modernization, restoration, and construction.

- **Expand Textbook Affordability:** SBCCD launched the Books+ program to provide all students with free rental access to textbooks and course materials, limited to the 2021-22 and 2022-23 academic years. SBCCD supports ongoing funding and strategies that make textbooks more affordable to students.

- **Support the CalFresh Workgroup Report:** SBCCD supports the state and federal policy recommendations to address students' basic needs and expand access to CalFresh. Full report available at https://www.csac.ca.gov/sites/main/files/file-attachments/calfresh_workgroup_report.pdf?1646697827

- **Support Funding to Implement the Cal Grant Reform Act:** SBCCD supports funding that would expand financial aid opportunities and create the Cal Grant 2 program for community college students.

- **Support Funding to Modernize SBCCD Facilities:** SBCCD students need access to high quality, safe, modern classrooms, labs, training facilities, and instructional equipment to prepare for career success. Currently, SBCCD has $840 million worth of facility improvement needs. SBCCD supports $150 million in one-time funding, systemwide, to repair and update campus facilities and educational equipment to address the approximately $1.1 billion in deferred maintenance backlog.

San Bernardino Community College District
2023 Legislative & Budget Advocacy Priorities

- **Request $15 Million to Update Technology Infrastructure:** SBCCD supports $15 million in one-time funding to ensure students have access to adequate distance learning services, modernize technology infrastructure, and protect sensitive data at Crafton Hills College and San Bernardino Valley College.

- **Support FAFSA simplification and expansion of Pell Grants:** SBCCD supports federal policies that reduce the complexity and eliminate student barriers to filling out the Free Application for Federal Student Aid. Additionally, SBCCD supports increased investments in the Pell Grant to make college more accessible and affordable for low-income students.

Goal 2: Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

- **Support Funding to Strengthen Equal Employment Opportunity Best Practices**: SBCCD supports ongoing funding to connect future hiring practices and procedures to statewide equity and diversity efforts and help strengthen institutional capacity to close equity gaps and improve student outcomes.

- **Support Equitable Funding for Hispanic-Serving Institutions:** SBCCD supports increased levels of federal investment in Title V, Part A, and Title V, Part B of the Higher Education Act. Title V remains the chief national vehicle for targeted funding for HSIs. However, the number of HSIs has far outpaced the monies available for competition, creating inequitable funding for HSIs. Additionally, SBCCD supports federally-guaranteed loans at zero to nominal rates to finance infrastructure improvements for HSIs.

- **Support educational opportunities for all students, regardless of immigration status:** SBCCD supports enacting the Dream Act and policies to ensure all students have financial aid opportunities, regardless of immigration status.

Goal 3: Be a leader and partner in addressing regional issues

- **Support Modernization of the San Bernardino Regional Emergency Training Center**: As a member of the San Bernardino Emergency Regional Training Center Joint Powers Authority, SBCCD supports funding for new equipment and facility repairs to enhance firefighting and emergency response training. Specifically, SBCCD supports a one-time allocation of $1.5 million to acquire a new fire truck apparatus for airport operations and training.

- **Support $3 Million in Ongoing Funding for KVCR TV/FM:** SBCCD requests ongoing public investment to strengthen KVCR TV/FM's long-term capacity to serve the Inland Empire with PBS and NPR educational content, local news, and diverse cultural programming.

San Bernardino Community College District
2023 Legislative & Budget Advocacy Priorities

- **Request $15 million for Student Training Center at KVCR TV/FM:** SBCCD supports the growth of training opportunities for students preparing for media industry careers by building a new training center at KVCR TV/FM.

Goal 4: Ensure Fiscal Accountability/Sustainability

- **Improve Student-Centered Funding Formula Rates:** SBCCD supports the CCC's budget request of $400 million in ongoing resources to improve Student-Centered Funding Formula rates and continue to support district operations.

- **Provide CalSTRS/CalPERS Relief:** SBCCD supports ongoing funding in non-Proposition 98 resources to "buy down" the employer contribution levels required by colleges/districts. Doing so will free up general fund revenues for other student-centered priorities.

San Bernardino Community College District
2023 Legislative Principles

Overview: The legislative principles outlined below serve as a basis by which the SBCCD Board of Trustees directs 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.

Eliminate Barriers to Student Access and Success

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.

Increase Public Investment in Community College Students

The SBCCD Board of Trustees supports advocacy to increase state and federal funding, resources, and legislation that strengthen community colleges' ability to meet student equity and workforce development goals.

Improve College Affordability & Basic Needs Support

The SBCCD Board of Trustees supports legislation and other reforms to make college more affordable, and measures to address student basic needs, including food, housing, transportation, and access to technology.

Support State and Federal Partnerships

The SBCCD Board of Trustees will advocate for legislation where state or federal intervention is justified.

Promote Civic Engagement

The SBCCD Board of Trustees will be a leader and partner in addressing regional issues that enhance the quality of life. Additionally, SBCCD 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: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor and
                    Kristina L. Hannon, Vice Chancellor, Human Resources & Police Services

PREPARED BY: Jose F. Torres, Executive Vice Chancellor

DATE: January 12, 2023

SUBJECT: Consideration of Board Policies for Final Approval

RECOMMENDATION

It is recommended that the Board of Trustees approve the Board Policies for second reading and final approval. Administrative Procedures are submitted for information and review for consistency with Board policies.

OVERVIEW

AP 2410 | https://sbccd.edu/ap2410

Pursuant to Board Policy 2410, policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

Administrative Procedures are issued by the Chancellor as statements of method to be used in implementing Board Policy. Such Administrative Procedures shall be consistent with the intent of Board Policy and may be revised as deemed necessary by the Chancellor through regular consultation processes and/or as required by revisions to laws and regulations. Administrative Procedures are forwarded to the Board of Trustees, which reserves the right to direct revisions of the Administrative Procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

ANALYSIS

The Board received the following items for first reading on December 9, 2022. The changes include requirements of the Education Code, current laws, and those determined to be necessary for the efficient operation of the District.

BP 2350	Speakers
AP 2712	Conflict of Interest Code
BP|AP 3225	Institutional Effectiveness
BP|AP 7700	Whistleblower Protection

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

Approval of Board Policies ensures SBCCD operates in an equitable and efficient manner that is compliant with applicable legal requirements. Direct financial implications vary for each Board Policy/Administrative Procedure.

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION

P&P 2350 SPEAKERS

Reason for Changes

Requested by the Chancellor on behalf of the BOT to revise the timeframe for speakers addressing the Board.

(For more info on SBCCD's process for Board Policies and Administrative Procedures, visit https://sbccd.edu/ap2410.)

Review Level:	Review Level Approved by PPAC:	Constituent Review:	PPAC Info Item:
2	Minor Edit (Non 10+1)	10/10/2022	Due 10/31/2022	11/14/2022

BOT 1st Reading:	BOT 2nd Reading & Approval:
12/9/2022	1/12/2023

BP 2350 SPEAKERS
With Changes Redlined

(Replaces current SBCCD BP 2140)

Persons may speak to 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.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.

- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.

- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.

Any member of the public who wishes to address the Board on any matter on the agenda of a regular Board meeting or on the notice for a special Board meeting is limited to ~~five~~ 3 minutes per person and 20 minutes per agenda topic unless the time limit is extended by a majority vote of the Board.

The Board acknowledges that the Brown Act, Government Code Section 54954.3, requires that every agenda for regular meetings, but not every notice for special meetings, shall provide an opportunity for members of the public to directly address the Board on items of interest to the public that are not on the agenda.

A member of the public who wishes to address the Board on an item not on the agenda, but related to the business of the District, is limited to ~~five~~ 3 minutes unless a majority of the Board votes to extend the time limit. The total time for members of the public to speak on the same or a substantially similar subject shall be limited to ~~twenty~~ 20 minutes unless a majority of the Board votes to

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 2350 SPEAKERS

BP 2350 SPEAKERS
With Changes Redlined

extend the time limit. Each speaker coming before the Board is limited to one presentation per specific agenda item before the Board and to one presentation per meeting on non-agenda matters.

Members of the public desiring to address the Board shall complete and submit a Public Comment card.

As a matter of law, members of the Board may not discuss or respond to public comments unless the matters are properly noticed for discussion or action in Open Session.

References:

Education Code Section 72121.5; Government Code Sections 54950 et seq.

AP 2350 SPEAKERS
No AP

END OF RECOMMENDATION

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION
BP 2712 Conflict of Interest Code

Reason for Changes

Other Request – California Fair Political Practices Commission request to clarify/correct a position disclosure category and correct a clerical error on one of position titles. Note, this item was recently reviewed to update DSPS to SAS. These changes are being treated as a new request.

(For more info on SBCCD's process for Board Policies and Administrative Procedures, visit https://sbccd.edu/ap2410.)

Review Level: 1	Info Only	Review Level Approved by PPAC: 11/14/2022	BOT 1st Read: 12/9/2022	BOT 2nd Read: 1/12/2023

BP 2712 Conflict of Interest Code
No BP

AP 2712 Conflict of Interest Code
With Changes Redlined

(Replaces current SBCCD AP 2260)

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of the San Bernardino Community College District (District).

Individuals holding designated positions shall file their statements of economic interests with the District, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) All statements will be retained by the District.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Categories
Board of Trustees	1, 2
Chancellor	1, 2
Executive Vice Chancellor	1, 2
General Counsel	1, 2
Business Manager	1, 2
Director, Facilities Planning, Emergency Management & Construction	~~1~~2
Associate Deans	2
Associate Director of Energy, Sustainability & Safety Administration	2
Campus Project Manager	2
Chief Technology Officer	2
College President, CHC	2
College President, SBVC	2

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION
BP 2712 Conflict of Interest Code

AP 2712 Conflict of Interest Code
With Changes Redlined

Deans	2
Director, Diversity, Equity and Inclusion	2
Director of Technology Services	2
Director, Administrative Application Systems	2
Director, Alternative Text Production Center	2
Director, Technology Services	2
Director, SAS	2
Director, Fiscal Services	2
Director, Grants Development & Administration	2
Facilities Project Manager	2
General Manager, KVCR TV/FM	2
Local Business Outreach Administrator Measure CC	2
Vice Chancellor, Educational and Student Support Services	2
Vice Chancellor of Human Resources and Police Services	2
Vice Chancellor, Workforce Development, Advancement & Media Systems	2
Vice President of Administrative Services	2
Vice President of Instruction	2
Vice President of Student Services	2
Director, Facilities, Maintenance & Operations	3
Director, Human Resources, EEO, Legal Services and Labor Relations	3
Food Services Supervisor	3
Chief of Police	3
Consultants / New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

The Chancellor may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and,

based upon that description, a statement of the extent of disclosure requirements. The Chancellor's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- **Retirement Board Authority**
- **Investment Advisors**

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX B
DISCLOSURE CATEGORIES

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION
BP 2712 Conflict of Interest Code

AP 2712 Conflict of Interest Code
With Changes Redlined

Category 1. Designated positions assigned to this category must report:

1. Interests in real property within the boundaries of the District that are used by the District or are of the type that could be acquired by the District as well as real property within two miles of the property used or the potential site.
2. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for school districts.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the District.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department.

References:
Government Code Sections 87103(e), 87300-87302, 89501, 89502, and 89503; Title 2 Section 18730 Any changes to this AP requires approval of the FPPC prior to board approval.

END OF RECOMMENDATION

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION

P&P 7700 Whistleblower Protection

Reason for Changes

Legal Update 38 – The Service updated this procedure to remove contact information for the State Personnel Board. Also contains formatting change to remove bolding.

(For more info on SBCCD's process for Board Policies and Administrative Procedures, visit https://sbccd.edu/ap2410.)

Review Level:	Review Level Approved by PPAC:	BOT 1st Read:	BOT 2nd Read:
1 | Info Only	11/14/2022	12/9/2022	1/12/2023

BP 7700 Whistleblower Protection
No Changes Recommended (FYI Only)

The Chancellor shall establish administrative procedures regarding the reporting and investigation of suspected unlawful activities by District employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, "unlawful activity" refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or board policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not:

1. retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order;

2. retaliate against an employee or applicant for employment because the employee or applicant is a family member of a person who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order: or

3. directly or indirectly use or attempt to use the official authority or influence of his/her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation, and will take whatever reasonable action *whatever action* may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

References:
Education Code Sections 87160-87164;
Labor Code Section 1102.5;
Government Code Section 53296,;
Private Attorney General Act of 2004 (Labor Code Section 2698);
Affordable Care Act (29 U.S. Code 218C

AP 7700 Whistleblower Protection
With Changes Redlined

Individuals are encouraged to report suspected incidents of unlawful activities by District employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, in good faith, reported such activities and/or assist the District in the investigation will be protected from retaliation.

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION
P&P 7700 Whistleblower Protection

AP 7700 Whistleblower Protection
With Changes Redlined

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 titled Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the District's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a District employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another District official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the District. When the alleged unlawful activities involve a College President, the report should be made directly to the Chancellor.

When the alleged unlawful activities involve the Chancellor, the report should be made directly to the President of the Board of Trustees. When the alleged unlawful activity involves the Board of Trustees or one of its members, the report should be made to the Chancellor who will confer with the President of the Board of Trustees and/or legal counsel on how to proceed. Additionally, allegations of suspected unlawful activity may be reported through the District compliance hotline by following instructions listed on the District website. The Lighthouse compliance hotline is the most common and preferred method of submitting allegations of suspected unlawful activities.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor or administrator should elicit as much information as is reasonably possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make a reasonable attempt to get the reporter to confirm by his/her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received and/or prepared a written report of the alleged unlawful activity, he/she must immediately forward to the College President where the alleged activity has occurred or to the Chancellor if the activity involves the District office or is District-wide. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or trustee who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to ~~conduct the investigation, and that the assistance of counsel and/or an outside investigator is secured if deemed necessary.~~ conduct the investigation, and that the assistance of counsel and/or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted and/or interviewed shall be advised of the District's no-retaliation policy. Each individual shall be:

a. warned that retaliation against the reporter(s) and/or others participating in the investigation will subject the employee to discipline up to and including termination; and
b. advised that if he/she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt and appropriate corrective action shall be taken.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHAPTER LEAD RECOMMENDATION
P&P 7700 Whistleblower Protection

AP 7700 Whistleblower Protection
With Changes Redlined

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. District employees and applicants for employment who make a protected disclosure are protected from retaliation. A district employee or applicant whose family member makes a protected disclosure is also protected from retaliation.

Any employee who believes he/she has been (1) subjected to or affected by retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a report, or who otherwise is aware of retaliatory conduct, is required to advise their College President, the Chancellor, or the Chancellor's designee. If the allegations of retaliation, or the underlying allegations of unlawful conduct involve the College President or Chancellor, the supervisor shall report to the highest level administrator and/or trustee who is not implicated in the reports of unlawful activity and retaliation.

All allegations of retaliation shall be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of an investigation, as appropriate, remedial and/or disciplinary action will be taken where the allegations are verified and/or otherwise substantiated.

Whistleblower Contact Information

Employees who have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees should contact the State Chancellor's Office or the District's Board of Trustees. Employees can contact the State Personnel Board with complaints of retaliation resulting from whistleblower activities. The State Personnel Board hotline is (916) 653-1403.

Other Remedies and Appropriate Agencies

In addition to the internal complaint process set forth above, any employee who has information concerning allegedly unlawful conduct may contact the appropriate government agency.

References:

Education Code Sections 87160-87164;
Government Code Section 53296;
Labor Code Section 1102.5;
Private Attorney General Act of 2004 (Labor Code Section 2698);
Affordable Care Act (29 U.S.C. 218C)

END OF RECOMMENDATION

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

P&P 3225 INSTITUTIONAL EFFECTIVENESS

Reason for Changes

Legal Update 38– The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

(For more info on SBCCD's process for Board Policies and Administrative Procedures, visit https://sbccd.edu/ap2410.)

Review Level:	Review Level Approved by PPAC:	BOT 1st Read:	BOT 2nd Read:
1	Info Only	11/14/2022	12/09/2022	01/12/2023

BP 3225 INSTITUTIONAL EFFECTIVENESS
With Changes Redlined

(NEW POLICY)

The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness through goals that address (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; (4) diversity, equity and inclusion; and (4)(5) programmatic compliance with state and federal guidelines.

The Chancellor shall ensure that the specified institutional effectiveness goals are established and shall inform the Board about the status of goal setting, implementation, and assessment of the District's institutional effectiveness.

References:

Education Code Sections 78210 et seq., and 84754.6;
ACCJC Accreditation Standard I.B.5 - 9

AP 3225 INSTITUTIONAL EFFECTIVENESS
With Changes Redlined

(NEW PROCEDURE)

As specified in BP 3225, each college in the District is required to collaboratively develop, adopt, and publicly post measurable goals that addresses all of the following: (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; (4) diversity, equity, and inclusion; and (5)(4) programmatic compliance with state and federal guidelines. The goals should be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

References:
Education Code Sections 78210 et seq. and 84754.6;
ACCJC Accreditation Standards I.B.5 – 9

END OF RECOMMENDATION

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor of Human Resources and Police Services

DATE: January 12, 2023

SUBJECT: 2nd and Final Read - Reorganization of District Support Services and Student Services

RECOMMENDATION

It is recommended that the Board of Trustees approve the Proposed District Support Services (DSO) and Student Support Services Reorganization.

OVERVIEW

A reorganization is called for when there are changes in the operational needs and functions of an organization. This Proposed Plan for Restructure & Reorganization is based on present and future needs of SBCCD as a whole, and includes built-in succession planning, alignment of work, and a vision of future requirements for each department. This proposal includes restructuring of departments to eliminate duplication of work, increase efficiencies, and develop internal controls.

There are personnel implications attached to the reorganization of work including reclassifications, demotions, layoffs and restructuring of management duties.

ANALYSIS

The proposed changes will align with prior structures in the district and most multi-college districts. This will result in a small savings for the District. Other benefits to be realized from this approach include:

- The opportunity for existing staff to apply for any new positions.
- The elimination of multiple management positions.
- Continued centralization, leadership, and consistency for the on-boarding of new employees.
- Continued centralization, leadership, and consistency in the interpretation of bargaining agreements, board policies, administrative procedures, laws and regulations.
- A continued succession plan for multiple areas throughout the district including Human Resources, Business and Fiscal Services, Student Support Services, and Institutional Research and Planning.

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

In order to maintain transparency and continue open communication with the colleges, the proposed reorganization plan has been shared with the Chancellor's Council, Academic Senate, CSEA, Crafton Council, and SBVC SS Managers.

Job descriptions have been reviewed to ensure they meet internal and external alignment of duties and provide clear expectation of duties. Additional job descriptions are currently in review.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The reorganization will result in a small savings for the District.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Dr. Kevin Horan, President, CHC
PREPARED BY:	Dr. Keith Wurtz, Vice President, Instruction, CHC
DATE:	January 12, 2023
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 2023-2024 College Catalog.

INSTITUTIONAL VALUES

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

FINANCIAL IMPLICATIONS

None.

CRAFTON HILLS COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
January 12, 2023

MODIFY COURSE

COURSE ID	COURSE TITLE
GEOL 100	Physical Geology

Rationale: Six-year revision
Equate: Currently equated with GEOL 100 at SBVC
Effective: Fall 2023
Student Learning
Outcomes: No Change

MODIFY COURSE

COURSE ID	COURSE TITLE
GEOL 100H	Physical Geology - Honors

Rationale: Six-year revision
Equate: Currently equated with GEOL 100 at SBVC
Effective: Fall 2023
Student Learning
Outcomes: No Change

MODIFY COURSE

COURSE ID	COURSE TITLE
GEOL 101	Introduction to Geology

Rationale: Six-year revision
Equate: Currently equated with GEOL 100 at SBVC
Effective: Fall 2023
Student Learning
Outcome: No Change

MODIFY COURSE

COURSE ID	COURSE TITLE
GEOL 101H	Introduction to Geology – Honors

Rationale: Six-year revision.
Equate: Currently equated with GEOL 101
Effective: Fall 2023
Student Learning
Outcome: No Change

DISTRIBUTED EDUCATION

Course ID:	**GEOL 100**	**Hybrid and 100% Online**
Course Title:	Physical Geology	
Rationale:	Increase DE Offerings	
Effective:	Fall 2023	

Course ID:	**GEOL 100H**	**Hybrid and 100% Online**
Course Title:	Physical Geology - Honors	
Rationale:	Increase DE Offerings	
Effective:	Fall 2023	

Course ID:	**GEOG 101**	**Hybrid and 100% Online**
Course Title:	Introduction to Geology	
Rationale:	Increase DE Offerings	
Effective:	Fall 2023	

Course ID:	**GEOG 101H**	**Hybrid and 100% Online**
Course Title:	Introduction to Geology - Honors	
Rationale:	Increase DE Offerings	
Effective:	Fall 2023	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Scott Thayer, Interim President, SBVC

PREPARED BY: Dina Humble, Vice President, Instruction, SBVC

DATE: January 12, 2023

SUBJECT: Curriculum – SBVC

RECOMMENDATION

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

OVERVIEW

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

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in the 2023-2024 and 2024-2025 College Catalogs.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

None.

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

SAN BERNARDINO VALLEY COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
January 12, 2023

CONTENT REVIEW
No Changes to the College Catalog

LIB 062

Rationale: Content Review
Effective: Fall 2023

COURSE MODIFICATION
Changes to the 2023-2024 College Catalog

COURSE ID	COURSE TITLE
CIT 118	MICROSOFT POWERPOINT

Lecture: 32-36 hours per semester
Laboratory: 48-54 hours per semester
Departmental Advisory: None
Course Description: This is a comprehensive-level course in Microsoft PowerPoint. This course is designed for students to create effective and compelling presentations. Instructions include developing and customizing presentations by using charts, clip art, pictures, presentation templates, WordArt, and information and graphics from Word, Excel, and Access.
Equate: Course not offered at CHC.
Rationale: Adding laboratory content, removing advisories, and updating course description.
Effective: Fall 2023

COURSE MODIFICATION
Changes to the 2023-2024 College Catalog

COURSE ID	COURSE TITLE
LIB 064	INTRODUCTION TO LIBRARY SERVICES

Course Description: This course is an introduction to the philosophy of library services and the history and types of libraries. The class covers the relationship of a library to the community it serves, especially in terms of typical library services and programs. Finally, the library in the online environment are and the organizational structure of libraries are considered.
Equate: Course not offered at CHC.
Rationale: Updating description, objectives, content, outcomes, assignments, and textbooks.
Effective: Fall 2023

COURSE MODIFICATION
Changes to the 2023-2024 College Catalog

COURSE ID	COURSE TITLE
LIB 065	PUBLIC SERVICES

Prerequisite: None
Corequisite: None
Departmental Advisory: LIB 064
Course Description: This course is an introduction to the public services provided by modern libraries. Topics include library customer service guidelines and skills; equity, diversity, and inclusion; organization, circulation, and materials; programs and series; intellectual freedom and censorship; safety; and careers.
Equate: Course not offered at CHC.
Rationale: Updating description, objectives, advisories, content, outcomes, assignments, and textbooks.
Effective: Fall 2023

COURSE MODIFICATION
Changes to the 2023-2024 College Catalog

COURSE ID	COURSE TITLE
SPAN 102	COLLEGE SPANISH II

Prerequisite: SPAN 101 or SPAN 101H
Equate: SPAN 102 at CHC.
Rationale: Updating prerequisites, outcomes, and textbooks.
Effective: Fall 2023

COURSE MODIFICATION
Changes to the 2023-2024 College Catalog

COURSE ID	COURSE TITLE
SPAN 102H	COLLEGE SPANISH II - HONORS

Prerequisite: SPAN 101 or SPAN 101H
Equate: SPAN 102 at CHC.
Rationale: Updating prerequisites, outcomes, and textbooks.
Effective: Fall 2023

COURSE CORRECTION

COURSE ID	COURSE TITLE
ACR 041	ADVANCED CUSTOM AUTO INTERIORS

Units: 3.5
Lecture: 2 units lecture
Laboratory: 1.5 units laboratory
Rationale: Updating units and hours.
Previous Board Approval: June 6, 2022
Effective: Fall 2023

COURSE CORRECTION

COURSE ID	COURSE TITLE
ACR 641	ADVANCED CUSTOM AUTO INTERIORS

Lecture: 72 hours
Laboratory: 81 hours
Rationale: Updating hours.
Previous Board Approval: June 6, 2022
Effective: Fall 2023

DISTANCE EDUCATION

CIT 118	LIB 062	LIB 064	LIB 065
SPAN 102	SPAN 102H		

Rationale: **Distance Education Delivery**
One of the planning themes and goals of San Bernardino Valley College (SBVC) is student access. The faculty and curriculum committee have worked to examine course delivery and make curricular adjustments to meet the necessary demand for distance education. The online delivery method of these courses supports the mission of SBVC by providing access to education to a diverse community of learners who find themselves in a community with complicated lives and difficult and demanding schedules and responsibilities.
Effective: Fall 2023

CERTIFICATE MODIFICATION

Audio Broadcasting - Certificate
The Audio Broadcasting certificate program will enable students to gain valuable skills and creative techniques in the highly competitive and challenging world of audio broadcasting forms of over the air signals, podcasting stations, and other forms of over-the-top distribution channels. The course offerings are designed to provide a general overview of the broadcasting industries and their inter-relationships, while also concentrating on specific job skills.

REQUIRED COURSES:

FTVM 110	Audio Performance	3.0
FTVM 111	Studio Audio Production	3.0
FTVM 112	Film Audio Production	3.0
FTVM 213	Radio and Podcast Operations	3.0
		Total: 12.0

Rationale:	Updating titles for FTVM 112 and 213 and removing FTVM 198.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Child Development - Master Teacher - Certificate
The Master Teacher Certificate is designed to prepare students to supervise, mentor and assist other teachers and aides in a preschool or childcare and education setting. The Master Teacher Certificate requires 37 CD units which includes six specialization units and 4 units of CD Practicum/ Field Work experience with children preschool-12 years of age plus a minimum of 16 general education units. General Education units need to come from the each of the following categories and meet Valley College GE requirements: English, Social and Behavioral Sciences, Humanities and Math or Science.

This Certificate meets the course and unit requirement for the Master Teacher Permit through the California Commission on Teacher Credentialing. Please note that students must also meet the experience requirement of 350 days of 3+ hours per day within 4 years.

REQUIRED COURSES: (27 units)

CD 105	Child Growth and Development **OR**	3.0
CD 105H	Child Growth and Development-Honors	3.0
CD 111	Observation and Assessment in Child Development	3.0
CD 113	Principles and Practices of Teaching Young Children	3.0
CD 114	Introduction to Curriculum	3.0
CD 115	Health, Safety and Nutrition	3.0
CD 126	Child, Family, and the Community	3.0
CD 127	Guidance of Children	3.0
CD 138	Teaching in a Diverse Society	3.0
CD 270	Adult Supervision and Mentoring in Early Care and Education	3.0

Required Child Development Specialization Courses- Choose 6 units from one specialization below:

Creative Curriculum Specialization:

CD 130	Creative Music and Movement for Children	3.0
CD 133	Creative Science and Math Activities for Children	3.0
CD 134	Language, Listening and Literature for Children	3.0
CD 136	Creative Art Experiences for Children	3.0
CD 137	Play and Materials for Children	3.0

Guidance Specialization:

CD 101	Parent-Child Interaction	3.0

CD 127	Guidance of Children	3.0

Infant/Toddler Specialization:

CD 185	Infant/Toddler Growth and Development	3.0
CD 186	Infant and Toddler Curriculum	3.0

School-Age Specialization:

CD 060	Understanding School-Age Children	3.0
CD 061	Activities for School-Age Children	3.0

Special Needs Specialization:

CD 109	Childhood Stress and Trauma	3.0
CD 244	Children with Special Needs	3.0
CD 245	Early Intervention and Inclusion	3.0

Experience Working With Children: Choose one course (4 units)

CD 205	Child Development Practicum / Field Experience	4.0
CD 210	Infant and Toddler Practicum	4.0

General Education Requirements: Students must take one to two courses from each of the four general education categories below to meet requirements for the Master Teacher Permit. (16 units minimum)

Arts and Humanities: (3-5 units)

ASL 109	American Sign Language I	4.0
ART 103	Art Appreciation	3.0
MUS 100	Music Appreciation	3.0
SPAN 101	College Spanish I **OR**	5.0
SPAN 101H	College Spanish I – Honors	5.0
SPAN 102	College Spanish II **OR**	5.0
SPAN 102H	College Spanish II – Honors	5.0
THART 100	Introduction to the Theatre	3.0

English Language Communication: (4 units)

COMMST 100	Elements of Public Speaking **OR**	3.0
COMMST 100H	Elements of Public Speaking – Honors	3.0
ENGL 101	Freshman Composition **OR**	4.0
ENGL 101H	Freshman Composition-Honors	4.0

Natural Science or Mathematics: (4-5 units)

ANTHRO 106	Biological Anthropology **OR**	3.0
ANTHRO 106H	Biological Anthropology – Honors	3.0
BIOL 100	General Biology	4.0
GEOG 110	Physical Geography	3.0
MATH 108	Introduction to Probability and Statistics **OR**	4.0
PSYCH 105	Statistics for the Behavioral Sciences	4.0
PSYCH 141	Introduction to Biological Psychology	3.0

Social and Behavioral Sciences: (3 units)

ANTHRO 102	Cultural Anthropology **OR**	3.0
ANTHRO 102H	Cultural Anthropology – Honors	3.0
ETHS 137	Experiences of Racial and Ethnic Groups in U.S. History **OR**	3.0
HIST 137	Experiences of Racial and Ethnic Groups in U.S. History	3.0
POLIT 100	American Politics	3.0
PSYCH 100	General Psychology **OR**	3.0
PSYCH 100H	General Psychology – Honors	3.0
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 130	Family Sociology	3.0

Choose one General Education Elective Course: (2-3 units)

Total: 53.0-57.0

This is a Gainful Employment Program

Rationale:	Adding SPAN 101H, ETHS 137, and removing MATH 095/096.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Child Development - Site Supervisor - Certificate

The Site Supervisor Certificate is designed to prepare students with the knowledge and skills necessary to be qualified as a preschool or childcare center site supervisor.

Students completing a Site Supervisor Certificate meet the academic requirements for the CD Site Supervisor Permit. Please note that the field experience requirement for the Site Supervisor Permit requires 350 days of 3+ hours per day within four years including at least 100 days of supervising adults. With this Certificate, and CD Permit, students qualify to be Child Development Center Directors in private Title 22 Programs as long as they also have two years of teaching experience in a licensed center.

Required Courses: (30 units)		
CD 105	Child Growth and Development **OR**	3.0
CD 105H	Child Growth and Development-Honors	3.0
CD 111	Observation and Assessment in Child Development	3.0
CD 113	Principles and Practices of Teaching Young Children	3.0
CD 114	Introduction to Curriculum	3.0
CD 115	Health, Safety and Nutrition	3.0
CD 126	Child, Family, and the Community	3.0
CD 138	Teaching in a Diverse Society	3.0
CD 270	Adult Supervision and Mentoring in Early Care and Education	3.0
CD 271	Administration I: Programs in Early Childhood Education	3.0
CD 272	Administration II: Personnel and Leadership in Early Childhood Education	3.0
Choose two (2) courses from the following list: (6 units)		
CD 130	Creative Music and Movement for Children	3.0
CD 133	Creative Science and Math Activities for Children	3.0
CD 134	Language, Listening and Literature for Children	3.0
CD 136	Creative Art Experiences for Children	3.0
Choose one (1) course from the following list: (3 units)		
CD 060	Understanding School-Age Children	3.0
CD 061	Activities for School-Age Children	3.0
CD 100	Introduction to Child Development	3.0
CD 109	Childhood Stress and Trauma	3.0
CD 127	Guidance of Children	3.0
CD 185	Infant/Toddler Growth and Development	3.0
CD 186	Infant and Toddler Curriculum	3.0
CD 244	Children with Special Needs	3.0
Experience working with children - Choose one (1) course from the following list: (4 units)		
CD 205	Child Development Practicum / Field Experience	4.0
CD 210	Infant and Toddler Practicum	4.0
General Education Requirements: Students must take one course in each of the four general education categories below to meet requirements for the Site Supervisor Permit. (16 units minimum)		
Arts and Humanities: (3-5 units)		
ASL 109	American Sign Language I	4.0
ART 103	Art Appreciation	3.0
MUS 100	Music Appreciation	3.0
SPAN 101	College Spanish I	5.0

SPAN 101H	College Spanish I – Honors **OR**	5.0
SPAN 102	College Spanish II **OR**	5.0
SPAN 102H	College Spanish II – Honors	5.0
THART 100	Introduction to the Theatre	3.0

English Language Communication: (4 units)

ENGL 101	Freshman Composition **OR**	4.0
ENGL 101H	Freshman Composition-Honors	4.0
COMMST 100	Elements of Public Speaking **OR**	3.0
COMMST 100H	Elements of Public Speaking – Honors	3.0

Natural Science or Mathematics: (4-5 units)

ANTHRO 106	Biological Anthropology **OR**	3.0
ANTHRO 106H	Biological Anthropology – Honors	3.0
BIOL 100	General Biology	4.0
GEOG 110	Physical Geography	3.0
MATH 108	Introduction to Probability and Statistics **OR**	4.0
PSYCH 105	Statistics for the Behavioral Sciences	4.0
PSYCH 141	Introduction to Biological Psychology	3.0

Social and Behavioral Sciences: (3 units)

ANTHRO 102	Cultural Anthropology **OR**	3.0
ANTHRO 102H	Cultural Anthropology – Honors	3.0
ETHS 137	Experiences of Racial and Ethnic Groups in U.S. History **OR**	3.0
HIST 137	Experiences of Racial and Ethnic Groups in U.S. History	3.0
POLIT 100	American Politics	3.0
PSYCH 100	General Psychology **OR**	3.0
PSYCH 100H	General Psychology – Honors	3.0
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 130	Family Sociology	3.0

Choose one General Education Elective Course: (2-3 units)

Total: 59.0-63.0

This is a Gainful Employment Program

Rationale:	Adding SPAN 101H, ETHS 137, and removing MATH 095/096.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Child Development - Teacher - Certificate

The Teacher Certificate is designed for individuals working with children in a preschool or childcare setting. The certificate focuses on developing age-appropriate curriculum for the classroom and observation/assessment of children. The Teacher Certificate requires 31 CD units which includes 4 units of CD Practicum/ Field Work with young children plus 16 general education units as specified.

This Certificate meets the course and unit requirement for the Teacher Permit through the California Commission on Teacher Credentialing. Please note that students must also meet the experience requirements of 175 days of 3+ hours per day within 4 years.

Required Courses: (21 units)

CD 105	Child Growth and Development **OR**	3.0
CD 105H	Child Growth and Development-Honors	3.0
CD 111	Observation and Assessment in Child Development	3.0
CD 113	Principles and Practices of Teaching Young Children	3.0
CD 114	Introduction to Curriculum	3.0
CD 115	Health, Safety and Nutrition	3.0

| CD 126 | Child, Family, and the Community | 3.0 |
| CD 138 | Teaching in a Diverse Society | 3.0 |

Choose two (2) curriculum courses from the following list: (6 units)

CD 130	Creative Music and Movement for Children	3.0
CD 133	Creative Science and Math Activities for Children	3.0
CD 134	Language, Listening and Literature for Children	3.0
CD 136	Creative Art Experiences for Children	3.0
CD 137	Play and Materials for Children	3.0

Required CD Practicum/Field Work experience with children: (4 units)

| CD 205 | Child Development Practicum / Field Experience | 4.0 |

Additional Recommended Courses:

CD 109	Childhood Stress and Trauma	3.0
CD 185	Infant/Toddler Growth and Development	3.0
CD 244	Children with Special Needs	3.0

General Education Requirements: Students must take one course from each of the four general education categories below to meet requirements for the Master Teacher Permit. (16 units minimum)

Arts and Humanities: (3-5 units)

ASL 109	American Sign Language I	4.0
ART 103	Art Appreciation	3.0
MUS 100	Music Appreciation	3.0
SPAN 101	College Spanish I **OR**	5.0
SPAN 101H	College Spanish I – Honors	5.0
SPAN 102	College Spanish II **OR**	5.0
SPAN 102H	College Spanish II – Honors	5.0
THART 100	Introduction to the Theatre	3.0

English Language Communication: (4 units)

COMMST 100	Elements of Public Speaking **OR**	3.0
COMMST 100H	Elements of Public Speaking – Honors	3.0
ENGL 101	Freshman Composition **OR**	4.0
ENGL 101H	Freshman Composition-Honors	4.0

Natural Science or Mathematics: (4-5 units)

ANTHRO 106	Biological Anthropology **OR**	3.0
ANTHRO 106H	Biological Anthropology – Honors	3.0
BIOL 100	General Biology	4.0
GEOG 110	Physical Geography	3.0
MATH 108	Introduction to Probability and Statistics **OR**	4.0
PSYCH 105	Statistics for the Behavioral Sciences	4.0
PSYCH 141	Introduction to Biological Psychology	3.0

Social and Behavioral Sciences: (3 units)

ANTHRO 102	Cultural Anthropology **OR**	3.0
ANTHRO 102H	Cultural Anthropology – Honors	3.0
ETHS 137	Experiences of Racial and Ethnic Groups in U.S. History **OR**	3.0
HIST 137	Experiences of Racial and Ethnic Groups in U.S. History	3.0
POLIT 100	American Politics	3.0
PSYCH 100	General Psychology **OR**	3.0
PSYCH 100H	General Psychology – Honors	3.0
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 130	Family Sociology	3.0

Choose one General Education Elective Course: (2-3 units)

Total: 47.0-51.0

This is a Gainful Employment Program

Rationale:	Adding SPAN 101H, ETHS 137, and removing MATH 095/096.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Heating, Ventilation, Air Conditioning and Refrigeration - Certificate

This certificate is designed to prepare students with the necessary knowledge and skills to obtain entry-level employment in the field of heating, ventilation, air conditioning and refrigeration, installing, maintaining, and repairing such systems.

REQUIRED COURSES:

HVAC/R 001	HVAC/R Fundamentals	4.0
HVAC/R 002	Domestic Mechanical Refrigeration	4.0
HVAC/R 003	Commercial Mechanical Refrigeration	4.0
HVAC/R 004	Electrical Fundamentals for HVAC/R	4.0
HVAC/R 005	Commercial Electric for HVAC/R	4.0
HVAC/R 006	HVAC/R Air Distribution Systems	4.0
HVAC/R 007	Welding for HVAC/R	3.0
Environmental Protection Agency (EPA) Universal Certification (608)		0.0
Students must complete one of the following courses:		
MATH 102	College Algebra **OR**	4.0
TECALC 087	Technical Calculations	4.0
RECOMMENDED COURSE: Students are encouraged to take this course to augment their knowledge of air conditioning and heating:		
AUTO 056	Automotive Heating and Air Conditioning	4.0

Total: 31.0

This is a Gainful Employment Program

Rationale:	Removing MATH 095/096.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Media Development - Certificate

This certificate is designed to prepare students for career paths in story development and production planning for film, tv, and media. The emphasis is in writing and production planning.

REQUIRED COURSES:

FTVM 102	Introduction to Film and Media Aesthetics	3.0
FTVM 120	Introduction to Screen, Media, and Broadcast Writing	3.0
FTVM 121	Intermediate Screen, Media, and Broadcast Writing	3.0
FTVM 122	Acting and Directing for Television and Film **OR**	3.0
FTVM 130	Film and TV Production Basics	3.0

Total: 12.0

Rationale:	Updating course titles.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Post-Production - Certificate
The Post-Production certificate is designed to prepare students for career paths in the post-production of film, TV, and electronic media. This certificate covers areas of audio engineering, audio recording, video editing, effects, and color correction.

REQUIRED COURSES:

FTVM 111	Studio Audio Production	3.0
FTVM 114	Editing I	3.0
FTVM 213	Radio and Podcast Operations	3.0
FTVM 215	Editing II	3.0
FTVM 216	Color Correction for Film and Media	3.0
		Total: 15.0

Rationale:	Updating course titles.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Production - Certificate
The production certificate is designed to prepare students for career paths in film, tv, and media production. It emphasizes production of short narrative, documentary, and long form media content. Note: Students who wish to pursue the Associates in Media Production the department advises students to take FTVM 102.

REQUIRED COURSES:

FTVM 130	Film and TV Production Basics	3.0
FTVM 122	Acting and Directing for Television and Film	3.0
FTVM 131	Cinematography	3.0
FTVM 233	TV Studio Production **OR**	3.0
FTVM 234	Short Film Production **OR**	3.0
FTVM 235	Cinema Production	3.0
		Total: 12.0

Rationale:	Updating course titles.
Effective:	Fall 2023

CERTIFICATE MODIFICATION

Social Media Field Production - Certificate
The Social Media Video Field Production is designed to better understand how field video production will enhance social media outreach. Utilizing field production basics such as interviews, livestreaming, and commercial production; students will gain an understanding for the appropriate tools. Students will learn engaging video strategies to expand social media audiences.

REQUIRED COURSES:

FTVM 102	Introduction to Film and Media Aesthetics	3.0
FTVM 121	Intermediate Screen, Media, and Broadcast Writing	3.0
FTVM 132	Video Production	3.0
FTVM 215	Editing II	3.0
		Total: 12.0

Rationale:	Updating course titles.

Effective: Fall 2023

CERTIFICATE MODIFICATION

Social Media Narrative Production - Certificate
The Social Media Narrative Certificate is an in-depth look at how to harness audio and video story telling for social media platforms. Some of these strategies consist of short form documentary and narrative content creation. This certificate helps you to define video production for social media marketing, including defining your audience, finding your voice, content creation, and tracking.

REQUIRED COURSES:

FTVM 111	Studio Audio Production	3.0
FTVM 112	Film Audio Production	3.0
FTVM 215	Editing II	3.0
FTVM 233	TV Studio Production	3.0
FTVM 198	Media Practicum	3.0
		Total: 15.0

Rationale: Updating course titles.
Effective: Fall 2023

CERTIFICATE MODIFICATION

Social Media Studio Production - Certificate
The Social Media Studio Production Certification will help students shape the conversation around brand, utilizing basic video studio production skills. Students in this program will learn the fundamentals of videos production. These fundamentals are essential in social media video production.

REQUIRED COURSES:

FTVM 101	Introduction to Electronic Media	3.0
FTVM 114	Editing I	3.0
FTVM 120	Introduction to Screen, Media, and Broadcast Writing	3.0
FTVM 130	Film and TV Production Basics	3.0
		Total: 12.0

Rationale: Updating course titles.
Effective: Fall 2023

CERTIFICATE MODIFICATION

Video Broadcasting - Certificate
The Video Broadcasting certificate program will enable students to gain valuable skills and creative techniques in the highly competitive and challenging world of television broadcasting-forms of over-the-air signals, streaming platforms, and other forms of over-the-top distribution channels. The course offerings are designed to provide a general overview of the broadcasting industries and their inter-relationships, while also concentrating on specific job skills.

REQUIRED COURSES:

FTVM 114	Editing I	3.0
FTVM 130	Film and TV Production Basics	3.0
FTVM 133	Broadcast News	3.0
FTVM 134	Sports Broadcasting	3.0

Total: 12.0

Rationale:	Updating course titles.	
Effective:	Fall 2023	

CERTIFICATE MODIFICATION

Web Application Security Support Specialist - Certificate

This certificate will provide students with the knowledge required to understand web security, how to protect web resources and password administration management online. Upon completion of this certificate, students will be prepared for entry level work in Information Technology.

REQUIRED COURSES:

CIT 101	Introduction to Computer Literacy	3.0
CIT 110	Information and Communications Technology Essentials **OR**	4.0
CIT 128	Introduction to Linux OS	3.0
CIT 160	Introduction to Information Systems Security	3.0
CIT 232	Computer Network Fundamentals **OR**	3.0
CIT 091	Introduction to Networks CCNA (Cisco Networking Academy)	3.0
CIT 090	Introduction to Web Security	3.0
CS 075	Introduction to Web Development	3.0
		Total: 18.0-19.0

This is a Gainful Employment Program

Rationale:	Updating CIT 091 course title.	
Effective:	Fall 2023	

CERTIFICATE CORRECTION

Automotive Interiors - Certificate

This certificate is designed to prepare students for entry-level work/employment as an automotive interior technician.

REQUIRED COURSES:

ACR 020	Non-Structural Body Repair	6.0
ACR 040	Basic Auto Upholstery	3.5
ACR 041	Advanced Custom Auto Interiors	3.5
ACR 060	Beginning Street Rod Construction	4.0
		Total: 17.0

Rationale:	Updating units for ACR 041.	
Previous Board Approval:	December 9, 2023	
Effective:	Fall 2023	

CERTIFICATE CORRECTION

Automotive Interiors Noncredit - Noncredit Certificate
This noncredit certificate is designed to prepare students for entry-level work/employment as an automotive interior technician.

REQUIRED COURSES:

ACR 620	Non-Structural Body Repair	128.0-144.0
ACR 640	Basic Auto Upholstery	128.0-144.0
ACR 641	Advanced Custom Auto Interiors	128.0-144.0
ACR 660	Beginning Street Rod Construction	96.0-108.0
		Total Hours: 480.0-540.0

Rationale:	Updating hours for ACR 641.
Previous Board Approval:	December 9, 2023
Effective:	Fall 2023

DEGREE MODIFICATION

Anthropology Associate in Arts - Transfer Degree, AA-T
Anthropology is the study of what it means to be human. It has been called the most scientific of the humanities and the most humanistic of the sciences as it takes a broad approach to the study of humanity, integrating biological, archaeological, cultural, and linguistic perspectives. Anthropologists often aim for their work to aid in understanding and solving real-world issues faced by humans today. The courses within this program are designed to provide students with applicable skills useful in a vast range of occupations.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. To earn this Anthropology AA-T degree, students must meet the following requirements:

- completion of the following major requirements with a minimum grade of "C" (or "P");
- completion of a minimum of 60 CSU transferable semester units with a grade point average of a least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 37-39 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a four-year institution and major in Anthropology should consult with a counselor regarding the transfer process and lower division requirements.

Required Core Courses: (9 Units)	
ANTHRO 100 Introduction to Archaeology	3.0
ANTHRO 102 Cultural Anthropology **OR**	3.0
ANTHRO 102H Cultural Anthropology – Honors	3.0
ANTHRO 106 Biological Anthropology **OR**	3.0
ANTHRO 106H Biological Anthropology – Honors	3.0
List A: Select one course from the following: (3 units minimum)	
ANTHRO 125 Language and Culture	3.0
ENGL 102 Intermediate Composition and Critical Thinking **OR**	4.0
ENGL 102H Intermediate Composition and Critical Thinking – Honors	4.0
MATH 108 Introduction to Probability and Statistics	4.0

PSYCH 105	Statistics for the Behavioral Sciences	4.0

List B: Select one to two courses: (4 units maximum)

BIOL 260	Human Anatomy		4.0
GEOL 101	Introduction to Physical Geology **AND**		3.0
GEOL 111	Introduction to Physical Geology Laboratory		1.0
GEOL 122	Environmental Geology		3.0
GEOL 140	Earth Science **AND**	3.0	
GEOL 141	Earth Science Laboratory		1.0
GIS 130	Introduction to Geographic Information Systems (GIS)		3.0
PSYCH 201	Research Methods for the Behavioral Sciences		4.0

List C: Select one course (3 units minimum) or Any course from List A or B not already used:

ANTHRO 103	Anthropology of Food	3.0
ANTHRO 106L	Biological Anthropology Laboratory	1.0
ANTHRO 108	Introduction to Native American Studies **OR**	3.0
ETHS 108	Introduction to Native American Studies	3.0
ANTHRO 109	Visual Culture and Art	3.0
ANTHRO 111	The Anthropology of Magic, Witchcraft, and Religion **OR**	3.0
ANTHRO 111H	The Anthropology of Magic, Witchcraft, and Religion – Honors	3.0
ART 108	Art of Mexico and Mesoamerica	3.0
COMMST 174	Intercultural Communication	3.0
ENGL 163	Chicana/o Literature **OR**	3.0
ETHS 163	Chicana/o Literature	3.0
ENGL 165	African-American Literature **OR**	3.0
ETHS 165	African-American Literature	3.0
HIST 107	Native American Experiences in U.S. History **OR**	3.0
ETHS 107	Native American Experiences in U.S. History **OR**	3.0
HIST 107H	Native American Experiences in U.S. History – Honors **OR**	3.0
ETHS 107H	Native American Experiences in U.S. History – Honors	3.0
HIST 137	Experiences of Racial and Ethnic Groups in U.S. History **OR**	3.0
ETHS 137	Experiences of Racial and Ethnic Groups in U.S. History	3.0
HIST 139	The African American Experience in U.S. History from 1877 **OR**	3.0
ETHS 139	The African American Experience in U.S. History from 1877	3.0
HIST 140	Chicano Experiences in U.S. History **OR**	3.0
HIST 140H	Chicano Experiences in U.S. History – Honors **OR**	3.0
ETHS 140	Chicano Experiences in U.S. History **OR**	3.0
ETHS 140H	Chicano Experiences in U.S. History – Honors	3.0
HIST 150	Introduction to Latin American History	3.0
HIST 170	World History to 1500	3.0
HIST 171	World History Since 1500	3.0
MUS 107	Music Cultures of the World	3.0
POLIT 141	Introduction to World Politics **OR**	3.0
POLIT 141H	Introduction to World Politics – Honors	3.0
RELIG 101	Introduction to World Religions	3.0
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 141	Race and Ethnic Relations **OR**	3.0
SOC 141H	Race and Ethnic Relations – Honors **OR**	3.0
ETHS 141	Race and Ethnic Relations **OR**	3.0
ETHS 141H	Race and Ethnic Relations – Honors	3.0

Major Total:	**18-21**
CSU GE-Breadth or IGETC for CSU requirements:	**37-39**
Total units that may be double-counted for CSUGE or IGETC:	**12-19**

CSU electives (as needed to reach 60 transferable units):   **15-24**
        Total: 60.0

Rationale:	Adding ANTHRO 111 and ANTHRO 111H, removing ANTHRO 110.
Effective:	Fall 2023

DEGREE MODIFICATION

Art - A.A. Degree

The Associate of Arts Degree in Art offers a focused approach towards artistic practice and critical thinking through a variety of studio arts and art history courses, including two- and three-dimensional design, ceramics, glass blowing, design in glass, digital art and design, drawing and painting, life drawing, photography and sculpture.

Emphasis throughout the curriculum will be placed on individual creativity, aesthetic awareness, and an understanding of the visual arts in societies past and present.

REQUIRED COURSES:

ART 100	Art History: The Stone Age to the Middle Ages	3.0
ART 120	Two-Dimensional Design	3.0
ART 124A	Beginning Drawing	3.0
ART 148	Fundamental Graphic Design Principles and Digital Practices	3.0
ART 161	Digital Photography	3.0
ART 126A	Beginning Painting **OR**	3.0
ART 132A	Beginning Life Drawing	3.0

CHOOSE ONE ART HISTORY COURSE LISTED BELOW:

ART 102	Art History: Renaissance to Present	3.0
ART 102H	Art History: Renaissance to Present – Honors	3.0
ART 105	History of Modern Art	3.0
ART 107	Art History: Africa, Oceania and the Americas	3.0
ART 108	Art of Mexico and Mesoamerica	3.0

CHOOSE ONE DESIGN COURSE LISTED BELOW:

ART 121	Three-Dimensional Design	3.0
ART 175A	Beginning Sculpture	3.0
ART 212A	Beginning Ceramics	3.0

        Total: 24.0

Rationale:	Updating ART 148 course title.
Effective:	Fall 2023

DEGREE MODIFICATION

Astronomy - A.S. Degree

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

REQUIRED COURSES:

ASTRON 120	Introduction to Astronomy	3.0
ASTRON 125	Astronomy Laboratory	1.0
MATH 250	Single Variable Calculus I	4.0
MATH 251	Single Variable Calculus II	4.0
MATH 252	Multivariable Calculus	5.0
PHYSIC 202	Physics I	4.0
		Total: 21.0

Rationale:	Updating PLOs.
Effective:	Fall 2023

DEGREE MODIFICATION

Chemistry - A.S. Degree

Students planning to transfer to a four-year institution and major in chemistry or biochemistry should consult with a counselor regarding the transfer process and lower division requirements because additional courses may be required at some institutions.

To graduate with a specialization in Chemistry, students must complete the following required courses plus the general breadth requirements for the Associate's Degree. The A.S. in Chemistry is designed to prepare students who wish to pursue a Bachelor's Degree from a four-year institution. At the four-year institution, students may choose to specialize in one particular aspect of chemistry, such as Environmental Chemistry, Organic Chemistry, Atmospheric Chemistry, or Physical Chemistry.

REQUIRED COURSES:

CHEM 150	General Chemistry I	5.0
CHEM 151	General Chemistry II	5.0
CHEM 212	Organic Chemistry I	5.0
CHEM 213	Organic Chemistry II	5.0
MATH 250	Single Variable Calculus I	4.0
MATH 251	Single Variable Calculus II	4.0

RECOMMENDED COURSES:

CHEM 205	Quantitative Chemical Analysis	5.0
PHYSIC 202	Physics I **OR**	4.0
PHYSIC 151	General Physics for the Life Sciences I	4.0
PHYSIC 203	Physics II **OR**	4.0
PHYSIC 152	General Physics for the Life Sciences II	4.0
		Total: 28.0

Rationale:	Updating units for CHEM 212 and CHEM 213.
Effective:	Fall 2023

DEGREE MODIFICATION

Chemistry Associate of Science - Transfer Degree, AS-T

The Associate of Science in Chemistry for Transfer (AS-T) is intended for students who plan to transfer and complete a Bachelor's degree in Chemistry, or a similar major at a CSU campus. It serves the diverse needs of students who wish to obtain a broad and an in-depth understanding of the field. The Chemistry Department offers comprehensive and integrative studies in each of the introductory courses of Chemistry. The AS-T in Chemistry is designed to prepare students who wish to pursue a Bachelor's Degree from a four-year institution. At the four-year institution, students may choose to specialize in one particular aspect of chemistry, such as Environmental Chemistry, Organic Chemistry, Atmospheric Chemistry, or Physical Chemistry. The objective of this degree is to delineate a successful career path for our community college students entering the Chemistry program and to provide opportunities that explore the Chemistry major.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

To earn a Chemistry AS-T degree, students must meet the following requirements:

- Completion of the following major requirements with grades of C or better;
- Completion of 60 CSU transferable semester units with a grade point average of at least 2.0; and
- Certified completion of the Intersegmental General Education Transfer Curriculum (IGETC-CSU) for STEM which requires a minimum of 31-33 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSU-GE or IGETC before transferring to a CSU.

Students planning to transfer to a four-year institution and major in Chemistry should consult with a STEM counselor or general counselor regarding the transfer process and lower division requirements. Completion of IGETC-CSU for STEM is required in addition to the major requirements.

REQUIRED CORE COURSES (36 Units):

CHEM 150	General Chemistry I	5.0
CHEM 151	General Chemistry II	5.0
CHEM 212	Organic Chemistry I	5.0
CHEM 213	Organic Chemistry II	5.0
PHYSIC 202	Physics I	4.0
PHYSIC 203	Physics II	4.0
MATH 250	Single Variable Calculus I	4.0
MATH 251	Single Variable Calculus II	4.0
Major Total:		**36**
Total Double-Counted Units:		**7**
General Education (IGETC for STEM) Units:		**31-33**
Elective (CSU Transferable) Units:		**0**
		Total: 60.0

Rationale:	Updating units for CHEM 212 and CHEM 213.
Effective:	Fall 2023

DEGREE MODIFICATION

Child and Adolescent Development - Transfer Degree, AA-T

The Associate in Arts in Child and Adolescent Development for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a bachelor's degree in Child and Adolescent Development, Child Development, Human Development, or a related field of study at a California State University (CSU). Course offerings are drawn from psychology, anthropology, sociology, child development and biology. The lower division course work examines research and best practices for positive outcomes for children from conception through adolescence. This interdisciplinary program of study is intended for students who aspire to careers in developmental research, public policy, social work, school psychology, education and similar fields working with children and adolescents.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

To earn this Child and Adolescent Development AA-T degree, students must meet the following requirements:

- completion of the following major requirements with a minimum grade of "C" (or "P");
- Completion of a minimum of 60 CSU transferrable semester units with a grade point average of at least 2.0; and
- certified completion of the CSU General Education-Breadth (CSU-GE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 37-39 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement, as part of CSU-GE or IGETC before transferring to a CSU.

Students planning on transferring to a four-year institution and major in Early Childhood Education should consult with a counselor regarding the transfer process and lower division requirements.

REQUIRED COURSES: (9 Units)		
CD 105	Child Growth and Development **OR**	3.0
CD 105H	Child Growth and Development-Honors	3.0
PSYCH 100	General Psychology **OR**	3.0
PSYCH 100H	General Psychology – Honors	3.0
PSYCH 105	Statistics for the Behavioral Sciences **OR**	4.0
MATH 108	Introduction to Probability and Statistics **OR**	4.0
ECON 208	Business and Economic Statistics	4.0
List A: Select three courses: (9 Units)		
ANTHRO 102	Cultural Anthropology **OR**	3.0
ANTHRO 102H	Cultural Anthropology – Honors	3.0
BIOL 100	General Biology	4.0
CD 126	Child, Family, and the Community	3.0
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 130	Family Sociology	3.0
SOC 141	Race and Ethnic Relations **OR**	3.0
SOC 141H	Race and Ethnic Relations – Honors **OR**	3.0
ETHS 141	Race and Ethnic Relations **OR**	3.0
ETHS 141H	Race and Ethnic Relations – Honors	3.0
PSYCH 111	Developmental Psychology: Lifespan	3.0
Select a maximum of two courses: (3-6 Units)		
CD 111	Observation and Assessment in Child Development	3.0

CD 115	Health, Safety and Nutrition	3.0
CD 138	Teaching in a Diverse Society	3.0
CD 185	Infant/Toddler Growth and Development	3.0

Major Total Units: **19**
Total Units that may be Double-Counted: **12-15**
General Education (CSU-GE or IGETC) Units: **37-39**
Elective (CSU Transferable) Units: **16-17**

Total: 60.0

| Rationale: | Removing BIOL 102 |
| **Effective:** | Fall 2023 |

DEGREE MODIFICATION

Film - A.A. Degree

The Associates of Art degree in Film is designed to prepare students for entry-level jobs in the Film industry in a variety of areas including narrative, documentary production, writing, preproduction, and editing.

REQUIRED COURSES:

FTVM 101	Introduction to Electronic Media **OR**	3.0
COMMST 135	Mass Media and Society	3.0
FTVM 102	Introduction to Film and Media Aesthetics	3.0
FTVM 114	Editing I	3.0
FTVM 121	Intermediate Screen, Media, and Broadcast Writing	3.0
FTVM 235	Cinema Production	3.0

Choose two (2) courses from the list below

FTVM 122	Acting and Directing for Television and Film	3.0
FTVM 131	Cinematography	3.0
FTVM 132	Video Production	3.0
FTVM 198	Media Practicum	3.0
FTVM 216	Color Correction for Film and Media	3.0

Total: 21.0

| Rationale: | Modifying course titles. |
| **Effective:** | Fall 2023 |

DEGREE MODIFICATION

Film, Television, and Electronic Media - Transfer Degree, AS-T

The Film, Television and Media department provides a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production for use in broadcasting, cablecasting, multimedia, film production, and Internet applications.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

To earn a Film, Television, and Electronic Media AS-T degree, students must complete the following Associate Degree for Transfer requirements:

- completion of the following major requirements with a minimum grade of "C" (or "P");
- completion of a minimum of 60 CSU transferable semester units with a grade point average of at least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 37-39 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a baccalaureate institution and major in Film, Television, and Electronic Media should consult with a counselor regarding the transfer process and lower division requirements.

REQUIRED CORE COURSES: Select two courses (6 units)		
COMMST 135	Mass Media and Society **OR**	3.0
FTVM 101	Introduction to Electronic Media	3.0
FTVM 120	Introduction to Screen, Media, and Broadcast Writing **OR**	3.0
FTVM 121	Intermediate Screen, Media, and Broadcast Writing	3.0
FTVM 102	Introduction to Film and Media Aesthetics	3.0
List A: Select one course from each area (6 units total)		
Area 1: Audio		
FTVM 111	Studio Audio Production	3.0
FTVM 112	Film Audio Production	3.0
Area 2: Video or Film Production		
FTVM 130	Film and TV Production Basics	3.0
FTVM 132	Video Production	3.0
FTVM 235	Cinema Production	3.0
List B: Select one course not already selected (3 units)		
FTVM 114	Editing I	3.0
FTVM 131	Cinematography	3.0
FTVM 234	Short Film Production	3.0
List C: Select one course not already selected (3 units)		
ETHS 103	Ethnicity and Identity in Media **OR**	3.0
FTVM 103	Ethnicity and Identity in Media	3.0
FTVM 110	Audio Performance	3.0
FTVM 122	Acting and Directing for Television and Film	3.0
FTVM 133	Broadcast News	3.0
FTVM 134	Sports Broadcasting	3.0
FTVM 198	Media Practicum	3.0
FTVM 213	Radio and Podcast Operations	3.0

FTVM 215	Editing II	3.0
FTVM 216	Color Correction for Film and Media	3.0
FTVM 233	TV Studio Production	3.0
Major Total:		18
Total Units that may be double-counted:		9
CSU GE-Breadth or IGETC for CSU Requirements:		37-39
Elective (CSU Transferable):		12-14
		Total: 60.0

Rationale:	Updating course titles.
Effective:	Fall 2023

DEGREE MODIFICATION

Heating, Ventilation, Air Conditioning and Refrigeration - A.S. Degree

To graduate with a specialization in Heating, Ventilation, Air Conditioning and Refrigeration, students must complete all requirements for the certificate with a grade of C or better plus the general breadth requirements for the Associate of Science Degree (minimum total = 60 units).

REQUIRED COURSES:

HVAC/R 001	HVAC/R Fundamentals	4.0
HVAC/R 002	Domestic Mechanical Refrigeration	4.0
HVAC/R 003	Commercial Mechanical Refrigeration	4.0
HVAC/R 004	Electrical Fundamentals for HVAC/R	4.0
HVAC/R 005	Commercial Electric for HVAC/R	4.0
HVAC/R 006	HVAC/R Air Distribution Systems	4.0
HVAC/R 007	Welding for HVAC/R	3.0
Environmental Protection Agency (EPA) Universal Certification (608)		0.0

Students must complete one of the following courses:

MATH 102	College Algebra **OR**	4.0
TECALC 087	Technical Calculations	4.0

RECOMMENDED COURSE: Students are encouraged to take this course to augment their knowledge of air conditioning and heating:

AUTO 056	Automotive Heating and Air Conditioning	4.0
		Total: 31.0

Rationale:	Removing MATH 095/096.
Effective:	Fall 2023

DEGREE MODIFICATION

Media Production - A.A. Degree

The Associate of Art degree in Media Production is designed to prepare students for entry-level jobs in audio production and recording and online media platforms. These areas include public relations, internal communications, podcasts, remote and studio production, writing, preproduction, and editing.

REQUIRED COURSES:

FTVM 101	Introduction to Electronic Media **OR**	3.0
COMMST 135	Mass Media and Society	3.0
FTVM 110	Audio Performance	3.0
FTVM 111	Studio Audio Production	3.0
FTVM 112	Film Audio Production	3.0
FTVM 120	Introduction to Screen, Media, and Broadcast Writing	3.0
FTVM 133	Broadcast News	3.0
FTVM 134	Sports Broadcasting	3.0
FTVM 213	Radio and Podcast Operations	3.0
FTVM 233	TV Studio Production	3.0

Choose (1) of the following courses:

FTVM 130	Film and TV Production Basics	3.0
FTVM 132	Video Production	3.0
FTVM 198	Media Practicum	3.0
FTVM 234	Short Film Production	3.0

Total: 30.0

Rationale:	Updating course titles.
Effective:	Fall 2023

DEGREE MODIFICATION

Nutrition and Dietetics - Transfer Degree, AS-T

Nutrition and Dietetics is an interdisciplinary science that studies factors that affect our food choices, the chemical and physiological processes involved in processing and delivering the chemical components of those foods to the body. Students will focus their studies in nutritional science including chemistry and physiology as well as institutional nutrition, community nutrition, food production, management of foodservice operations. The courses within this program are designed to provide students with applicable skills useful in a vast range of occupations.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. To earn this Nutrition and Dietetics AS-T degree, students must meet the following requirements:

- completion of the following major requirements with a minimum grade of "C" (or "P");
- completion of a minimum of 60 CSU transferable semester units with a grade point average of a least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 37-39 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a four-year institution and major in Nutrition and Dietetics should consult with a counselor regarding the transfer, process and lower division requirements.

REQUIRED CORE COURSES (16 Units):

FN 162	Introduction to Food and Nutrition	3.0
PSYCH 100	General Psychology **OR**	3.0
PSYCH 100H	General Psychology – Honors	3.0
CHEM 150	General Chemistry I	5.0
BIOL 270	Microbiology	5.0

LIST A: SELECT TWO COURSES (8-9 Units)

CHEM 151	General Chemistry II	5.0
CHEM 212	Organic Chemistry I	5.0
BIOL 250	Human Anatomy and Physiology I **AND**	4.0
BIOL 251	Human Anatomy and Physiology II **OR**	4.0
BIOL 260	Human Anatomy **OR**	4.0
BIOL 261	Human Physiology	4.0
MATH 108	Introduction to Probability and Statistics **OR**	4.0
ECON 208	Business and Economic Statistics **OR**	4.0
PSYCH 105	Statistics for the Behavioral Sciences	4.0

LIST B: SELECT ONE COURSE (3-5 Units)

HOSP 160	Culinary Production and Kitchen Operations	3.0
CHEM 104	Introduction to Organic Chemistry and Biochemistry	4.0
CHEM 105	Introduction to General, Organic and Biochemistry	5.0
CHEM 213	Organic Chemistry II	5.0
MATH 102	College Algebra	4.0
MATH 103	Plane Trigonometry	4.0
MATH 151	Precalculus	4.0
MAJOR TOTAL:		27 - 30
CSU GE-Breadth or IGETC for CSU Requirements:		37-39
Total units that may be double-counted for CSUGE or IGETC:		10-16
CSU Electives (as needed to reach 60 transferable units):		3-10
		Total: 60.0

Rationale:	Updating CHEM 212/213 units.
Effective:	Fall 2023

DEGREE MODIFICATION

Physics - A.S. Degree

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

REQUIRED COURSES:

PHYSIC 202	Physics I	4.0
PHYSIC 203	Physics II	4.0
PHYSIC 204	Physics III	4.0
PHYSIC 210	Modern Physics	4.0
MATH 250	Single Variable Calculus I	4.0
MATH 251	Single Variable Calculus II	4.0
MATH 252	Multivariable Calculus	5.0

RECOMMENDED COURSES:

CHEM 150	General Chemistry I	5.0
CHEM 151	General Chemistry II	5.0
		Total: 29.0

Rationale: Updating PLOs.
Effective: Fall 2023

DEGREE MODIFICATION

Spanish - Transfer Degree, AA-T

The Associate in Arts-Transfer (AA-T) degree in Spanish has a threefold purpose. It is designed to help students: increase proficiency in the language; understand the cultures of the Spanish-speaking world; and, meet the requirements for completion of the bachelor's degree in the CSU/UC systems. Students who complete the Spanish AA-T will have a solid foundation in reading, writing, speaking, and comprehending Spanish. Additionally, they will have developed a deeper awareness and understanding of the unique and diverse cultural milieu of Latin America and Spain. The skills acquired will help students prepare for a variety of careers in areas where a knowledge of Spanish is desirable, such as business, healthcare, journalism, education, communications, public safety, and more.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. To earn this Spanish AA-T degree, students must meet the following requirements:

- completion of the following major requirements with a minimum grade of "C" (or "P");
- completion of a minimum of 60 CSU transferable semester units with a grade point average of a least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 37-39 units.

It is highly recommended that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a four-, year institution and major in Spanish should consult with a counselor regarding the transfer process and lower division requirements.

REQUIRED CORE COURSES: (16 Units)

Course	Title	Units
SPAN 101	College Spanish I **OR**	5.0
SPAN 101H	College Spanish I – Honors	5.0
SPAN 102	College Spanish II **OR**	5.0
SPAN 102H	College Spanish II – Honors	5.0
SPAN 103	College Spanish III **OR**	4.0
SPAN 103H	College Spanish III – Honors **OR**	4.0
SPAN 157	Spanish for Heritage Speakers I	4.0
SPAN 104	College Spanish IV **OR**	4.0
SPAN 158	Spanish for Heritage Speakers II	4.0

Note: If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units from List A to compensate.

LIST A: Select One (3 Units)

Course	Title	Units
ENGL 163	Chicana/o Literature **OR**	3.0
ETHS 163	Chicana/o Literature	3.0
HIST 140	Chicano Experiences in U.S. History **OR**	3.0
HIST 140H	Chicano Experiences in U.S. History – Honors **OR**	3.0
ETHS 140	Chicano Experiences in U.S. History **OR**	3.0
ETHS 140H	Chicano Experiences in U.S. History – Honors	3.0

HIST 150   Introduction to Latin American History   3.0

Note: If the student places out of any core course(s) and is not awarded units for that course, then only the following approved course substitutions (ANTHRO 102, ANTHRO 125, COMMST 174, ETHS 141, ETHS 141H, GEOG 102, SOC 100, SOC 141, SOC 141H, SOC 145) will be used to meet the 18-unit requirement for the major.

Major Total: 21
CSU GE-Breadth or IGETC for CSU Requirements: 37– 39
Total units that may be double-counted for CSU-GE or IGETC: 9
CSU Electives (as needed to reach 60 transferable units):   9 - 11
                                                                                         Total: 60.0

Rationale: Adding SPAN 101H to required courses.
Effective: Fall 2023

DEGREE MODIFICATION

Television - A.A. Degree
The Associate in Art degree in TV is designed to prepare students for entry-level jobs in the television and new media industries in a variety of areas including serialized narrative and documentary, remote and studio production, writing, preproduction, and editing.

REQUIRED (CORE) COURSES:
FTVM 101   Introduction to Electronic Media **OR**   3.0
COMMST 135 Mass Media and Society   3.0

Required Courses:
FTVM 114   Editing I   3.0
FTVM 130   Film and TV Production Basics   3.0
FTVM 132   Video Production   3.0

Choose one (1) course from the following:
FTVM 120   Introduction to Screen, Media, and Broadcast Writing **OR**   3.0
FTVM 121   Intermediate Screen, Media, and Broadcast Writing   3.0

Choose one (1) course from the following:
FTVM 131   Cinematography **OR**   3.0
FTVM 133   Broadcast News **OR**   3.0
FTVM 233   TV Studio Production   3.0

Choose one (1) course from the following:
FTVM 122   Acting and Directing for Television and Film **OR**   3.0
FTVM 134   Sports Broadcasting **OR**   3.0
FTVM 233   TV Studio Production   3.0
                                                                                         Total: 21.0

Rationale: Updating course titles.
Effective: Fall 2023

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Scott Thayer, Interim President SBVC
Dr. Kevin Horan, President CHC

PREPARED BY: Dr. Olivia Rosas, VPSS SBVC
Dr. Delmy Spencer, VPSS CHC

DATE: January 12, 2023

SUBJECT: Approval of Student Equity Plans for SBVC and CHC

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2022-2025 Student Equity Plans for San Bernardino Valley College and Crafton Hills College.

OVERVIEW

To receive Student Equity and Access allocation, colleges must maintain a Student Equity Plan to ensure equal educational opportunities, and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. The Student Equity Plan must outline the goals and activities needed to remedy disproportionate impact.

ANALYSIS

The 2022-2025 Student Equity Plans for Crafton Hills College and San Bernardino Valley College were submitted to the state Chancellor's Office on December 16, 2022.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

Categorical funding, included in budget development.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

**Executive Summary
2022-2025
Student Equity Plan**

CRAFTON HILLS
COLLEGE

Executive Summary

The five-year (2022-2027) Crafton Hills College Student Equity Plan is a result of a two-year institutional self-evaluation process that includes the collection and reflection of our quantitative and qualitative race-specific institutional data. This data helped us identify and address disproportionately impacted students. The outcomes of the research focus on addressing equity in the classroom success, services and reducing costs for students, and specifically addresses strategies for Hispanic/Latinx and African American/Black students.

This has created a culture of equity demonstrated through Crafton Hills College curriculum and instructional programs, support services, diversity programming, and professional development activities.

Background

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 students of diverse ages, interests, and backgrounds have enrolled at the College. CHC currently serves approximately 5,000 students per semester, offering more than forty majors in the liberal arts, sciences, career, and technical studies. The buildings and grounds have been designed to promote community, reflection, growth, and learning.

The recently revised Mission Statement of Crafton Hills College has an emphasis on diversity and inclusion.

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

- Respect: To champion active listening and open dialogue within our community.

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- Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and innovative ideas.
- Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Equity Themes and Budgeted Initiatives

The initiatives that Crafton Hills College will undertake and financially support reflect an emphasis on one or more of the following themes: (a) Student networking, outreach, and mentoring; (b) curriculum review and development, instructional techniques, and student support-based strategies; (c) professional development and hiring practices; and (d) increased data tracking and analysis.

Student Networking, Outreach, and Mentoring

This theme is reflective of our efforts to demonstrate our college's cultural responsiveness more overtly, particularly among our African American/Black and Hispanic/Latinx communities. (Examples include the establishment of race-specific Learning Communities or exploring programs like Umoja and Puente or creating a Multicultural Center.) Additionally, partnerships with local organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire will facilitate community events. Efforts to invite current and prospective students—and their families—to on-campus events that recognize and celebrate African American/Black and Hispanic/Latinx heritage while incorporating information about pertinent college resources and services will be undertaken. The campus will hold events with African American/Black and Hispanic/Latinx student panelists to discuss a range of challenges and opportunities associated with the college experience. Finally, this theme encompasses our plans to create mentoring opportunities for students, including faculty/staff-to-student mentoring and peer-to-peer mentoring.

Curriculum, Instructional, and Student Support-Based Strategies

This theme begins with an intentional review of curriculum to include equity in all course outlines. Additionally, the incorporation of Ethnic Studies (including African American/Black Studies courses) provides opportunities for students to explore and celebrate their own and other's cultural heritage through an academic lens. To support academic success of marginalized populations, instructional support includes the deployment of embedded tutors and supplemental instruction, particularly in courses with high African American/Black and Hispanic/Latinx student enrollment. Faculty and staff are encouraged to utilize Starfish to connect African American/Black and Hispanic/Latinx students to key college supports and personnel as they meet important milestones. Library

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resources have been added to ensure adequate resources for research. Similarly, the addition of 24/7 librarian support is available.

Finally, CHC has made a commitment to implementing a redesigned counseling model focused on serving the needs of students based upon their progress towards achieving their educational goals and more intentionally connecting with students via our newly hired Completion Coaches. Reflective of the college's efforts towards more intentionally embedding equity and inclusion within key institutional processes, it has included DEI (Diversity, Equity, and Inclusion) into its program review, curriculum review, faculty evaluation, and student learning outcomes processes.

Professional Development and Hiring Practices

Crafton Hills College continues training faculty and staff in equity-minded practices. Currently, we are a partner with the USC Race and Equity Center. An emphasis on exploring disaggregated data at class, program, and activity levels informs development and implementation of equity-minded strategies.

Continued efforts are made to engage our faculty and staff through professional development on such topics as culturally responsive teaching, equity in student support, and equity-driven data analysis. Additionally, the college is currently implementing strategies to increase the number of faculty of color that are hired and retained, specifically focusing on candidates from African American/Black and Latinx communities.

Increased Data Tracking and Analysis

Crafton Hills College has made a commitment to train faculty and staff to become data coaches–individuals possessing data literacy skills and an ability to facilitate evidence-based dialogue concerning the narrowing of observed equity gaps in the classroom and in student support programs. Additionally, this theme comprises efforts toward making more extensive use of available data and implementing new processes that allow for better access and use of evidence in reaching students and connecting them with key resources and services.

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Key Objectives

The CHC Student Equity Plan serves an integral role in mapping the College's path to intensify students' sense of belongingness. The College is committed to:

- Increase the percentage of African American/Black students who apply and enroll at CHC in the same year.

- Increase the percentage of African American/Black students persisting from fall to spring.

- Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.

- Increase the percentage of African American/Black students' degree or certificate attainment.

- Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

- Our Key Objectives align with the California Community Colleges Chancellor's Office (CCCCO) June 2021 "Call to Action" and Vision for Success initiative.

- The plan reflects the feedback received from the college's shared governance groups, students, and the Strategic Planning Process session. Equity initiatives (objective) will be included in the new Educational Master Plan 2022-2027.

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Instruction Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC (Crafton Hills College) in the same year

Objectives

- 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
- 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
- *2024-2025:* Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color.	Plan, Enrollment Data	Fall 2023	GF, SEA	Vice President of Instruction
Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories.	Plan, Number of marketing efforts	Fall 2023	Retention and Outreach Fund, GF (General Fund)	Director Institutional Advancement, Director Outreach and Educational Partnership
Establish African American/Black studies courses or programs.	Curriculum and Program development	Fall 2024	GF, SEA	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff and management on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of	Reduction/Removal of DI (Disproportionate Impact) for AA/Black student population	Spring 2022 – Spring 2024	SEA (Student Equity and Achievement)	Vice President of Instruction, Academic Senate

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African American faculty and staff.				
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Letters, Arts, & Mathematics, Tutoring Coordinator & SI Coordinator
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).	Increase in proportion of AA/Black tutors	Spring 2023	GF, SEA	Counseling Chair, Math and English Chairs
Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in persistence among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs, deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success among AA/Black students	Fall 2023	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Tutoring Coordinator & SI Coordinator, Chairs Committee
Provide open educational resources to students and other means to pay for texts/course materials.	Increase enrollments and access to classes for AA/Black students	Fall 2023	SEA	Vice President of Instruction, Open Education Resources,

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				Open Education Liaison, Resources Leads

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Student Services Goal 1: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year

Objectives
- 2022-2023: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
- 2023-2024: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
- *2024-2025:* Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student enrollments. Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process both in-person and online. Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).	Plan, Application data	2022-2024	Retention and Outreach Fund, SEA, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Counseling Chair
Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students.	Student enrollment and achievement data	Spring 2023	SE, GF	Vice President of Student Services, Dean Office of Institutional

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				Effectiveness, Research, & Planning, Student Services Council, Counseling Department, Academic Senate
Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.	Plan, Number of Partnerships	2022-2025	Retention and Outreach Fund, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, California Teachers Association
Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.	Application Data	2023-2024	GF, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Student Services, Director Outreach and Educational Partnerships

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Instruction Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.

Objectives
- 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
- 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
- *2024-2025:* Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide training and ongoing support to thirty teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate
Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Educational Technology Committee
Provide easy access to class rosters by ethnicity/race for each teaching faculty.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Educational Technology Committee

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Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, Dean of Letters, Arts, & Mathematics, Academic Senate Leadership, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Educational Technology Committee, Mentoring Onboarding and Professional Development
Implement Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	SEA	Vice President of Instruction, LFM Team, Curriculum Committee, Curriculum Leads, AB 705 Leads, Academic Senate
Fully implement the revision of the SLO (Student Learning Outcomes) tool and PPR tool and processes to regularly examine DI outcomes and make improvements.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF	Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, & Planning, PPR Committee, Academic Senate, Curriculum Committee, Chairs Committee

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Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF	Vice President of Instruction, Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate, Chairs Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF	Professional Development Committee, Academic Senate
Develop African American/Black studies curriculum.	Number of courses	Fall 2023	GF	Vice President of Instruction, Curriculum Committee, Chairs Committee, Faculty
Increase the use of literature in classes that highlight and support the Black experience.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Faculty, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Curriculum Committee
Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase in course success and fall to spring persistence among AA/Black students	Fall 2023	GF, SEA	Vice President of Instruction, Academic Senate, Curriculum Committee Chairs Committee, LFM Team
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students.	Increase in course success and fall to spring persistence among AA/Black students	Spring 2023	GF, SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Academic Senate,

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				Tutoring Coordinator & SI Coordinator

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Student Services Goal 2: Increase the percentage of African American/Black students persisting from fall to spring.

Objectives
- 2022-2023: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
- 2023-2024: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
- *2024-2025:* Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration.	Targeted Plan, Number of opportunities/ activities for AA/Black Students	2022-2024	SEA, Retention and Outreach Funds, GF	Vice President of Student Services, Associate Dean of Student Services-Student Life, Student Services Council, Counseling Chair
Show case African American/Black students and Alumni success stories to celebrate African American/Black students and Alumni accomplishments.	Number of stories for AA/Black Students, Alumni Success Stories	2022-2025	SEA, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Honors Steering Committee, Counseling Chair, Student Services Council, Chairs Committee
Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus.	Facility	2022-2024	SEA, GF	Student Equity and Achievement Committee
Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students.	Number of recognition activities for students, Number of SEP for AA/Black students	2022-2024	SEA, GF	Dean of Student Equity and Student Services, Counseling Chair

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Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences.	Number of students attending conferences	Fall 2022-2025	SEA, Retention and Outreach Funds, Student Activities Funds	Associate Dean of Student Services- Student Life, Student Senate, Vice President of Student Services, Academic Senate, Honors Steering Committee
Provide disaggregated data by ethnicity/race for all support services.	Data	2022-2025	Streamlining Funds, SEA	Dean Office of Institutional Effectiveness, Research, & Planning, Vice President of Student Services, Student Services Council Members
Develop targeted outreach and marketing plan to increase participation in services of African American/Black students for counseling and support services.	Targeted Plan, success, and retention data	2022-2024	SEA, GF, Retention and Outreach Funds	Director Outreach and Educational Partnerships, Director Institutional Advancement, Student Services Council
Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students.	Data of GP (Guided Pathways) Counseling Model Benchmarks, retention data	Fall 2022	SEA, GF, Retention and Outreach Funds	Dean of Student Equity and Student Services, Counseling Chair, Guided Pathways Leads
Develop plan to celebrate faculty, staff and departments equity student successes and achievements.	Plan, Number of celebrations	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Student Equity and Achievement Committee, Academic Senate, Honors Steering Committee, AB 705 Leads,

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				Career and Technical Education Liaison
Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), flexible testing/makeup availability, online homework platform variety, etc.).	Student Success Data	Fall 2023	GF, SEA	Remove Barriers: Vice President of Instruction, Distance Education Coordination Council, Technology & Educational Support Services Identify Barriers: Academic Senate, Honors Steering Committee, AB 705 Leads, Educational Technology Committee
Develop and/or improve action steps and provide activities that help to reduce initiative burnout for faculty and staff.	Action steps, number of activities	Fall 2023	GF, SEA	Vice President of Instruction, Vice President of Student Services, Professional Development Committee, Academic Senate, Educational Technology Committee

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Instruction Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.

Objective

- 2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
  2024-2025: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction**,** Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team, Mentoring Onboarding and Professional Development, Educational Technology Committee, AB 705 Leads
Increase access to disaggregated data by course success for classes taught by instructors.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Increase access to class rosters with ethnicity for classes taught by instructors.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Technology & Educational Support Services, Distance Education

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				Coordination Council, Educational Technology Committee
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team
Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads
Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the outcomes reporting web tool to make it easier for instructors and staff to examine disaggregated SLO and SAO data.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to	Increase transfer level math and	Spring 2023	SEA, GF	Dean Office of

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make it easier to include and address DEI in the curriculum and in the achievement measures.	English course success among Hispanic/Latinx students			Institutional Effectiveness, Research, & Planning, Academic Senate
Provide more professional development specifically designed to serve Hispanic/Latinx students.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development
Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.	Increase transfer level math and English course success among Hispanic/Latinx students	Spring 2023	SEA, GF	Vice President of Instruction, Dean of Letters, Arts, & Mathematics, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Mentoring Onboarding and Professional Development, Tutoring Coordinator & SI Coordinator, Math and English Chairs
Celebrate faculty successes and student achievements.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Academic Senate, Chairs Committee
Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas,	Increase transfer level math and	Fall 2023	SEA, GF	Vice President of Instruction,

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OER, flexible testing/makeup availability, online homework platform variety, etc.).	English course success among Hispanic/Latinx students			Vice President of Student Services, Vice President of Instruction Remove Barriers: Vice President of Administrative Services, Distance Education Coordination Council, Technology & Educational Support Services Identify Barriers: Academic Senate, Honors Steering Committee, AB 705 Leads, Educational Technology Committee
Develop and/or improve action steps that help to reduce likelihood burnout.	Increase transfer level math and English course success among Hispanic/Latinx students	Fall 2023	SEA, GF	Vice President of Instruction, Vice President of Student Services, Academic Senate, Educational Technology Committee

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Student Services Goal 3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
- *2024-2025:* Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students. As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.	Program development, success, and retention data	Summer 2023	SEA, Retentions and Outreach Funds, GF	Vice President of Student Services, Vice President of Instruction, Dean of Student Equity and Student Services, Associate Dean of Student Services-Student Life, San Bernardino Community College Teachers Association, Academic Senate
Implementing the new Counseling Guided Pathway model to focus on Student Equity principles. Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.	Program development, Program Benchmark data, retention data	Fall 2023	SEA, GF	Vice President of Instruction, Dean of Student Equity and Student Services, Counseling Faculty Chair, University Transfer Faculty Coordinator, Career Center Faculty Coordinator, Academic Senate, GP Lead, Chairs Committee

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Instruction Goal 4: Increase the percentage of African American/Black students' degree or   certificate attainment.

Objective
- 2022-2023: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
- 2023-2024: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
- 2024-2025: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Establish African American/Black studies courses or programs.	Number of courses	Fall 2023	SEA, GP	Vice President of Instruction, Curriculum Committee, Academic Senate
Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2024	SEA, GP	Vice President of Instruction, Mentoring Onboarding and Professional Development, Academic Senate, Valuing Equity-Sustaining Practices for Achievement
Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Tutoring Coordinator & SI Coordinator, Math & English Chairs
Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic	Increase in course success, fall to spring persistence, and awards earned	Spring 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics,

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milestones (attainment of fifteen units, 30 units).	among AA/Black students			Tutoring Coordinator & SI Coordinator, Counseling Chair
Identify African American students that have yet to complete their educational plans and using Starfish and relationships with their instructors to connect them with the Counseling Department.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Vice President of Student Services, Counseling Chair, Starfish Lead
Identify barrier courses for African American students and working with faculty chairs to deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.	Increase in course success, fall to spring persistence, and awards earned among AA/Black students	Fall 2023	SEA	Vice President of Instruction, Dean of Letters, Arts, and Mathematics, Chairs Committee, Academic Senate

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Student Services Goal 4: Increase the percentage of African American/Black students' degree or certificate attainment.

Objective
- 2022-2023: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
- 2023-2024: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
- 2024-2025: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).	Program development, Program Benchmark data, retention data	Fall 2023	SEA, Retentions and Outreach Funds, GF	Vice President of Instruction, Vice President of Student Services, Dean of Student Equity and Student Services, Associate Dean of Student Services- Student Life, Academic Senate
Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student retention to completion. Activities will include one that connects prospective students with current students.	Plan, Application data	2022-2024	Retention and Outreach Fund, SEA, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, Academic Senate, Career and Technical Education Liaison & Faculty, Counseling Chair
Continue to regularly schedule cultural events that celebrate African American/Black	Number of events cultural events that celebrate African	2022-2025	Retention and Outreach	Associate Dean of Student Services – Student Life,

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heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).	American/Black heritage, Number of partnerships with local organizations		Fund, SEA, GF	Student Services Council, Academic Senate

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Instruction Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
- 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Academic Senate, Chairs Committee, LFM Team, Educational Technology Committee, AB 705 Leads
Increase access to class rosters with ethnicity for classes taught by instructors.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	Retention and Outreach Fund, SEA, GF	Vice President of Instruction, Educational Technology Committee, Academic Senate
Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement, Chairs Committee, LFM Team
Increase the use of literature in classes that highlight and support the Hispanic/ Latinx experience.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Fall 2023	SEA	Vice President of Instruction, Academic Senate, Valuing Equity-Sustaining Practices for Achievement,

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				Open Education Resources Liaison, Curriculum Committee
Provide research based instructional strategies to increase equity outcomes in the classroom.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate, AB 705 Leads
Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2024	SEA, GF	Dean Office of Institutional Effectiveness, Research, & Planning, California Teachers Association, Academic Senate
Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	GF	Dean Office of Institutional Effectiveness, Research, & Planning, Academic Senate, Chairs Committee
Provide more professional development specifically designed to serve Latinx/Hispanic students.	Increase course success, fall to spring persistence, and transfers among Hispanic/Latinx students	Spring 2023	SEA, GF	Professional Development Committee, Academic Senate
Increase access to supplemental instruction and embedded tutoring. Research	Increase course success, fall to spring persistence data, and	Spring 2023	SEA, GF	Vice President of Instruction, Dean of

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strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.	transfers among Hispanic/Latinx students			Letters, Arts, & Mathematics, Academic Senate, Tutoring Coordinator & SI Coordinator, Math & English Chairs

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Student Services Goal 5: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution.

Objective
- 2022-2023: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
- 2023-2024: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
- 2024-2025: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

ACTIONS	PERFORMANCE OUTCOMES	TIMELINE	FUNDING SOURCE	RESPONSIBLE PARTY
Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish. These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid both in-person and online.	Plan, registration, and transfer data, number of marketing campaigns	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Outreach and Educational Partnerships, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related	Marketing materials	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator

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information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.				
Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring. This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges. Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.	Number of Networking, Mentoring Activities for Hispanic/Latinx students	2022-2024	SE, Retention and Outreach, GF	Dean of Student Equity and Student Services, Director Institutional Advancement, University Transfer Coordinator, Academic Senate, Counseling Chair, Educational Technology Committee
Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan. This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).	Data	2022-2025	SEA, Retention and Outreach, GF, Streamlining Funds	Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Counseling Faculty Chair, University Transfer Faculty Coordinator
Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to	Dashboard	2022-2025	SEA, Retention and	Vice President of Student Services,

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			Outreach, GF, Streamlining Funds	Dean of Student Equity and Student Services, Dean Office of Institutional Effectiveness, Research, & Planning, Guided Pathways Lead, Counseling Chair
readily access real time data and monitor ed plan towards completion.				

Student Equity Budgeting 22-2025

In addition to the proposed priorities listed below that are essential in making transformative change around racial equity, CHC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with both the Vision for Success and Student Equity Plan Goals.

The California Community Colleges Chancellor's Office (CCCCO) and Legislature (SB (Senate Bill) 1456 & SB 860) have provided significant funding to increase student success and equity in community colleges. CHC has used the funding in a variety of ways including the funding of positions, professional development, programs, and services to meet the requirements of the legislature, increase student success, and close equity gaps. The 2022-2025 allocation is focused on improving the CCCCO Vision to Success Goals.

Total Student Equity and Achievement (SEA) Allocation

Amount **$2,375,371**

Expenditure Type	Amount
1000 - Instructional Salaries	$764,118
2000 - Non-Instructional Salaries	$754,541
3000 - Employee Benefits	$578,270
4000 - Supplies and Materials	$9,500
5000 - Other Operating Expenses and Services	$267,442

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6000 - Capital Outlay	$1,500
7000 - Other Outgo	$0
Total Expenditures	**$2,375,371**

Assessment of the progress made in achieving identified goals

Our college's progress towards achieving our stated goals takes the form of structural institutional processes or practices that are conducive to taking substantive equity-minded action across our programs and the evidence we have to date concerning the effects of those processes.

Structural Processes/Institutional Practices

One institutional practice that is foundational to successfully implementing a broad-based equity agenda is our continued emphasis on working with disaggregated data, both at the class or section-level and the program activity-level, with an eye towards identifying instances of disproportionate impact and employing processes or practices meant to systematically address them. A growing number of our college's faculty examine their disaggregated section-level data and employ a set of effective equity-minded strategies gathered via training received from the USC Race & Equity Center to address observed gaps. Similarly, most of our student services units examine disaggregated data for African American and Hispanic students based on specific services they offer with a focus on creating pathways for equitable access to those services. Such work is done on an ongoing basis, with proper support and leadership by key stakeholders, including the college's vice presidents.

A second practice maintaining an emphasis on equity-minded practices is our program review and student learning processes that specifically requires programs and faculty to regularly reflect on disaggregated data–including the forthcoming student learning outcomes and service area outcomes data at the student-level–to develop plans for enhancing equitable student outcomes in their respective programs and support services.

Evidence of Progress Towards Equity Goals

Based on the student success metrics, the college improved or exceeded in three out of 5 equity goals identified in the original 2019-2022 equity plan:

- Transfer to a 4-year institution (goal was to increase by 2% with a total of 642 students achieving this metric)

- Completion of transfer-level Math & English (goal was to increase by 2% with a total of 161 students achieving this metric)

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- Attainment of the vision goal completion (goal was to increase by 2% with a total of 476 students achieving this metric)

Key Campus Collaborators The CHC Equity Plan goals and action items were developed during the spring 2022 in collaboration with the following CHC campus stakeholders:	• Academic Senate • Classified Senate • Student Senate • AB (Assembly Bill) 705 Faculty Leads • Counseling Department • Guided Pathway Task Force • English Department • Enrollment Strategies Committee • Educational Technology Committee • Honors Program	• Math Department • Office of Institutional Effectiveness, Research & Planning • Professional Development Committee • San Bernardino Community College District Black Faculty Staff Association • Student Equity and Achievement Committee • Student Services Council

Governance Group Review

Student Equity and Achievement Committee – October 3, 10, 17, and 31 2022

Academic Senate –November 16 and December 7, 2022

Classified Senate –November 18, 2022

Student Senate –December 9, 2022

Crafton Hills College Council –December 13, 2022

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Student Equity Plan 2022-2025

CRAFTON HILLS COLLEGE

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Student Equity and Achievement Program

Crafton Hills College - Student Equity Plan (2022-25)
Equity Plan Reflection for 2019-22

Crafton Hills College has taken an initiative-taking role in updating process and practices to eliminate barriers for students; to enroll, persist, transfer, and complete their education goal.

We have:

- Scaled early alert and intrusive advisement to prevent attrition
- Promoted high engagement teaching, service, and support throughout the college
- Analyzed quantitative and qualitive data to better understand disproportionate impacted African American/Black and Hispanic Latinx students
- Streamlined the Financial Aid process, students are now able to submit verification forms completely online
- Created clear program pathways to promote completion and success
- Provided professional development for staff and faculty regarding barriers to completion
- Created Online Educational Resources for GE (General Education) courses, and transfer level Math and English
- Provided specialized counseling, mental health support, and instructional support to military veterans via the Veterans Resource Center
- Provided counseling and retention services to ensure students stayed on course to complete their goals

Crafton Hills College has also completely implemented AB705. All Crafton students can start in transfer level English and Math. Students are provided placement recommendations based on high school coursework, grades, and GPA. The college is also currently not offering Math or English courses that are below transfer level. The percentage of students placing into transfer level English increased from 37% prior to the implementation of AB 705 to 96% after the implementation of AB 705, a 160% increase. Equally important, the percentage of students placed into transfer level Math increased from 18% prior to the implementation of AB 705 to 82% after the implementation of AB 705, a 355% increase. In addition, the number of students completing transfer level English increased by 31% and the number of students completing transfer level Math increased by 82%. To facilitate the transition to AB 705, Crafton Hills College provided embedded tutors, ongoing training to faculty, used a co-requisite model, and the same instructors taught both the transfer course and the support co-requisite course.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Overall, based on the student success metrics (snapshot) Crafton Hills College (CHC) improved and exceeded in three out of 5 equity goals set for 19-22:

- Transfer to a 4-year institution (goal was to increase by 2% with a total of 642 students achieving this metric),

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- Completion of transfer-level Math (goal was to increase by 2% with a total of 161 students achieving this metric) & English,
- Attained the vision goal completion (goal was to increase by 2% with a total of 476 students achieving this metric).

Specifically, there was a 26% increase in the number of students who transferred to a 4-year institution from 607 students starting with 16-17 baseline to 764 students recently reported in 19-20. Additionally, there was a 104% increase in the number of students who completed transfer-level Math & English from 187 students starting with 17-18 baseline to 381 students based on the most recent data available for 20-21. Furthermore, there was a 32% increase in the attainment of the vision goal completion from 477 students starting with 17-18 baseline to 629 students based on 20-21 data.

African American/Black

The minimum number of AA/Black students that would need to be retained from fall to spring at CHC to no longer be identified as disproportionately impacted is three.

In the baseline year of 17-18, 3.1% of our AA/Black students attained the Vision Goal; when this is divided by the 4.2% of AA/Black students in our student population (i.e., reference group), the resulting proportionality index (PI) value is 0.74. Based on the most recent 20-21 data, the resulting PI value was 0.75; this illustrates a slight widening of that equity gap.

Hispanic / Latinx

Hispanic/Latinx students have historically experienced one of the largest equity gaps for the completion of transfer-level Math and English. The minimum number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English to no longer be identified as disproportionately impacted is fifteen.

The minimum number of Hispanic/Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve.

2022-25 PLANNING EFFORTS

The 2019-22 student equity plan identified seven areas where African American/Black females and males experienced disproportionate impact (DI) and four areas where Hispanic/Latinx females and males experienced DI. These were the groups that experienced the most DI at Crafton Hills College and the groups that continue to historically experience DI.

The activities to support the goals to remove the DI primarily focused on improving processes, implementing strategies that were related to student success, conducted research to develop a better understanding of why certain groups struggle, and engaged in professional development for faculty and staff. Even though Crafton completed most of the activities, Hispanic/Latinx and African

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American/Black students still experienced DI. One of the things that we learned from this, is that Crafton needed to be more purposeful and shift to race conscious activities.

Crafton Hills College (CHC) has taken an initiative-taking approach to use qualitative and quantitative data to help with the planning efforts of the 2022-25 student equity plan. In the Fall 2019 term, Crafton Hills College worked with the RP (Research Planning) Group to conduct six focus groups with student populations with historically low course success rates to understand the experiences of students at various stages of their educational journeys. Some of the findings helped to inform the development of the 2022-25 student equity plan are listed in the following: 1) Students' relationships and interactions with instructional faculty had a powerful impact on their educational experiences, 2) Challenges exist with the cost of textbooks and supplemental materials, 3) Some students encountered difficulties with instructors who they felt lacked empathy, needed stronger pedagogical skills, and/or behaved unprofessionally, 4) Some African American/Black and Hispanic/Latinx students struggle to find a sense of belonging on campus, 5) Some students also identified the need for student services to increase campus visibility, improve website information and offer online support services.

Since Fall 2020, CHC has also participated in the Chancellor's Office Streamlining Project Pilot where Academic and Student Support programs focus on examining internal data to analyze support services for African American/Black, Hispanic/Latinx, and economically disadvantaged students. The focus of these efforts has been on examining student access of key services and resources, including our Transfer Center's Canvas shell, tutoring support services, counseling appointment attendance, receipt of food vouchers and gift cards, and receipt of alternate media/assistive technology assistance (among others). Our college has taken an intentional approach to specifically examine the representation of Hispanic/Latinx and African American/Black in these support services relative to their representation in the student population (e.g., if 4.3% of all students are African American/Black is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. Equally important, our college's work group, comprising representatives from all student support programs, has dedicated time to discussing patterns in the data findings and working collaboratively to identify activities designed to eliminate observed equity gaps, many of which are documented in this plan. This is an ongoing and iterative endeavor, and one done in collaboration with the Office of Institutional Effectiveness, Research & Planning. And this work has empowered all student support programs to develop plans to better serve African American/Black, Hispanic/Latinx, and economically disadvantaged students and help close observed equity gaps in these support services. In this way, CHC has already put into place structures and processes conducive to strategically identifying and responding to observed equity gaps, particularly for African American/Black and Hispanic/Latinx students.

Based on the outcomes of the activities illustrated above and the results of the focus groups and Streamlining Project, Crafton's 2022-25 focuses on addressing equity in our support services, classroom, reducing costs for students, and specifically addresses strategies for Latinx and African American/Black students.

PANDEMIC ACKNOWLEDGEMENT

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☐   Delayed Work

Crafton Hills College remained fully committed to closing equity gaps during the pandemic. Based on the student success metrics (snapshot) Crafton Hills College (CHC) improved and exceeded three out of 5 equity goals set for 19-22. However, we recognize that we encountered some delays in student engagement activities and the development of innovative programs because of this pandemic. Sample of delayed activities are included below:

1. Provide targeted outreach and recruitment, focusing on groups with high disproportionate impact, such as African American females and male Foster Youth
2. Create scaffolded non-credit and credit certificates leading to higher-level certificates or degree(s)
3. Create Student Success Teams to meet the retention needs of DI groups
4. Develop a research strategy to understand why students apply but do not enroll

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STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS:

Student Population* for Metric Workflow	Metrics				
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	X		X		X
Hispanic or Latino/a/x		X		X	

Populations detailed in Education Code 78220

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Metric: Successful Enrollment

Increase the percentage of African American/Black students who apply and enroll at Crafton Hills College

 Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.4% to 33.6%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.6% to 33.9%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Currently the Crafton Hills College enrollment policies, practices and processes can create barriers for students to enroll and/or attend college. Based on a focus group of students who applied and did not enroll, major friction points in the enrollment process include challenges using the online registration process and students expressing a desire to have better guidance from Crafton on which classes or programs that would best suit their educational goals. In addition, students described a feeling of being confused about whether a class was offered on-campus or online and needed help navigating the site. A recommendation from the focus group study was to simplify the registration process so that students can more easily complete the application.

In Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to the present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students

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who do feel a sense of belonging despite being a small sub-population similar in size to African American/ Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NACCC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% of the African American/Black students that responded to this question (N=12) indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. In contrast, 100% of African American/Black students that responded to this question (N=7) indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the Student Voices study and recent NACCC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how many of our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURAL EVALUATION - Current Structure

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

☐ **Instruction**

Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Specifically, according to African American/Black students they are impeded from enrolling because of not being able to take classes taught by professors of color. When looking at Crafton's most recent data, 5% of Crafton's faculty is African American/Black and 4% of Crafton's students are African American/Black. Even though there is a higher proportion of African American/Black faculty than students at Crafton, Crafton currently does not have a Full-Time instructional faculty who is African American/Black, which impedes the equitable outcomes for this population.

In addition, even though Crafton has a Social Justice Studies for Transfer Degree with the following courses, Crafton does not have courses specifically around African American/Black history:

- Race, Ethnicity and Diversity
- Sex, Gender, and Society
- Native Peoples of North America
- Communication in a Diverse World

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- Literature by Women
- Chicano/a and Latino/a Studies
- Survey of Latin American History
- Survey of Asian Art
- The American Deaf Experience

Crafton's African American/ Black enrollment is impeded by not having courses that specifically address African American/ Black history.

☐ **Wraparound Services: Student Services**

Historically, Crafton Hills College had limited resources for outreach and targeting marketing for incoming African American/Black students. However, with the new funding from the California Community College Chancellors Office for Retention and Outreach we have funded a new Outreach Department that is planning to conduct targeting outreach, enrollment support and marketing to increase our African American/Black student enrollment. Simultaneously, Crafton Hills College is also improving the enrollment process by incorporating our five Career and Academic Pathways (CAPS) into our CCAPPLY for incoming students to get better connected to their major.

The Streamlining Pilot Project has also allowed Crafton to recognize the need to better support African American/Black students. Crafton is currently in the process of planning to increase race-specific wraparound services to increase the feeling of belonging and remove barriers for African American Black students.

☐ **Other**

There are integrity issues with the data reported through Student Success Metrics (SSM) for this metric. Specifically, with the number of applicants. The last year for which we have confidence in the data was in 17-18 where there were 9,400 applicants; there was evidence of DI found for our AA/Black students. It is important to note that in the 18-19 academic year there were 31,640 applicants according to the SSM snapshot which illustrates a 237% increase from the previous academic year. The number of applicants reported in 19-20 was 62,106 and in 20-21 the number of applicants reported was 22,241. Due to the integrity issues and inconsistency in the number of applicants, future plans will be focused on doing inquiry work among stakeholders from different college areas such as Admissions and Records and the Office of Institutional Effectiveness, Research, and Planning (OIERP) to understand how we can reliably collect and evaluate DI for this metric.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

☐ **Instruction**

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Crafton Hills College supports the establishment of African American/Black courses and/or programs. The college will proactively work to increase a welcoming environment for African American/Black students. This will increase feelings of belonging, inclusion, welcome, and safety. The college strives to increase representation in classes taught by professors of color specifically among FT instructors. This can help with the enrollment of our African American/Black students.

Research also indicates that Crafton needs to do a better job of incorporating DEI across instruction in the Course Outlines of Record as well as developing curriculum that specifically highlights the Black experience. Also, Crafton needs to institutionalize processes and support faculty in looking and interpreting disaggregated classroom data on a regular basis so that they can develop strategies to address DI in the classroom. These strategies can happen and be improved with professional development, in faculty evaluations, outcomes assessment, and in program review.

☐ **Wraparound Services: Student Services**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase student success for African American/Black students. The areas of focus to increase enrollment are listed below:

- Outreach will plan Black Excellence Event, conduct high school outreach activities to target African American/Black students and their families so they can learn more about CHC support and academic programs.
- African American/Black Student Ambassadors will be hired to connect with prospective students through our Outreach and Educational Partnerships Office.
- Outreach will proactively assist our AA/Black students in completing enrollment process that includes completing the placement process, attending the new student advisement workshop, development of their student educational plan through an appointment with online counseling, and registering for classes.
- Crafton Hills College will promote information about CHC's agreements with Historically Black Colleges and Universities.
- Crafton Hills College plans to create a website for AA/Black students to find resources, support, and activities for them.
- Crafton Hills College plans to increase advertising and signage that relates to African American/Black students' culture on campus i.e., Food, pictures, curriculum to increase sense of belonging.

☐ **Budgeting and Administration (HR, Purchasing, Processes)**

Crafton needs to increase its African American/Black faculty, staff, and administration representation by improving its hiring and retention processes.

Structure Evaluation: Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

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Crafton Hills College Student Services Council is committed to doing a comprehensive review of the enrollment process and update policies, and procedures to improve the enrollment of African American/Black students.

ACTION STEPS

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

☐ **Instruction**

Crafton Hills College is currently in the process of working to increase the feelings of belonging, inclusion, welcome and safety among African American / Black students.

- Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color Increase marketing efforts that highlight African American/Black student success stories.
- Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories.
- Establish African American/Black studies courses or programs.
- Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.
- Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.
- Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).
- Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.
- Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.
- Provide open educational resources to students.

☐ **Wrap-Around Services**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the number of African American/Black students who apply and enroll. The action items are listed below:

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- Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student enrollments. Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process. Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).

- Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students.

- Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.

- Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.

The research office has access to data on students that apply, participate in online orientation, and enroll. Therefore, if there is still evidence of DI found for our AA/Black students, outreach efforts can be focused on reaching out to these students and helping them complete the remaining steps of enrollment (i.e., placement process, new student advisement workshop, student educational plan appointment, and registering for classes).

Chancellor's Office Supports: SUPPORT NEEDED

X   Field Guidance & Implementation Support

X   Data & Research Support

X   Technology Investments & Tools

Explanation of Supports Needed: You may use this space to explain your selections.

As outlined above, future plans that will be focused on doing inquiry work among stakeholders from different college areas such as Admissions and Records and the Office of Institutional Effectiveness, Research, and Planning to understand how we can reliably collect, evaluate data, and DI evidence for this metric. Support will be needed from stakeholders in the form of feedback

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once an internal data collection and metric revision is ready to be presented. It will also be critical to increase support for outreach and marketing efforts.

Crafton needs an easy-to-use application process and registration tools. The State could help by providing support to colleges by developing a Statewide system for registration and improving CCCApply.

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Metric: Completed Transfer-Level Math & English

Crafton hills college has identified Hispanic/Latinx students as being Disproportionate Impacted to completing transfer level Math and English within the first year.

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 17.4% to 18.1%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.1% to 18.9%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of Hispanic/Latinx students completing transfer level Math and English within the first year from 18.9% to 19.6%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Hispanic/Latinx students have historically experienced one of the largest equity gaps for the completion of transfer-level Math and English. In 17-18, our Hispanic/Latinx students had a completion rate for transfer-level Math and English of 6.8%, and the completion rate for transfer-level Math and English for all other ethnic groups combined (excluding Hispanic/Latinx) was 9.1%, resulting in the observed PPG-1 value of -2.3%. As of 20-21, the observed PPG-1 value was -4.1%; this illustrates a -1.8-percentage point change and widening of that equity gap. The minimum number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English to no longer be identified as disproportionately impacted is fifteen. The total number of Hispanic/Latinx students that would need to successfully complete transfer-level Math and English for all ethnicity groups to achieve this metric at the same rates (i.e., to close this equity gap) is thirty-seven.

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Based on the most recent data available, in 19-20, the observed PPG-1 value was -3.4%; this illustrates a -0.7-percentage point change and widening of that equity gap. The minimum number of Hispanic/Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve. Forty-three Hispanic/Latinx students would need to transfer to a four-year institution for all ethnicity groups to achieve this metric at the same rates (i.e., close this equity gap).

STRUCTURE EVALUATION: Current Structure

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

☐ **Instruction**

Hispanic/Latinx and African American students have consistently been identified as disproportionately impacted and not completing courses successfully at the same rate as other groups at Crafton Hills College. Specifically, the course success rates for Hispanic/Latinx students have been statistically significantly lower than the overall Crafton population for the last three years. Equally important, Hispanic/Latinx students have a 50% transfer Math course success rate compared to an overall rate of 57%, and a 62% transfer English course success rate compared to an overall rate of 67%. In both transfer level Math and English, the course success for Hispanic/Latinx/Hispanic students needs to increase to help address the disproportionate impact.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "How do you feel at your institution" Hispanic/Latinx students indicated the following:

- 71.2% (n=116) specified they felt completely or moderately safe
- 76.1% (n=124) specified they felt completely or moderately welcome
- 65.1% (n=106) specified they felt completely or moderately included

When asked, "to what extent do you feel you matter in each of the following types of classes at your institution."

- 56.3% (n=63) of Hispanic/Latinx students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered.
- In contrast, 70.4% (n=64) of Hispanic/Latinx students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the recent NAAC survey findings demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our Hispanic/Latinx students. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing

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representation in classes taught by professors of color can help with the success of our Hispanic/Latinx students.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Currently, Crafton Hills College does not have a summer bridge and/or a first-year experience program which impedes equitable outcomes for Hispanic/Latinx students, especially when one considers the success rates of Hispanic/Latinx students who participate in such programs. Research shows that summer bridge or first year experience programs that incorporate student success courses result in increased student retention, persistence, transfer level Math and English completion, transfer, and degree completion, at higher rates than those students not participating in similar programs (Bailey et al., 2015).

Crafton Hills College is currently in the process of planning wraparound services to remove disproportionate impact for Hispanic/Latinx students completing transfer level math and English within the first year.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform this process, policy, practice, or culture toward a more equity-minded one?

☐ **Instruction**

Equity and Inclusion Within Program Review and SLOs (Student Learning Outcomes)

We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO (Student Learning Outcomes) data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

Classroom Equity Reports and the USC Race and Equity Center

We recently launched data equity reports that allow faculty to access race/ethnicity data for specific classes that they teach, including enrollment, success, and withdrawal data. We have coupled such data availability with extensive training via our partnership with the USC Race and Equity Center. That partnership, in place since 2020, has empowered both full-time and part-time faculty with the strategies necessary to examine data for equity gaps–and more importantly–employ well-researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with

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the help of the USC Race and Equity Center, continue training faculty on how to address equity for Hispanic/Latinx students in the classroom.

To facilitate a shift to equitable outcomes for Hispanic/Latinx students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often meet the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI (Diversity, Equity, and Inclusion) strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our Hispanic/Latinx students.

Crafton is also improving its Course Outlines of Records (CORs) by providing specific guidance on incorporating DEI strategies for all courses taught at Crafton and that are incorporated into the syllabi.

Crafton will continue to include embedded tutors in Math and English and provide training on working with Hispanic/Latinx students. Target embedded tutors for Hispanic/Latinx students, enrolled in Math and English courses. In addition, Crafton will target resources to courses that have higher than average Hispanic/Latinx enrollment and provide researched best practices to specifically help Hispanic/Latinx students.

- Increase Supplemental Instruction and embedded tutoring for Math and English courses with high Hispanic/Latinx enrollment.
- Establish list of courses that have higher success rates for Hispanic/Latinx students.
  - Integrate these courses into student educational plans and our campus Guided Pathways initiative.
- Further, increase Supplemental Instructors who are Hispanic/Latinx and tutoring groups that are remotely delivered in both synchronous and asynchronous courses.
- Improve signage to get Hispanic/Latinx students in STEM (Science, Technology, Engineering, and Math) and Tutoring Centers.
- Specifically, message and text Hispanic/Latinx students to access STEM and Tutoring Centers.
- Facilitate group activities focused on Hispanic/Latinx success in Transfer Level Math/ English in the classroom, through our support services, and campus wide.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

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Crafton Hills College is currently in the process of exploring the establishment of a Summer Bridge and/or Hispanic/Latinx first-year experience program so Hispanic/Latinx students get an opportunity to get early exposure to college courses and the ability to connect with campus support programs. Additionally, Crafton Hills College is looking to incorporate the Guided Pathway model so students participate in tutoring or enroll in supplemental instruction courses during their first year. The cohort experience will benefit students English and Math course completion rates. In that program we are looking to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.

The Counseling department is currently moving away from expecting students to reach out to counselors for assistance. The Counseling department is working on a new counseling model that will assign counselors based on expertise to a caseload of students by completed unit count. Our counseling department has developed benchmarks to ensure that students are meeting those steps to ensure successful retention, persistence, and completion. This model seeks to prepare and encourage students to enroll and successfully complete transfer level Math and English. For example, a large focus will be put on developing activities to support students in the 0-15 unit group to identify a major or area of study. Activities will include workshops on major and career exploration, major and career inventory, expand and connect students to volunteer and internship opportunities, and undecided group and individual counseling sessions.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

The action steps below will be taken to address each of the areas identified in the Current Structures sections where specific changes need to occur.

- Implement the new Guided Pathway Counseling Model. The new model will remove the onus of scheduling a meeting with a counselor for the student, instead a completion team in the Counseling department will reach out and help the student schedule an appointment. The completion team will be comprised of a counselor and a student success advocate (completion coach).
- A second practice that is being designed to help our Hispanic/Latinx disproportionately impacted students successfully complete transfer level math and English is a proposed plan to develop a Summer Bridge Program (pilot for first-year program) for a cohort of Hispanic/Latinx and Black and African American students. The proposed model is based on feedback from our campus community for the need to establish a first-year experience program.

ACTION STEPS

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

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☐ **INSTRUCTION**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic of increasing the transfer of Hispanic/Latinx students.

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction
- Increase access to disaggregated data by course success for classes taught by instructors
- Increase access to class rosters with ethnicity for classes taught by instructors
- Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi
- Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience
- Provide research based instructional strategies to increase equity outcomes in the classroom
- Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms
- Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data
- Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures
- Provide more professional development specifically designed to serve Hispanic/Latinx students
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.
- Celebrate faculty successes and student achievements
- Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas, OER, etc.)
- Develop and/or improve action steps that help to reduce likelihood burnout

☐ **WRAP-AROUND SERVICES**

- Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students. As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering for Math and English within the first year during Counseling or orientation sessions.
- Implementing the new Counseling Guided Pathway model to focus on Student Equity principles. Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.

SUPPORT NEEDED

Technology Investments & Tools

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Financial support and training to develop Student Equity Data Dashboards to help track disproportionately impacted student success rates as part of our new counseling model.

Financial support to provide funding for pilot programs such as our Summer Bridge Program for Hispanic/Latinx and African American/Black students.

Metric: Retention from Primary Term to Secondary Term

Increase the percentage of African American/Black students persisting from fall to spring
Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/ Black students persisting from fall to spring from 56.2% to 56.8%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students persisting from fall to spring from 56.8% to 57.3%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students persisting from fall to spring from 57.3% to 57.9%.

Structure Evaluation: Current Friction Points
What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

One of the major friction points encountered by African American/Black students at Crafton Hills College is in the last three years is that they are statistically (p < .001) and (ES >= .18) less likely to successfully complete their courses when compared to the overall course success rates for the campus. Specifically, in 2021-2022, the overall Crafton Hills College student population (73%) had a statistically significant (p < .001) and substantially higher (ES = .18) course success rate than African American/Black students (65%).

In addition, in Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small sub-population similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%. When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. In contrast, 100% (n=7) of African American/Black students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

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Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURAL EVALUATION - Current Structure
What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?
☐   **Instruction**

In Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of seventy-eight students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small subpopulation similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

Faculty representation and mattering in the classroom

When asked, "In this school year, have you had any of the following types of classes at your institution," only 1 in 3 (n=7) of African American/Black students indicated they had a class taught by *professors of color*. In comparison, 57% (n=12) of Black/AA students indicated they had a class taught by *Caucasian or White professors*.

Additionally, when asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by *Caucasian or White professors*, they felt they strongly or mostly mattered. In contrast, 100% (n=7) of African American/Black students indicated that in classes taught by *professors of color*, they felt they strongly or mostly mattered.

Furthermore, when asked, "How do you feel at your institution" African American/Black students indicated the following:
-     65% (n=13) specified they felt completely or moderately safe
-     65% (n=13) specified they felt completely or moderately welcome
-     60% (n=12) specified they felt completely or moderately included

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Results demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

The current wraparound services for students are not race-specific. African American/ Black students are having to navigate the college structure on their own. Therefore, we are currently in the process of planning wraparound services to remove disproportionate impact for African American/Black students in persistence from Fall to Spring. The areas that have impeded equitable student outcomes across student services are listed below.

- There is a lack of on campus community for African American/Black students
- Lack of opportunities for African American/Black students to connect to other African American/Black students in their same major
- Lack of opportunities for African American/Black students to connect with African American/Black campus professionals
- A shortage of targeted outreach to African American / Black students for academic and support services

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Crafton Hills College is currently in the process of implementing and planning to implement strategies in human resources and in recruiting to remove disproportionate impact for African American/Black students in persistence from Fall to Spring. The areas that have impeded equitable student outcomes across these processes are listed below.

- Crafton Hills College faculty, staff and administration recruitments need to focus on recruiting and retention of African American /Black employees.
- Update and improve the equity question in the Human Resources applications for recruitment and provide equity training to all the hiring committee participants to ensure the equity question in the application for recruiting process is weighting and evaluated the responses to the question.
- Conduct target recruitment from HBU.

STRUCTURE EVALUATION: Ideal Structure

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

☐ Instruction

Recommended Action Items in Encounters with Racial Stress from NAAC survey findings:

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Provide professional development (PD) - Institute PD for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. Furthermore, through this PD opportunity, provide faculty and staff with the skills to confront and intervene when these incidents occur, and ask them to prioritize a consistent message to all students that they are intelligent, worthy, and capable of scholarship.

Recommended Action Items in Appraisals of Institutional Commitment from NAAC survey findings:

Practice race-conscious leadership – this includes engaging in ongoing conversations and collaborations with people of color and developing an accurate understanding of realities of race on the CHC campus.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

According to the student voices research, students would like to see the following changes at Crafton.

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the percentage of African American/Black students persisting from fall to spring student are listed below:

- Increase the number of participants that attend culturally specific leadership conferences such as A2MEND
- Implement the Career and Academic Pathways (i.e., guided pathways) approach to Develop Summer Bridge Program for Summer 2023
- Create Summer Bridge and or Learning Community in Summer 2023 for African American/Black students in students services/UMOJA
- Spotlight African American/Black students and their accomplishments. As one of the smallest subpopulations on campus they would like reminders that they are not alone at Crafton.
- Increase student campus communication with African American/Black students (a combination of emails, webpage presence and Crafton app detailing all the activities/events happening on campus)
- Train staff to create an inclusive environment for African American/Black students– suggestions include training staff across the departments (e.g., student services, multicultural center, and campus police and security) in meaningful ways to cultivate inclusive environments.
- Practice race-conscious leadership – this includes engaging in ongoing conversations and collaborations with people of color and developing an accurate understanding of realities of race on CHC campus

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

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Crafton also needs to improve its recruitment processes to increase the number of African American/Black faculty, staff and administration as well as improve the use and weight of the equity question in the application process.

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☐ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Crafton Hills College currently has the structures in place for the necessary transformation to occur. However, one area that could help with implementing DEI strategies is for additional changes to occur in the bargaining agreements to help make the use of DEI data available and inclusive in the evaluation process more of a reality.

- Provide professional development (PD) - Institute PD for faculty, staff, and administration to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. Furthermore, through this PD opportunity, provide faculty, staff, and administration with the skills to confront and intervene when these incidents occur, and ask them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.
- Create Safe Spaces – Suggestions include the creation and/or strengthening of physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations. Additionally, confronting long-standing racial problems embedded in the systems and structures at the institution, and communicating that racism is not just individual and overt, but also systemic and covert.

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

The action steps below are taken to address each of the areas identified in the Current Structures sections where specific changes need to occur.

☐ **Instruction**

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction
- Provide training and ongoing support to 30 teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom

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- Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty
- Provide easy access to class rosters by ethnicity/race for each teaching faculty
- Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom
- Develop Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi
- Fully implement the revision of the SLO tool and PPR tool and processes to regularly examine DI outcomes and make improvements
- Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes
- Provide research based instructional strategies to increase equity outcomes in the classroom
- Develop African American/Black studies curriculum
- Increase the use of literature in classes that highlight and support the Black experience
- Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of planning to implement wraparound services to increase African American/Black students persisting from Fall to Spring student are listed below:

- Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration
- Show case African American/Black students success stories and celebrate African American/Black students' accomplishments
- Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus
- Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students
- Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences
- Provide disaggregated data by ethnicity/race for all support services
- Develop targeted outreach and marketing plan to increase support services participation in services of African American/Black students for counseling and support services.

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- Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students
- Develop plan to celebrate faculty, staff and departments equity student successes and achievements
- Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), etc.)
- Develop and/or improve action steps that help to reduce initiative burnout for faculty and staff

Budgeting and Administration (HR, Purchasing, Processes, etc.)

Crafton Hills College needs to improve its recruitment and retention processes to increase the number of African American/Black faculty as well as improve the use and weight of the equity question in the application process.

- Fully implement equity question and rubric district wide for all applications

- Fully develop process for sending recruiting emails to individuals at HBCU institutions communicating that Crafton is looking for a diverse applicant pool based on the training from the US Race and Equity Center

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Metric: Completion

Crafton Hills College has identified African American/Black students being disproportionately impacted for degree or certificate attainment.

Areas of Completion

Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

☐   Certificate Completion

☐   Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of African American/Black students' degree or certificate Attainment from 5.9% to 6.1%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.1% to 6.2%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of African American/Black students' degree or certificate Attainment from 6.2% to 6.3%.

Structure Evaluation: Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

One of the major friction points encountered by African American/Black students at Crafton Hills College is in the last three years is that they are statistically ($p < .001$) and substantially ($ES >= .18$) less like to successfully complete their courses when compared to the overall course success

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rates for the campus. Specifically, in 2021-2022, the overall Crafton Hills College student population (73%) had a statistically significant ($p < .001$) and substantially higher (ES = .18) course success rate than African American/Black students (65%).

In addition, in Spring 2020, CHC conducted a 3-day intensive study (i.e., Student Voices 2020) aimed at learning about students' journey from how they found their college to present-day impact of COVID-19. A representative sample of 78 students participated. Findings stemming from this work showed that while most students feel a sense of belonging at Crafton, African American/Black students are more likely to report feeling left out. African American/Black students' sense of being left out is especially prominent when we compare them to Asian students who do feel a sense of belonging despite being a small sub-population similar in size to African American/Black students.

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%. When asked, "to what extent do you feel you matter in each of the following types of classes at your institution;" 58% (n=7) of African American/Black students indicated that in classes taught by Caucasian or White professors, they felt they strongly or mostly mattered. With the same group of students, 100% (n=7) of African American/Black students indicated that in classes taught by professors of color, they felt they strongly or mostly mattered.

Results stemming from the Student Voices study and recent NAAC survey findings are consistent and demonstrate the need for improvement regarding feelings of belonging, inclusion, welcome, and safety among our African American/Black students. Moreover, there is also an area of opportunity to increase how our African American/Black students take classes taught by professors of color. Focusing on increasing feelings of belonging, inclusion, welcome, safety, and increasing representation in classes taught by professors of color can help with the retention of our African American/Black students.

STRUCTURE EVALUATION: Current Structure

☐   **Instruction**

Crafton Hills College is currently in the process of implementing and planning to implement instructional strategies to remove disproportionate impact for African American/Black students in degree or certificate attainment. The areas that have impeded equitable student outcomes across instruction are listed below.

Crafton has consistently shown disproportionate impact among African American/Black students. Based on the qualitative and quantitative data presented previously, the data indicates that what happens in the classroom is impeding positive outcomes for African American/Black students. In addition, historically, faculty have not had access to the specific classroom data that they need to identify what strategies would be most effective for African American/Black students in the classroom.

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The data also indicates that Crafton needs to do a better job of incorporating DEI across instruction in the Course Outlines of Record as well as developing curriculum that specifically highlights the Black experience. Also, Crafton needs to institutionalize processes and support faculty in looking and interpreting disaggregated classroom data on a regular basis so that they can develop strategies to address DI in the classroom. These strategies can happen and be improved with professional development, in faculty evaluations, outcomes assessment, and in program review.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of implementing and planning to implement wraparound services to remove barriers for African American/Black students in degree or certificate attainment. The areas that have impeded equitable student outcomes across student services are listed below.

- The lack of Adequate Student Networking Opportunities. Our Student Voices Project findings, a focus group-based study conducted in 2020, revealed that African American students reported feeling disconnected from the campus. They reported lacking a sense of belonging on the campus, in part because they reported not having others to relate to. African American students also reported that they wished the college was more racially diverse.

- The lack of Student Support Strategies Tied to the Lived Experiences of African American Students. Our college lacks a dedicated program designed to better serve the culturally diverse needs of students, particularly African American students. While campus efforts tied to multiculturalism, equity, and diversity, have been emphasized in recent years, our data and evidence suggests that these efforts must be expanded for African American students.

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Our Relative Lack of African American Representation Among our Faculty, Staff and Administration

The Student Voices findings, coupled with additional survey data, suggest that African American/Black students perceive a relative lack of African American/Black representation at the college. Specifically, data gathered via the National Assessment of Collegiate Campus Climates Survey in April 2021 indicated that only 50% of our college's African American/Black student respondents reported that they felt that CHC administrators were strongly or mostly committed to graduating students of color. Similarly, only 30% of such respondents indicated that CHC administrators were strongly or mostly committed to hiring faculty and staff of color.

EVALUATION: Ideal Structure

☐ **Instruction**

Equity and Inclusion Within Program Review and SLOs

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We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

Classroom Equity Reports and the USC Race and Equity Center

We recently launched data equity reports that allow faculty to access race/ethnicity data for specific classes that they teach, including enrollment, success, and withdrawal data. We have coupled such data availability with extensive training via our partnership with the USC Race and Equity Center. That partnership, in place since 2020, has empowered both full-time and part-time faculty with the strategies necessary to examine data for equity gaps–and more importantly–employ well-researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with the help of the USC Race and Equity Center, continue training faculty on how to address equity for African American students in the classroom.

To facilitate a shift to equitable outcomes for African American/Black students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often meet at the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies. The activity section below specifically addresses the deficiencies identified in the Current Structure section.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our African American students.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

Crafton Hills College is currently in the process of exploring the establishment of a Summer Bridge and/or first-year experience program so African American/Black students get an opportunity to connect with students, faculty, staff, and campus support programs. Additionally, Crafton is

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looking to incorporate the Guided Pathway model so students participate in tutoring or enroll in supplemental instruction courses during their first year. The cohort experience will benefit students' experience and help increase completion rates.

Crafton Hills College is also in the process of planning additional wraparound services to increase African American/Black degree completion rates. The interventions are listed below:

- Create opportunities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration.
- Show case African American/Black students success stories and celebrate African American/Black students' accomplishments.
- Create a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus.
- Develop processes for providing recognition for Student Education Plan achievements for African American/Black students.
- Provide funding and support to increase the number of students attending culturally specific leadership conferences for African American/Black students.
- Provide disaggregated data by ethnicity/race for all student services appointments.
- Develop processes for targeted outreach to African American/Black students for counseling and support services.
- Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to students.

☐ **Budgeting and Administration (HR, Purchasing, Processes, etc.)**

Crafton Hills College needs to improve its recruitment and retention processes to increase the number of African American/Black faculty, staff and administration as well as improve the use and weight of the equity question in the application process.

Other:

Craton Hills College is also building an equity dashboard to have real time data to better support African American/Black students. Our college is developing curriculum to train practitioners to become data coaches–individuals possessing data literacy skills (e.g., familiarity with procedures for calculating disproportionate impact) and the ability to facilitate evidence-based dialogue concerning the closing of equity gaps in the classroom and access of student support services.

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Crafton currently has the structures in process for the necessary transformation to occur. However, one area that could help with implementing DEI strategies is for additional changes to occur in the bargaining agreements to help make the use of DEI data in evaluations more of a reality.

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Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

Our action steps center on the key themes stemming from campuswide dialogue specifically on the topic of increasing the completion of African American students. The themes are as follows:

☐   **Instruction**

Develop structures and processes designed to enhance African American/Black students' connection to the college–their connection to faculty, staff, and other students.

- Establish African American/Black studies courses or programs.
- Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.
- Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.
- Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).
- Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.
- Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.

☐   **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

The actions steps tied to this theme include:

- Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).
- Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student retention to completion. Activities will include one that connects prospective students with current students.

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- Continue to regularly schedule cultural events that celebrate African American/Black heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).

Metric: Transfer

Crafton Hills College has identified Hispanic/Latinx students as being Disproportionate Impacted to transferring to a four-year institution.

Timeframe	Measurement Output
Year 1 (2022-23)	Objective 1.1: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 27.8% to 28.0%.
Year 2 (2023-24)	Objective 1.2: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.0% to 28.3%.
Year 3 (2024-25)	Objective 1.3: Increase the percentage of Hispanic/Latinx students transferring to a four-year institution from 28.3% to 28.6%.

Structure Evaluation: Current Friction Points

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Based on the most recent data available, in 19-20, the observed PPG-1 value was -3.4%; this illustrates a -0.7-percentage point change and widening of that equity gap. The minimum number of Latinx students that would need to transfer to a four-year institution to no longer be identified as disproportionately impacted is twelve. Forty-three Latinx students would need to transfer to a four-year institution for all ethnicity groups to achieve this metric at the same rates (i.e., close this equity gap).

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

☐ **Instruction**

In Spring 2021, all CHC students (5,003) were invited to participate in the National Assessment of Collegiate Campus Climate (NAAC) online survey developed by the USC Race and Equity Center. A total of 504 students participated in the survey, yielding a response rate of 10%.

When asked, "to what extent do you feel you matter in each of the following types of classes at your institution."

56.3% (n=63) of Latinx students indicated that in classes taught by *Caucasian or White professors*, they felt they strongly or mostly mattered.

In contrast, 70.4% (n=64) of Latinx students indicated that in classes taught by *professors of color*, they felt they strongly or mostly mattered.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

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The University Transfer Center and Counseling department analyzed our student success data and determined that a change in how we serve students is needed. Our data found that students tend to meet with counselors during their first 15 units to complete educational plans and again after they have completed at least 46+ units and are preparing for transfer or degree completion. Additionally, data suggests that persistence and retention rates drop when students are between 16-45 units.

Therefore, the Counseling department is currently planning a new Guided Pathways model that will focus on transforming our current student load into a caseload model where student groups will be divided into completed unit counts (0-15, 16-29, 30-45, and 46+). This model will align our efforts with Guided Pathways and with Student Equity efforts to place a greater emphasis in reaching out to our most disproportionately impacted groups which include Hispanic/Latinx and African American/Black students.

☐ Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to transform this process, policy, practice, or culture toward a more equity-minded one?

☐ **Instruction**

Equity and Inclusion Within Program Review and SLOs

We have recently instituted changes to our program review process that require programs to speak to how the program's curriculum, learning outcomes, and course outcomes address equity, inclusion, and any observed disproportionate impact. In fact, these requirements are codified in rubric that the program review committee uses to evaluate the merits of a program's plan. Only plans satisfactorily addressing these facets in their plans are approved and eligible for our college's resource prioritization process. Additionally, 2022-2023 marks the first year we are collecting student-level SLO data, allowing faculty to examine learning/skill attainment in their classes by ethnicity. We will be instituting additional planning processes, including ones tied to professional development, shared governance, data coaching, and program review to maximize the use of such information.

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researched strategies in the classroom to reduce and eliminate such gaps. Our next steps are to build an interactive dashboard further enhancing the access and usability of equity data and, with the help of the USC Race and Equity Center, continue training faculty on how to address equity for Latinx/Hispanic students in the classroom.

To facilitate a shift to equitable outcomes for Latinx/Hispanic students Crafton's primary focus needs to be in the classroom. Historically, we have focused on support services, general professional development, but we have not put enough of an emphasis on the classroom strategies, and where students most often encounter in the College. Based on this approach, the friction points and the current structure have the most identified areas for improvement. In general, Crafton is seeking to make dramatic improvements in specifically addressing DEI strategies implemented in the classroom, the Course Outline of Record, syllabi, and access to data and research-based strategies.

Our college has an active partnership with the USC Race and Equity Center (since 2020), which has resulted in a myriad of professional development and training activities for our college's faculty and staff. Such training has even been offered during multiple all-campus meetings and has included classroom-based training for faculty that entails examining disaggregated data and responding to observed race-based equity gaps. However, there is still opportunity to expand our reach to additional faculty and staff across the college, and for further expanding the scale at which we create supportive and inclusive environments for our Latinx/Hispanic students.

Crafton is also improving its Course Outlines of Records (CORs) by providing specific guidance on incorporating DEI strategies for all courses taught at Crafton and that are incorporated into the syllabi.

Utilize and continue to include embedded tutors in Math and English. Training on working with Latinx/Hispanic students. Target embedded tutors for DI students, Latinx/Hispanic students enrolled in Math and English courses. In addition, Crafton will target resources to courses that have higher than average Latinx enrollment and provide researched best practices to specifically help Latinx/Hispanic students.

- Increase Supplemental Instruction and embedded tutoring for Math and English courses with high Latinx/Hispanic enrollment.
- Establish list of courses that have higher success rates for Latinx students.
  - o Integrate these courses into student educational plans and our campus Guided Pathways initiative.
- Further, increase Supplemental Instructors who are Latinx/Hispanic and tutoring groups that are remotely delivered in both synchronous and asynchronous courses.
- Improve signage to get Latinx/Hispanic students in STEM and Tutoring Centers.
- Specifically, message and text Latinx/Hispanic students to access STEM and Tutoring Centers.
- Facilitate group activities focused on Latinx/Hispanic success in Transfer Level Math/ English in the classroom, through our support services, and campus wide.

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

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Crafton Hills College is currently in the process of planning to implement wraparound services to increase the percentage of Hispanic/Latinx students transferring to a four-year institution. The areas of focus to increase transfer rates are listed below:

- The University Transfer Center will plan Hispanic/Latinx Transfer Events, conduct transfer outreach activities to target Hispanic/Latinx students and their families to learn more about CHC support and academic programs. Four-year college students will connect with prospective CHC transfer students.
- Outreach will proactively assist our Hispanic/Latinx students in completing transfer application process.
- Crafton Hills College will promote information about CHC's agreements with CSU's and UC (University of California).
- Crafton Hills College plans to create a website for Hispanic/Latinx students to find resources, support, and activities for them.
- Crafton Hills College plans to examine what our Hispanic/Latinx students see that relate to their culture on campus. i.e., Food, pictures, curriculum to increase a sense of belonging. Transfer Fair occurred in conjunction and in collaboration with the opening of Hispanic Heritage Month Celebration to create a greater sense of belonging and transfer awareness for Latinx students.

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.

☐ **INSTRUCTION**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

- Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.
- Increase access to class rosters with ethnicity for classes taught by instructors.
- Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.
- Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience.
- Provide research based instructional strategies to increase equity outcomes in the classroom.
- Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.

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- Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data.
- Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures.
- Provide more professional development specifically designed to serve Latinx/Hispanic students.
- Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.

☐ **WRAP-AROUND SERVICES**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

- Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish. These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid.
- Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.
- Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring. This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges. Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.
- Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan. This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).

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- Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to readily access real time data and monitor ed plan towards completion.

STUDENT SUPPORT INTEGRATION SURVEY

This section is optional; you may choose to respond to as many of the prompts below as you would like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500-character max)

The Guided Pathways effort at Crafton Hills College, led by the Guided Pathways Taskforce, includes alignment and integration of college equity initiatives and programs – in both Student Services and Instruction – with the college's goals under the statewide Vision for Success program. Two Guided Pathways faculty leads work with administrators to align goals and facilitate cross-functional conversations with faculty, students, staff, and administrative participants. The focus is to achieve the Vision for Success and Guided Pathways goals. The faculty lead facilitates monthly meetings in efforts and regularly updates the college's Institutional Metrics, Vision for Success, and Guided Pathways workplan goals as progress is made.

Our college's equity efforts align with achieving our Guided Pathways goals in multiple areas including our work towards developing Career and Academic Pathways (CAPs) our version of meta majors. CAPs serve as a starting point for students' academic and career exploration and are housed on the Crafton Hills College website and integrated into our application. Through this project we have also developed three-year and two-year program maps to help students identify the courses they must complete. This work will help bridge the equity gap for both African American/Black and Hispanic/Latinx students by providing a clearer path and educational plan towards timely degree completion and/or transfer.

Additionally, to help our African American/Black and Hispanic/Latinx students identify a major or career early we have incorporated PAIRIN through our Guided Pathways initiatives. PAIRIN is a Starfish-based module designed to help students explore career paths that align with their work experience and interest. PAIRIN offers career assessments, recommended career paths, and job trends with salary information. The Career Center also utilizes the Myers-Briggs Type Indicator (MBTI) and the Strong/Holland Interest Inventory to help students determine the most suitable

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career paths. This Guided Pathways project looks to bridge the equity gap that exists with both African American/Black and Hispanic/Latinx students in identifying a major and career path early.

FINANCIAL AID

FAFSA (Free Application for Federal Student Aid) Participation

Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.
The Financial Aid office will be working on strategies to increase FAFSA participation. We will increase participation by students through the import process. Students identified as submitting a FAFSA but have not applied to CHC will be sent an email encouraging them to apply. We also plan to hold additional FAFSA and Dream App lab sessions beginning October 1st. During peak times we will also have our computer lab open throughout the day to allow students access to a computer. We will continue to advertise one-on-one on our website and through flyers.

Finally, we plan to increase FAFSA participation by sending automated emails for Fall beginning in March and extending them through July. By changing the student communication timeline all students will be captured. Students making last-minute decisions on school selections may complete their files for priority disbursements. Currently, emails go out once a week for five weeks once the FAFSA is imported into Colleague. All students that submitted their FAFSA from October 1 to mid-March receive their last notification for missing items by mid to late April. We need to close the gap between April and August to remind students of missing paperwork.

PELL Grant Participation

Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.
In addition to the strategies to increase FAFSA participation, which will have a direct impact on the increase in Pell recipients, we will continue to provide real-time self-service capabilities and auto-packaging to expedite the financial aid process for students. We will begin the annual set-up for self-service in mid-Fall to ensure we are ready to launch the following academic year in early to mid-March.

We will continue to work closely with counseling to ensure we continue to have a high approval rate of Term Dismissal Appeals. This will allow students to remain on financial aid during their final semester(s) at CHC. In addition, we will create a streamlined process for Term Dismissal by creating a Laserfiche form and process.

Financial Aid will also increase Pell's participation by continuing to participate in presentations to counseling and other departments to help bring awareness and educate all areas on SAP and financial aid processes. Outreach responsibilities will be distributed amongst two Financial Aid Coordinators to better serve our campus and community.

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Additional Aid for Students

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Description of Additional Aid

The Financial Aid Office will provide State Aid, such as Cal Grant, Student Success Completion Grant, Chafee Grant, Dreamer Service Incentive Grant (DSIG), State Fiscal Recovery Funds (SFRF), Emergency Financial Aid – Supplemental (Dreamers), Cal Kids, Golden State Grants, scholarships (which will also include Foundation scholarships), Federal Work-Study, and Federal Direct Loans. We will also disburse funds for Finish Line Scholarships, College Corp. Program, LAEP (Learning Aligned Employment Program), and any other program that requires disbursements to students.

BASIC NEEDS

Has your college established a Basic Needs Center and designated a staff person as a coordinator?

☐   Yes

Services

What services are you providing, or do you plan to provide in your college's Basic Needs Center?

The Crafton Hills College Basic Needs Center currently provides a variety of services to support the long-term ecosystem of student needs. Resources for food, housing, clothing, technology, and mental health services are the core elements addressed in the Center. For example, students can request weekly "Grab & Go" meal kits with food for up to six people as well as single serving items on a daily basis free of charge. If students qualify, the Center also offers assistance applying to public benefits including the CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), which issues monthly electronic benefits that can be used to buy most foods at various markets and food stores. Additionally, students are exposed to a series of food literacy workshops and enjoy access to the campus community garden.

With regards to student shelter, the Basic Needs Center has partnerships with local homeless shelters, homelessness response systems, and other social services. Organizations such as the Windsor Center and Central City Lutheran Mission offer both short term and long term housing (respectively) for students who qualify. Similarly, these community partners extend crisis assessment and stabilization services to those in need.

Since housing and employment can be interrelated, the Basic Needs Center gives students multiple avenues to access clothing options. Those interested in securing professional attire can visit the

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campus Career Closet to obtain clothing for interviews, career fairs, and/or networking events free of charge. For students interested in maintaining their "everyday" wardrobe, the Basic Needs Center will soon be able to grant prepaid vouchers for use at a local laundry mat.

The understanding and use of technology are considered critical workplace skills. To ensure students are well equipped in this area, the Basic Needs Center connects them with services aimed at providing free Chromebooks, hotspots, and charging chords to students as they pursue their educational goals.

Finally, the Basic Needs Center serves as liaison to mental health programs. This is done with the goal of helping students achieve academically and have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community.

The Crafton Hills College Basic Needs Center services include:

- Resources for housing, food, clothing, technology, mental health services
- Support students accessing Cal Fresh and other public benefits
- Partnerships with local homelessness response system and other social services
- Partnership with campus Financial Aid office to ensure students are receiving maximum aid available
- Connection with Mental Health Services

How do you plan on increasing participation in your college's Basic Needs Center?

Crafton Hills College is committed to helping students engage, learn, and advance. However, students who face challenges of meeting their most basic needs, such as food, housing, financial stability, and overall wellness, are at an inequitable disadvantage. Crafton Hills College has services in place that have already begun addressing these needs, such as food insecurities. COACH Cupboard, established in 2015, initially received 99% of its donations from staff and students. Today, we continue to receive donations in this manner but also benefit from coordinated efforts with local programs like Community Action Partnership, Redlands Family Service, faith-based organizations, and corporate to family-owned retailers who help to provide students with much needed grocery and meal services.

We recognize that our population of students seeking services to address their food insecurities, are often facing greater challenges and are frequently a part of our marginalized student population:

- Economic inequality
- Housing
- LGBTQ+
- Mental and physical health
- Racial/ethnic inequality

Crafton can increase participation in our Basic Needs Center in the following manners:

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- Using data from our financial aid and admissions application to identify students with a potential need for support. Provide all students with Basic Needs Office information in their initial admissions letter (email).
- Identify any barriers that prevent students from receiving aid from qualifying for services, like CalFresh/CashAid, etc.
- Networking amongst departments to leverage our existing resources, creating a smooth process for our students to access services.
- Ensure that student's financial aid is not negatively impacted due to the receipt of emergency funding utilized to address a student's basic needs, such as the distribution of grocery gift cards.
- Present on current services offered through the Basic Needs Office with staff during in-service. Work with our instructional faculty to promote the Basic Needs Center on their syllabi and Canvas shells when appropriate.
- Maximize marketing by setting up promotional flyers by key departments, such as Learning Resource Center, Financial Aid, student store, student food prep areas, Veterans Resource Center, etc. Share our services through digital campaigns in platforms such as Instagram and Eventbrite to connect with the College's online followers. As well as having information about the CHC Basic Needs program being mentioned in weekly Crafton Now emails that are distributed to students.
- Extending outreach to community agencies, such as local Workforce Development providers, county agencies, and community programs to leverage services from multiple agencies in support of student success.

Our Basic Needs Office recognizes the need to use a comprehensive approach for student success. It is a shared responsibility between on-campus services and community agencies. The implementation of a Basic Needs Center creates a central hub for students to access these shared resources and services without the stigma of having to explain their challenges or trauma an innumerable number of times to multiple programs.

Food Pantry

The Basic Needs Center operates the food pantry, which is open daily, along with the establishment of small pantries around campus that provide access to food for students. The office also assists students with registering for Cal-Fresh food support and distributes food vouchers that students can use to purchase food at a local restaurant. Students also have an opportunity to receive a voucher that allows them to go to a local farmers market that provides fresh produce, dry goods, and canned items.

In addition to food support, Crafton Hills College offers students an Omnitrans bus pass that allows students to ride public transit free each semester. The college continues to explore opportunities to assist students with food, housing, and transportation insecurity issues.

ZERO-TEXTBOOK COST PROGRAM

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In Spring 2016, the CHC AS passed a resolution supporting classes utilizing OER/ZTC. Between 2016-21, a total of thirty-two classes in nine disciplines were developed utilizing OER/ZTC resources. For comparison, Fall 2021, 34 sections (16 classes) as OER/ZTC.

In Fall of 2021, Student Equity Funds were utilized to promote and incentivize faculty to research, evaluate, and consider adopting OER/ZTC in their classes. The strategy invited faculty to examine, research, and revise their course materials utilizing OER/ZTC resources. The rationale showed the clear link to student equity and improvement in student access to education when financial barriers are eliminated for course materials. A small honorarium was offered for faculty to engage in the research process and work collaboratively amongst their disciplines and departments to share ideas. An OER (Open Educational Resources) Liaison faculty leadership position was created, and faculty were assisted by. Twenty-four faculty in nineteen disciplines responded and sixty-nine new courses were developed with OER/ZTC (a 115.6% increase) which included 16 new disciplines for OER/ZTC.

 Below are the success metrics:

- Spring 2022: 95 sections of twenty-eight classes
  - An increase of 179% in section # & 75% class # from FA21
- From Spring 2022: sections increase from 95 to 228 (140% increase) and class increase from 28 to 93 (232.1% increase)
- From Fall 2021 to FA2022: section increase from 34 to 228 (570.6% increase) and class increase from 16 to 93 (481.3% increase)
  - Increase in disciplines with OER/ZTC courses from 9 to 25 (177.8% increase)

An ambitious goal for this project was to have at least five degree or certificate programs where students can complete with OER/ZTC options. Due to the tremendous faculty work, that goal was surpassed. Crafton now has a total of 12 degrees/certificates that are fully OER/ZTC (8 degrees, 4 certificates).

To help maintain permanence, the OER Liaison position was continued. Also, a site was with guidance and links to OER resources for faculty and a repository was developed for CHC faculty to discuss and upload resources in OER Commons.

LGBTQ+ Support

- Through partnerships with on-campus, local, and national organizations, Crafton Hills College aims to provide information and resources to meet the fundamental needs and aspirations of our LGBTQ+ community. For example, the campus PRIDE Club provides a supportive environment for lesbian, gay, bisexual, and transgender (LGBTQ+) students. It also offers a safe space for those who are perceived by others to be LGBTQ+, are questioning their identity, have LGBTQ+ friends or family members, or just care about LGBTQ+ issues to explore and learn.

- The college spearheads activities centered around LGBTQ+ Programming to affirm our queer community and increase awareness of related civil rights. Campus events highlighting the importance of the annual National "Coming Out" Day celebrate the courage required for individual authenticity. Similarly, the current "One Book, One College" campuswide reading selection for the 22/23 academic year is *This Is How It Always Is*. This fictional novel by Laurie Frankel addresses topics such as transgender youth, gender dysmorphia, and the struggles of a modern family as they help their child express their gender identity. During the year, the college hosts discussion groups, documentary screenings, a book signing with the author, and Safe Space training at campus in-services to facilitate meaningful conversations. Activities like these also help create a campus climate focused on decreasing homophobia, transphobia, and oppression.

- As with other monthly cultural heritage celebrations, the college includes "Gay-Pril," a month-long series of events highlighting the LGBTQ+ experience during the month of April in their annual diversity calendar. Lectures on the overlaps between gender identity and spirituality, the proper use of pronouns, and history of drag culture are some of the opportunities the campus community provides on campus.

- Additionally, Crafton Hills College has campus policies and practices in place to help support LGBTQ+ students. Our intent is to create and maintain environments that ensure full inclusion and prohibit discrimination. The Preferred Name Policy helps students change their name on class rosters, grade rosters, and the like. The College has an All-Gender Restroom Map for the campus community. The College website has a Safe Space and Safe Space Allies webpage that offers resources and contact information on faculty, classified staff, and managers who have completed a Safe Space Allies training, and that have committed to attending Safe Space Ally meetings and have given their permission to be listed. Our hope is that by aligning policy, practice, programming, and pedagogy, LGBTQ+ students will feel supported as they explore and develop their LGBTQ+ identities.

MENTAL HEALTH

The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Crafton Hills College mental health services will expand to improve outreach, engagement, and quality of care for underserved populations.

- Use data to identify health care disparities
- Make available in Spanish, mental health services, and outreach

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- Strengthen the impact of CHC mental health programs by advancing behavioral health equity

Crafton Hills College is offering BIPOC (Black Indigenous People of Color) Therapeutic Support Group. Therapeutic Support Group is a weekly gathering committed to providing an open space to talk about how past and present events impact mental health in the BIPOC community. Members will be encouraged to share their life experiences and connect with other supportive community members and allies. Additionally, group members will discuss liberation, empowerment, self-expression, and the development of healthy relationships. With this group, we hope to achieve improved mental health and community building through safe discussion of disparities, mental health consequences, and committed action. In development is a similar group with the focus on LGBTQ+ student populations.

CHC mental health services works collaboratively with the Basic Needs Center in promoting the importance of addressing basic needs as part of promoting mental health. For many students, mental health concerns were inextricably tied to lack of housing, employment, and poverty. Early intervention initiatives will include partnerships with social services including employment and housing assistance.

GENERAL ACCESSIBILITY

The Student Accessibility Services (SAS) Office will continue to provide one-on-one training to instructional faculty on how to ensure students receive access to course content via ADA-compliant live captioning and transcription.

To ensure funding for ADA-compliant live captioning and transcription, SAS has and will continue to obtain funding through the Distance Education Captioning and Transcription Grant (DECT).

Technology and Educational Support Services (TESS) has and will continue to fund various assistive technologies (e.g., Kurzweil, JAWS, Zoom Text) to ensure students have equal access to course content.

During the Spring 2022 semester, SAS hosted a Parent-Student Transition to College Night for prospective Crafton students currently participating in high school special education and their parents to proactively inform them about the disability laws that apply in college, how to apply for and request academic accommodations from SAS, assistive technology, alternate media, priority registration, etc. The purpose of the event was to facilitate their transition to Crafton, acquaint them with SAS staff, and enhance their opportunity for academic success. This will be an annual event.

SAS has and will continue to partner with the Outreach Department to conduct presentations at local high schools to inform prospective CHC students who are eligible for SAS of the academic accommodations and services that are available to them.

SAS hosted an on-campus event for staff members from the East Valley Special Education Local Plan Area (EV SELPA) which is a consortium of local school districts that ensure quality education programs and services are available throughout the region to meet the needs of special education students. EV SELPA serves as an important partner in referring graduating high school students who will be eligible for accessibility services at Crafton Hills College.

Integrated Budgeting

The college has established an institutional process to leverage resources and support equity work as part of the developmental budget process, annual program review process and integrated planning process. While the student interventions mentioned in this report are supported in part by state Student Equity funds, additional funding that is listed below was integrated to support our equity efforts:

- Guided Pathways
- Basic Needs Center
- LGBTQ+ Grant
- Retention and Outreach Grant
- General Funds
- Office of Instruction
- Office of Student Services
- President's Office activities
- Crafton Hills College Student Body

A sizable portion of the Student Equity funds allocated to the college are dedicated to personnel, while remaining funds are distributed through the developmental budget process and program review process. Through this process, departments submit resource requests for equity funding to support disproportionately impacted students. The Instructional and Student Services Vice Presidents review the requests and allocate funds, based on program goals.

Total SEA (Student Equity and Achievement) (Student

$2,375,371

Equity and Achievement) Allocation Amount

Expenditure Type	Amount
1000 - Instructional Salaries	$764,118
2000 - Non-Instructional Salaries	$754,541
3000 - Employee Benefits	$578,270
4000 - Supplies and Materials	$9,500
5000 - Other Operating Expenses and Services	$267,442

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6000 - Capital Outlay	$1,500
7000 - Other Outgo	$0
Total Expenditures	**$2,375,371**

Student Voice

Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

In preparation for the upcoming distribution of the Student Satisfaction survey, the Office of Institutional Effectiveness, Research, and Planning (OIERP) collaborated with the Student Senate to gather feedback on suggested edits and to help plan for the distribution of the survey in the Fall 2022 term. The Student Senate has developed a formalized student feedback process with the aim of increasing the number of students from signature programs (EOPS, SAS (Student Accessibility Services), Athletics and Honors) providing feedback. Furthermore, OIERP has shared the survey with the Academic Senate (AS). A representative from the SEA (Student Equity and Achievement) Committee will attend an upcoming AS meeting to gather suggestions on edits and ask faculty for their assistance in increasing student participation by posting an announcement on Canvas and other means. The focus on improving the response rate (i.e., student participation) is meant to garner a representative sample of students. Findings will be used to help inform decision-making based on students' feedback regarding satisfaction with various campus facets (e.g., communication, instruction, technology, student services, etc.). This will help advance our institution's efforts to use evidence in reaching students and connecting them with key resources and services.

Additionally, the findings stemming from the NACCC survey administered by the USC Race and Equity Alliance will continue to be shared with diverse groups on campus, such as (but not limited to): the Student Equity and Achievement Committee, Academic Senate, Classified Senate, Student Senate, Professional Development Committee, and through OIERP's Did You Know series. The current Leading from the Middle (LFM) team at Crafton, focused on embedding equity in Course Outlines of Record (CORs), has been presented with these findings. The purpose of sharing the feedback students have provided in the past (Focus Group 2019 and Student Voices 2020 study) and most recently through the 2021 NACCC survey is to illustrate the need to help our African American/Black and Hispanic/Latinx students feel a sense of belonging, increase representativeness in the classroom, and to review documents like the class syllabi or authors assigned for readings so that they reflect racial diversity. The LFM team plans to facilitate and help plan professional development workshops to begin the process of assisting faculty in embedding equity in their CORs. Taking the first step of embedding equity in the COR (Course Outline of Record) will help advance our institution's continued efforts to engage our faculty through professional development on topics such as culturally responsive teaching.

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Furthermore, OIERP revisited student feedback in Spring 2022 with a focus on identifying new findings. This analysis was redone by a student intern as they could use their student perspective to help in the identification of these new findings. Another focus in revisiting these findings was to identify recommendations that may not have been addressed; this step will necessitate collaboration across the campus community to ensure that it is still a current area of opportunity. Once those student recommendations have been identified, action steps will be developed to help address those outstanding areas of opportunity. By revisiting this work, communicating what areas of opportunity may still need to be addressed, and highlighting what changes were implemented based on student recommendations, this will help to advance our institution's efforts toward making more extensive use of available data while demonstrating to the campus and most importantly our students that we truly value their input and use it to improve their student experience.

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San Bernardino Valley College

STUDENT EQUITY PLAN
2022-2025

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San Bernardino Valley College Student Equity Plan
Executive Summary

Introduction

San Bernardino Valley College (SBVC) serves approximately 18,375 students each academic year. The campus is in an urban section of San Bernardino County within the boundaries of the city of San Bernardino. SBVC is diverse in every respect including the faculty, staff, and students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. The intent of the Student Equity Plan is to increase student equity and success among students who are historically underperforming and underserved

An emphasis on diversity, inclusion, and the growth of everyone is stated in the mission, vision, and values at San Bernardino Valley College:

Mission

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

Vision

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

Values

San Bernardino Valley College's commitment to its mission is expressed through its values.

As a community, the college values:

Diversity, Equity, Inclusion, and Anti-Racism: Our strength as an institution is enhanced by the cultural diversity, and varied lived experiences of our students, faculty, staff, and external community. Policies, plans, and decisions must be data-informed, utilize an equity lens, and be based on thoughtful consideration of what will best serve our students and the community at large.

Student Success: Quality education and training support students in improving their lives and the lives of their families while uplifting the community. Students will enhance their ability to think critically, communicate clearly, and grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills. We strive to identify and address equity gaps through evidence-based research to ensure that each student can succeed.

Open Access: We are committed to providing quality programs and services for every member of our community regardless of their level of preparedness; socioeconomic status; gender and gender expression; sexual orientation; cultural, religious, and ethnic background; and abilities. Additionally, we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

Campus Climate: We value a campus-wide climate that is student-focused, fosters mutual respect between all constituencies, values multiple perspectives, and appreciates diverse cultures and human experiences. We must hold ourselves and our students to the highest ethical and intellectual standards.

Participatory Governance: As part of the collegial consultation process, all levels of the college must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services. We value equitable, inclusive, collaborative, and transparent governance processes grounded in open, honest, and reflective discourse.

Assessment of Progress

Since 2013, SBVC student success data annually identified Black/African American, Hispanic/Latinx, Foster Youth, Veterans, and First-Generation College students as disproportionately impacted. In the 2019 plan the following groups were identified as disproportionately impacted however, most of these students populations are no longer disproportionately impacted:

1. Successful Enrollment in the First Year
    a. Pacific Islander/Hawaiian Native
2. Completed Transfer Level Math and English
    a. Foster Youth
3. Retention from Primary term to Secondary Term
    a. Filipino
    b. Pacific Islander/Hawaiian Native
    c. Two or more races
    d. Foster Youth
4. Goal Completion within three Years
    a. Disabled
5. Transferred to a 4-year University within three years
    a. Black/African American
    b. Economically disadvantaged
    c. Foster Youth
    d. Veterans

Race Consciousness in Equity Plan Development

In the past year, SBVC has been intentional in creating a culture of equity, inclusion, and anti-racism. The campus has expanded equity-mindedness within instructional support. It has also identified and institutionalized equitable hiring practices and processes. SBVC created campus and district Diversity Equity Inclusion and Anti-Racism (DEIA) committees to focus on closing racial inequities. The campus had the opportunity to participate in the Student Equity Plan Institute (SEPI) throughout the year. SBVC selected individuals from staff, faculty, administrators, and the Guided Pathways lead. The institute provided the team with an insight into the shift that is occurring throughout the State of California. Region 9 colleges participated and

engaged in workshops and received tools to create a student equity plan that incorporated race consciousness efforts in closing disproportionate gaps. The institute also emphasized the importance of collaborating and braiding in Guided Pathways into our Student Equity Plan.

For 2022-2025, SBVC's Student Equity Plan focuses on five (5) metrics of student success as follows: 1) Successful Enrollment; 2) Transfer level Math and English; 3) Retention from Primary Term to Secondary Term; 4) Completion; and 5) Transfer to a 4-year university.

The target groups that are identified in the plan represent the Disproportionately Impacted (DI) student groups for each of the five student support metrics. SBVC is focused on closing the gaps within our highly disproportionated group which has been identified as our Black/African American students in all metrics except for Transfer which, in this particular metric, is our Hispanic/Latinx student population.

Metric 1: Successful Enrollment – this is defined as the percentage of first-time college students who applied and enrolled in the same year.
 DI – Black/African American Students

Metric 2: Transfer Math & English: this is defined as the percentage of first-time college students who completed transfer-level math and English in their first year.
DI – Black/African American Students

Metric 3: Retention from Primary Term to Secondary Term: this is defined as the percentage of first-time college students who enrolled in the subsequent semester.
DI – Black/African American Students

Metric 4: Completion: defined as the percentage of students who complete their goal within three years.
DI – Black/African American Students

Metric 5: Transfer to a 4-year university: defined as the percentage of students who transfer to a 4-year university after receiving their degree at SBVC.
DI – Hispanic/Latinx students

The objectives of the student equity plan will include but are not limited to:
a) Craft a new collective vision for racial equity that aligns Guided Pathways and Student Equity & Achievement (SEA) Program efforts

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b) Create a space for community building within college teams to transform equity work into solidarity work

c) Work with the Guided Pathways leads in collaboration with Student Equity to advance the team's planning efforts throughout the year

d) Move from data analysis to actionable practices that influence organizational change

Population Experiencing the Most Significant Disproportionate Impact:

Metric 1: Successful Enrollment

From the available data spanning academic years 2017 through 2020, Black/African American students experienced a disproportionate impact with the biggest percentage in 2017 yet an inconsistently downward trend until 2020. Black/African American female students have experienced the most impact.

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output- Black/African American enrollment rate: 18% Non–Black/African American enrollment rate is 27% Goal: to reach halfway to our goal of closing the gap (18% to 23%)
Year 1 (2022-23)	Increase Black/African American student enrollment by 1% Survey the students that are applying and not enrolling
Year 2 (2023-24)	Increase Black/African American student enrollment by 2% Use survey data to implement/change any necessary campus procedures
Year 3 (2024-25)	Increase Black/African American student enrollment by 5%

What is the college's current process/policy/practice/culture that impedes equitable

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outcomes for this population?

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at SBVC. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they did not feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenges associated with the requirements of the college experience.

- Departments operate in isolation
- Insufficient follow-up with students who apply but do not enroll
- No direct/streamlined connection of students to student services: example-first year student to FYE, Umoja-Tumaini
- Enrollment is an independent process. First-gen students need additional support in a welcoming environment to complete enrollment.
- Financial aid process is difficult to complete, especially without parental support/know-how.
- Information on the website can be difficult to find.
- There are currently too many portals when a student registers for the first time.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- SBVC outreach, onboarding, and enrollment efforts need to demonstrate the belief system and values that promote trust, transparency, follow-through, and accountability beyond current efforts and enhanced customer/consumer services.
- Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors should be envisioned. Incorporate more cohesive onboarding processes with identified crucial points for collaboration between Student Services and Instruction. Creating an institutionalized practice of collaborative work, especially during peak periods of registration may decrease the disproportionate impact.
- Continue with direct and intentional Fast-Track events and activities. Fast-track events consist of students completing the matriculation steps and registering in classes at multiple on-campus programs.
- Institute regular follow-up with students who apply but do not enroll.

- Shift culture on campus to a more collaborative model among departments
- Establish ideal structures for matching students to student support programs such as EOPS/CARE, CalWORKs, STAR, SAS, etc.
- Simplify any confusing processes including (application process, financial aid, counseling, and enrollment)

PLANNING & ACTION

- Active Outreach
    - Conduct sessions on application and financial aid processes in the community: for example visits to Black churches in the area, our top feeder high schools, stores/shops/restaurants in the community, adult education centers, etc.
    - Coordinated Onboarding processes involving Student Services and Instruction. Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors.
        - Create a partnership with Inland Empire High School Black Graduation (IE Black Grad).
    - Actively recruit at universities, for full- and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise.
    - Create a centralized portal for students to simplify the application process.
    - Targeted outreach to high schools with a high percentage of Black/African American student enrollment
    - Outreach events in communities with significant Black/African American populations
    - Outreach partnerships with Black churches and communities of worship
    - Create targeted recruitment for Black males in specific areas where significant enrollment gaps exist i.e., Recruit a cohort of 8 Black/African American males to our nursing program and follow them for a two-year completion timeline.
- Provide a learning environment that exemplifies IDEAA that will attract Black/African American students
    - Required Anti-Black racism training for all staff and faculty (employees)
    - Implement measures to have accountability for what is said and done

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- o Increase adoption of Open Educational Resources
- o Increase loan options for course materials (Library support)
- Student Support Programs
  - o Auto enroll students into support programs with student choice to opt out. This process provides sharing of data/information to the program itself and is likely to capture greater participation in targeted support services.
  - o Create of partnership with A2MEND to mentor our male Black/African American students
- Shift of campus culture
  - o Create a YouTube/social media video that shows the SBVC enrollment process.
  - o Collaborate with Film, Television, Video, and Media (FTVM) to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For enrollment, focus on the onboarding process.
  - o Update the SBVC website so that prospective student information is quick and easy to find and navigate.
  - o Establish a summer bridge program for Umoja-Tumaini students in collaboration with Instruction
  - o Establish additional or enhanced Orientation and Day of Welcome designed for Black/African American Students
    - i. Black to School Night: this is an evening event that allows Black/African American students and their families to learn more about the support and services offered at SBVC. In addition to current San Bernardino Valley College students, high school students from the local area are invited so they may also learn of the services and support programs offered.
  - o Formation of Community of Practice across Academic disciplines and Student Services to foster and support the enrollment success of Black/African American students
  - o Establish professional development training for faculty, classified staff, and management.
- Onboarding

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- o Develop and implement program-specific orientations
- o Increase ease and efficiency of the enrollment process
- o Establish One-Stop inclusive enrollment events on campus, in the community, in Black churches, and in other Black community areas
- o Provide workshops in service areas throughout the first week of the semester
- Inquiry
  - o Survey students to identify any barriers to enrollment.
  - o Create evaluation processes for the campus environment and campus policy.
- Program Offerings
  - o Take instruction to the community
    - ▪ Faith-based organizations
    - ▪ Community Centers
  - o Provide course schedules that meet the needs of students and their families
    - ▪ Use student input to guide offerings

Support Needed

It would be helpful if the Chancellor's office had a central place for viewing which community colleges have which programs/clubs/activities (for both the prospective students and other community colleges). It would also be helpful to see the data behind this. This is already available for programs like Puente and Umoja, but there are many others.

Enhance how data is collected within CCCApply.
- Ethnicity and Race (if a student chooses Hispanic for ethnicity, they are not required to pick any of the Hispanic races)
- Address Verifications (students can enter an address that does not exist, or can enter typos)
- Fraudulent applications – many are still getting through

Metric 2: Completed transfer-level math and English

Population Experiencing the Most Significant Disproportionate Impact:

Data has shown that a large population of SBVC students would previously place into below-transfer-level mathematics courses prior to AB 705 implementation. With the implementation of AB 705, inequities were created, as students were now placed into higher-level mathematics courses, but still required the prerequisite math knowledge. As such, success and completion rates were drastically affected for all transfer-level mathematics courses.
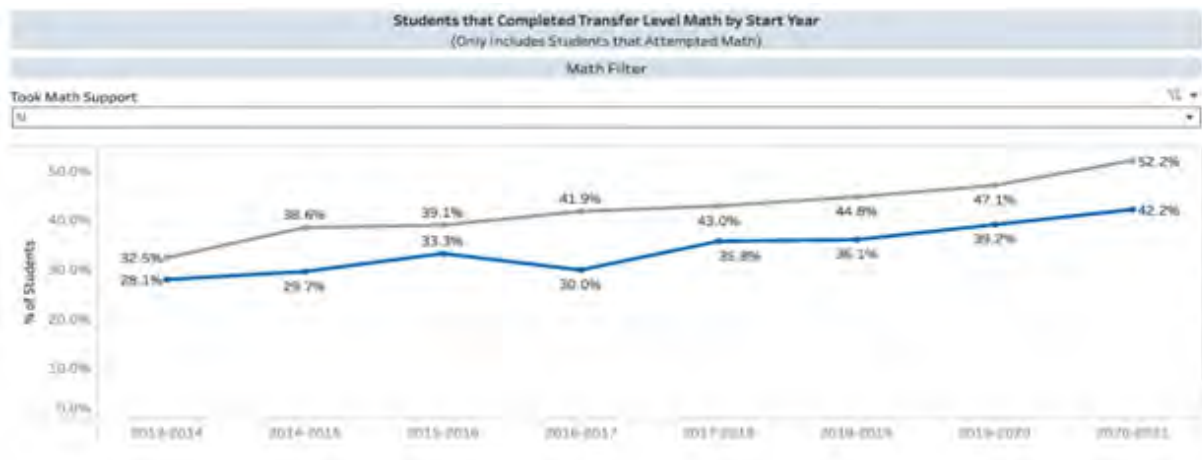
Grey - Non-Black/African American Students
Blue - Black/African American Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Black/African American completion rate: 8% Non-Black/African American completion rate: 13% **Goal:** Completely close the gap.
Year 1 (2022-23)	Increase Black/African American math and English completion rates by 2%
Year 2 (2023-24)	Increase Black/African American math and English completion rates by 4%

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Year 3 (2024-25)	Increase Black/African American math and English completion rates by 5%

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

STRUCTURE EVALUATION: Current Structure of the English Department
The AB 705 mandate guided the English department to address inequities that might impede the target population. In response to that mandate, over the past few years, the department has continuously engaged in discussions of expanding accessibility through the incorporation of a cultural mindfulness lens, and the department remains sensitive to the needs of our students, continuing a culture of inclusivity. With the implementation of AB 705, the English Department was put in the unique position of revising its curriculum and providing supplemental support to meet student needs through an equity lens, ensuring that inclusivity creates a pathway for student success. In spring 2018, the department evaluated AB 705 implementation possibilities and chose the corequisite model, taking into consideration its alignment with SBVC culture and structure, including the identification of relevant support services that would assist in promoting the effectiveness of this model. The department enlisted guidance from the California Acceleration Project in the design of the corequisites to ensure corequisite effectiveness and fulfillment of AB 705 guidelines. English 086 and English 087 were approved by the department as supplemental coursework to assist underprepared students in the college-level English course—English 101. In order to address the newly developed curriculum, in spring 2019, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training for teaching the new curriculum. An embedded tutoring program for 086 and 087 was piloted in the spring of 2019, with wider implementation in subsequent semesters, and the department continues with embedded tutoring in all 086 and 087 courses. In addition, a Canvas community, the English Roundtable, was created and is continuously revised to house key AB 705 documents and to allow faculty to share syllabi, assignments, and other useful information for English 101, 086, and 087.

STRUCTURE EVALUATION: Current Structure of the Math Department

Prior to AB 705, many students were placed into below-transfer-level mathematics courses. Prerequisites were in place to develop fundamental math and study skills for students to complete a transfer-level mathematics course. AB 705 now allows students to place directly into transfer-level mathematics courses. Should a student

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lack any prerequisite math skills, an inequity would be created as they would be entering transfer-level mathematics courses at a disadvantage. The structure of transfer–level mathematics courses had to be analyzed and adjusted by the mathematics department.

Many colleges began implementing co-requisite courses to support students in transfer-level mathematics courses with the AB 705 reform. During the initial implementation of AB 705, SBVC offered co-requisite courses as an option for students for college algebra and statistics transfer–level mathematics courses. The co-requisite courses were not linked to a transfer-level course during registration. As such, many students opted out of co-requisite support courses and completion rates were negatively impacted. IR data showed that for the target population, students were more successful with co-requisite courses. With very minimal co-requisite courses filling and running, this had a severe impact on their success.

Another barrier for students completing transfer-level math courses was the lack of connecting the institution's math classes to their intended majors of study. The distribution of SLAM (Statistics and Liberal Arts Mathematics) and STEM majors were not analyzed to guide students to enroll in the correct math course. The development of mathematical pathways connecting relevant mathematics to intended areas of study is under the framework of the Guided Pathways reform and has shown success at other colleges.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

STRUCTURE EVALUATION: Ideal Structure of the English Department

The English department will continue with the Community of Practice (COP) to provide a sustainable structure of continuous growth to support faculty working with Black/African American students. Topics for the COP may include, but are not limited to the following:
1. Decolonization of teaching practices
2. Inclusion, Diversity, Equity, and Antiracism (IDEA) pedagogies
3. Open Educational Resources (OER)
4. Culturally Responsible Curriculum

STRUCTURE EVALUATION: Ideal Structure of the Math Department

The structure and offerings of co-requisite courses would need to be modified to provide support to the target population of students requiring prerequisite math skills for transfer-level success. A class schedule developed using data on multiple measure placement of students would provide a distribution of math course offerings suited to our target student population needs. Ultimately students should have support linked to transfer-level mathematics courses, and the co-requisite courses should be developed and enhanced by the math department to provide the just-in-time remediation needed for optimal student success.

Analysis of major distribution, transfer information, success rates, and student success metrics would need to be done in order to develop mathematical pathways for students to have a math class tailored to their personal educational pathway. Guidance for students on which math courses to take would need to be implemented to have students enroll in the most relevant math course to their pathway. The process can begin with the self-guided assessment form, recommending correlated math courses and support courses to major and grade point average (gpa) selections. Communication between the mathematics and counseling departments would need to be ongoing to provide counselors with updated information on math courses, pathways, and support options for students. Institutions with math pathways updated their current academic website with videos and resources to allow students to understand the variety of math classes and select the one that is most relevant to them. The process of updating web contact with students can be done through the Guided Pathways web redesign.

PLANNING & ACTION

Planning & Action: English Department

As the English department moves forward, the following activities have been identified by the English Department for inclusion in the Student Equity Plan to provide further support for Black/African American students:

1. Evaluate disaggregated data for English 101, 101/086, and 101/087 to address the impact of the corequisites on Black/African American students.

2. Explore mentoring processes for the targeted population, which could include:
   a. pairing incoming Black/African American students with current Black/African American students who have successfully completed English 101
   b. collaborating with the Supplemental Instruction Coordinator to bring those student mentors into the classroom
   c. enlisting those student representatives to lead campuswide student book discussions—possibly partnering with student-based organizations
   d. actively recruiting Black/African American high school seniors, connecting the targeted population with the student mentors
3. Review English course outlines of record to evaluate textbook suggestions-looking toward the inclusion of texts that reflect the profile and needs of Black/African American students and remove texts that are biased.
4. Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.
5. Review departmental employment notices to emphasize the desirable qualifications and the need for diverse expertise, particularly in Black/African American Studies/Ethnic Studies
6. Actively recruit at universities, for full and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise
7. Continue to apply for Basic Skills funding to expand the Community of Practice membership within the English Department and continue to expand the Community of Practice training opportunities for full and part-time faculty to include training that will provide direct support for faculty to address the needs of Black/African American student population. Topics could include trauma-informed care, anti-racist pedagogies, responses to unjust authority, etc.
8. Work closely with the Office of Research, Planning, and Institutional Effectiveness to create and implement an English student survey to identify barriers to Black/African American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.
9. Collaborate with FTVM to produce podcasts by Black/African American instructors who can speak directly to the students about their own experiences.
10. Explore collaborations with other campus programs and learning groups – linking English 101 with Tumaini, collaborating with Athletic Instructors/Coaches to provide Writing Center tutoring support for the Huddle and recruiting for specialized English courses, etc.
11. Create a focused English 101 course for specific populations-linking the

curriculum to their special interests – Athletics, Veterans, etc.

12. Work with Student Services to identify a counselor who would be the liaison between English faculty and Black/African American students, providing a human element/direct connection between all three individuals – student, faculty, and counselor-whenever a student is in need of assistance.

13. Aggressively promote the Black/African American Literature course.

Planning & Action: Math Department

As the Mathematics Department moves forward, the following activities have been identified by the department for inclusion in the Student Equity Plan to provide further support for Black/African American students:

1. **Update the Placement Model for Co-Requisite Support**
In January 2022 the mathematics department analyzed State Chancellor Placement metrics under AB 705 to develop new a placement model for students beginning in Fall 2022. Using multiple measures, students were placed into mathematics courses with linked co-requisite support courses during registration. Students that met the criteria of the State Chancellor's office to opt out of the support courses could do so, but the result of the new placement model ensured that those students that would benefit from the co-requisite support courses would have a linked support class that would no longer be canceled due to low enrollment. As the student equity data showed, students in the target population group benefited more from co-requisite mathematics courses.

Continued analysis of matriculation, enrollment, and success data will be used to guide scheduling practices for the number of support courses required each term. Furthermore, an analysis of the modality of the support courses in relation to success data will be done to determine how mathematics faculty can focus efforts on improving and optimizing support courses for the best of our students.

2. **Develop a Community of Practice Teams to Update Co-Requisite Courses**
The mathematics department formed two standing teams of faculty members to host a community of practice efforts in college algebra and statistics. In Spring 2022, the teams began shifting their primary focus to developing content, and a structured model for all support courses for transfer-level math. The result will be completed Canvas shells for all math faculty to implement in their courses that have been designed by teams of mathematics faculty for optimal student success.

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The process is currently ongoing with a targeted completion for all co-requisite courses by Spring 2023.

3. Incorporate Math Pathways in New Placement Model

In January 2022 during the development of the new placement model for students, the mathematics department also analyzed data on student major distribution. Further data analysis was done on a statewide level for colleges implementing math pathways and success rates. Together the math department developed pathways for students going into a SLAM, business calculus, or STEM track. Within the development of this model, new co-requisite courses were developed for business calculus and precalculus. This now leads to the majority of transfer-level mathematics courses being supported, besides the ideas of mathematics courses.

4. Develop New Curriculum for Math Pathways

Within the development of the mathematics pathways, new courses will be written and launched in the areas of mathematical financial modeling, mathematics for educators, and data science. Providing a more connected math course for students will promote student engagement, relatable areas of major study content, and success for the target student population. Coursed development has begun with data science now able to be offered, mathematical financial modeling in Fall 2023, and math for educators in Fall 2024.

5. Update the Self-Guided Placement Form

The mathematics department and matriculation division will work to update the self-guided placement form during the student application process. The placement tables, metrics, support courses, and math pathways will be embedded in the new form to provide our target student population with the correct math class and support options they may need.

Support needed:
- Professional Development Resources
- Structured and expectation guidance – every college is implementing AB705 in different ways. What is working? We need follow-up since the legislation went into place

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Metric 3: Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:
The population experiencing the most significant disproportionate impact are our Black/African American students.

<div align="center">TARGET OUTCOMES FOR 2022-25</div>

Timeframe	Measurement Output
	Black/African American retention rate: 55% Non-Black/African American retention rate: 65% **Goal:** to completely close the gap
Year 1 (2022-23)	Increase the Black/African American retention rate by 4% Hire 1 full-time coordinator and 1 full-time counselor dedicated to Umoja-Tumaini
Year 2 (2023-24)	Increase the Black/African American retention rate by 7% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini
Year 3 (2024-25)	Increase the Black/African American retention rate by 10% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini (multicultural center if open)

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at the college. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they didn't feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenges associated with the requirements of the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American students

Hiring practices
- Lack of full-time, dedicated faculty/staff
- Lack of equity-related professional development during the onboarding process
- Lack of representation (lack of intentionality)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

There is a need to institutionalize programs/services that support underrepresented student populations in particular Black/African American students. Support should include academic counselors and administrative support.

Mandated professional development at the District/College level.

Creating a multicultural center to house Umoja-Tumaini and BROTHERS/A2MEND where counselors are housed with administrative support would facilitate a shift for equitable outcomes for Black/African American students. The recommendation is that we start with at least 6 full-time faculty and staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. There is also a need for peer mentors.

> Phase 1: Establishment of a multicultural center where students can network, and learn about clubs, support programs, and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a dean.

> Phase 2: Adding to the multicultural center would be an academic counselor and peer mentors. Services provided will encompass academic counseling and referral services in particular around mental health to Student Health Services. Targeted outreach and coordinated events and programs that will bring more Black/African American students to the campus.

> Phase 3: This final phase would involve the hiring of an additional counselor and the hiring of an administrator, the Director of the Multicultural Center to be overseen by a dean.

- Offer additional multicultural courses for the enrichment of ethnic populations specifically Black/African American students.

PLANNING & ACTION

- Faculty/Hiring Processes:
  - Work with professional development to create and review existing training for all faculty and staff on changes that have been adopted under the equity lens and advocacy for Black/African American students (socio-economically, underrepresented)
    - Embed equity professional development training within areas of the college where they are currently lacking (adjunct orientation, in-service days, etc.)
  - Actively recruit at universities, for full- and part-time faculty who offer Black/African American Studies/Ethnic Studies expertise.
  - Work with Student Services to identify a Counselor who would be the liaison between English faculty and Black/African American students, providing a human element and direct connection between all three individuals—student, faculty, and counselor—whenever a student is in need of assistance (separate from the multicultural center)
- Shift of Campus Culture:
  - Creation of a Multicultural Center to advance the cause of equity for Black/African American students and community outreach staffed by Black/African American staff and culturally trained allies.
  - Collaborate with Film, Television, Video, and Media (FTVM) to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For retention, focus on students feeling a sense of belonging and feeling welcomed.
  - Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.
- Create a culture of celebration of student success.
  - Identify student milestones and create opportunities for the celebration of student success.
  - Include families of students to witness their success.
- Student outreach:
  - Extension of Guided Pathways efforts to promote career literacy in each course and program offered.
  - Collaboration with CTE in the use and review of Job Speaker, and Student Services on tools available in Vita Navis, i.e., Career Pathways, Education Pathways, Skills Builder, and Resume Builder, and overall use of Students' Dashboards.

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- o Incorporate the Starfish Referral system and Degree planner education plans within the Instruction side.
  - o Mentorship of our male Black/African American students through A2MEND and Umoja-Tumaini (Each One Teach One).
  - o Librarians will support faculty and staff in the work they are already doing in class and with campus groups and organizations. We can collaborate with staff and faculty to increase student awareness of and access to the library's resources. This includes reaching out to the services and groups that support Black students and tailoring our presentations to students' needs as well as seeking feedback from students as to how the library can help in their success.
  - o Librarians can move beyond the library's walls to meet with students where they are, such as in STEM/MESA events, at the Writing Center and the Tutoring Center, at campus and community events such as Black to School Night, and in student meeting areas. Students can receive information about the library and get one-on-one help with research in spaces outside of the library. We continue to provide research assistance and instruction in the library, especially with orientations and workshops, and remotely through chat. New this semester, the library is working with the Athletics Department so that student-athletes can check in for study time, which provides them with study space outside of the Huddle.
- Inquiry:
  - o Work closely with the Office of Institutional Research to create and implement a student survey to identify barriers to Black/African American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.
  - o The library will collect feedback directly from students to better understand the services they need and want; where are we succeeding, where we can improve, and how we can be more welcoming. The feedback could include voluntary demographic data, so we better understand how different student groups experience the library. There is a link on the library homepage to the feedback survey.
- Provide a continuous welcome
  - o Create welcome events for late-start and alternate-schedule students.
  - o Establish a student welcome week for second-year students.
- Strengthen and Expand Bridge Program(s)
  - o Establish curriculum for Summer (and other) Bridge Program(s)
  - o Establish measurable outcomes for Bridge Program(s)

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- o   Pair counselors and instructional faculty or instructional departments
- Establish Equity-Minded Best Practices for Instruction
  - o   Ongoing and required training
  - o   Meeting students where they are
  - o   Supportive language
  - o   Understanding micro and macro aggressions
  - o   Humanizing instruction
  - o   Course Content and Syllabi Reviews
  - o   Critically examine course policies that disproportionally impact students of color
  - o   Acknowledge inequities in classrooms and content
- Decolonization of Instruction
  - o   Professional Development to identify and address how curriculum impacts Black and African American students.
  - o   Understanding diverse student experiences.
  - o   Critically examine course policies that disproportionally impact students of color.
  - o   Course Content and Syllabi Reviews.
- Provide relatable content **(also included in Transfer Level Math and English)**
  - o   Connect content to real-life student experiences.
  - o   Make the connection and bridge the gap for students in how content supports future learning.
  - o   Include authentic voice and experience in content.
- Establish a sustainable structure of continuous growth to support faculty. working with Black and African American students **(also included in Transfer Level Math and English).**
  - o   Create Faculty Interest Groups (FIGs)
    - ▪   Teaching Black and African American Students
    - ▪   Language Diversity in the Classroom
    - ▪   Equity Mirror

Support needed:
- More funding for full-time/, dedicated faculty/staff with Black/African American expertise
- Mandated professional development training at the state level, especially from

the State Chancellor's Office

Metric 4: Completion

Population Experiencing the Most Significant Disproportionate Impact:

At this time, the population experiencing the most significant disproportionate impact is our Black African/American students.

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
	Black/African American completion rate: 3% Non-Black/African American completion rate: 7% **Goal:** Completely close the gap
Year 1 (2022-23)	Increase Black/African American student achievement by 2%
Year 2 (2023-24)	Increase Black/African American student achievement by 3%
Year 3 (2024-25)	Increase Black/African American student achievement by 4%

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at SBVC. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American student population. One of the key areas identified by our students in the focus group was that they didn't feel welcomed or supported on campus. They also identified the fact there is no safe place for

Black/African American students to go to help them navigate the challenges associated with the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American students.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The campus needs to institutionalize programs for underrepresented student populations in particular for Black/African American students. Programming should include academic counselors with administrative support for the Black/African American students.

Creating a multicultural center to house Umoja/Tumaini and BROTHERS/A2MEND where counselors are housed with counselors and administrative support would facilitate a shift for equitable outcomes for our Black/African American students. The recommendation is that we start with at least 6 full-time faculty and staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. There is also a need for peer mentors.

> Phase 1: Establishment of a multicultural center where students can network, and learn about clubs, supports, and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a dean.

> Phase 2: Adding to the multicultural center would be an academic counselor, and peer mentors, whose primary role would be to provide academic counseling and support. All to work collaboratively to support the student experience as well as develop events and programs that will bring more Black/African American students to the campus.

> Phase 3: This final phase would involve the hiring of an additional counselor, and hire, the Director of the Multicultural Center to be overseen by a Dean.

Planning and Action

- Inquiry:
    a) Work closely with the Office of Research, Planning, and Institutional Effectiveness to identify the barrier to Vision Goal completion.
    b) Continuous follow-up with student programming and events.

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    c) Reevaluate each year to verify we are closing the gap.

SUPPORT NEEDED
Continuous and substantial funding for programming such as Umoja/Tumaini

Metric 5: Transfer to 4-year Universities

Population Experiencing the Most Significant Disproportionate Impact:

Data from the academic years 2013 through 2017 showed that the Black/African American students that started in 2014-2015 were markedly and disproportionately impacted. Different data was seen for the students that started in 2015-2016, suggesting corrective efforts to increase transfer had contributed to closing the disproportionate gap.

The current process, policy, practice, and culture appear to have fostered the transfer of Black/African American students to colleges and universities. On the other hand, Hispanic students have been transferring at a lower percentage compared to all non-Hispanic groups during academic years 2013, 2015, and 2016 with a striking six percent plummet to the comparison groups in 2016-2017. Similarly, a closer look revealed that male Hispanic students experienced a disproportionate impact in the academic years 2013 and 2014 among the Hispanic groups.

Black/African American Students will continue to receive enhanced transfer services. At this time, Hispanic students will be the focus of the efforts to close the transfer gap.

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
	Hispanic transfer rate: 10% Non-Hispanic transfer rate: 16% **Goal:** Completely close the gap.
Year 1 (2022-23)	Increase Hispanic transfer rate by 2%
Year 2 (2023-24)	Increase Hispanic transfer rate by 4%

Year 3 (2024-25)	Increase Hispanic transfer rate by 6%

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

The Historically Black Colleges & University (HBCU) trips may have fostered an interest in transferring. As they visited, students were accepted on the spot for admission. The Umoja/Tumaini program plays an integral part in promoting transfer opportunities for students in their program.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

With the implementation of the Student Success Act and AB 705 including campaigns like "15-units to finish", trips to Historically Black Colleges and Universities, transfer field trips, and the like, including the Guided Pathways maps, it would be fair to state that generally, students have a reasonably confirmed sense of their educational goals by the time they complete 30 units. For the 30-unit completers from the two groups, a process can be set in motion towards deliberate seeking out and mentorship of these students by Instruction and Student Services. Through this practice, students not following the pathways for AAT/AST can be offered support for transfer decisions. Advocacy for students with an intentional focus on the intersections of race and gender. Corollary to this practice will be that of the constant, visible presence of colleges and universities to encourage a sense of purpose to pursue a bachelor's degree. Vibrant partnerships with colleges and universities can be greater manifested in newer, more creative events as part of the transfer culture.

PLANNING & ACTION

- Inquiry:
    - Analyze data to determine if students are completing their goals past the three-year timeline.
- Student Outreach:
    - On the SBVC application, students who indicate they are interested in transfer will be contacted by the Transfer Center to gain more information regarding transfer options.
    - Identify students by ethnicity and import them as a cohort on Starfish for the delivery of information and services.

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- o Utilize degree planners to inform students' academic and transfer progress and completion.
- o Mentorship modeled after Puente or Umoja-Tumaini learning communities should be made available to the targeted groups
- o Use of an active developmental approach to career identification from the AA degrees to transfer, particularly in the use of the Transfer Curriculum Model and Guided Pathways approaches
- o Extend Guided Pathways efforts to promote career literacy in each course and program offered.
- o Focus on life design and career development approaches that lead to certainty in the choice of programs of study and students' greater understanding of the control they have in their graduation and transfer velocity.
- o Collaborate with CTE in the use of Job Speaker, and Student Services on tools available in Vita Navis, programs in Guided Pathway including other programs of study.
- o Reinforce the use of Vita Navis in all its features, i.e., Career Pathways, Education Pathways, Skills Builder, and Resume Builder, and overall use of the Students' Dashboard.
- o Explore Guided Pathways designed to meet the needs of part-time students who will transfer.
- o Ongoing campaigns and workshops on financial literacy on grants, scholarships, and loans at the university presented by university/college staff.
- o Campaigns to involve parents and spouses/partners are instrumental and enacted support for prospective university transfer students.

Collaborate with District's College Corps for prospective transfer students as change agents for their communities

SUPPORT NEEDED

Research is deemed vital in eliminating disproportionate impact. As such, research focusing on the fast-changing contextual life experiences of students across colleges can assist in relevant, nimble changes that can be effectuated. As gleaned from our data, corrective measures were successful in one year and an abrupt change occurred the following year. Critical, dramatic changes can be interpreted not only locally but statewide. Research perspectives can shed greater light in tilting the odds for our disproportionately impacted groups.

Additionally, continuous summative and evaluative research in our college will be used to inform us on what the college can do and improve, including ways to sustain the consequential transformation of the college sectors. The way we conduct the business of education must be infused with equity and social justice sensitivities in all our actions across the college. Continuous professional development on sustaining multicultural competencies and our crusade for equity and social justice must be at the forefront of eliminating disproportionate impacts.

Lastly, technology and other tools will be needed in the implementation of action plans to uphold an equitable culture including the rich provision of support to identified disproportionately impacted groups.

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STUDENT SUPPORT INTEGRATION

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GUIDED PATHWAYS

Guided Pathways is reform at the global level in which all students experience consistent support and guidance that has been implemented at a scale across the college. As such, the reform efforts are intended to reach all students included in the student equity plan.

 a. Successful enrollment- the current student equity plan includes outreach efforts to increase college awareness among students, especially our first-generation students.

 b. Transfer to a four-year university – the student equity plan aims to reduce equity gaps among economically disadvantaged student populations with the goal of increasing achievement by 2% annually in the area of transferring to a four-year university. The main reform to obtain this increase is to create comprehensive education plans and analyze the matriculation process. The global Guided Pathway efforts are aimed at developing student program maps embedded with campus support for student success.

 c. Completion of transfer-level English and math – Guided Pathways is included in the reform framework to enhance support and increase student success in gateway courses, those being the English and math transfer-level courses in compliance with AB 705. Ultimate success in program education plans depends on students completing these vital courses and hence we require prioritizing success efforts towards these courses under the Guided Pathways reform.

d. The Guided Pathways restructure addresses students that lacked foundational math and English skills, first-generation college students, transfer students, CTE students, and part-time students with responsibilities outside of being a student.

Guided Pathways reform is enhancing support for gateway courses by assessing students into the necessary math course for their program map, developing co-requisites for support of lacking foundational skills, developing embedded tutoring, and collaborating with tutoring efforts in other programs such as the student success center and STEM.

Program maps have been developed and will be embedded with support to increase the retention and completion rates of maps. Support will be placed at strategic points of map progress to guide first-generation college, transfer, CTE, and part-time students to success.

The Guided Pathways reform efforts will be assessed and evaluated each semester by the Guided Pathways team through the use of automated data reports on student success metrics. Data reports will include disaggregation of success and retention in gateway courses for economically disadvantaged student populations. Trends will be analyzed and supported by the Guided Pathways team and then directed to increase success in struggling initiatives highlighted by the data. The Guided Pathways team will report data to the Guided Pathways Committee, the Academic Senate, and all constituent bodies involved in reform initiatives.
Guided Pathways intends to use semester data reports to analyze success metrics of reform. Reports will include disaggregation of data. Any trends that are leading to inequity will be promptly addressed in the Guided Pathway committee. The Guided Pathways leads will then work with constituent groups to remedy inequities taking place.

FINANCIAL AID
FAFSA PARTICIPATION – what strategies are we implementing to increase the number of applications being submitted
- Collaborating with college outreach colleagues to offer joint presentations and/or workshops.
- Engaging in marketing opportunities or campaigns to promote/advertise each application with applicable dates, to be accompanied by assistance from Marketing and Public Relations, advertising FAFSAs and CADAA sessions on

and off campus.
- Request first-contact staff (Admission, Counseling, First Year Experience) to promote completion of appropriate application
- Departments to include financial aid staff in agendas, for full presentations or brief updates.

PELL GRANT PARTICIPATION – what strategies as a campus are we implementing to increase the number of awarding Pell grants to students
- The Financial Aid Office disburses Pell Grant funds in relation to the number of units and is unable to advise students to enroll in additional classes for the sole purpose of increasing Pell Grant participation.
- Academic counselors shall thoroughly assess students' academic abilities and promote increased enrollment without compromising financial aid eligibility.
- Promote increased (and wise) enrollment with the assistance of Marketing and Public Relations and other offices/departments, increasing Pell dollars disbursed.

BASIC NEEDS
What services are you providing or do you plan to provide in your college's Basic Needs Center?

Services
San Bernardino Valley College (SBVC) plans to use these funds to increase both support, and current infrastructure to meet the basic needs of our students. Our Valley 360 Resource Center will increase its hours of operations,, and will expand to provide clothing at an additional location on campus. SBVC will conduct surveys to those who currently use the V360 Resource Center, in addition to the general student body to identify gaps that need to be addressed. Solutions will encompass on-campus and off-campus partnerships, MOUs, and Cal Fresh outreach. Specifically, these funds will be used to hire a Basic Needs Coordinator, additional support staff including student employees, and additional physical structures to support a center, a newly developed website, and a text resource feature that students can access anywhere.

Participation
San Bernardino Valley College (SBVC) will be incorporating the Basic Needs Center into the matriculation process (new student welcome day) and collaborate means to inform students of the services the center provides. These include working with faculty to add the center on course syllabi, CANVAS and other web-based tools, social media, and flyers, and working directly with counselors. We have been utilizing Presence,

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student engagement software to track students who come in for food and will move forward in capturing data that identifies the additional reasons for a visit to the center.

Food Pantry

SBVC has been operating a food pantry- Valley 360 Resource Center since (2017). Under the support of the Associated Student Government (ASG) and campus community, SBVC opened the center in a small heavily trafficked area. The center outgrew the space and was moved to a larger location. The center has established relationships with the Community Action Partnership of San Bernardino and Feeding America Riverside-San Bernardino. The center offers hygiene products, snack food items, canned food, fresh produce, frozen food, meats and items for cooking and baking. The center has also collaborated with the SBVC Cafeteria and the SBVC Culinary Arts program to provide hot/ready-to-eat meals for students.

Zero-Textbook Cost

Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

"Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation" (Definition by UNESCO).

In spring 2016, SBVC faculty and students voted in the affirmative to support faculty use of high-quality open educational resources to reduce the cost of textbooks and supplies for students. The SBVC Associated Student Government placed on the ballot an OER initiative and the SBVC Academic Senate passed SP16.01 Textbook Affordability and Open Education Resources resolution. In fall 2016, SBVC was awarded an OER grant per the stipulations of the College Textbook Affordability Act of 2015 which incentivizes CCC and CSU campuses to reduce costs for college students by encouraging faculty to adopt high-quality open educational resources. The California Open Online Library for Education website is maintained by the three states of California's higher education systems to provide faculty direct access to peer-reviewed OER instructional materials.

This SBVC OER website curates OER instructional materials and support services for SBVC faculty, students, and staff. The use of quality free and low-cost instructional materials by faculty gives all students the opportunity to succeed from the start of the semester and onward.

Embedded in the OER movement is the belief that education is not a privilege reserved for the few who can financially afford it but a human right for all who desire to pursue

it.
Commit to making a difference in reducing the cost of instructional materials for SBVC learners through the use of high-quality open educational resources. Explore this SBVC OER website.

OER Degree and Certificate Pathways
An OER-based Degree is a degree program in which both:
  o At least one section of all required courses has replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus, and
  o At least one section of a sufficient number of elective and general education courses has replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus.
By meeting these two criteria, OER-based Degrees create powerful impacts on campus:
  o They provide students with a pathway through their degree program in which they are never asked to purchase a textbook or other commercial resource, dramatically reducing their cost to graduate.
  o Research indicates that students whose faculty assign OER in place of commercial materials perform as well or better on key student success metrics (like completion and C or better) as their peers whose faculty assign commercial materials. When OER adoption is accompanied by course redesign efforts, impacts on student success metrics can be dramatic.
  o The broad permissions provided by OER increase faculty freedom by opening a range of new pedagogical possibilities.
  o Finally, decreases in drops (and their accompanying tuition refunds) and increases in enrollment intensity can positively impact institutional finances. OER-based Degrees truly benefit all education stakeholders.

LGBTQIA+
Please discuss your plans or current efforts to support the LGBTQIA+
The population on our campus.
  • Transform the educational setting to better understand, support, and improve the lives of diverse LGBTQIA+ communities and movements.
  • To provide institutional change within the district to advance internal policies and practices to be more effective and support LGBTQIA+ communities and advance social justice.
  • To empower district leadership in an educational setting by cultivating a

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supportive village with professional development opportunities to support LGBTQIA+ identifying people and allies.

- Professional development and training on serving LGBTQIA+ students
- Support for gay and straight alliance clubs
- Lavender Graduation
- Workshops or speaker series

A barrier for both colleges is finding ongoing funding to staff an LGBTQIA+ ecosystem that will help reduce equity gaps and promote inclusivity, pride, and a sense of community on campus. In addition to ongoing funding for LGBTQIA+ programming, the colleges need to identify adequate facilities and student space to plan year-round activities and allow students to gather and build a community.

- Our campus life departments will both work with students to revitalize the LGBTQIA+ club and provide a safe space for LGBTQ+ students and staff to build a community. This in turn will help us learn the educational, social, and emotional support the LGBTQIA+ students need to achieve their educational goals. As a result, we will incorporate staff development opportunities in the form of workshops and training related to LGBTQIA+ students and their needs to promote a positive student experience.
- The district will create a Task Force which will include club advisors, students, faculty and research representatives, and other stakeholders to make recommendations and provide workshops to campus employees including staff, faculty, and administrators. This Task Force will also serve as part of a support system for the LGBTQIA+ community.
- The lack of permanent or ongoing funding to establish a Center and institutionalize programming for long-term LGBTQIA+ student support. In addition, institutions may be challenged to capture the entire LGBTQIA+ student population as some students may have reservations or fear to self-identify

MENTAL HEALTH

Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations

General Approach: Therapeutic behavioral health counseling is provided, in person or virtually, free to all registered students, during daytime class hours. This provides easy access to students who otherwise might not have access to therapeutic counseling. Virtual services allow access for students unable to come to campus.

Veterans: In the past 10 years we have provided embedded counseling in the safe

environment of the veteran's center through an MOU with a community partner. That partnership just ended due to a loss of funding. Veterans are at high risk for suicide and post-traumatic stress disorder (PTSD). We plan to have a clinician provide a regular presence in the Veterans Center as staffing and caseload allow.

Men of color: Our male therapist will be supporting the reformation of the "Brothers Club", whose mission is to provide connection and support to our men of color. Healthy connections are associated with success and retention. We have also offered targeted events for this group such as "MIC check" which explored the power of music in getting us through challenges such as the COVID pandemic.

Dreamers (Undocumented Students): Our dreamer students are a vulnerable population, who are sometimes isolated and benefit from connections with trusted allies on our campus. Two of our Latino staff are providing monthly workshops for dreamers utilizing a variety of the arts to promote self-expression, and peer support, manage stress and anxiety, and explore purpose and connection.

At-Risk Students of Concern: The counseling staff and Coordinator are on the Behavioral Intervention Team (BIT). A dedicated therapeutic, Associate Social Worker (ASW), the counselor provides case management, referrals, support, and a connection point for at-risk students reported to the BIT/Care team. All vulnerable populations have been represented.

Guardian Scholars: We offer workshop training and support groups to this cohort, several times a semester, in coordination with the academic counselor serving this high-risk and vulnerable population.

Parents: Parenting support groups have been offered one to two times a semester as well as one-time events.

Women: Women's therapeutic empowerment group, "Her Story," 5-week sessions are offered twice a semester, to address topics such as self-esteem, sexuality, intimate relationships, family dynamics, and body image. This is a closed group so trust and safety are emphasized, and women receive peer support and validation from other group members. We also celebrate International Women's Day, in March.

LBGTQ+: We involve the club in representing this interest in our events and health fairs. Present to their group regularly. Intake forms for our services have been revised with inclusive language regarding gender, sexual identity, and individual preferences.

INSTITUTIONAL PLANNING

Ongoing Engagement

Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period

- Creation of a formal Student Equity Plan committee.
    - Will meet monthly.
    - Will have three chairs to represent constituent groups on campus.
    - Will have rotating memberships (3 years).

Use of online planning software to monitor progress and maintain accountability.

Integrated Budgeting

- The hiring of full-time staff dedicated to the Umoja-Tumaini program.
- Institutionalize positions that will serve our underrepresented students in particular our Black/African American Students.

Student Voice

- Working with the Research Methods for the Behavioral Sciences course (PSYCH-201) to create/analyze student surveys.
- Continuation of Student Focus Groups to analyze progress.
- Hiring of Student Ambassadors.

Partnerships with on-campus programs/clubs to establish Peer Mentor programs.

Student Equity Plan Institute Core Group

Dr. Ailsa Aguilar-Kitibutr, Counselor
Veada Benjamin, Admissions and Records Coordinator
Larry Brunson, Director, Student Accessibility Services
Davena Burns-Peters, Academic Senate President
Anthony Castro, Mathematics Faculty Chair and Guided Pathways Lead
Marco Cota, Dean, Counseling & Matriculation
Samantha Homier, Research Analyst
Dr. Dirkson Lee, Lead Instructor, Writing Center
Dr. Joanna Oxendine, Dean, Research, Planning & Instructional Effectiveness & Grant Oversight
Dr. Patricia Quach, Dean, Academic Success, and Learning Services
Maria Del Carmen Rodriguez, Dean, Student Equity & Success

Contributors
Dr. Scott Thayer, Interim President
Dr. Dina Humble, Vice President of Instruction
Dr. Olivia Rosas, Interim Vice President of Student Services
Paula Ferri-Milligan, English Chair, and English department faculty
Academic Senate Membership
Classified Senate
Black/African American Focus Student Group
Associated Student Government
Affinity Vested Groups – Presidents and members
Keenan Giles, EOPS/CARE Counselor, BROTHERS faculty advisor
Keynasia Buffong & Dr. Daniele Smith-Morton-UMOJA/Tumaini
Andrea Hecht, General Counseling

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Scott Thayer, Interim President, SBVC
                    Dr. Kevin Horan, President, CHC
                    Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

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 will be completed prior to the contract start date. No individual will be offered a contract until Human Resources has cleared the individuals for employment.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost for employment of adjunct and substitute academic employees is included in the appropriate 2022-2023 budgets.

Adjunct and Substitute Academic Employees
Presented for Information January 12, 2023

[v.12.7.2022.p.2|2]

Employee Name	Location Assignment	Course Subject	Discipline per Minimum Qualifications
Ratigan, James	SBVC	Women's Track	Coaching
Meech, Patrick	SBVC	Football	Coaching
Ramirez, Esther	SBVC	Nursing	Nursing
Jaycocks, Shiane	SBVC	English	English
Cowans, Nicole	SBVC	Film, TV, Video, Media	Broadcasting Technology

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of these appointments is included in the appropriate 2022-2023 budgets.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Appointment of Temporary Academic Employees
Submitted for Board Approval January 12, 2023
[v.1.4.2023.p.1|1]

Employee Name Location Assignment & Department	From	To	Range & Step	Fund	Live Scan Clearance
Leon, Delfino Assistant Professor, Aeronautics SBVC Aeronautics	01/11/23	05/24/23	H8	General	07/18/22
Uiagelelei, Iona Assistant Professor, Kinesiology & Assistant Football Coach SBVC Kinesiology	01/11/23	05/24/23	D8	General	08/19/22

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

PREPARED BY: Dr. Scott Thayer, Interim President, SBVC
Dr. Kevin Horan, President, CHC

DATE: January 12, 2023

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, 2022, 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 12, 2022.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The cost of the non-instructional pay is included in the appropriate 2022-2023 budgets.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.1|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Diponio, Gwen Office of Instruction General Fund	CHC	01/16/23	05/30/23	$52.00	100	$5,200.00	Transition and Support for New CurriQUNET
Dugan, Jonathan Office of Instruction General Fund	CHC	10/21/22	12/16/22	$52.00	12	$624.00	AB705 Workshops *Ratification: Name was not received prior to attending.*
Faltesek, Benjamin Honors General funds	CHC	08/15/22	12/16/22	$52.00	10	$520.00	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter *Ratification: Hours were missed or increased for Fall.*
Kaye, Adelina Office of Instruction General Fund	CHC	11/04/22	12/16/22	$52.00	12	$624.00	AB705 Workshops *Ratification: Name was not received prior to attending.*
Montes, Ashley Library General Fund	CHC	01/16/23	05/24/23	$57.00	265	$15,105.00	Adjunct Librarian
Morris, Nicholas Strong Workforce - Restricted	CHC	07/01/22	12/31/22	$52.00	50	$2,600.00	Respirartory Curriculum Work
Rojas, Daniel Strong Workforce - Restricted	CHC	07/01/22	12/31/22	$52.00	50	$2,600.00	Respirartory Curriculum Work
Sadiq, Fahima Office of Instruction General Fund	CHC	10/21/22	12/16/22	$52.00	12	$624.00	AB705 Workshops *Ratification: Name was not received prior to attending.*
Salt, Kim Office of Instruction General Fund	CHC	01/16/23	05/30/23	$52.00	100	$5,200.00	Transition and Support for New CurriQUNET
Serrano, Thomas Strong Workforce - Restricted	CHC	07/01/22	12/31/22	$52.00	50	$2,600.00	Respirartory Curriculum Work

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.2|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Sheahan, Michael Strong Workforce - Restricted	CHC	07/01/22	12/31/22	$52.00	50	$2,600.00	Respirartory Curriculum Work
Alhoch, Bashar Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Avila, Alex Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Barnard, Amber Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Beshwate, Keith Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Blacksher, Anthony Instruction Office General Fund	SBVC	10/01/22	12/30/22	$52.00	12	$624.00	Police Academy Class #39 Presentation *Ratification: Division office oversight.*
Burmah, Loydie Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Chen, Hsu-Chia Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	20	$1,040.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.3|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Chen, Hsu-Chia Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Chiem, Vinh Office Campus General Fund	SBVC	08/01/22	12/16/22	$63.00	293	$18,459.00	Vinh Chiem will be supporting the ValleyNow! Program *Amendment: Originally approved at the July 2022 board date at $61.00 pay rate. New pay rate per HR should have been $63.00/hr. starting 8/01/2022*
Colern-Mulz, Leslie Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Copeland, Mary Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Cretu, Camila Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	20	$1,040.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Cretu, Camila Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.4|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Farago-Spencer, Emilia Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Ferri-Milligan, Paula Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Fozouni, Daihim Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Frias, Mayra Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Hoang, Dung Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Hoang, Dung Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Hoang, Dung Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.5|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Hoang, Dung Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Hoelle, Nicole Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Hunter, Diane Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
James, Edna Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Jones, Edward Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Joshua, Judith Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Kellogg, Elena Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Lai, Karen Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.6|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Lai, Karen Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Lee, Dirkson Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Liscum, Hoang Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Liscum, Hoang Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Loh Myers, Susan Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Loring, Michael Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Lyons, Kevin Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Maestre, Joanne Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.7|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Majid, May Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Majid, May Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Majid, May Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	20	$1,040.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Majid, May Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.8|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Martin, David Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	50	$2,600.00	Faculty Lead -Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Martin, David Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	50	$2,600.00	Faculty Lead -Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Martinez, Leilani Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Mendoza, Maria Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Mendoza, Maria Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.9|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Miller, Frank Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Miller, Frank Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Mills, Amy Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Moreno, Dolores Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Naim, Rozaena Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.10|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Naim, Rozaena Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Nguyen, Bryan Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Nguyen, Bryan Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Nguyen, Leon Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.11|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Nguyen, Leon Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Nolasco, Jesus Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	20	$1,040.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Nolasco, Jesus Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.
Notarangelo, Joe Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Orozco, Stefan Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Orr, Katherine Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.12|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Ramirez, Jessica Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Ramirez, Jessica Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Recinos, Jose Student Development General Fund	SBVC	10/11/22	10/29/22	$52.00	33	$1,716.00	Spanish Translation *Ratification: Notified by Marketing Director 11/30/22 there was services provided for translation services by a faculty; there was no funding source at the time. Documents were submitted to process.*
Rippetoe, James Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Roza, Amanda Strong Workforce Grant Fund	SBVC	10/11/22	06/30/23	$52.00	422	$21,944.00	Clinical Placement Coordinator *Ratification: There is an ongoing need in the nursing department for someone to recruit, organize, and manage clinical sites.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.13|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Sacdalan, Alvin Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	20	$1,040.00	Faculty Lead - Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Sacdalan, Alvin Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	36	$1,872.00	Faculty Lead -Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Samson, Danae Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Shea, Edward Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Thompson, Jerrall Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Trewhella, Donna Institute of Media Arts-Categorical Fund	SBVC	02/11/23	06/30/23	$52.00	30	$1,560.00	FTVM/IMA Best Practice Workshops
Wagner, Eric Basic Skills Categorical Fund	SBVC	01/17/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Weber, Abena Math & Science - General Fund	SBVC	01/17/23	05/23/23	$52.00	119	$6,188.00	Maintaining operations of ALEKS Lab
Wheeler, James Basic Skills Categorical Fund	SBVC	01/23/23	06/30/23	$52.00	40	$2,080.00	Community of Practice

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.14|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Wilson, Nancy Basic Skills Categorical Fund	SBVC	01/23/23	06/30/23	$52.00	40	$2,080.00	Community of Practice
Zarate, Rangel Basic Skills Categorical Fund	SBVC	01/23/23	06/30/23	$52.00	25	$1,300.00	Community of Practice
Zuick, Nhan Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	16	$832.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*
Zuick, Nhan Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	30	$1,560.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 108.
Zuick, Nhan Basic Skills Categorical Fund	SBVC	08/15/22	12/16/22	$52.00	50	$2,600.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102. *Ratification: Waiting to confirm funding from Basic Skills and also solidify faculty that will be participating*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval January 12, 2023

[v.12.8.2022.p.15|15]

Employee Name Funding Source	Location Assignment	From	To	Rate	Hours	Not to Exceed Amount	Project
Zuick, Nhan Basic Skills Categorical Fund	SBVC	01/17/23	05/23/23	$52.00	40	$2,080.00	Community of Practice (CoP) - Orient faculties regarding support courses, to share teaching strategies, and to provide support to our faculty teaching Math 102.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Scott Thayer, Interim President, SBVC
Dr. Kevin Horan, President, CHC
Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The payment of stipends is included in the appropriate 2022-23 budgets.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Payment of Stipends

Submitted for Board Approval January 12, 2023

[v.12.7.2022.p.2|3]

Head Coaches: Spring 2023

Employee Name	Location Assignment	Department	Stipend
Eads, Courtney	CHC	Men's Swimming	$7,000.00

Head Coaches: 1/13/23-6/30/23

Employee Name	Location Assignment	Department	Stipend
Bennett, Devin	SBVC	Softball	$7,000.00
Kounas, Jason	SBVC	Baseball	$7,000.00
Lawler, Kenneth	SBVC	Men's Track	$7,000.00
Ratigan, James	SBVC	Women's Track	$7,000.00

Assistant Coaches: Spring 2023

Employee Name	Location Assignment	Department	Stipend
Alari, Kai	CHC	Womens Swimming	$2,500.00
Herron, Jordan	CHC	Womens Swimming	$2,500.00
Sparks, Austin	CHC	Mens Swimming	$5,000.00

Assistant Coaches: 1/13/23-6/30/23

Employee Name	Location Assignment	Department	Stipend
Aldama, Henry	SBVC	Baseball	$5,000.00
Alnazer, Ahmad	SBVC	Women's Track	$5,000.00
Clark, Bryana	SBVC	Softball	$5,000.00
Landazurri, Angel	SBVC	Baseball	$4,000.00
Mendoza, Kendra	SBVC	Softball	$5,000.00
Paramo, Patrick	SBVC	Baseball	$3,000.00
Sandoval, Jennifer	SBVC	Women's Track	$5,000.00
Washington, Tyree	SBVC	Men's Track	$5,000.00

Payment of Stipends
Submitted for Board Approval January 12, 2023
[v.12.7.2022.p.3|3]

Other: 8/15/22-12/31/22

Employee Name	Location Assignment	Department	Stipend
Brown, Joshua	SBVC	Men's Soccer	$600.00
Ratification: Men's Soccer Team went to playoff game on 11/16/2022. Per their contract, they are paid a $600.00 playoff stipend for going to playoff game.			
Hauge, Kristin	SBVC	Women's Soccer	$600.00
Ratification: Women's Soccer Team went to playoff game on 11/16/2022. Per their contract, they are paid a $600.00 playoff stipend for going to playoff game.			
Ratigan, James	SBVC	Men's Cross Country	$1,800.00
Ratification: Men's Cross Country went to State Championships on 11/19/22. Per their contract, they are paid a $1,800.00 playoff stipend for making it to State Championships.			

Other: Spring 2023

Employee Name	Location Assignment	Department	Stipend
Hamlett, Cynthia	CHC	Distance Education:Humanizing Online Teaching and Learning	$2,080.00
Hamlett, Cynthia	CHC	Distance Education: Online Teaching, Learning and Accessibility	$2,600.00
Jasso, Heather	CHC	CNA-CTE: For work on the CNA program at CHC	$2,000.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

SUBJECT: Consideration of Approval to Appoint Interim Managers

RECOMMENDATION

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

OVERVIEW

The employee on the attached list is 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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

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

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Appointment of Interim Managers
Submitted for Board Approval January 12, 2023
[v.12.30.2022.p.1|1]

Employee Name Location Assignment	Effective Dates	Range & Step	New or Replacing	Fund	Live Scan Clearance
Fontanilla, Linda Interim College President SBVC President	01/23/23 to 01/31/24	3I	Diana Rodrigez	General	TBD
Simonds, Lindsey Interim Associate Director, Fiscal Services DSO Fiscal Services	02/06/23 to 06/30/24	17A	Tenille C. Norris	General	TBD
Stephens, Heather Interim Director, Child Development CHC Child Development	01/01/23 to 06/30/23	14A	Deborah Wasbotten	General	08/11/21
Thaimas, Thomas Interim Police Sergeant DSO Police Department	01/17/23 to 06/30/23	14A	New	Police	09/29/22

†Live Scan clearance pending; employee will not start without clearance.

*Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

SUBJECT: Consideration of Approval to Appoint District Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve appointment of the employees on the attached list and, as necessary, approve the corresponding employment contracts as well.

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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2022-2023 budgets.

Appointment of District Employees
Submitted for Board January 12, 2023
[v.1.4.2023.p.1|3]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Bender, ZsaQuita Administrative Assistant I CHC Respiratory Care	01/13/23	Classified 33C	Paige Dulay-Vega	Strong Workforce Program	06/28/18
Berrocal, Karolyn Administrative Assistant III SBVC Academic Success and Learning	01/17/23	Classified 41A	Sharon Zerbel	General	TBD[†]
Bless, Melissa Student Services Technician I CHC EOP&S	01/17/23	Classified 30A	Haly Mattson	EOPS/CARE/Cal WORKs	TBD[†]
Briones, Evelyn Senior Student Services Technician CHC Outreach & Educational Partnerships	01/17/23	Classified 38B	New	General	06/21/22
Colbert, Timothy Assistant Professor, Art SBVC Art	01/11/23	Academic H8	James Stewart	General	TBD[†]
De Simone, Sarah Assistant Professor, EMS CHC Emergency Medical Services	01/11/23	Academic TBD*	Kathryn E. Crow	General	TBD[†]
Eilander, Craig Lab Assistant I, EMS CHC Emergency Medical Services	01/17/23	Classified 39A	David Aten	General	TBD[†]

†Live Scan clearance pending; employee will not start without clearance.

*Salary placement to be determined upon verification of education and experience.

Appointment of District Employees
Submitted for Board January 12, 2023
[v.1.4.2023.p.2|3]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Gonzalez, Francisco Assistant Professor, Aeronautics SBVC Nursing	01/11/23	Academic TBD*	Tammy Brown	General	TBD[†]
Hagler, LaTesha Associate Dean, Student Support Services CHC EOP&S	01/26/23	Academic 21B	Rejoice Chavira	General	TBD[†]
Hassanzadah, Mehgan Assistant Professor, Biological Sciences SBVC Biology	01/11/23	Academic TBD*	New	General	TBD[†]
Houlihan, Sean Senior Web Developer DSO KVCR	01/13/23	Classified 63A	New	General	06/18/18
Jimenez, Nicole Nursing Counselor SBVC Nursing	01/11/23	Academic G7	New	General	08/22/16
Lemus, Julie Senior Student Services Technician CHC Counseling	01/17/23	Classified 38A	Brandice Mello	General	TBD[†]
Pak, Sandra Assistant Professor, Nursing SBVC Nursing	01/11/23	Academic TBD*	Sana Massad	General	TBD[†]
Perez, Jeanette Payroll Technicin DSO Payroll	01/17/23	Classified 39B	Silvia Navarro	General	TBD[†]

†Live Scan clearance pending; employee will not start without clearance.

*Salary placement to be determined upon verification of education and experience.

Appointment of District Employees
Submitted for Board January 12, 2023

[v.1.4.2023.p.3|3]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Rodriguez, Nelky Manager, Regional Employer Engagement DSO Economic Development & Corporate Training	01/17/23	Management 13A	New	Employer Engagement Manager	TBD[†]
Romero, Melissa Assistant Professor, Biological Sciences SBVC Biology	01/11/23	Academic TBD*	Dave Bastedo	General	TBD[†]
Saucedo, Manuel Director, Development & Strategic Relations DSO KVCR	01/17/23	Management 18A	New	General	TBD[†]
Smith, LaCretia Basic Needs Coordinator SBVC Student Life	01/16/23	Classified 46A	New	SBVC-Basic Needs Centers & Staffing Support	TBD[†]

Ratification: Note the 01/11/23 start dates for some academic appointments are to accommodate for the academic new hire orientation calendar.

[†]Live Scan clearance pending; employee will not start without clearance.
*Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Diana Z. Rodriguez, Chancellor
PREPARED BY:	Kristina Hannon, Vice Chancellor, Human Resources & Police Services
DATE:	January 12, 2023
SUBJECT:	Consideration of Approval to Place Classified Employees on the 39-Month Reemployment List

RECOMMENDATION

It is recommended that the Board of Trustees approve the placement of classified employees on the 39-Month Reemployment List as indicated on the attached.

OVERVIEW

In accordance with Article 14: Leaves of the Collective Bargaining Agreement between SBCCD and the CSEA, when all an employee's available leaves of absence, paid or unpaid, have been exhausted, the unit member shall be placed on a reemployment list for a period of 39 months.

ANALYSIS

The employees listed on the attached have exhausted all available leaves of absence.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Placement of Classified Employees on the 39-Month Reemployment List

Submitted for Board Approval January 12, 2023

[v.12.7.2022.p.2|2]

Employee Name Title	Location Assignment	Department	Effective Date
Okray, Raina Administrative Assistant II	SBVC	President's Office	01/26/23

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

SUBJECT: Consideration of Approval to Ratify the Revised Rates of Pay for Professional Expert and Short-Term Hourly Employees

RECOMMENDATION

It is recommended that the Board of Trustees ratify the revised Professional Expert and Short-Term Hourly Rates of Pay schedules effective January 1, 2023, as attached.

OVERVIEW

California state minimum wage increased to $15.50 per hour on January 1, 2023, for employers with 26 or more employees. To comply with the increase, the Board approved the minimum rate for hourly and student worker employees to increase. It was found the Transitional Work Crew Trainee was missed in that update. It was further reviewed that Lifeguards are required to maintain an American Red Cross lifeguarding certificate to work as a lifeguard. Currently SBCCD lifeguards earn $15.50 per hour which is well below the average, making it difficult to hire and retain qualified individuals. Increasing the hourly rate of lifeguard allows will allow SBCCD to recruit and retain qualified lifeguards.

ANALYSIS

The positions affected are:

- Lifeguard
- Transitional Work Crew Trainee

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The financial implications of this board item will be included in the appropriate budgets.

Rates of Pay for Professional Expert Employees
Submitted for Board Approval January 12, 2023
Effective January 1, 2023

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
3D Animator	$25.00 to $40.00
Adult Education Planning Grant Coordinator	$40.00
Apprenticeship Program Organizer	$55.00 to $75.00
Assistant Instructor	$20.00
Bilingual Translator/Interviewer	$20.00
Business and Resources Development Consultant	$60.00
Caltrans Trainee	$15.50 to $16.50
Caltrans Program Work Crew Driver	$22.00 to $25.00
Camera & Lighting Technician	$15.50 to $20.00
Closed Caption Editor I	$15.50
Closed Caption Editor II	$16.00 to $20.00
Closed Caption Editor III	$21.00 to $30.00
Content Specialist (FNX and Marketing & Public Relations)	$15.50 to $40.00
Counseling Trainee	$15.50
Guardian Scholars and Dreams Liaison (Categorical)	$45.00
Editor (KVCR, FNX, Pledge Drive)	$18.00 to $30.00
EMT-1 Skills Laboratory Assistant	$15.50
EMT(EMS)/Respiratory Care/Fire Tech PE/ASL Specialist	$30.00
Fire Academy Instructor	$45.00
Fire Agility Group Leader/Proctor	$15.50
Fire Operations Specialist	$55.00
Foster Parenting Education	$45.00
FTVM Intern I / II / III	$15.50/ $16.00/$17.00
Grant Program Assistant (Categorical)	$35.00
Grant Writer I/II/III	$30.00/$40.00/$55.00
Interpreting/Transliterating Level 0 (Mentoring)	$15.50 to $16.00
Interpreting/Transliterating Level I (0-2 yrs of exp & pass evaluation)	$28.00 to $30.00
Interpreting/Transliterating Level II (2-4 yrs of exp & pass evaluation)	$32.00 to $34.00
Interpreting/Transliterating Level III (4-5 yrs of exp & pass evaluation)	$36.00 to $38.00
Interpreting/Transliterating Level IV (5-6 yrs of exp or RID & pass evaluation)	$40.00 to $42.00
Interpreting/Transliterating Level V (RID Certified or RID written passed &pass evaluation or EIPA Level 4/5 & pass evaluation)	$45.00
Laboratory Instructor	$20.00
Mental Health Educator/Counselor Intern	$55.00
Nurse Practitioner I (1-2 years of SBCCD experience)	$55.00
Nurse Practitioner II (3-5 years of SBCCD experience)	$60.00
Nurse Practitioner III (6+ years of SBCCD experience)	$65.00
Police Science Facilitator/Evaluator	$50.00
Police Tactical Officer/RTO	$35.00
Policy Analyst	$60.00
Post Masters Counseling Associate I / II / III	$25.00/$30.00/$35.00

Rates of Pay for Professional Expert Employees
Submitted for Board Approval January 12, 2023
Effective January 1, 2023

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
Primary Instructor	$25.00
Program Assistant	$20.00 to $49.00
Project Liaison	$70.00 to $75.00
Radiologic Technology Specialist	$30.00
Respiratory Care Clinical	$57.13
Social Media Specialist (FNX & Marketing & Public Relations)	$21.00 to $25.00
Special Events Planner	$25.00 to $35.00
Staff Writer/Photographer	$16.00 to $20.00
State Fire Training Instructor	$55.00
Transitional Work Crew Trainee	~~$15.00~~ $15.50
Transitional Work Crew Trainer	$22.00 to $25.00
Training Specialist	$19.00
Tutor I / II / III	$16.00/$17.00/$19.00
TV Closed Captioning	$15.50 to $16.00
Workforce Development/PDC Trainer	$15.50 to $100.00 or up to 85% of enrollment, or up to 60% of net

PROFESSIONAL EXPERT ASSIGNMENT	SEMESTER RATE
Medical Director (EMT)	$3,500.00
Medical Director (Respiratory Care)	$3,000.00
Region 9 Mentee	$625.00

SBCCD shall utilize short-term hourly, non-academic employees in accordance with California Education Code Section 88003.

These rules apply to employees who are not members of the classified service as defined by the California Education Code Section 88003. The District has limited a temporary hourly employee to no more than 175 days. Short-term temporary hourly employees are not eligible to work more than 40 hours per week or more than 8 hours per day.

Rates of Pay for Short-Term Employees
Submitted for Board Approval January 12, 2023
Effective January 1, 2023

SHORT-TERM ASSIGNMENT	HOURLY RATE
Lifeguard	~~$15.50~~ $16.50
Life Drawing Model	$25.00
Project Assistant I / II / III	$15.50/$16.50/ $18.50

SBCCD shall utilize short-term hourly, non-academic employees in accordance with California Education Code Section 88003.

These rules apply to employees who are not members of the classified service as defined by the California Education Code Section 88003. The District has limited a temporary hourly employee to no more than 175 days. Short-term temporary hourly employees are not eligible to work more than 40 hours per week or more than 8 hours per day.

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 12, 2023

SUBJECT: Consideration of Ratification for Contracts at or Above $99,100

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 $99,100.

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 $99,100. 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.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and or contract requests have been budgeted for via purchase requisition.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Contracts and Agreements
Over $99,100

Board Date 01/12/2023

Control Number	Vendor Name	Dept/Location	Contract Type	Total New Contract Value	Amendment
23791	**HMC Architects**	Facilities Planning/SBCCD	Professional Services	$5,396,817.80	$56,388.20
	RFQP CC01.3601; Architectural and Engineering Services for Technical Building Replacement Project; This is to approve Amendment 03 - Reduce scope of work and decrease cost by ($129,116.00); Amendment 09 - Add scope of work, Architectural, Engineering and Design services to expand the Bio Garden into the Gym Lawn for increase cost of $56,388.20. New total contract value is $5,396,817.80			12/05/2019 through 12/04/2024	
23720	**Leighton Consulting, Inc.**	Facilities Planning/SBCCD	Professional Services	$500,000.00	
	Professional Services - Provide Geological Hazards and Geotechnical Review services			11/17/2022 through 11/17/2025	
23726	**Snipes Engineering, Inc. dba Snipes-Dye Associates**	Facilities Planning/SBCCD	Professional Services	$500,000.00	
	Professional Services - Civil Engineering and Surveying Services			11/17/2022 through 11/17/2025	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 12, 2023

SUBJECT: Consideration of Approval of Conference Attendance

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached conference attendance.

OVERVIEW

Faculty and staff attend conferences for various purposes, including professional growth and development, networking with industry peers, discussing best practices, and learning about emerging issues. The SBCCD conference request process is covered by Administrative Procedure 7400. All requests must be approved by the appropriate administrator as listed:

- For employee travel, the traveler's immediate supervisor.
- For student travel, the College President.
- For the Chancellor's travel, the Board Chair or other designated Board Member.
- For Board Member travel, the Board Chair or designee.

Additionally, conference expenses must be approved by the budget responsibility center managers and Business Services. If total estimated expenses exceed $5,000 per person, or travel is outside the contiguous United States, the request must also have prior Board approval.

ANALYSIS

The requests to attend conferences on the attached are either estimated to result in expenses exceeding $5,000 per person, and/or involve travel outside the contiguous United States.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The cost of these conferences is included in the appropriate budget funds indicated on the attached, and are approved by supervising managers through the District's financial system.

SBCCD | Mission

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Conference Attendance
Submitted for Board Approval January 12, 2023
[v.12.14.2022.p.1|1]

Site: DSO

Name:
Frank Reyes, Trustee

Total Estimated Cost Per Person:
$750

Funding Source:
Board of Trustees General Fund

Conference Name: COP27 – UN Climate Change Conference

Dates of Travel: 11/15/2022 – 11/20/2022

Location: Sharm el-Sheikh, Egypt

Purpose: COP27 will host a broad array of climate change challenges ranging from holistic, cross-cutting solutions such as greening national budgets, sustainable cities, multilevel action, and sustainable transport to sectoral solutions like waste management and alternatives to plastic and green building. Sustainable cities, green buildings, and resilient infrastructures are all part of the paradigm shift envisaged in the critical decade and beyond, with an aim to achieve a transformative implementation building on agreed deliverables under different agreements and a further ambitious pledge to reduce climate impacts and consider the role of cities in combating climate change. COP27 will bring together established businesses, small and medium-scale innovators, and government and financial institution representatives to share experiences, discuss challenges, and potentially build collaborations and future alliances.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Jose F. Torres, Executive Vice Chancellor
PREPARED BY:	Steven J. Sutorus, Business Manager
DATE:	January 12, 2023
SUBJECT:	Consideration of Approval of District & College Expenses

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached requests for district and college expenses.

OVERVIEW

As required by Ed Code and the County Superintendent of Schools, Board action is required for field trips whenever expenditures are to be made on behalf of students for admission, meals and lodging. In addition, SBCCD AP 6925 requires the Board authorize the expenditure of funds related to various functions planned for the colleges and district office as indicated below.

- Meetings or trainings attended only by employees and/or currently enrolled students for which the total cost will be in excess of $1,000.
- Meetings or trainings attended by employees, currently enrolled students, and by one or more non-employees and/or non-students of the District, for which the total cost will be in excess of $500.
- Any refreshments and/or meals for an 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

Details of the various events are included in the attached list being presented for approval.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The cost of these expenditures is included in the budgets shown on the attached.

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District & College Expenses

Submitted for Board Approval January 12, 2023

[v.12.13.2022.p.1|1]

Site/Date/Cost	Event/Items Purchased/Funding Source
Site: CHC **Date of Event:** 3/31/23-4/2/23 **Total Estimated Cost:** $15,000	**Event:** Student Senate for California Community Colleges Conference **Items Being Purchased:** Conference registration for eight students and one, hotel, per diem, and travel mileage **Funding Source:** Student Rep Fee
Site: SBVC **Date of Event:** 3/1/23-3/3/23 **Total Estimated Cost:** $50,000	**Event:** 16th Annual A2MEND African American Male Summit **Items Being Purchased:** Registration, transportation, lodging, meals, and travel expenses First-Year Experience and Transfer Center are sponsoring this event in Los Angeles, CA for approximately 20 SBVC students who will interact with administrators from across the country to address administrative and instructional strategies that will impact the success of African male students. Alise Clouser and Dr. Robert Brown will serve as chaperones. **Funding Source:** Outreach and Retention Categorical Fund
Site: SBVC **Date of Event:** 3/20/23-3/25/23 **Total Estimated Cost:** $65,000	**Event:** Historically Black College and University Tour (HBCU) **Items Being Purchased:** Registration, transportation, lodging, meals, and travel expenses. First-Year Experience and Transfer Center will sponsor this University Tour for approximately 18 SBVC students and 2 chaperones traveling to Washington, D.C. to visit area colleges and universities.This event will provide students with overviews of admission requirements for HBCU's enabling students to embark on new paths and preparing them for transfer. Sharaf Williams and Keynasia Buffong will serve as chaperones. **Funding Source:** Outreach and Retention Categorical Fund

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 12, 2023

SUBJECT: Individual Memberships

RECOMMENDATION

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

OVERVIEW

The County of San Bernardino District Financial Services Division requires certification of board minutes, that are in accordance with provisions of legal codes for the State of California, to pay invoices for memberships. Whenever possible, SBCCD purchases institutional memberships to be used districtwide. The individual requesting membership has reviewed, and confirms, the District does not currently subscribe to an institutional membership and the association to which they are requesting membership only offers Individual memberships. The memberships requested are related to job duties and functions to promote and advance our institutions and students.

ANALYSIS

Education Code Section 35172 (d) Subscribe for membership for any school under its jurisdiction in any society, association, or organization which has for its purpose the promotion and advancement of public or private education. (e) Subscribe for membership in, or otherwise become a member of, any national, state or local organization of governing boards of school districts or members thereof which has for its purposes the promotion and advancement of public education through research and investigation, and the cooperation with persons and associations whose interests and purposes are the betterment of the educational opportunities of the children of the state.

Education Code Section 35160.1 (a) The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools should have the flexibility to create their own unique solutions. (b) In enacting Section 35160, it is the intent of the Legislature to give school districts, county boards of education, and

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county superintendents of schools broad authority to carry on activities and programs, including the expenditure of funds for programs and activities which, in the determination of the governing board of the school district, the county board of education, or the county superintendent of schools are necessary or desirable in meeting their needs and are not inconsistent with the purposes for which the funds were appropriated. It is the intent of the Legislature that Section 35160 be liberally construed to effect this objective. (c) The Legislature further declares that the adoption of this section is a clarification of existing law under Section 35160.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues

FINANCIAL IMPLICATIONS

Membership associated with this board item are included in the funding source as attached.

INDIVIDUAL MEMBERSHIPS
Submitted for Board Approval 1/12/23

SITE AMOUNT PER PERSON NAME(S)	MEMBERSHIP FUNDING SOURCE
CHC $150.00 per person	Health Services Association California Community Colleges (HSACCC)
Hannah Sandy	Student Health Services General Funds
CHC $105.00 per person	California Community Colleges Cross Country and Track & Field Coaches Association dba 5CTCA
Josh Estrada Gabi Jimenez	Athletics General Fund

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

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

DATE: January 12, 2023

SUBJECT: Consideration of Approval to Adopt Resolution #2023-01-12-FS-01 Approving Transfers to the Reserve for Contingencies from Various Expenditure Classifications

RECOMMENDATION

It is recommended that the Board of Trustees adopt Resolution #2023-01-12-FS-01 approving the transfer of funds to the reserve for contingencies from various expenditure classifications as indicated in the attached resolution.

OVERVIEW

The 2022-23 Final Budget adopted by the Board of Trustees on September 8, 2022, represented SBCCD'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 shall approve the transfer of funds, upon recommendation of the Chancellor, to or from the reserve for contingencies to or from any expenditure classification. Transfers of funds shall be done 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 to the reserve for contingencies from the expenditure classifications indicated on the attached resolution.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The approval of this board item will change the reserve for contingency accounts by the amounts indicated in the attached resolution.

**RESOLUTION #2023-01-12-FS-01 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO APPROVE TRANSFERS FROM RESERVE FOR CONTINGENCIES TO
VARIOUS EXPENDITURE CLASSIFICATIONS**

[v.12.12.2022.p.1|2]

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, on the 8th day of September, 2022, the San Bernardino Community College District (the District) adopted the 2022-23 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; and

WHEREAS, transfers of funds shall be done via the adoption of a resolution by a two-thirds majority vote; 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 January 12, 2023, by the following majority vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

STATE OF CALIFORNIA   )
COUNTY OF SAN BERNARDINO   )

I, Diana Z. Rodriguez, 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 #2023-01-12-FS-01 OF THE BOARD OF TRUSTEES OF THE
*S*AN BERNARDINO COMMUNITY COLLEGE DISTRICT
TO APPROVE TRANSFERS FROM RESERVE FOR CONTINGENCIES TO
VARIOUS EXPENDITURE CLASSIFICATIONS

[v.12.12.2022.p.2|2]

EXHIBIT A

Fund 445/45 Measure CC Bond			275,064,772	2022-23 Initial Fund Balance	
			-	Net Change from Previously Approved Transfers	
			275,064,772	Fund Balance Before Transfer(s)	
Board Approved	Date	Ref #	Amount to/(from) Reserve	Expenditure Classification	Justification
1/12/2023	12/1/2022	017008	1,781,921	5000 Other Expenses	Current year carryover budget adjusted to cover prior year expenses through 6/30/2022
			1,781,921	Total Approved at this Board Meeting	
			273,282,851	Fund Balance After Transfer(s)	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 12, 2023

SUBJECT: Consideration of Approval of Surplus Property and Authorize Donation to Micah House Trinity Community Foundation and YouthHope Foundation

RECOMMENDATION

It is recommended that the Board of Trustees approve the surplus and donation of books to Micah House Trinity Community Foundation and YouthHope Foundation.

OVERVIEW

CHC's Library wishes to surplus the books which are no longer needed by the campus. Education Code 81452 (c) provides that the governing board may, by unanimous vote, declare property of insignificant value as surplus and donate the surplus property to a charitable organization. The estimated value of the donation is $60.00.

ANALYSIS

CHC's Library no longer has a use for these books and they are non-essential to ongoing operations. Micah House Trinity Community Foundation and YouthHope Foundation have examined the items and are willing to accept the donation for use in supporting their mission.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There is no cost to the District associated with this Board item.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency
Management & Construction

DATE: January 12, 2023

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
- Mechanical Engineering & Pluming
- Commissioning
- Special Inspection & Material Testing
- Furniture, Fixtures, & Equipment (FF&E) Design, Procurement & Installation Coordination

- Hazardous Material Assessment
- Landscape Architecture
- Estimating
- Division of the State Architect Inspector of Record
- California Environmental Quality Act/National Environmental Policy Act

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 services 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.

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SBCCD GOALS

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FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

Master Services Agreements & Task Orders for Bond Construction
Submitted for Ratification January 12, 2023

[v.12.6.2022.p.1|1]

Firm	Pool Approval	Task Order Amount	Site	Project	Task Order	Date Executed	Date Ratified
*Architerra Design Group Rancho Cucamonga, CA	Landscape Architecture 2/13/2020	$9,180.00	SBVC	Business Quad Development	CC01-3610-15.01 (TO #011) Landscape Architecture Services	11/15/2022	1/12/2023
*RMA Group Rancho Cucamonga, CA	Special Inspections & Material Testing 12/12/2019	$64,304.00	SBVC	New Softball Field	CC01-3605.08 (TO #012) Special Inspections and Material Testing Services	11/21/2022	1/12/2023
Dovetail Decision Consultants, Inc. San Anselmo, CA	Furniture, Fixtures, & Equipment (FF&E) 8/11/2022	$297,420.00	CHC	Crafton Hills College (Campus-wide)	CC03-3640-17.01 (TO #001) FF&E Design, Procurement & Installation Coordination Services	11/21/2022	1/12/2023
*HMC Architects Ontario, CA	Architectural & Engineering 12/12/2019	($5,200.00)	CHC	CCR Multi-Purpose Room Acoustical Improvements	CC02-3626-21.01 (TO #035) Architectural & Engineering Services	11/15/2022	1/12/2023

*Issued as a supplemental to an existing Task Order

MEASURE CC

BUILDING NEW OPPORTUNITIES FOR
OUR STUDENTS & OUR COMMUNITY

Task Order Selection Summary

Campus & Project: Crafton Hills College (Campus-wide)

Task Order Awarded to: Dovetail Decision Consultants, Inc.

Task Order Executed: November 21, 2022

Amount: $297,420.00

Selection Summary:

The short list of pre-qualified Furniture, Fixtures & Equipment firms includes one firm. One firm submitted a proposal in response to the Request for Task Order Proposal. The proposal review committee consisted of one Program Management Office member and two Construction Management Team members. Dovetail Decision Consultants, Inc.'s proposal was reviewed, and the qualifications of the proposed team were determined to be very strong in both project experience and individual experience. Dovetail Decision Consultants, Inc. was awarded the Task Order.
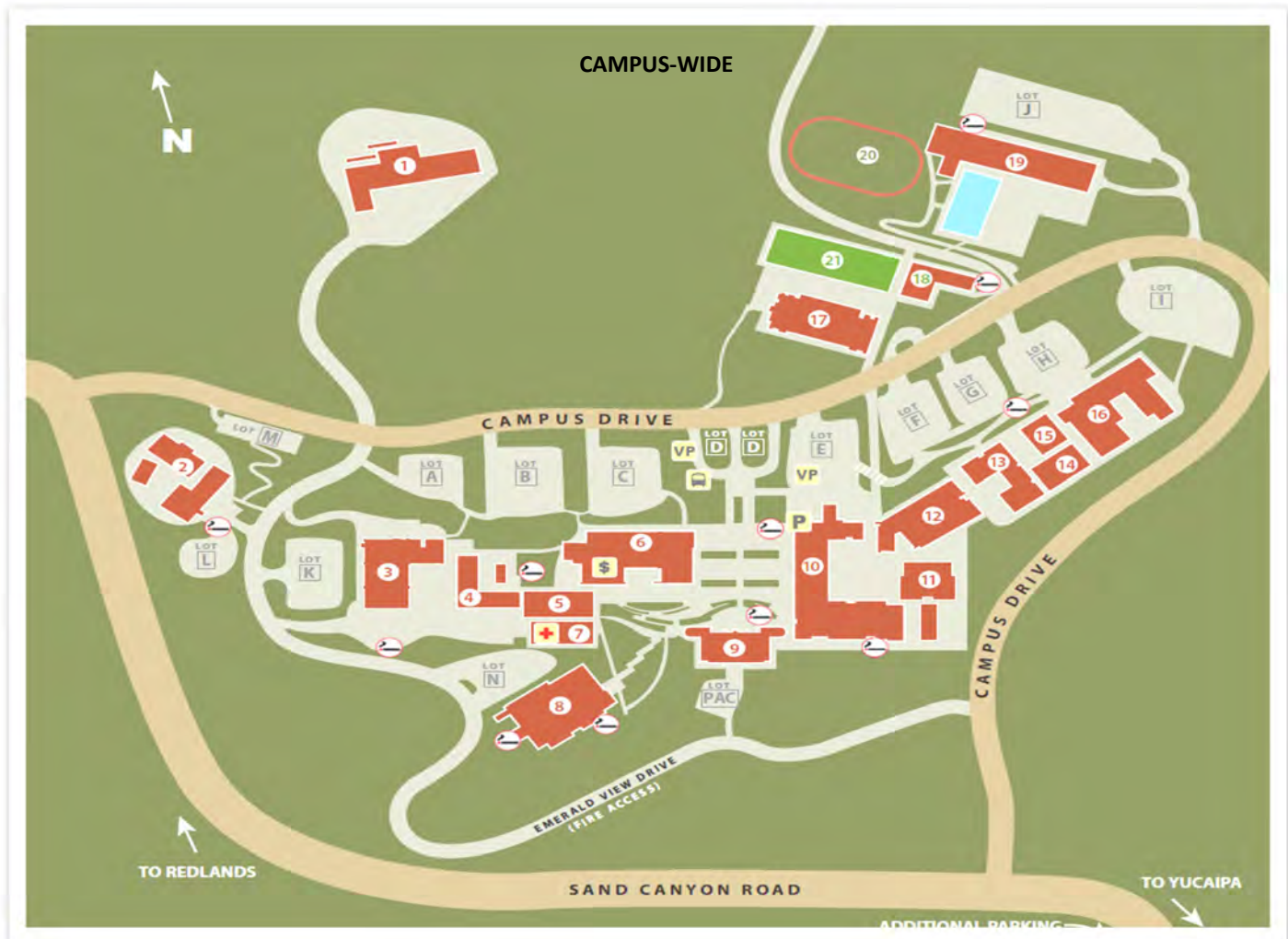
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Diana Z. Rodriguez, Chancellor
PREPARED BY:	Stacey K. Nikac, Administrative Officer
DATE:	January 12, 2023
SUBJECT:	Board Committee Reports

RECOMMENDATION

This item is for information only.

OVERVIEW

BP 2220 https://sbccd.policystat.com/policy/2811874/latest/

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 https://sbccd.edu/about-sbccd/board-of-trustees/bot-committees.php

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.

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SBCCD GOALS

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4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this Board item.

Committees of the Board
Subject to the Brown Act

BOT COMMITTEES (with committee charge)	2022 BOARD MEMBERS (chairs are BOLD)
Finance Committee The committee is charged with: • 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.	1. **Joseph Williams** 2. Gloria Harrison 3. Stephanie Houston
Legislative Committee The committee is charged with: • 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.	1. **Frank Reyes** 2. Anne Viricel 3. John Longville
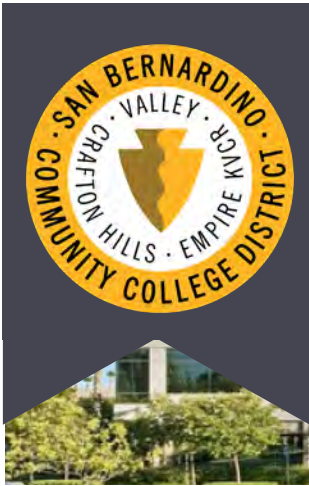
REELECTED TO SBCCD BOARD OF TRUSTEES

Elections were scheduled in trustee areas two, four, and six this year for three incumbents, Trustees Dr. Nathan Gonzales, Dr. Stephanie Houston, and Joseph Williams. Each incumbent will serve an additional four-year term with their colleagues Frank Reyes, Gloria Harrison, John Longville, and Dr. Anne Viricel. We congratulate the incumbent trustees who took the oath of office during the December 9 board meeting.

NEW MENTORSHIP LINKS STUDENTS

San Bernardino Valley College has partnered with Big Brothers Big Sisters and the San Manuel Band of Mission Indians to help 30 college students find mentors who will help them persist in school and enter the workforce. The partnership launched on Nov. 8 with an event at San Manuel.

Students who qualify for the Valley-Bound Commitment *… cont. page 3*

SB COUNTY CAREER PATH BUILDER GRADUATION

The second cohort of the San Bernardino County Career Path Builder program graduated on October 28, 2022. The San Bernardino Community College District's Economic Development and Corporate Training (EDCT), San Bernardino County Human Resources (SBC HR), and Workforce Development Department (WDD) partnered to develop this comprehensive program. Nine participants completed the*…cont. page 4*

2023

A NEW YEAR AND A NEW REALM OF POSSIBILITES

A NEW YEAR, BRINGS NEW MOMENTUM

The ongoing San Bernardino Community College District (SBCCD) is always excited to welcome the new year with our students and families past, present, and future. As the new year brings new starts for many, including SBCCD, we are thrilled to partner with our students as they participate in an exciting educational journey of discovery. Whether you are a returning student, a member of our faculty or staff, or a new student, we are ecstatic that you are part of our community.

SBCCD has served the community for nearly 100 years. In March 2022, the Board of Trustees adopted a five-year Strategic Plan (2022-2027) to support our mission of serving all students in the Inland Empire to reach their educational goals. We are guided by the wisdom and feedback of our students, faculty, staff, alums, industry leaders, school partners, and the broader community as we continue the work that is defined in our strategic plan.

The Strategic Plan is the roadmap for the future we wish to see. We are living up to our collective aspirations by working every day to achieve four goals:

1. Eliminate barriers to student access and success.
2. Be a diverse, equitable, inclusive, and anti-racist institution.
3. Be a leader and partner in addressing regional issues.
4. Ensure fiscal accountability and sustainability.

We are proud of our milestones across the SBCCD. We will harness this momentum and continue working for the good of all students and our community today and for years to come.

Mission: SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.
Vision: Inspiring possibilities for bright futures and a prosperous community.
Values: Accessibility, Inclusion, Integrity, Courage, Collaboration, and Excellence

OPENING DOORS FOR LOCAL STUDENTS
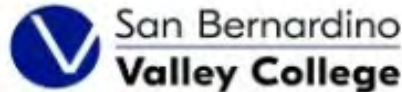
NEW MENTORSHIP PROGRAM LINKS STUDENTS

program also qualify for the mentorship opportunity. As a part of the program, students receive books, tuition, cultural experiences, and field trips paid for by San Manuel. They will also be paired with trained mentors to guide and support them in their educational and vocational journey. All the mentors have a bachelor's or advanced degree.

"Young people sometimes need to see themselves in the workplace before they believe in themselves in the workplace," noted Jennifer O'Farrell, Chief External Affairs Officer for Big Brothers Big Sisters (BBBS) of Orange, Riverside, and San Bernardino counties.

The goal is to open doors of opportunity for local students by helping them build a professional network before they graduate, said Angel Rodriguez, Associate Vice Chancellor of Government Relations and Strategic Communications for the San Bernardino Community College District. Ultimately, he said, the program will prepare students for graduation, transfer, and good-paying careers.

"We connect mentees to mentors so they can learn and grow," O'Farrell said. She said she is excited to work with

the team at San Manuel, who has helped select the 30 volunteer mentors who have been selected, trained, and ready to go.

Mentorship has been shown to significantly increase persistence in school and long-term career success. O'Farrell said students are matched with mentors based on compatible life experiences, so students have a trusted adult role model to guide them.

Nicole Sasse, a public relations specialist at San Manuel, said she started at Victor Valley College and then transferred to Cal State San Bernardino for her bachelor's degree. "I understand firsthand how difficult it can be to figure it all out on your own," she said. "I hope I can support my mentee on their journey through school and into their career."

Aileen Cruz Anastacio, a San Bernardino Valley College student, said she is looking forward to this new program. "My parents didn't go to college, and sometimes there are questions they can't answer," she said. "It will be nice to have someone to answer my questions and guide me."

SB COUNTY CAREER **PATH BUILDER GRADUATION**

…cont. from page 1

four-week, 120-hour program, providing them with workplace skills to propel them into prosperous and stable career paths.

The program graduation ceremony, held at America's Job Center of California in San Bernardino, featured guest speakers to congratulate the trainees: Brad Gates, Director of Workforce Development, San Bernardino County Workforce Development Board; Kristen De Longchamp, Human Resources Analyst, San Bernardino County; and Dr. Nohemy Ornelas, Vice Chancellor of Educational and Student Support Services, San Bernardino Community College District. This event marks the completion of the program's second cohort. Program graduate Talya Rideout expressed, "As a result of this program, I've acquired new skills such as better communication skills. I have more confidence in myself. I also have more appreciation for my skill set."

The SBC Career Path Builder program allowed participants to develop essential skills to prepare for entry-level careers in San Bernardino County. The program combined technical and crucial soft skills: communication, emotional intelligence, customer service, contextualized math, Microsoft Office applications, and business writing. Additionally, the program prepared participants with tips and instructions for SBC's application and interviewing processes. SBCCD's talented trainers facilitated the skills training portion of this impactful program. Upon

completion, trainees earned San Bernardino County's Entry-Level Workplace Certification. Graduates can use this certification to meet education or experience requirements for numerous entry-level positions with San Bernardino County.

EDCT's partnership with the Employment Training Panel (ETP) supported the development and delivery of the program. ETP provides funding for programs that upskill incumbent workers and provide training opportunities to help individuals attain full-time employment. ETP recently expanded eligibility for funding to be used in partnership with government and nonprofit entities through special California Community College Funding (CCCF) projects.

EDCT looks forward to continuing the collaboration with SBC HR and WDD to extend opportunities to future SB County Career Path Builder Program cohorts!

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 12, 2023

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 https://sbccd.edu/meetings-and-agendas/index.php

ANALYSIS

The Board Master Planning Action Calendar serves as a blueprint that can be used to increase transparency and efficiency districtwide.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
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3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

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SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

Board Master Planning Action Calendar (as of 1/6/23)

Monthly				
	B&FS	- Alcohol at Events - Budget Report w/memo - Cash Flow Analysis - Contracts Below Bid Limit	- Conferences Over $5K or Outside US - Fund Balance Transfer Resolution - KVCR Report to the Board - Purchase Order Report	- Ratification of Interfund Transfers Contracts Above Bid Limit - Signature List Changes - Surplus Property
	FPC	- Bond Construction COs/Amendments - CBOC Appointees	- Informal Bid Award (UCCAP) - Non-Bond Construction COs/Amendments	- RFQ/RFP/Bid & Contract Award - Small Scale Construction Contract Award
	HR	- **Closed Session Items (Separate Agenda)** - 39-Month Reemployment - Adjunct/Substitute Academic - CSEA/CTA Agreements - CSEA/CTA/POA MOUs - Employee Anniversary Celebrations	- Job Descriptions - New Hires- Permanent/Interim - Non-Instructional Pay - Professional Expert, Short-Term, Subs - Promotions - Reclassifications - Resignations & Retirements	- Salary Advancement-Academic - Step Increase - Stipends - Transfers - Tuition Reimbursement - Temporary Academic Employees - Volunteers
	OOC, VCSSS, & PRES	- Applause Report - Anniversary Celebrations - Board Committee Reports - Board Master Planning Action Calendar	- Board Policies & Procedures - Chancellor's Report - Curriculum	- Goals 1-4 rotated ea. month (formerly KPIs) - Individual Memberships - Minutes

JANUARY	FEBRUARY	MARCH
• Adopt Budget Calendar (by 2/1) • Budget Directives 1st Reading • National Community College Month Resolution (by 2/1) • Sabbaticals Granted • Goals 1-4 Mid-Year Progress Report	• Budget Directives 2nd Reading/Approval (by 3/1) • Nonresident Tuition Fee (by 3/1) • Quarterly Investment Report • Non-Resident Tuition Fee Worksheet (by 3/1) • CCCCO ECA requirement (due by 2/28/23): Emergency Conditions Recovery Plan mid-year update due to local Board of Trustees and Chancellor's Office • Apportionment Attendance Report P1	• P&Ps (required 1st read) 2100 (every two years on even election years), 2725 with resolution • CBOC Annual Report (by 3/31) • Selection of Auditor (by 5/15) • Grant Tenure/Tenure Contracts • Classified Employee of the Year Endorsement (by 3/15) • Quarterly Certified Financial Status Report for Second Quarter (311Q by 3/15) • Sabbatical Completion Report from last spring and fall (by first semester after return) • Financial Statements and Audit Report for Auxiliary Organizations (by 4/1)

APRIL	MAY	JUNE
• 4/10 Alternate Summer Work Schedule for Management & Confidential Employees • Board Orientation Handbook Updates • 2023 District Technology Strategic Plan (last plan 2020-2023) • Student Trustee Privileges (by 5/15) • Constitutional Advance (optional)	• P&P (required 1st read) 6320, 4235 (every three years. Last approved 5/13/21) • Apportionment Attendance and FTES Calculation Report (CCFS 320 by 5/20) P2 • Interfund Transfer Resolution • Quarterly Investment Report • Part -Time Faculty Health Benefits Estimated Reimbursements (CCFS-360 by 6/1) Part -Time Faculty Office Hours Estimated Reimbursements (CCFS-365 by 6/1) due from Districts • Preliminary Budget & Presentation (strategy session 4th Thursday) • EEO Multiple Method Certification (by 6/1) • Outgoing Student Trustee Recognition • Board Meeting Dates for Next FY • 2027 ACCJC Institutional Self-Evaluation Report (by 8/1 every seven years. Last report 2020)	• Authorized Signature List • Bank Accounts • Quarterly Certified Financial Status Report for Third Quarter (311Q due by 6/15) • Tentative Budget (by 7/1) • PARS Transactions Related to Tentative Budget • Prop 30 EPA Expenditures Resolution • Meals, Refreshments, Open POs for Next FY • Order of Election and the Specifications of the Election Order (every 2 years on even numbered years) • New Student Trustee Orientation (information) • New Student Trustee Oath of Office • Goals 1-4 End of Year Executive Summary • Five-Year Construction Plan

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

Board Master Planning Action Calendar (as of 1/6/23)

Monthly	**B&FS**	- Alcohol at Events - Budget Report w/memo - Cash Flow Analysis - Contracts Below Bid Limit	- Conferences Over $5K or Outside US - Fund Balance Transfer Resolution - KVCR Report to the Board - Purchase Order Report	- Ratification of Interfund Transfers Contracts Above Bid Limit - Signature List Changes - Surplus Property
	FPC	- Bond Construction COs/Amendments - CBOC Appointees	- Informal Bid Award (UCCAP) - Non-Bond Construction COs/Amendments	- RFQ/RFP/Bid & Contract Award - Small Scale Construction Contract Award
	HR	- **Closed Session Items (Separate Agenda)** - 39-Month Reemployment - Adjunct/Substitute Academic - CSEA/CTA Agreements - CSEA/CTA/POA MOUs - Employee Anniversary Celebrations	- Job Descriptions - New Hires- Permanent/Interim - Non-Instructional Pay - Professional Expert, Short-Term, Subs - Promotions - Reclassifications - Resignations & Retirements	- Salary Advancement-Academic - Step Increase - Stipends - Transfers - Tuition Reimbursement - Temporary Academic Employees - Volunteers
	OOC, VCSSS, & PRES	- Applause Report - Anniversary Celebrations - Board Committee Reports - Board Master Planning Action Calendar	- Board Policies & Procedures - Chancellor's Report - Curriculum	- Goals 1-4 rotated ea. month (formerly KPIs) - Individual Memberships - Minutes

JULY	AUGUST	SEPTEMBER
• P&Ps (required) 6320 • Transfer of Appropriations Resolution	• P&Ps (required) 2745, 2435, 1100, 1200 • Quarterly Certified Financial Status Report (by 8/15) • Apportionment Attendance and FTES Calculation Report (CCFS 320 by 8/15) P3 • Quarterly Investment Report • Prop 30 EPA Expenditure Accounting (if figures change dramatically based on ReCalc) • Final Budget Presentation (strategy session 4th Thursday) • Reaffirm or revise Evaluation of the Chancellor process (with P&P from Board Retreat) • Reaffirm or revise Board Self Evaluation process (with P&P from Board Retreat) • Reaffirm or revise Mission, Vision, Values, Goals/Strategic Priorities with P&Ps (with P&P from Board Retreat) • Approval of Goals/Key Results (from Board Retreat) • 2024 ACCJC Midterm Report 1st Reading/Approval (by 10/1. Last report 2020) • 2027 ACCJC Institutional Self-Evaluation Report 1st Reading/Approval (by 10/1. Last report 2020)	• 50% Law, Application for Exemption (CCFS-350A by 9/15) due from Districts • Prior year (PY) Final Enrollment Fee Revenue Due (CCFS-323 by 9/15) • Public Hearing and Final Budget Approval (by 9/15) • 2024 ACCJC Midterm Report final approval (by 10/1. Last report 2020) • 2027 ACCJC Institutional Self-Evaluation Report final approval (by 10/1. Last report 2020) • Grant Sabbaticals (notice required to employees by October 1).

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

Board Master Planning Action Calendar (as of 1/6/23)

Monthly				
	B&FS	- Alcohol at Events - Budget Report w/memo - Cash Flow Analysis - Contracts Below Bid Limit	- Conferences Over $5K or Outside US - Fund Balance Transfer Resolution - KVCR Report to the Board - Purchase Order Report	- Ratification of Interfund Transfers Contracts Above Bid Limit - Signature List Changes - Surplus Property
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	OOC, VCSSS, & PRES	- Applause Report - Anniversary Celebrations - Board Committee Reports - Board Master Planning Action Calendar	- Board Policies & Procedures - Chancellor's Report - Curriculum	- Goals 1-4 rotated ea. month (formerly KPIs) - Individual Memberships - Minutes

OCTOBER	NOVEMBER	DECEMBER (2nd Fridays)
• Campus Advisory Committees • Initial Proposals to Reopen Negotiations with CSEA/CTA • Annual Security Report (information item) • P&P Review List (information item) • Sabbatical Completion Report from last spring and fall (by first semester after return)	• **Closed Session – Notice of Intent to Non-Renew** • Quarterly Certified Financial Status Report for First Quarter (311Q by 11/15) • Quarterly Investment Report • Property tax & ERAF Revenue for estimated current year (CY) and actual prior year (PY) (CCFS-329 by 11/15) used for First Principal and Recalculation • P&P 2350 Speakers and 2725 Bd Compensation 1st Reading (2022 only) • Full-Time Faculty Obligation Report (110/FFO due by 11/30)	**ANNUAL MEETING** Education Code Section 5017 provides: Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his/her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified. The term of the successor shall begin upon the expiration of the term of his/her predecessor. Swearing in on or prior to the second Friday in December. In election years, Education Code Section 72000 subdivision (c)(2)(A), the annual meeting must occur within a 15-day period that commences with the second Friday in December. • New Trustee Oath of Office • Nomination and approval of SBCCD Executive Board • Certification of Election of Board Chair and Clerk • Board Member Assignment to the County Committee on School District Organization • Board Member Assignment to the SBRETCJPA **BUSINESS MEETING** • Board Member Assignment to Standing BOT Committees. (Note for information: BEC serves as Ethics committee and self-evaluation/chancellor evaluation committees) • Approve Ex Officio Members of the IFF Board • Reaffirm FCC Auction Guiding Principles • Audit Reports: District, CBOC, KVCR (by 12/31) • New Trustee Orientation (every 2 years on even numbered years, if new trustees are elected) • Apportionment Attendance and FTES Calculation Report (CCFS 320 by 1/15) P1 • Enrollment Fee Revenue for estimated current year (CCFS-323 by 1/15) used for First Principal • CCCCO ECA requirement (due by 12/31/22): 2021-22 Audit Report due to the Chancellor's Office

SAN BERNARDINO • COMMUNITY COLLEGE DISTRICT

Board Master Planning Action Calendar (as of 1/6/23)

Monthly	**B&FS**	- Alcohol at Events - Budget Report w/memo - Cash Flow Analysis - Contracts Below Bid Limit	- Conferences Over $5K or Outside US - Fund Balance Transfer Resolution - KVCR Report to the Board - Purchase Order Report	- Ratification of Interfund Transfers Contracts Above Bid Limit - Signature List Changes - Surplus Property
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	OOC, VCSSS, & PRES	- Applause Report - Anniversary Celebrations - Board Committee Reports - Board Master Planning Action Calendar	- Board Policies & Procedures - Chancellor's Report - Curriculum	- Goals 1-4 rotated ea. month (formerly KPIs) - Individual Memberships - Minutes

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor and
                   Kristina L. Hannon, Vice Chancellor, Human Resources & Police Services

PREPARED BY: Jose F. Torres, Executive Vice Chancellor

DATE: January 12, 2023

SUBJECT: Board Policies for First Reading

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

AP 2410 | https://sbccd.edu/ap2410

Pursuant to Board Policy 2410, policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

Administrative Procedures are issued by the Chancellor as statements of method to be used in implementing Board Policy. Such Administrative Procedures shall be consistent with the intent of Board Policy and may be revised as deemed necessary by the Chancellor through regular consultation processes and/or as required by revisions to laws and regulations. Administrative Procedures are forwarded to the Board of Trustees, which reserves the right to direct revisions of the Administrative Procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

ANALYSIS

The items below have undergone SBCCD's Board Policies & Administrative Procedures process and are being forward to the Board for first reading. Changes are redlined in the attached policies and procedures.

BP	AP 5030	Fees

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

Reason for Changes *(For more info on SBCCD's process for Board Policies and Administrative Procedures, visit https://sbccd.edu/ap2410.)*

Request from Health Services Department to account for fluctuating costs.

Review Level:	Review Level Approved by PPAC:	Constituent Review:	PPAC Info Item:
2	Minor Edit (Non 10+1)	10/10/2022	Due ~~10/31/2022~~ 11/30/2022	11/14/2022; 12/12/2022

BOT 1st Read:	BOT 2nd Read:
~~12/9/2022~~ 01/12/2023	~~1/12/2023~~ 02/09/2023

BP 5030 Fees
FYI Only – No Changes Recommended

The Board of Trustees authorizes the following fees. All fees must comply with Education Code and Title 5 regulations. The Chancellor is responsible for establishing procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the college catalogs or class schedules (Schedule of Classes).

Enrollment Fee (Education Code Section 76300)
Each student shall be charged a fee for enrolling in credit courses as required by law.

Course Auditing Fees (Education Code Section 76370)
Persons auditing a course shall be charged a fee (see AP 5030). The fee amount shall be adjusted proportionally based upon the term length. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester.

Parking Fee (Education Code Section 76360)
Students shall be required to pay a fee (see AP 5030).

To encourage ride sharing, a student may certify in writing at the time of payment of the fee that he/she regularly has two or more passengers commuting with him/her.

Instructional Materials (Education Code Section 76365; Title 5 Sections 59400 et seq.)
Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District. (See BP/AP 5031 titled Instructional Materials Fees)

Physical Education Facilities (Education Code Section 76395)
Where the District incurs additional expenses because a physical education course is required to use non-district facilities, students enrolled in the course may be charged a fee for participating in the course. Such fee shall not exceed the student's calculated share of the additional expenses incurred by the District.

Student Representation Fee (Education Code Section 76060.5)
Students will be charged a fee (see AP 5030) to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee and shall submit such refusal on a form provided by the District to collect fees.

Student Transportation Costs (Education Code Section 76361)
Students shall be charged a fee (see AP 5030) for the purpose of recovering transportation costs incurred by the District for services provided by common carriers to students. These fees will only paid by students who use the transportation services, unless a vote of the students in accordance with the Education Code establishes otherwise.

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

BP 5030 Fees
FYI Only – No Changes Recommended

Transcript Fees (Education Code Section 76223)
The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Chancellor is authorized to establish the fee (see AP 5030), which shall not to exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record.

International Students Application Processing Fee (Education Code Section 76142)
The District shall charge students who are both citizens and residents of a foreign country a fee to process his/her application for admission. This processing fee and regulations for determining economic hardship may be established by the Chancellor. The fee shall not exceed the lesser of 1) the actual cost of processing an application and other documentation required by the U.S. government; or 2) one hundred dollars ($100), which shall be deducted from the tuition fee at the time of enrollment.

Fee Refunds
The Board of Trustees authorizes refunds to be made according to administrative procedures established by the Chancellor. All refunds must comply with Education Code and Title 5 regulations, and the refund schedule shall be published in the college catalogs and class schedules.

References:

Education Code Sections 66025.3, 68120, 70902(b)(9), 76300, 76300.5, 76370, 76360, 76365, 76395, 76060.5, 76361, 76223, and 76142
Title 5 Sections 51012, 58520, 58629, and 59400 et seq
California Community College Chancellor's Office (CCCCO) Student Fee Handbook
ACCJC Accreditation Standard I.C.6

AP 5030 Fees
With Changes Redlined

Required fees include:

- Enrollment (Education Code Section 76300 and 76300.5; Title 5 Sections 58500 and 58509)

    As prescribed by state law.

- Nonresident tuition with these permissive exemptions (Education Code Sections 76140 and 76140.5):

    As prescribed by state law and established by the Board of Trustees no later than March 1 for the succeeding fiscal year.
    - All nonresident students enrolling for 6 or fewer units; or

    - A student who is a citizen and resident of a foreign country who demonstrates financial need and this required exemption (Education Code Section 68130.5);

SAN BERNARDINO 🏀 COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

AP 5030 Fees
With Changes Redlined

- All students, other than non immigrant aliens under 8 U.S. Code Section 1101(a)(15), who meet the following requirements:

  o high school attendance in California for three or more years;

  o graduation from a California high school or attainment of the equivalent thereof;

  o registration or enrollment in a course offered for any term commencing on or after January 1, 2002;

  o completion of a questionnaire form prescribed by the California Community Colleges Chancellor's Office verifying eligibility for this nonresident tuition exemption; and

  o in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so.

- Student representation (Education Code Section 76060.5; Title 5 Section 54805)

Fees authorized by law include:

- Non-District physical education facilities (Education Code Section 76395)

- Noncredit courses (Education Code Section 76385)

- Community service courses (Education Code Section 78300)

- Auditing of courses (Education Code Section 76370)

- Instructional materials (Education Code Sections 73365, 81457, and 81458; Title 5 Sections 59400 and 59408)

- Athletic insurance (Education Code Section 70902 subdivision (b)(9))

- Cross-Enrollment with the California State University (CSU) or University of California (UC) (Education Code Section 66753)

- Health (Education Code Section 76355)

- Parking (Education Code Section 76360)

- Transportation (Education Code Sections 76361 and 82305.6)

- Student Center (Education Code Section 76375; Title 5 Section 58510)

- Copies of student records (Education Code Section 76223)

- Dormitory (Education Code Section 81670)

- Child care (Education Code Sections 79121 et seq. and 66060)

- Nonresident capital outlay (Education Code Section 76141)

- Nonresident application processing (Education Code Section 76142)

- Credit for Prior Learning (Education Code Section 76300; Title 5 Section 55050)

- Use of facilities financed by revenue bonds (Education Code Section 81901 subdivision (b)(3))

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

AP 5030 Fees
With Changes Redlined

- Refund processing (Title 5 Section 58508)

- Telephone registration (Education Code Section 70902 subdivision (a))

- Physical fitness test (Education Code Section 70902 subdivision (b)(9))

- Instructional Tape Lease/Deposit (Education Code Section 70902 subdivision (b)(9))

- Credit Card Use (Education Code Section 70902 subdivision (b)(9))

- International Student Medical Insurance (Education Code Section 70902 subdivision (b)(9))

Prohibited fees include:

- Late application (CCCCO Student Fee Handbook)

- Add/drop (CCCCO Student Fee Handbook)

- Mandatory student activities (CCCCO Student Fee Handbook)

- Student Identification Cards (CCCCO Student Fee Handbook)

- Student Body Organization (CCCCO Student Fee Handbook)

- Nonresident application (CCCCO Student Fee Handbook)

- For dependents of certain veterans (Education Code Section 66025.3)

- For dependents of certain victims of the September 11, 2001, terrorist attacks (CCCCO Student Fee Handbook)

- For certain recipients of the Medal of Honor and certain children of the recipients of the Medal of Honor (Education Code Section 66025.3)

- For surviving spouses and children of a firefighter employed by the federal government whose duty assignment involved the performance of firefighting services in California (Education Code Section 68120)

- For students who have been exonerated of a crime though writ of habeas corpus or pardon that meet certain conditions (Education Code Section 69000)

- Required or funded services (CCCCO Student Fee Handbook)

- Refundable deposits (CCCCO Student Fee Handbook)

- Distance education (other than the statutorily authorized enrollment fee) (CCCCO Student Fee Handbook)

- Mandatory mailings (CCCCO Student Fee Handbook)

- Rental of practice rooms (CCCCO Student Fee Handbook)

- Apprenticeship courses (Education Code Section 76350)

- Technology fee (CCCCO Student Fee Handbook)

- Late payment fee (Title 5 Sections 58502 and 59410)

- Nursing/healing arts student liability insurance (Title 5 Section 55234)

- Cleaning (CCCCO Student Fee Handbook)

SAN BERNARDINO 🛡 COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

> **AP 5030 Fees**
> **With Changes Redlined**

- Breakage (CCCCO Student Fee Handbook)
- Test proctoring (CCCCO Student Fee Handbook)

Collection and Refund of Fees

A. Associated Students Discount Sticker
   $9.50 - CHC
   $7.50 - SBVC
   $4.00 - Replacement for lost card

B. Breakage/Lost Property Fee
   Replacement cost of item(s) broken or lost

C. Campus Center Fee
   $1.00/unit (not to exceed $10 per fiscal year)

D. Capital Outlay Fee
   As allowed by law and approved by the Board of Trustees prior to March 1 for the succeeding fiscal year.

E. Catalog
   $6.00 - purchased on campus

F. Credit by Examination
   $20.00 plus class unit fee

G. Document Fee Handling
   $40.00 per hour for personnel time to find, retrieve, copy and re-file requested documents;
   minimum charge of 1 hour
   $0.15 per side copy cost
   Fees must be paid prior to document release

H. Enrollment Fee
   $46.00/unit

I. Insufficient Funds Check
   $15.00

J. International Student Application
   $25.00 (nonrefundable)

K. Key Deposit/Replacement
   $15.00 plus cost of rekeying if needed (metal/electronic key)

L. Learning Center Reproduction Fees, SBVC
   $0.20 - Laser printout: text, black and white printer
   $0.50 - Laser printout: graphics, black and white printer (over ½ page)
   $1.00 - Laser printout: graphics and/or text, color
   $2.00 - Scan text or graphics to disk, per scan

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

> ### AP 5030 Fees
> With Changes Redlined
>
> M. Library Fines – SBVC/CHC
> $0.10 - Books: per day for 50 days; after 50 days, bill $5 fine plus the replacement value $0.25 - Reserve Books/Multimedia: per hour to a maximum of the replacement value of the reserve materials; after 14 days, bill $5 fine plus the replacement value
> $0.50 - Videos: per day for 50 days; after 50 days, bill $5 fine plus the replacement value
> $0.10 - Per page for laser printout of Internet, CD ROM, Periodicals
> $2.00 - replacement for lost library card
>
> N. Parking Permit Fees
> $108.00 - annual permit
> $42.00 - one semester ($20 BOGG student)
> $24.00 - summer session
> $3.00 - daily
>
> O. Parking Violation Fees
> $ 50.00 - illegal parking
> $ 50.00 - decal violation
> $275.00 - handicap violation
>
> P. Refund Processing Charge
> A fee of $10.00 will be charged for each refund transaction, not to exceed $10.00 per student per semester as defined in the Fee Refund Policy.
>
> Q. Replacement – Diploma/Certificate
> $10.00
>
> R. Student Health and Accident Insurance
> $23.00 - per semester (includes $1.50 accident insurance)
> $20.00 - summer session (includes $1.50 accident insurance)
> $1.50 - accident insurance only
>
> S. Student Representation
> $2.00
>
> T. Supplemental Health Services Fee
> At Cost$10.00 - TB skin test (one-step test)
> $10.00 - TB skin test (two-step test)
> At cost - All Vaccines
> $25.00 - Physical Exams
> $50.00 - DMV Physical Exams
> At cost - Prescription medications
> At cost - In-house Lab Tests
> At cost - Lab Test sent to external lab
> At cost - Optional Medical Procedures
> At cost - Optional Medical Supplies
> $ 8.00 - Vision screening (Titmus vision tester)
> $ 2.00 per item - Duplication of medical records
> $10.00 - Hearing Screening (Audiometer)
> At cost - Birth Control Pills

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

AP 5030 Fees
With Changes Redlined

U. Testing Fees
At cost - Paramedic National Registry Testing
$ 25.00 - Retest per skill
$ 10.00 - CPR card
Repeat course from Career Tech Department
0.5 units - $12.00
1.0 units - $23.00
2.0 units - $46.00
3.0 units - $70.00

V. Transcripts/Verification
No cost - First two transcripts
$10.00 - Additional transcripts
$20.00 - Immediate requests for transcripts
$5.00 plus cost - Online transcripts

W. Transportation Fee
Students registering for Spring or Fall semester to pay:
$9.00 for 6 or more credits/semester
$8.00 for less than 6 credits/semester
$6.00 for 6 or more credits/summer
$5.00 for less than 6 credits/summer

X. Crafton Hills College Recreation Fee
Students registering for CHC for Spring, Fall, or Summer semesters have the option to pay for the use of the aquatic and fitness centers:
$8.00 per semester

Fee Refunds

A. Designated Fees
This regulation covers the following fees:

1. Enrollment fee

2. Nonresident tuition

3. Parking fee

4. Health fee

5. Accident Insurance fee

6. Student Services Card fee

7. Student Center fee

8. Student Representation Fee

9. Capital Outlay Fee

10. Student Transportation Fee

SAN BERNARDINO ⬤ COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

AP 5030 Fees
With Changes Redlined

B. Conditions
If a refund is requested for parking or student services card fees, the parking decal or the student services card must be attached to the refund request.

C. Military Service Exception
If a student who is a member of an active or reserve military service receives orders compelling a withdrawal from courses, the District shall, upon petition and a copy of received orders of the affected student, refund the entire enrollment fee unless academic credit is awarded.

D. Refund Schedule
This refund schedule applies to all fees listed in Paragraph A, above.

1. Fees collected in error
Fees collected in error will be refunded in their entirety.

2. Class canceled by the college
If a class is canceled by the college, enrollment and/or non-resident tuition fees will be refunded in their entirety. If that cancellation results in a student's withdrawal from the college, refunds of the appropriate fees listed in Paragraph "A" will apply.

3. Withdrawal from the College

    a. Enrollment Fee/Nonresident Tuition
    If a student withdraws during the first two weeks of a full-term class or during the first 10% of a short-term class, enrollment fees or nonresident tuition fees will be refunded.

    b. Parking Fee, Health Fee, Accident Insurance Fee, Student Services Card Fee, Student Center Fee, Student Representation Fee, Capital Outlay Fee, Student Transportation Fee.
    In order to be eligible for a refund, a student must withdraw prior to the first day of the term for a full-term class or prior to the first day of instruction for a short-term class.

4. Unit Reduction
If a change of program within the first two weeks of a full-term class or during the first 10% of a short-term class results in a reduction in the number of units taken, the enrollment fee or non-resident fee will be refunded at the per unit cost of the reduction.

5. A student who withdraws from a class or the college after the second week of instruction for a full-term class or the first 10% of a short-term class is not eligible for any refund.

E. Refund Processing Fee
A charge of $10 will be collected for each refund transaction not to exceed $10 per student per semester, except for canceled classes or overpayment.

Waiver of Fees

The District may waive enrollment fees which were not collected in a previous session where the enrollment fees were not collected as a result of the District's error in awarding a Board of Governors Fee Waiver to an ineligible student and not through the fault of the student, and to collect the enrollment fee would cause the student undue hardship.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

P&P 5030 Fees

AP 5030 Fees
With Changes Redlined

References:
Education Code Sections 66025.3, 68120, 70902(b)(9), 76300, and 76300.5
Title 5 Sections 51012, 58520, and 58629
California Community College Chancellor's Office (CCCCO) Student Fee Handbook
ACCJC Accreditation Standard I.C.6

END OF RECOMMENDATION

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

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

DATE: January 12, 2023

SUBJECT: Budget Revenue & Expenditure Summary

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

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 2022-23 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.

ANALYSIS

The attached Revenue and Expenditure Summary reflects activity for the 2022-23 fiscal year through December 8, 2022. As of that date, SBCCD was 44.1% through the fiscal year and had spent and/or encumbered approximately 41.7% of its budgeted unrestricted general fund.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This analysis is an important tool for the Board of Trustees to track SBCCD revenue and expenditures across all funds.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Budget Revenue & Expenditure Summary
Year to Date 12/08/22
[v.12.14.2022.p.1|2]

	REVENUES			EXPENDITURES			
			44.1% of Fiscal Year Elapsed				
FUND	Budget	Received YTD		Budget	Expensed/ Encumbered YTD		COMMENTS
110 General Fund - Unrestricted	131,574,067	64,664,178	49.1%	130,030,618	54,276,926	41.7%	
125 General Fund - Restricted	136,671,130	60,203,618	44.0%	136,671,130	38,394,253	28.1%	Expenditures are consistent with the needs of the fund given the current climate.
215 Bond Interest & Redemption	58,000,000	2,265,092	3.9%	58,000,000	41,878,857	72.2%	Taxes are determined and collected by the County for bond measures.
335 Child Development	4,042,630	2,024,235	50.1%	4,042,630	1,520,506	37.6%	
390 KVCR	7,935,109	1,853,332	23.4%	7,616,160	3,092,134	40.6%	Most state and federal grant revenues are received on the reimbursement basis causing a delay in the receipt of revenues. Donations and pledges are transferred to this fund twice a year.
410 Capital Outlay	34,270,251	143,856	0.4%	33,767,726	13,130,521	38.9%	The majority of the budget in this fund relates to the SBVC Technical Building Replacement project. Funding is on the reimbursement basis causing a delay in the receipt of revenues.
435 Measure M	23,500	77,819	331.1%	7,256,170	1,128,562	15.6%	Interest Revenue for the first quarter of the year was higher than expected at $74,846. Expense budgets are expected to extend over several years.
445 Measure CC	2,000,000	956,132	47.8%	264,997,668	55,820,182	21.1%	Expense budgets are expected to extend over several years.
590 Investment Properties	3,547,299	1,196,949	33.7%	3,088,855	790,887	25.6%	Revenue and expenditure activity posted one month in arrears. Posting in progress for October activity.
615 Workers Compensation	2,030,000	619,489	30.5%	2,870,000	1,904,707	66.4%	Revenues are transferred a month in arrears. Posting in progress for November activity. Purchase Order created for Insurance premiums for the entire fiscal year.
620 Self Insurance-Liability	800,000	800,000	100.0%	1,145,000	925,166	80.8%	Revenue is transferred in full at the beginning of the year. Insurance premiums paid at the beginning of the year for the entire fiscal year.
690 Retiree Benefit	447,326	57,042	12.8%	447,326	129,571	29.0%	Revenues are transferred a month in arrears. Posting in progress for November activity. Interest revenues are lower than expected due to an underperforming market
730 Student Body Center Fee	261,349	153,694	58.8%	261,349	120,898	46.3%	Most revenues have been received as registration for Spring 2023 has started.
765 OPEB Trust	1,000,000	54,514	5.5%	82,000	583,149	711.2%	The first quarter resulted in an investment loss due to the underperforming market.
775 PARS Trust	4,250,000	1,334	0.0%	3,100,000	4,299,480	138.7%	The first quarter resulted in an investment loss due to the underperforming market.
825 FNX	-	790	0.0%	199,417	198,870	99.7%	Budget and actuals partially moved to the KVCR fund (390).
890 Inland Futures Foundation	1,119,730	336,701	30.1%	1,119,730	207,280	18.5%	Pledge revenues are posted a month in arrears. Posting in progress for October activity. Expenses related to pledge and donation transfers out are processed twice a year (January and June).
Total (All Funds)	387,972,391	135,408,776	34.9%	654,695,779	218,401,949	33.4%	

Budget Revenue & Expenditure Summary

Year to Date 12/08/22

[v.12.14.2022.p.2|2]
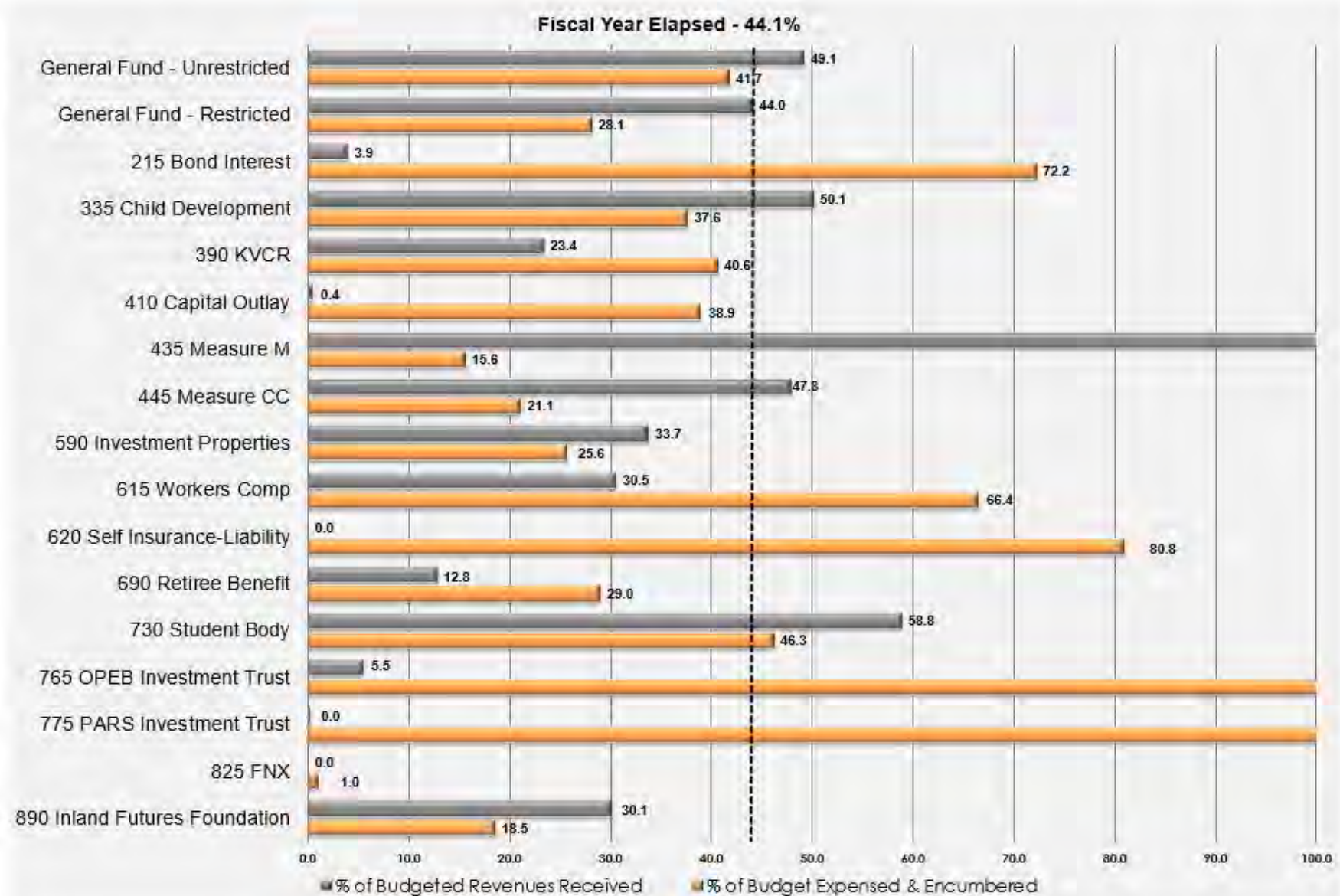
Fiscal Year Elapsed - 44.1%

Fund	% of Budgeted Revenues Received	% of Budget Expensed & Encumbered
General Fund - Unrestricted	49.1	41.7
General Fund - Restricted	44.0	28.1
215 Bond Interest	3.9	72.2
335 Child Development	50.1	37.6
390 KVCR	23.4	40.6
410 Capital Outlay	0.4	38.9
435 Measure M		15.6
445 Measure CC	47.8	21.1
590 Investment Properties	33.7	25.6
615 Workers Comp	30.5	66.4
620 Self Insurance-Liability	0.0	80.8
690 Retiree Benefit	12.8	29.0
730 Student Body	58.8	46.3
765 OPEB Investment Trust	5.5	
775 PARS Investment Trust	0.0	
825 FNX	0.0	1.0
890 Inland Futures Foundation	30.1	18.5

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Jose F. Torres, Executive Vice Chancellor
PREPARED BY:	Farrah Farzaneh, Director, Facilities Planning, Emergency Management & Construction
DATE:	January 12, 2023
SUBJECT:	Construction Contracts Below $60,000

RECOMMENDATION

This item is being submitted for information only. No action is necessary.

OVERVIEW

This board item affects small scale construction contracts which have a total value of $60,000 or less.

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.

ANALYSIS

Per Public Contract Code 22032(a), public projects of $60,000 or less may be performed by the employees of a public agency by force account, by negotiated contract, or by purchase order. Informal proposals were solicited as necessary and an analysis of those received indicates that the contracts selected best suit the needs of SBCCD for the particular projects.

SBCCD GOALS

4.   Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The cost of this project will be covered by rental income received from tenants. Rental income and expense are accounted for in Fund 590, Investment Properties.

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Construction Contracts Below $60,000

Presented for Information on January 12, 2023

[v.12.12.2022.p.1|1]

Contract Awards

Contractor & Project	Amount	Funding
D.K.Pipeline Construction of Norco, CA Renovation at 560 E Hospitality Lane, Suite 200, San Bernardino	$24,385.00	Fund 590, Investment Properties

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Jose F. Torres, Executive Vice Chancellor
PREPARED BY:	Steven J. Sutorus, Business Manager
DATE:	January 12, 2023
SUBJECT:	Contracts Below $99,100

RECOMMENDATION

This item is for information only. No 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 $99,100. Construction services are not included in this board item.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and or contract requests have been budgeted for via purchase orders.

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Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23764	4 Imprint	Production of Logo Items	Nursing/SBVC	$1,770.94		
23761	4 Imprint	Production of Logo Items	Transfer Center/ SBCCD	$475.81		
23770	ACT, Inc.	Software/Online Services	EDCT/SBCCD	$5,000.00		
23762	AhaSlides Ptd. Ltd.	Software/Online Services	Research & Planning/SBVC	$131.40		
23728	Arctic Glacier USA Inc.	Services	First Year/SBVC	$5,902.08		
23714	Azpeitia-Sachs, Jamie	Speaker	Arts & Lecture/ SBVC	$100.00		
23755	BCT Entertainment	Repairs	Maintenance/ SBVC	$1,152.00		
23698	Bear Valley USD	Rental	Academic Success/ SBVC	$1,000.00		
23783	Beyond Labz LLC	Software/Online Services	Instruction Office/ CHC	$599.00		
23771	Biddle Consulting Group, Inc.	Software/Online Services	Human Resources/SBCCD	$1,800.00		
23798	Blue Ribbon Ink & Thread, Inc.	Production of Team Uniforms	Athletics/SBVC	$384.98		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23729	BlueTriton Brands Inc.	Rescinded/ Cancelled	Science/SBVC	($400.00)		
23784	Bonds, Diane Crystal	Speaker	Arts & Lecture/ SBVC	$100.00		
23715	Burgess Moving & Storage	Services	Facilities Planning/SBCCD	$1,698.30		
23810	Butte Glenn CCD	Income - Grant	CTE/CHC		$15,000.00	
23063	California Department of Ed	Income - Amendment	Child Care Center/ SBVC		$2,891,411.00	$863,531.00
23809	California, State of, Department of General Services	MOU	Facilities Planning/SBCCD	No Cost		
23800	Campo, Linda	On Demand Services	KVCR/KVCR	$3,000.00		
23730	Cintas First Aid & Safety	Training Services	Facilities Planning/SBCCD	$1,673.55		
23716	Community College League of CA	Software/Online Services	TESS/SBCCD	$9,310.00		
23747	Computerized Embroidery Company, The	Production of Logo Items	Science/SBVC	$244.92		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23748	Computerized Embroidery Company, The	Production of Logo Items	Science/SBVC	$1,113.75		
23769	ConvergeOne, Inc.	Maintenance Agreement	TESS/SBCCD	$12,669.30		
23772	Couts Heating & Cooling, Inc.	Repairs	Maintenance/ CHC	$15,000.00		
23731	Crown Promotions Group Inc.	Production of Logo Items	First Year/SBVC	$6,141.60		
23793	Cruz, Alfredo	On Demand Services	KVCR/KVCR	$10,000.00		
23750	De La Torre Brothers Inc.	Speaker	Art/SBVC	$3,000.00		
23779	Dell Computer Company	Software/Online Services	TESS/SBCCD	$3,332.15		
23717	Doing Good Works	Production of Logo Items	EOP&S/CHC	$2,187.87		
23732	DS Waters of America, Inc. dba Sparkletts	Services	Financial Aid/ SBVC	$2,250.00		
23780	Entrinsik, Inc.	Software/Online Services	TESS/SBCCD	$11,227.00		
23749	G/M Business Interiors	Equipment Installation	Research & Planning/SBVC	$4,987.64		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23785	Gail Davis & Associates Inc.	Speaker	Student Equity/ SBVC	$10,000.00		
23781	Gallagher, Sandra L. dba Gallaghers	Production of Awards	Marketing/ SBCCD	$878.70		
23742	Gallagher, Sandra L. dba Gallaghers	Production of Awards	Humanities/ SBVC	$64.65		
23752	Galls LLC	Production of Uniforms	Police Science/ SBVC	$217.37		
23719	Generaciones Church	Performer	First Year/SBVC	$500.00		
23735	Grand Canyon University	Concurrent Enrollment	Nursing/SBVC	No Cost		
23808	Hockridge Florist	Services	Student Life/ CHC	$2,000.00		
23754	IE Gourmet Food Trucks	Catering	Veterans/ SBVC	$1,630.16		
23737	Jewish Vocational Services	Income - Training Agreement	EDCT/SBCCD		$27,375.00	
23782	K. Martinez Consulting LLC	Services	Chancellor/ SBCCD	$9,000.00		
23759	Kaiser Foundation Hospitals	Clinicals	Health Science/ SBVC	No Cost		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23774	Keffer Development Services LLC	Software/Online Services	Athletics/SBVC	$800.00		
23741	L.Y. Environmental Inc.	Services	Maintenance/ CHC	$2,350.00		
23721	Laboratory Microscope Specialist - LMS	Repairs	Biology/SBVC	$7,775.00		
23775	Lapel Pins Plus	Production of Logo Items	Marketing/ SBCCD	$351.40		
23778	Laurent, Cynthia	Braille Transcribing	ATPC/SBCCD	$60,000.00		
23738	Loma Linda University Bodies for Science	Services	SINS/CHC	$2,800.00		
8175	Los Angeles SMSA Limited Partnership dba Verizon Wireless	Income - Lease	Administrative Services/CHC		$110,000.00	
23802	Lula Washington Dance Theatre	Performer	Arts & Lecture/ SBVC	$2,500.00		
23745	Maxon Computer Inc.	Software/Online Services	Multimedia SINS/CHC	$7,164.00		
23723	Melhuish, Colleen F.	Speaker	Arts & Lecture/ SBVC	$100.00		
23724	Mindful Schools	Training Services	Humanities/ SBVC	$2,925.00		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23792	Mitchell Chanzena DBA Shad's New Cali Catering LLC	Catering	First Year/SBVC	$1,550.00		
23722	Morrow Pancreatic Health Foundation	Sponsorship	Chancellor/ SBCCD	$3,500.00		
23797	Mountain Measurement, Inc.	Services	Nursing/SBVC	$1,062.50		
23713	Mr. Appliance	PO as Contract	Facilities Planning/SBCCD	$1,000.00		
23760	Mt. San Jacinto CCD	Training Services	EDCT/SBCCD	$64,400.00		
22145	Niche.com Inc.	Services	Marketing/CHC	$20,180.00		
23773	Original Mowbray's Tree Service Inc., The	Services	Maintenance/ CHC	$40,000.00		
23763	P2S, Inc.	Professional Services	Facilities Planning/SBCCD	$90,000.00		
23795	Party Plus Rental	Rental	Student Life/CHC	$9,477.00		
23734	Party Plus Rental	Rental	Chancellor/ SBCCD	$5,671.90		
23787	Party Plus Rental	Rental	First Year/SBVC	$1,802.80		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23756	Paws-to-Share	Services	First Year/SBVC	$450.00		
23796	Precision Balance Specialist	Repairs	Chemistry/SBVC	$2,760.00		
23765	Printing & Promotions Plus Inc.	Services	Foundation/ CHC	$2,800.96		
23733	Pristine Uniforms LLC	Production of Uniforms	Police Science/ SBVC	$212.21		
23790	Procopio, Cory, Hargreaces & Savitch LLP	Legal	Fiscal Services/ SBCCD	$15,000.00		
23788	Provisional Accelerated Learning Center & Charter Academy	Clinicals	Nursing/SBVC	No Cost		
23039	Riverside CCD	Income - Amendment	EDCT/SBCCD		$200,600.00	Extend Term Only
23757	Riverside CCD	Income - Facilities Use	Administrative Services/SBVC		$1,623.30	
23736	Riverside CCD	Income - Facilities Use	Administrative Services/SBVC		$1,623.30	
23725	Ry's Pies & Catering	Catering	First Year/SBVC	$4,525.50		
23801	San Antonio Regional Hospital	Clinicals	EDCT/SBCCD	No Cost		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23789	San Bernardino County Superintendent of Schools	Participation Agreement	Child Care Center/ CHC	No Cost		
23766	San Bernardino, County of, Department of Public Health	Income - Facilities Use	Facilities Planning/SBVC		No Charge	
17645	Sky Blue Technologies, Inc.	Amendment	KVCR-TV/KVCR	$29,114.44		$7,459.44
23799	Sky Jason Shields Media, LLC	On Demand Services	KVCR/KVCR	$37,000.00		
23768	Snipes Engineering, Inc. dba Snipes-Dye Associates	Professional Services	Facilities Planning/CHC	$50,000.00		
23767	Snipes Engineering, Inc. dba Snipes-Dye Associates	Professional Services	Facilities Planning/SBCCD	$50,000.00		
23753	Southern California West Coast Electric Inc.	On Demand Repairs Agreement	Maintenance/ CHC	$20,000.00		
23727	Stanley Convergent Security Solutions Inc.	Installation Services	Veterans/ SBVC	$985.95		
23811	Stratiscope Inc.	Consultants	Fiscal Services/ SBCCD	$17,700.00		
23794	Three M (3M) Personal Safety Div	Software/Online Services	Grants/SBVC	$8,700.00		
23743	Time & Alarm Systems	On Demand Repairs Agreement	Maintenance/ CHC	$20,000.00		

Routine Contracts

Control No	Vendor Name	Contract Type	Dept/Location	Expense	Income	Amendment
23776	Total Compensation Systems, Inc.	Professional Services	Business Services/SBCCD	$4,050.00		
23739	True Foe Productions LLC	Income - Facilities Use	Administrative Services/SBVC		$1,725.00	
23740	True Foe Productions LLC	Income - Facilities Use	KVCR/KVCR		$9,285.00	
23744	U.S. Green Building Council (USGBC) - IE Chapter	Sponsorship	Facilities Planning/SBCCD	$2,500.00		
16306	University Enterprise Corp at Cal State San Bernardino	Income - Grant	Science/SBVC		$407,907.00	
23803	Voice Talent LLC	Services	Student Life/ CHC	$1,450.00		
23777	Western DC Systems, Inc.	Repairs	Maintenance/ CHC	$15,000.00		
23751	Williams, Elijah dba Ad Partum Creative LLC	Production of Signs & Posters	First Year/SBVC	$2,565.92		
23746	Wyoming PBS	Program Acquisition	KVCR/KVCR	No Cost		

Total Number of Contracts 98   **Totals**   **$740,367.75**   **$3,666,549.60**

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

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

DATE: January 12, 2023

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. District cash balances are reviewed regularly and monitoring the amount of cash available to meet financial obligations is a core responsibility of the Fiscal Services Department. Fiscal year forecasts are updated monthly using the most current actual revenue and expense data and any new guidance from the State. Attached is the restricted and unrestricted General Fund monthly cash flow analysis.

ANALYSIS

As noted in the forecast, cash balances fluctuate throughout the year based on the amount and timing of actual and estimated revenues and expenses. The current cash estimate as of June 30, 2023 decreased $12,893,783 to $63,803,140 from the previous estimate of $76,696,923. The primary driver of this decrease is an increase in expenses incurred during the month of November compared to the previously projected amount.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This analysis is an important part of ensuring sufficient cash is available to meet District needs.

General Fund Cash Flow Analysis – Restricted & Unrestricted
Fiscal Year 2022-2023
(as of November 30, 2022, rounded to the nearest $1,000)

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCRUALS	TOTAL
						PROJECTED								
Estimated Beginning Cash Balance	72,610	74,056	66,825	75,134	75,035	92,900	63,371	77,982	72,099	66,787	69,318	67,278		
Receipts														
Federal			64	-32	-15	50	10,324	90	29	909	6,608	120		18,146
State	12,095	1,758	13,081	25,219	53,436	1,702	10,856	9,437	20,533	13,382	11,685	25,613		198,798
Local	945	2,061	7,277	3,007	4,669	7,475	10,784	1,571	843	6,871	5,423	2,723		53,649
Interfund Transfer & Sale of Assets	952	956	1,461	634	-303	1,152	1,141	1,325	2,634	660	108	1,932		12,652
Accounts Receivable/Accruals	-698	-433	2,358	428	2,046	6,578	223	771	624	147	1,423	-352		13,115
Total Receipts	13,293	4,343	24,242	29,256	59,832	16,957	33,328	13,196	24,663	21,969	25,248	30,035		296,360
Disbursements														
Academic Salaries	13	2,509	4,522	5,053	5,138	5,334	5,255	4,480	5,059	5,156	5,126	8,678		56,323
Classified Salaries	4,108	2,839	3,049	1,934	3,180	3,839	3,478	3,256	3,956	3,696	3,865	6,004		43,206
Benefits	1,654	2,276	635	2,823	2,847	3,296	2,799	1,888	3,370	3,271	3,304	5,078		33,241
Supplies & Materials	197	81		189	138	577	326	227	371	304	444	1,485		4,340
Other Operating Exp	1,696	2,874	2,536	425	1,814	12,527	5,085	5,556	10,941	5,036	9,026	12,017		69,535
Capital Outlay	262	-25	-93	187	669	824	930	2,639	1,353	2,447	3,562	5,583		18,338
Other Outgo	1,015	37	1,607	4,836	1,162	19,763	979	1,111	4,786	493	2,042	2,409		40,238
Longterm Post-Employment Benefits	-6	-1	-7	1	-8	-2	5		-10	1	-8	5		-29
Accounts Payable/Accruals	2,909	983	3,683	13,907	27,027	327	-139	-80	148	-967	-74	-7,749		39,976
Total Disbursements	11,847	11,573	15,933	29,355	41,968	46,486	18,718	19,078	29,975	19,438	27,288	33,510		305,167
Increase / (Decrease) in Cash Balance	1,445	-7,231	8,309	-99	17,865	-29,528	14,610	-5,882	-5,313	2,532	-2,040	-3,475		
Estimated Ending Cash Balance	74,056	66,825	75,134	75,035	92,900	63,371	77,982	72,099	66,787	69,318	67,278	63,803		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success
2.   Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost associated with an MOU is included in the appropriate budgets, where applicable.

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SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

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

December 13, 2022

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"), collectively referred to as "the Parties".

The Parties agree to the following regarding the 4/10 Alternate Work Schedule ("AWS") for College Security Officers ("CSOs") for the period of Sunday, January 1, 2023, through Friday, June 30, 2023.

1. Unit members will participate in a 4/10 AWS. The workweek shall be forty (40) hours on four (4) consecutive days Monday through Friday and the workday shall consist of ten (10) hours per day.

2. The 4/10 AWS will be offered based on a rotational basis, determined by the permanent hire date among those in the same classification and department who normally perform the work involved. Unit members may request a meeting with their immediate supervisor and a union representative to discuss any hardships with the 4/10 AWS.

3. Holidays will be offered and compensated in accordance with Article 12. Holiday work will be offered by seniority per classification. If a holiday falls on a day for which the unit member is not scheduled to work as a result of the AWS, the unit member shall be required to observe the holiday during the week the holiday falls and shall be required to observe it on the first day or last day of their scheduled AWS workweek. If the unit member is on an AWS, the number of hours scheduled to work per day equals the number of hours granted for the holiday.

4. Unit members shall be notified of their 4/10 AWS start and end times.

5. The District will provide the Association with the 4/10 AWS including names, locations, and shift times worked at the beginning of the 4/10 AWS.

6. All shifts will be paid at the appropriate differential in accordance with Article 7.2.

7. The Parties understand that unforeseen circumstances may arise that require the termination of the 4/10 AWS prior to June 30, 2023. The District shall provide written notification to the Association prior to the termination of the 4/10 AWS and shall provide unit members with a 21-day schedule change notice in accordance with Article 6.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

_____
Kristina Hannon, SBCCD Vice Chancellor,
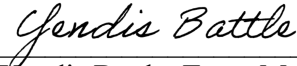Human Resources & Police Service

For CSEA

_____
Cassandra Thomas, President CSEA #291

_____
Ernest Guillen, Team Member

_____
Yendis Battle, Team Member

_____
David Stevenson, Team Member

_____
Noah Snyder, CSEA LRR

_____
Brandice Mello, Team Member

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

December 13, 2022

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").
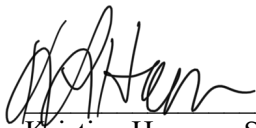
In accordance with **Article 16: PERSONNEL,** specifically subsection 16.1.1: Classification, the District notified the Association in writing of its decision to reorganize/restructure the KVCR department in the District Support Operations. Accordingly, the Parties agree that as part of the reorganization/restructure of KVCR, the following effects:

> Charlie Taylor Jr., Broadcast Operator, Range 38 Step F, 8 hours/260-day work year, will be reclassified to the classification of Traffic Coordinator (TV), Range 42 Step E, 8 hours/260-day work year, effective January 1, 2023. The identification of the salary range and step in this MOU is for reference only and not subject to negotiation between the District and Association.

It is further understood that this agreement is unique and shall not set precedence for further requests or situations and shall in no way be constructed as a waiver, expressed or implied, of the Association's rights to negotiate on any and all matters within the scope of representation set forth in the Educational Employment Relations Act.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

_____
Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources
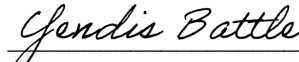and Police Services

For CSEA

Cassandra Thomas
Cassandra Thomas, President CSEA #291

_____
Noah Snyder, CSEA LRR

_____
David Stevenson, Team Member

_____
Ernest Guillen, Team Member

_____
Yendis Battle, Team Member

_____
Brandice Mello, Team Member

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
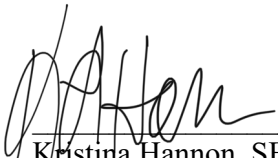
December 13, 2022

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"), collectively referred to as "the Parties."

The Parties have met in reference to the increase in full-time equivalent ("FTE") hours for one (1) occupied Laboratory Technician I, Biological Sciences position at San Bernardino Valley College and agreed to the following.

1. It is agreed and understood that the District would increase the FTE hours for one (1) Laboratory Technician I, Biological Sciences position **(C144202)**.
2. The increase in the FTE hours is based on the department's operational needs and workload.
3. The one (1) Laboratory Technician I, Biological Sciences, will be increased to 1.0 FTE from .475 FTE and to 40 hours per workweek from 19 hours per workweek, working 260 days per year.

   a. Incumbent, Kadir Galindo's schedule will be changed as follows:
      From: Monday – Thursday, 4:30 p.m. to 9:15 p.m.
      To: Monday – Friday, 12:00 p.m. to 9:00 p.m.

4. The Parties agree that the stated above will be effective Monday, December 19, 2022.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District   For CSEA

_____   _Cassandra Thomas_____
Kristina Hannon, SBCCD   Cassandra Thomas, President CSEA #291
Vice-Chancellor, Human Resources
& Police Services
                                                 _____
                                                 Noah Snyder, Team Member

                                                 _____
                                                 Ernest Guillen, Team Member

                                                 _Yendis Battle_____
                                                 Yendis Battle, Team Member

David Stevenson

David Stevenson, Team Member

Brandice Mello

Brandice Mello, Team Member

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

December 13, 2022

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").

In accordance with **Article 16: PERSONNEL,** specifically subsection 16.1.1: Classification, the District notified the Association in writing of its decision to reorganize/restructure the KVCR department in the District Support Operations. Accordingly, the Parties agree that as part of the reorganization/restructure of KVCR, the following effects:

> Jessica Greenwell, Traffic Coordinator (TV), Range 42 Step F, 8 hours/260-day work year, will be reclassified to the classification of Producer (Radio), Range 42 Step F, 8 hours/260-day work year, effective January 1, 2023. The identification of the salary range and step in this MOU is for reference only and not subject to negotiation between the District and Association.

It is further understood that this agreement is unique and shall not set precedence for further requests or situations and shall in no way be constructed as a waiver, expressed or implied, of the Association's rights to negotiate on any and all matters within the scope of representation set forth in the Educational Employment Relations Act.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.
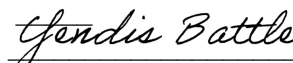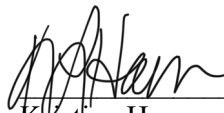
For the District

_____
Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources
and Police Services

For CSEA

Cassandra Thomas
Cassandra Thomas, President CSEA #291

_____
Noah Snyder, CSEA LRR

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David Stevenson, Team Member

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Ernest Guillen, Team Member

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Yendis Battle, Team Member

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Brandice Mello, Team Member

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

December 13, 2022

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"), collectively referred to as "the Parties."

The Parties agree to approve the interim Out-of-Class assignment for Uvaldo Sifuentes, Technology Support Specialist, to the Director of Technology Services, SBVC, under the following stipulations:

1. The length of the assignment will be from January 1, 2023, through June 30, 2023, or until a decision is made by the Employee or management to end the assignment. The Employee began working Out-of-Class on July 1, 2022, as the Director of Technology Services, SBVC.

2. The Employee will be compensated from the Management Salary Schedule at Range 18, Step A. 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.

3. The Parties agree that the Employee while performing the Out-of-Class assignment, remains a unit member and may benefit from any and all rights and representation afforded them through affiliation with CSEA.

4. The Parties agree that the Employee will not take part in any classified employee evaluations or employee discipline proceedings during the assignment as Director of Technology Services or be evaluated during this Out-of-Class service.

5. Upon completion of the Out-of-Class assignment, the Employee shall return to their regular classified position as a Technology Support Specialist.

6. The Parties agree that during the Out-of-Class assignment, the Employee's seniority as Technology Support Specialist will continue to accrue, and the Out-of-Class assignment will not be construed in any manner as a break in service.

7. This Memorandum of Understanding constitutes the full and complete Agreement regarding the Management assignment of Uvaldo Sifuentes.

This Agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources &
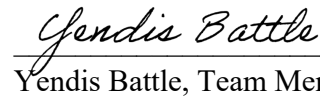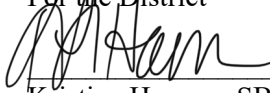Police Services

For CSEA

Cassandra Thomas, President CSEA #291

Yendis Battle, Team Member

_____
Ernest Guillen, Team Member

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David Stevenson, Team Member

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Brandice Mello, Team Member

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Noah Snyder, CSEA LRR

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

December 13, 2022

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").
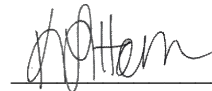
The District is conducting a reorganization in the Computing Services Department. Accordingly, both Parties agree to, as part of the reorganization, the following effects:

> Christopher Crew, Senior Research & Planning Analyst, Range 63 Step E, 8 hours/260-day work year, will be reorganized into the classification of Executive Director, Research, Planning & Institutional Effectiveness, Range 25 Step A, 8 hours/260-day work year, effective January 1, 2023. The identification of the salary range and step in this MOU is for reference only and not subject to negotiation between the District and Association.

It is further understood that this agreement is unique and shall not set precedence for further requests or situations and shall in no way be constructed as a waiver, expressed or implied, of the Association's rights to negotiate on any and all matters within the scope of representation set forth in the Educational Employment Relations Act.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

_____
Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources
and Police Services

For CSEA

_____
Cassandra Thomas, President CSEA #291

_____
Noah Snyder, CSEA LRR

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David Stevenson, Team Member

_____
Ernest Guillen, Team Member

Yendis Battle
_____
Yendis Battle, Team Member

Brandice Mello
_____
Brandice Mello, Team Member

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

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 $75.00% 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.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2022-2023 budgets.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023
[v.12.7.2022.p.1|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Nair, Brittany A CHC Career Education & Human Development	Program Assistant	01/01/23	06/30/23	$45.00
Rodriguez, Heather CHC Career Education & Human Development	Program Assistant	01/01/23	06/30/23	$35.00
Gerhartz, David M CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$25.00
Hernandez, Kristina CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$28.00
McClain, Julie CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$30.00
Meador, Celine CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$25.00
Perez, Christina CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$25.00
Snowhite, Mark CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$40.00
Weeks, Carson CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$15.50
White, Zachary J CHC Institutional Advancement	Content Specialist	01/01/23	06/30/23	$15.50
Nguyen, Phong CHC Public Safety and Emergency Services	EMS Specialist	01/01/23	06/30/23	$30.00
Allen, Nathan I CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	01/01/23	06/30/23	$20.00/ $25.00/ $30.00
Harkless, Aaron J CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	01/01/23	06/30/23	$20.00/ $25.00/ $30.00
Toomey Randall, Zachary D CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	01/01/23	06/30/23	$20.00/ $25.00/ $30.00
Anderson, Debra A CHC Radiologic Technology Program	Radiologic Technology Specialist	01/04/23	06/30/23	$30.00
Anguiano, Alejandro CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Booth, Geoffrey CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023
[v.12.7.2022.p.2|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Crosby, Charles CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Dabbour, Boulos CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Flores, Allison CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Hall, Stanford CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Martin, Kurtis CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Martinez-Mayorga, Cecilia CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
McGarvey, Lisamarie CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Monzon, Margarita CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Morris, Nicholas CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Parker, Jacob CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Perez, Yasmin CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Pirrello, Debra CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Postoian, Sydney CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Qureshi, Altaf CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Rafeedie, Nidal CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Seaton, Thomas CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Smith, Kimberly CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Vista, Michael CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Westholder, Joshua CHC Respiratory Care Program	Respiratory Care Clinical	01/04/23	06/30/23	$57.13
Seheult, Roger CHC Respiratory Care Programs	Medical Director	01/04/23	06/30/23	$3,000/ semester

Professional Expert, Short-Term & Substitute Employees

Presented for Information on January 12, 2023

[v.12.7.2022.p.3|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Yamamoto, June CHC Social Information & Natural Sciences	Program Assistant	11/21/22	12/30/22	$49.00
Benz-Blumberg, Sara G CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Borg, Dane D CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Cristobal, Angellie CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
DeSoucy, Justin CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Erwin, Dakota CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Giron-Hernandez, Kiara CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Hensley, Noah CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
King, Dakota A CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Klaas, Isabelle CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
McDonnell, Jeannine CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Miller, Faith CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Serrato, Alyssa CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Sharkirova, Daniella A CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Urena, Charisma CHC Tutoring Center	Tutor I	01/11/23	06/30/23	$16.00
Clements, Spencer CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
DeAmaya, Brenda CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
Ferras, Riane CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
Gayheart, Julia CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
Lair, Helen J CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023
[v.12.7.2022.p.4|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Layton, Krystalyn CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
Marshall, Blaze CHC Tutoring Center	Tutor II	01/11/23	06/30/23	$17.00
Bahjri, Amr CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Baker, Jacob CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Bickel II, Daniel CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Brinkerhoff, Jonathan CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Funderburk, Sydney CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Neal, Jennifer CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Utrapiromsuk, Chinatip CHC Tutoring Center	Tutor III	01/11/23	06/30/23	$19.00
Gonzalez, Raul DIST Fiscal Services	Program Assistant	01/01/23	06/30/23	$40.00
Sanchez, Jason DIST Fiscal Services	Program Assistant	01/01/23	06/30/23	$40.00
Bolita, Anthony DIST KVCR	Closed Captioning Editor III	01/01/23	06/30/23	$22.00
Awad, Shareen DIST KVCR	Content Specialist	01/01/23	06/30/23	$27.00
Fontes, Leo DIST KVCR	Content Specialist	01/01/23	06/30/23	$20.00
Kelly, Elizabeth DIST KVCR	Content Specialist	01/01/23	06/30/23	$20.00
Kohls, Natasha DIST KVCR	Content Specialist	01/01/23	06/30/23	$18.00
Ornelas, Matthew A DIST KVCR	Content Specialist	01/01/23	06/30/23	$27.00
Bom, Chandler G J DIST KVCR	Intern I	11/16/22	12/31/22	$15.50
Bom, Chandler G J DIST KVCR	Intern I	01/01/23	06/30/23	$15.50
Acosta-Idda, Jhoann I DIST KVCR	Program Assistant	01/01/23	06/30/23	$30.00

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023
[v.12.7.2022.p.5|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Adame, Daniel DIST KVCR	Program Assistant	01/01/23	06/30/23	$33.00
Greenwell, Bradley DIST KVCR	Program Assistant	01/01/23	06/30/23	$30.00
Maginness, Kellee DIST KVCR	Program Assistant	01/01/23	06/30/23	$40.00
Lee, Alexi SBVC Applied Technology, Transportation & Culinary Arts	Program Assistant	01/01/23	06/30/23	$20.00
Lopez, Andy SBVC Applied Technology, Transportation & Culinary Arts	Program Assistant	01/01/23	06/30/23	$20.00
Oey, Yayang D SBVC Applied Technology, Transportation & Culinary Arts	Program Assistant	01/01/23	06/30/23	$20.00
Petersen, Neil E SBVC Applied Technology, Transportation & Culinary Arts	Program Assistant	01/01/23	06/30/23	$20.00
Russell, Jeffrey SBVC Applied Technology, Transportation & Culinary Arts	Program Assistant	01/01/23	06/30/23	$20.00
Notarangelo, Luisa SBVC Art Gallery	Program Assistant	01/13/23	06/30/23	$25.00
Cortez, Rosio SBVC CalWORKs & Workforce Development	Program Assistant	01/17/23	06/30/23	$22.00
Garcia, Jessica SBVC CalWORKs & Workforce Development	Program Assistant	01/17/23	06/30/23	$24.00
Nahuat, Wendy SBVC CalWORKs & Workforce Development	Program Assistant	01/17/23	06/30/23	$25.00
Ponce, Allegra SBVC English Department	Tutor III	01/01/23	06/30/23	$19.00
Prater Jr, Stephen M SBVC FTVM, Arts & Humanities	Content Specialist	01/03/23	06/30/23	$25.00
Van Luven, Nicholas R SBVC FTVM, Arts & Humanities	Content Specialist	01/03/23	06/30/23	$25.00
Saucedo-Daniel, Jorge SBVC Mathematics, Business and Computer Information Technology	Adult Education Planning Grant Coordinator	01/01/23	06/30/23	$40.00

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023
[v.12.7.2022.p.6|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Loera, Andrew SBVC Student Health Services	Mental Health Educator/Counselor	01/17/23	06/30/23	$55.00
Morales, Brenda SBVC Valley Now!	Program Assistant	01/02/23	06/30/23	$35.00

Short-Term

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Baca, Joey CHC Art	Life Drawing Model	01/17/23	05/31/23	$25.00
Cruz, Kenia CHC Art	Life Drawing Model	01/17/23	05/31/23	$25.00
Sousa, Miranda CHC Art	Life Drawing Model	01/17/23	05/31/23	$25.00
Zerbel, Alexandria SBVC Academic Success & Learning Services	Project Assistant I	01/03/23	06/30/23	$15.50

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Shalhoub, Irene CHC CDC *EXT: Sick/Vacation Coverage*	Child Development Assistant	10/10/22	12/08/22	$17.63
Beverson, Jessica CHC Research & Planning *EXT: Vacancy*	Research Analyst	11/15/22	01/13/23	$39.82
Larry, Nathaniel DIST Facilities, Planning & Construction *EXT: Sick/Vacation Coverage*	Custodian	12/13/22	02/13/23	$20.44
Blackmon, Richard SBVC Chemistry *EXT: LOA/Vacation Coverage*	Lab Tech III	09/01/22	12/31/22	$37.88

Professional Expert, Short-Term & Substitute Employees
Presented for Information on January 12, 2023

[v.12.7.2022.p.7|7]

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Martinez Lazaro, Gabriel SBVC Instruction *EXT: Vacancy*	Research Analyst	11/08/22	11/10/22	$39.82
Kim, Matthew SBVC Marketing *EXT: Vacancy*	Web Developer	12/01/22	01/30/23	$39.82
Byrd Cross, Matilda SBVC Student Services *New: Vacancy*	Administrative Assistant I	12/01/22	01/31/23	$23.71
Moreno, Kevin SBVC Technology Services *New: LOA/OOC Coverage*	Technology Support Specialist	12/01/22	01/31/23	$36.07

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Business Manager

DATE: January 12, 2023

SUBJECT: Purchase Order Report

RECOMMENDATION

This item is for information only. No 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 11/14/2022 – 12/7/2022 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.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase orders are included in the appropriate budgets.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Purchase Order Report
January 12, 2023

PO#	Supplier Name	Amount
2302923	MCMASTER-CARR SUPPLY CO	2,447.22
2302924	MSC INDUSTRIAL SUPPLY CO	4,594.04
2302925	MSC INDUSTRIAL SUPPLY CO	1,049.00
2302927	MSC INDUSTRIAL SUPPLY CO	3,923.61
2302928	MSC INDUSTRIAL SUPPLY CO	1,008.54
2302929	GENUINE AUTO PARTS	2,681.55
2302931	SAN BERNARDINO CCD	5,767.44
2302932	SAN BERNARDINO CCD	2,055.86
2302934	SAN BERNARDINO AREA CHAMBER OF COMMERCE	275.00
2302935	HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES	9,495.00
2302936	SAN BERNARDINO CCD	848.73
2302938	SAN BERNARDINO CCD	2,560.00
2302939	SAN BERNARDINO CCD	3,600.00
2302942	REYES, FRANK	400.00
2302943	COPSPLUS	2,311.24
2302945	VERIZON WIRELESS	1,000.00
2302947	STAPLES BUSINESS ADVANTAGE	44.72
2302951	SAN BERNARDINO CCD	7,300.00
2302952	SAN BERNARDINO CCD	692.41
2302954	STAPLES BUSINESS ADVANTAGE	49.85
2302955	STAPLES BUSINESS ADVANTAGE	165.96
2302958	STAPLES BUSINESS ADVANTAGE	120.00
2302959	STAPLES BUSINESS ADVANTAGE	97.86
2302960	STAPLES BUSINESS ADVANTAGE	446.73
2302961	CDW LLC	126.94
2302962	AMERICAN SOCIETY OF HEALTH SYSTEM PHARMACIST	3,000.00
2302966	QUADMED INC	1,254.86
2302967	FLINN SCIENTIFIC INC	904.01
2302968	ULINE INC	425.38
2302974	SOUTH CAROLINA, UNIVERSITY OF, NATIONAL RESOURCE CENTER	625.00
2302975	SOUTH CAROLINA, UNIVERSITY OF, NATIONAL RESOURCE CENTER	625.00
2302976	SOUTH CAROLINA, UNIVERSITY OF, NATIONAL RESOURCE CENTER	400.00
2302977	AZENARO, RENEE	250.00
2302978	CHARGETECH	522.59
2302979	ALGARIO, ANGEL	2,000.00
2302982	SAN BERNARDINO CCD	2,045.25
2302984	WESTERN REGIONAL HONORS COUNCI	78.00
2302987	5CTCA	420.00
2302990	VICKERS, STEPHANIE	500.00
2302992	STAPLES BUSINESS ADVANTAGE	561.71
2302993	STAPLES BUSINESS ADVANTAGE	462.31
2302994	STAPLES BUSINESS ADVANTAGE	56.36
2302995	SAN BERNARDINO CCD	961.56
2302999	HERNANDEZ, ANITA	400.00
2303000	BONNIE CRUZ	400.00

Purchase Order Report
January 12, 2023

PO#	Supplier Name	Amount
2303002	NGATIA, PETER GITAU	1,539.80
2303003	UNITED RENTALS NORTH AMERICA INC	7,735.54
2303004	SAN BERNARDINO CCD	8,100.00
2303005	HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES	3,180.00
2303006	ASCAP	1,160.14
2303007	BROADCAST MUSIC INC	1,194.77
2303008	MSC INDUSTRIAL SUPPLY CO	3,268.03
2303009	ATKINSON ANDELSON LOYA RUUD & ROMO	295.00
2303012	BRAGGINS, ALAN	1,000.00
2303013	STAPLES BUSINESS ADVANTAGE	251.83
2303014	SOUTHERN CALIFORNIA INTERSEGMENTAL ARTICULATION COUNCIL	100.00
2303015	MCMASTER-CARR SUPPLY CO	26,851.61
2303018	ARBOR SCIENTIFIC	33,379.15
2303020	SNAP-ON INDUSTRIAL	673.56
2303022	DELL COMPUTER COMPANY	1,888.68
2303023	DELL COMPUTER COMPANY	2,533.43
2303025	SAN BERNARDINO CCD	205.75
2303026	DELL COMPUTER COMPANY	2,523.30
2303033	GENUINE AUTO PARTS	156.55
2303034	DISH FACTORY INC, THE	24,021.79
2303035	CUMMINS INC	7,922.36
2303036	GRAINGER INC	7,437.09
2303037	SNAP-ON INDUSTRIAL	9,374.27
2303038	GRAINGER INC	746.82
2303039	ULINE INC	51.51
2303040	GENUINE AUTO PARTS	756.51
2303042	SAN BERNARDINO CCD	777.78
2303044	STAPLES BUSINESS ADVANTAGE	2,741.10
2303045	JOHNSTONE SUPPLY	859.85
2303046	WARD'S NATURAL SCIENCE EST INC	5,741.90
2303047	COLOR CONSULTANTS INC	2,871.81
2303048	BEAR VALLEY UNIFIED SCHL DISTRICT	768.00
2303050	SAN BERNARDINO CCD	344.80
2303051	NICHOLS, BARBARA	34.16
2303053	WAZER INC	12,928.92
2303054	STAPLES BUSINESS ADVANTAGE	189.48
2303058	STAPLES BUSINESS ADVANTAGE	204.55
2303065	REDLANDS CHAMBER OF COMMERCE, THE	195.00
2303067	GRAINGER INC	536.48
2303068	SAN BERNARDINO CCD	144.00
2303071	HERBARIUM SUPPLY	609.60
2303072	FOLLETT CORPORATION	100.00
2303073	QUADMED INC	772.54
2303075	BLACKHAWK NETWORK INC	5,412.28
2303077	CALIFORNIA CONFERENCE FOR WOMEN	598.00

Purchase Order Report
January 12, 2023

PO#	Supplier Name	Amount
2303078	DUCK & OWL LLC	200.00
2303080	SAN BERNARDINO CCD	500.00
2303081	DUCK & OWL LLC	295.24
2303082	NATIONWIDE TRAILERS LLC	44,553.55
2303083	MATTERHACKERS INC	421.76
2303085	STAPLES BUSINESS ADVANTAGE	135.28
2303090	SAN BERNARDINO CCD	4,500.00
2303093	FOLLETT CORPORATION	2,500.00
2303094	CETERA INC	99.00
2303095	HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES	865.00
2303096	ORTEGA, WHITNEY	500.00
2303099	FILMTOOLS INC	4,149.45
2303100	SAN BERNARDINO CCD	601.85
2303101	SAN BERNARDINO CCD	623.40
2303102	SAN BERNARDINO CCD	601.85
2303103	SAN BERNARDINO CCD	601.85
2303105	KIWANIS INTERNATIONAL OF SAN BERNARDINO	30.00
2303106	KIWANIS INTERNATIONAL OF SAN BERNARDINO	185.00
2303107	SAN BERNARDINO CCD	150.00
2303111	CDW LLC	2,852.22
2303112	SAN BERNARDINO CCD	4,627.31
2303116	STAPLES BUSINESS ADVANTAGE	102.71
2303117	STAPLES BUSINESS ADVANTAGE	56.20
2303118	STAPLES BUSINESS ADVANTAGE	102.08
2303120	SAN BERNARDINO CCD	200.00
2303121	SAN BERNARDINO CCD	195.68
2303122	SAN BERNARDINO, COUNTY OF	576.00
2303127	CDW LLC	2,684.29
2303129	SCHOOL SPECIALTY LLC	246.37
2303130	FISHER SCIENCE EDUCATION	915.25
2303131	ANDRADE, JORGE	600.00
2303132	MATTERHACKERS INC	1,973.12
2303133	CDW LLC	234.68
2303134	CDW LLC	23,839.82
2303135	PANGAEA USA CORP	2,044.60
2303136	CDW LLC	4,184.19
2303138	SAN BERNARDINO CCD	388.00
2303139	SAN BERNARDINO CCD	388.00
2303142	STAPLES BUSINESS ADVANTAGE	70.07
2303144	SAN BERNARDINO CCD	662.50
2303145	SAN BERNARDINO CCD	662.50
2303146	SAN BERNARDINO CCD	662.50
2303147	SAN BERNARDINO CCD	662.50
2303150	SAN BERNARDINO CCD	821.59
2303151	ULINE INC	1,861.96

Purchase Order Report
January 12, 2023

PO#	Supplier Name	Amount
2303156	CDW LLC	4,006.44
2303157	BARNES & NOBLE INC	625.81
2303161	GARRET, LYDIA	500.00
2303164	SAN BERNARDINO CCD	2,068.80
2303168	ALL IN ONE POSTER COMPANY INC	1,617.47
2303169	DELL COMPUTER COMPANY	2,840.62
2303170	DELL COMPUTER COMPANY	4,306.34
2303171	CALIFORNIA, STATE OF	1,210.00
2303176	SAN BERNARDINO CCD	1,081.19
2303180	CORTEZ, ROSIO	250.00
2303181	NAHUAT, WENDY	250.00
2303182	VALENZUELA, PATRICIA	300.00
2303184	SAN BERNARDINO CCD	980.53
2303185	VERIZON WIRELESS	8,000.00
2303187	DUCK & OWL LLC	350.00
2303190	MACMILLAN HOLDINGS LLC	1,535.44
2303191	SAN BERNARDINO CCD	2,893.09
2303192	PANERA LLC	1,700.00
2303193	PAWS-TO-SHARE	450.00
2303194	CDW LLC	2,030.75
2303196	VERIZON WIRELESS	74.24
2303197	CDW LLC	6,038.06
2303198	STAPLES BUSINESS ADVANTAGE	1,015.93
2303200	OFFICE SOLUTIONS BUSINESS PRODUCTS & SERVICES LLC	25.45
2303202	RAPID SCAN 3D INC	36,675.18
2303205	RAPID SCAN 3D INC	40,998.00
2303206	CDW LLC	30,949.35
2303208	STAPLES BUSINESS ADVANTAGE	52.18
2303210	SAN BERNARDINO CCD	280.00
2303211	SAN BERNARDINO CCD	2,560.00
2303213	SAN BERNARDINO CCD	485.78
2303214	SAN BERNARDINO CCD	245.00
2303216	STAPLES BUSINESS ADVANTAGE	172.51
2303217	STAPLES BUSINESS ADVANTAGE	1,912.12
2303218	JENNY'S LAUNDRY SPA YUCAIPA INC	625.00
2303221	CALIFORNIA, STATE OF	18,082.21
2303222	FORMLABS INC	6,677.16
2303225	SAN BERNARDINO CCD	3,600.00
2303228	DUCK & OWL LLC	200.00
2303233	SAN BERNARDINO CCD	500.00
2303234	STANTEC CONSULTING SERVICES INC	174.77
2303242	FOLLETT CORPORATION	200.00
2303245	SAN BERNARDINO CCD	421.62
2303249	FOLLETT CORPORATION	150.00
2303255	STAPLES BUSINESS ADVANTAGE	61.77

Purchase Order Report
January 12, 2023

PO#	Supplier Name	Amount
2303256	STAPLES BUSINESS ADVANTAGE	232.41
2303259	FOLLETT CORPORATION	2,100.00
2303262	ULINE INC	974.30
2303266	STAPLES BUSINESS ADVANTAGE	47.19
2303267	STAPLES BUSINESS ADVANTAGE	62.43
2303271	SAN BERNARDINO, COUNTY OF	500.00
2303272	SAN BERNARDINO, COUNTY OF	500.00
2303274	CDW LLC	18,652.11
2303278	SAN BERNARDINO CCD	53.10
2303280	MWB TOY CO LLC DBA LUKE'S TOY FACTORY	3,232.50
2303282	CDW LLC	246.70
2303284	GENUINE AUTO PARTS	333.25
2303285	AMERICAN CRISIS PREVENTION AND MANAGEMENT ASSOCIATION	2,499.00
2303286	ALLIED 100 LLC	2,838.68
2303287	CM SCHOOL SUPPLY CO	30,000.00
2303289	WOOD-MIZER LLC	52.94
2303290	GENUINE AUTO PARTS	2,681.55
2303291	FILMTOOLS INC	28,502.98
2303294	ESTRADA, JOSHUA	200.00
2303296	SNAP-ON INDUSTRIAL	12,567.53
2303299	P & R PAPER SUPPLY COMPANY INC	441.51
2303301	MSC INDUSTRIAL SUPPLY CO	28,884.49
2303302	STAPLES BUSINESS ADVANTAGE	110.05

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Director, Facilities Planning, Emergency Management & Construction

DATE: January 12, 2023

SUBJECT: Summary of Measure CC Construction Change Orders and Amendments

RECOMMENDATION

This item is for information only and no action is required. It includes a report of all Measure CC construction change orders and amendments to date, including those on today's Board agenda.

OVERVIEW

On August 2020, the Board of Trustees adopted a program-wide Measure CC construction change order percentage goal of 5% or less and approved the implementation of the Construction Change Order Process.

The Change Order Process was revised and approved by the Board in January 2022.

ANALYSIS

The identified Change Orders were determined to be necessary to support the completion of design and construction, found to be fair and reasonable, and written in accordance with the approved procedures and goals. A detailed report is attached which includes construction change orders and amendments.

Total Measure CC Construction Contracts	Total Measure CC Change Order Amount	Program-Wide Change Order %
$243,526,724.80	$627,912.52	0.26%

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY

Campus	Original Contract Amount	Change Orders	New Contract Amount	Change Order % of Program Contracts
CC01-1000 : San Bernardino Valley College	$222,515,106.00	$444,728.19	**$222,959,834.19**	0.20%
CC02-2000 : Crafton Hills College	$20,825,118.63	$178,372.31	**$21,003,490.94**	0.86%
CC03-3000 : San Bernardino Community College District Wide	$186,500.17	$4,812.02	**$191,312.19**	2.58%
TOTAL FOR CHANGE ORDERS	**$243,526,724.80**	**$627,912.52**	**$244,154,637.32**	**0.26%**

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY
CC01-1000 : San Bernardino Valley College

CC01-1000 : San Bernardino Valley College

Projects	Original Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC01-3601 : Technical Building Replacement (DBB)	$69,832,624.00	$71,728.00	**$69,904,352.00**	0.10%
CC01-3605 : Softball Field	$3,605,400.00	$357,750.00	**$3,963,150.00**	9.92%
CC01-3606 : Student Services Building (New Construction)	$79,028,833.00	$0	**$79,028,833.00**	-
CC01-3608 : Career Pathways Phase 2 (PDB)	$65,436,634.00	$0	**$65,436,634.00**	-
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	$4,611,615.00	$15,250.19	**$4,626,865.19**	0.33%
CC01-1000 : San Bernardino Valley College Total	**$222,515,106.00**	**$444,728.19**	**$222,959,834.19**	**0.20%**

CC01-1000 : San Bernardino Valley College - Executed Change Orders To Date

Project	Contract	Change Order	Original Contract Amount	Change Orders	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC01-3601 : Technical Building Replacement (DBB)	**Icon West, Inc.**	**Icon West, Inc. - Change Order #0001**	**$69,832,624.00**	**$71,728.00**	**0.57%**	**0.57%**	**22-Nov-22**	**12-Jan-23**
CC01-3605 : Softball Field	Green Contractor Studio Construction Agreement	Green Contractor Studio, Inc Change Order #1**	$3,587,500.00	$357,750.00	9.97%	9.97%	09-Sep-22	08-Sep-22
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	Neff Construction, Inc. SBVC Warehouse M&O Building	Neff Construction - Change Order #001*	$31,585.00	$2,140.00	6.78%	6.78%	22-Aug-22	08-Sep-22
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	C.I. Services SBVC Campus Roofing	C.I. Services - Change Order #02*	$398,000.00	$23,512.86	5.91%	9.41%	18-May-22	08-Sep-22
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	C.I. Services SBVC Campus Roofing	C.I. Services - Change Order #01	$398,000.00	$13,937.73	3.50%	3.50%	04-May-22	09-Jun-22
CC01-3608 : Career Pathways Phase 2 (PDB)	Sundt Construction Inc. SBVC Career Pathway Phase 2	Sundt CO #01 - Insurance Language Update	$65,436,634.00	$0	-	-	10-Jan-22	12-May-22
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	PGC Construction, Inc. SBVC Library Roofing	PGC Construction Inc. CO#003	$483,000.00	-$10,000.00	-2.07%	-5.04%	29-Jul-21	07-Oct-21
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	PGC Construction, Inc. SBVC Library Roofing	PGC Construction, Inc. - Change Order #02	$483,000.00	$0	-	-2.97%	08-Feb-21	13-May-21
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	PGC Construction, Inc. SBVC Library Roofing	PGC Construction, Inc. - Change Order #01	$483,000.00	-$14,340.40	-2.97%	-2.97%	28-Oct-20	14-Jan-21
CC01-1000 : San Bernardino Valley College - Executed Change Orders To Date				**$444,728.19**				

* Chancellor concurrence received due to the single and/or cumulative change order percent being greater than 5% but less than 10%

** Change order greater than $250,000

SBCCD

CONSTRUCTION CHANGE ORDER SUMMARY

CC02-2000 : Crafton Hills College

CC02-2000 : Crafton Hills College

Projects	Original Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC02-3623 : Gym Demolition (DBB)	$1,255,579.18	$96,347.19	$1,351,926.37	7.67%
CC02-3625 : Public Safety Training Center (DB)	$6,781,795.00	$0	$6,781,795.00	-
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	$10,764,736.45	$82,025.12	$10,846,761.57	0.76%
CC02-3634 : Child Development Center Renovation (DBB)	$2,023,008.00	$0	$2,023,008.00	-
CC02-2000 : Crafton Hills College Total	**$20,825,118.63**	**$178,372.31**	**$21,003,490.94**	**0.86%**

CC02-2000 : Crafton Hills College - Executed Change Orders To Date

Project	Contract	Change Order	Original Contract Amount	Change Orders	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	SunPower DB Contract - CHC CWI Solar PV	SunPower Corporation, Systems - Change Order #01	$7,308,428.00	-$17,891.20	-0.24%	-0.24%	10-Oct-22	10-Nov-22
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Baker Electric, Inc. CHC LRC Generator & Equipment Dec. 2021	Baker - Change Order #01	$686,675.00	-$19,592.00	-2.85%	-2.85%	17-Mar-22	12-May-22
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Mariposa Landscape, Inc. CWI Campus Wide Irrigation Upgrades	Mariposa - Change Order #02*	$392,213.00	$11,088.23	2.83%	5.54%	14-Feb-22	12-May-22
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Mariposa Landscape, Inc. CWI Campus Wide Irrigation Upgrades	Mariposa - Change Order #01	$392,213.00	$10,641.88	2.71%	2.71%	01-Nov-21	13-Jan-22
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Borden Excavating, Inc. CHC CWI Building 17 Main Repair	Borden Excavating - Change Order #01	$22,000.00	-$5,225.46	-23.75%	-23.75%	07-Oct-21	18-Nov-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Borden Excavating, Inc. CHC CWI Building 17 Main Repair - Phase 2	Borden Excavating - Change Order #01	$15,000.00	-$4,592.20	-30.61%	-30.61%	07-Oct-21	18-Nov-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Mike's Custom Flooring, Inc. M&O Office Trailer Upgrades	Mike's Custom Flooring - Change Order #01	$8,000.00	-$418.00	-5.23%	-5.23%	01-Oct-21	18-Nov-21
CC02-3623 : Gym Demolition (DBB)	Mac Dad Builders, Inc.	Mac Dad - Change Order #03*	$1,074,000.00	$49,449.22	4.60%	8.26%	07-Sep-21	07-Oct-21
CC02-3623 : Gym Demolition (DBB)	Borden Excavating, Inc. CHC Gym Demo -Bldg 17 Phase 3	Borden Excavation - Change Order #01*	$77,555.00	$7,629.57	9.84%	9.84%	26-Aug-21	07-Oct-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Climatec LLC	Climatec - Change Order #02*	$435,592.00	$41,166.00	9.45%	9.45%	29-Jun-21	07-Oct-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Champion Electric, Inc. CHC CWI Exterior Lighting Improvements	Champion Electric - Change Order #02*	$834,900.00	$62,480.87	7.48%	8.01%	28-Jun-21	07-Oct-21
CC02-3623 : Gym Demolition (DBB)	Mac Dad Builders, Inc.	Mac Dad - Change Order #02	$1,074,000.00	$34,757.37	3.24%	3.66%	09-Jun-21	12-Aug-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Champion Electric, Inc. CHC CWI Exterior Lighting Improvements	Champion Electric - Change Order #01	$834,900.00	$4,367.00	0.52%	0.52%	01-Apr-21	13-May-21
CC02-3623 : Gym Demolition (DBB)	Mac Dad Builders, Inc.	Mac Dad - Change Order #01	$1,074,000.00	$4,511.03	0.42%	0.42%	22-Feb-21	08-Apr-21
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	Climatec LLC	Climatec - Change Order #01	$435,592.00	$0	-	-	16-Feb-21	08-Apr-21
CC02-2000 : Crafton Hills College - Executed Change Orders To Date				**$178,372.31**				

* Chancellor concurrence received due to the single and/or cumulative change order percent being greater than 5% but less than 10%

** Change order greater than $250,000

CC02-2000 : Crafton Hills College - Executed Amendments

CC02-2000 : Crafton Hills College

CC02-2000 : Crafton Hills College - Contract Amendments

Project	Contract	Amendment	Original Contract Amount	Previous Amendments Cumulative Total	This Amendment Amount	Total Contract Amount	Executed Date	Board Date
CC02-3625 : Public Safety Training Center (DB)	Erickson-Hall Construction Co.	Amendment #02 - Establishment of Guaranteeded Maximum Price (GMP)	$6,781,795.00	$2,095,578.00	-$376,256.00	$8,501,117.00	07-Dec-22	12-Jan-23
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	SunPower Corporation, Systems DB Contract - CHC CWI Solar PV	Amendment #01 - Change in Photovoltaic Module Model and the Production Guarantee (No Cost Impact)	$7,308,428.00	$0	$0	$7,308,428.00	10-Oct-22	10-Nov-22

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY
CC03-3000 : San Bernardino Community College District Wide

CC03-3000 : San Bernardino Community College District Wide

Projects	Original Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC03-0002 : Program Expenses	$695.00	$0	**$695.00**	-
CC03-3640 : District-Wide	$185,805.17	$4,812.02	**$190,617.19**	2.59%
CC03-3000 : San Bernardino Community College District Wide Total	**$186,500.17**	**$4,812.02**	**$191,312.19**	**2.58%**

CC03-3000 : San Bernardino Community College District Wide - Executed Change Orders To Date

Project	Contract	Change Order	Original Contract Amount	Change Orders	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC03-3640 : District-Wide	J.A. Urban, Inc. District PMO Office TI	J.A. Urban - Change Order #02	$185,805.17	$0	-	2.59%	17-Mar-21	13-May-21
CC03-3640 : District-Wide	J.A. Urban, Inc. District PMO Office TI	J.A. Urban - Change Order #01	$185,805.17	$4,812.02	2.59%	2.59%	19-Nov-20	14-Jan-21
CC03-3000 : San Bernardino Community College District Wide - Executed Change Orders To Date				**$4,812.02**				

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Scott Thayer, Interim President, SBVC
Dr. Kevin Horan, President, CHC
Kristina Hannon, Vice Chancellor, Human Resources & Police Services

DATE: January 12, 2023

SUBJECT: Volunteers

RECOMMENDATION

This item is for information only. No action necessary.

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.

SBCCD GOALS

1.   Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SBCCD | Mission

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | Vision

Inspiring possibilities for bright futures and a prosperous community

Volunteers

Presented for Information January 12, 2023

[v.12.13.2022.p.2|2]

	Location Assignment	Department	From	To
Davila, Henry	SBVC	Softball	01/5/23	06/30/23
Gaeta, Luis	SBVC	Softball	01/5/23	06/30/23
Ward, Jacquelyn	SBVC	Softball	01/5/23	06/30/23
Williams, Trevor	SBVC	Theatre	01/13/23	05/18/23
Guevara, Gina	DSO	KVCR	01/10/23	06/30/23

Ratification: Volunteer was recently made available and, in order to fulfill the needs of the department, the department is requesting to being work at the beginning of the semester.

BOARD OF TRUSTEES REPORT

LET'S GO! ¡ADELANTE!	January 2023

New Guided Pathways Counseling Model

Photo: Counseling staff.

The Crafton Hills College Counseling Department has launched a new approach to advising students that will result in greater efficiency navigating the Guided Pathways model that the College has instituted.

In its recent program review, Counseling found that the number of students seeking counseling appointments dropped for those who had completed 15-45 units and that a disproportionately large number of students were accumulating excess units, which means that many will complete their programs later than they need to. These facts led to the conclusion that the department should promote efforts to meet with more students who have completed 15-45 units to guide them to complete their programs efficiently, taking classes necessary to reach this goal.

Accordingly, Counseling has instituted a new model that aligns with Guided Pathways and is designed to reach more students with 15-45 units and help them select the classes and support services that will allow them to complete programs sooner than they do now on average.

This new Guided Pathways counseling model includes assigning counseling team members to work proactively and strategically with students who have completed different unit counts (0-15, 16-29, 30-44, 45-60+).

This model also implements an assigned completion coach to help each of these unit groupings. The department continues to dialogue about the next steps of implementation.

Gratitude Event

On Nov 29 and 30, the CHC Student Senate invited students to enjoy treats, hang out, and add their thoughts on a poster with messages and drawings of gratitude for the work of college staff. A giant-sized horizontal poster, markers, crayons, cookies, and giveaways were offered to students as they wrote, doodled, and drew their expressions of gratitude on the poster.

The event promoted a positive and friendly exchange for student senate members to express good feelings to all who participated during this busy time of year and for CHC staff to support participating students.

Photo: Student signing poster.

CHC Professor Imparts Importance of Mentoring Foster Youth Students

Photo: Rejoice Chavira.

A Crafton Hills College (CHC) administrator is making a difference in the lives of foster youth students through mentorship and advocacy.

Rejoice Chavira, a 30-year counselor and current associate dean of EOPS, CARE, CalWORKs, Guardian Scholars, and Dreamers at the Yucaipa-based college, values the important work advocates do to help students reach their goals and find success in and out of the classroom, particularly through CHC's Guardian Scholars Program.

This program was developed to support foster youth students and prepare them for the college experience by teaching them how to apply for admission to colleges, financial aid, and scholarships and access other resources.

"The reality is that once a foster youth reaches the age of 18 years old, [their] foster family no longer receives the financial assistance to support the youth, and some do not want anything to do with [them]," Chavira explained. "This is the time when our foster youth need to decide about their future, but there is no one they can turn to. That is where the program and its advocates step in," she continued.

In addition to developing a plan for higher education, the Guardian Scholars Program also provides students with emergency shelter and housing assistance, nutrition, and food services, and much more. The program is also tailored to serve foster youth who meet certain criteria: they must be a current or prospective CHC student between the ages of 18 and 25 years old and have been in the foster care system at any time after the age of 13.

Once on board, students will have access to workshops held year-round, receive priority registration, and have access to staff members dedicated to the program and their success, including Chavira, who credits her own mentors with helping her achieve so much in her career and personal life.

"Having a mentor will provide [our] youth with a significant person that believes in them and challenges them to be the best versions of themselves," she explained, adding that mentors act like a helping hand when a crisis arises, or things get tough. "It is important for our foster youth to have a caring and consistent adult they can turn to when they experience challenging situations and have to make adult decisions."

Chavira says she is looking forward to watching the program grow. And as students returned to the classroom this last Fall to continue working toward their goals for the current school year and beyond, Chavira believes Crafton has a lot in store for the program and its students, aka the next generation of changemakers.

"I am looking forward to working with San Bernardino Valley College (Crafton's sister college) to develop a robust Guardian Scholars Program through our combined advisory committee," she said, adding, "I also look forward to working with our partners to reach out to foster youths to support and guide them to achieve their dreams."

To learn more about the program or other similar services under the EOPS/Care/CalWORKs/Guardian Scholars/Dreamers umbrella, go to www.craftonhills.edu/eops.

Crafton Hills College Campus Tours

Campus tours are in full swing at CHC as high-school students continue to visit the scenic campus to help make the decision of what college to enroll in next fall.

The CHC Outreach and Educational Partnerships office offers guided tours of the college campus to anyone interested in attending. Student success advisors help guide the tours and answer questions. A few of the students from Oak View High School in Yucaipa shared that they weren't aware of all the certification programs Crafton offers and were impressed by the EMS and Fire Technology programs.

Everyone is welcome to tour the campus. Tours are offered Monday-Thursday from 10:00 a.m. until 3:00 p.m. Tours take about an hour and can be booked on the Crafton Hills College website at www.craftonhills.edu/outreach.

Photo: High school students tour CHC.

Equity and Inclusion Open Forum

Crafton Hills College held an all-campus virtual Equity Plan Open Forum for students and employees to discuss its equity plan. Dr. Delmy Montenegro-Spencer, Vice President of Student Services, moderated the discussion. Discussion questions included: What is missing from the Equity Plan? Does the Plan identify equity gaps? and Do you understand what the action steps are?

This forum facilitated a campuswide discussion of how the College performs on measures of multifaceted topics of diversity, equity, and the success of its students. Attendees joined a variety of breakout rooms, each with a different topic. Groups discussed disparities in educational outcomes and student success as well as potential action steps for reducing or eliminating these disparities.

Those in the breakout room discussing the success and completion of Black students questioned whether it was possible to find a solution to low success rates for this group without knowing what is driving this gap in performance and why enrollment of minority students is down nationwide. Without quantitative answers as to why student success is impaired, the solution to the problems that perpetuate a racial divide will be difficult to develop and enact. The consensus was that more discourse is necessary, and these forums are an integral part of closing equity gaps by allowing everyone to voice their concerns.

CHC President Dr. Kevin Horan closed the forum by thanking everyone in attendance and stressing Crafton Hills College's commitment to equity and diversity.

CHC Employee Holiday Celebration and Wrapping Party

Crafton employees celebrated the holiday season with a gift card drive and toy wrapping party on Dec 2. Refreshments were provided by the CHC Foundation to over 50 students and employees gathered to wrap 200 gifts for children of students in the College's EOPS and CalWORKs programs.

The CHC Psychology club provided many of the gifts and will host a celebration for EOPS and CalWORKs students later in December. The campus expanded its efforts by providing funds to purchase gift cards for the older children and wrap donated presents for the younger children.

Many CHC employees chose to take this opportunity to mingle with colleagues and enjoy some holiday cheer while helping others in need to enjoy a happy holiday season.

Photo: EOPS staff with wrapped gifts (top) and all volunteers after wrapping gifts (bottom).

CHC Finish Line Scholars Cohort

The 15 students selected for the program this year learned about the requirements and rewards of participation from the dean of student services, Dr. Ivan Pena.

Photo: Finish Line scholars and staff.

The Finish Line program is designed to improve completion rates, increase transfer to the UC and CSU systems, decrease the number of excess units a student takes to get an associate degree, increase job placement for career education students, and eliminate equity gaps among traditionally underrepresented students.

Students participating in Finish Line receive up to $5,000 per year based on eligibility criteria set by the donor. The program's participants are selected using the College's equity data to identify students in disproportionately impacted groups. Awards are intended to remove financial barriers that prevent students from crossing the finish line of transferring to a university or completing a certificate program to start a career.

To remain in the cohort, students must have completed and updated their educational plan and attend a workshop, activity, or event with the Transfer or Career Center. Activities of both have been shown to increase student success.

To welcome the new cohort of Crafton Hills College Finish Line scholars, the student success team, with support from the CHC Foundation, hosted a pizza party on Dec 1. The 15 students selected for the program this year learned about the requirements and rewards of participation from the dean of student services, Dr. Ivan Pena.

Students were each given a custom t-shirt with a new graphic designed for the program. Career services director Trinette Barrie provided a workshop on writing thank you letters, and the attendees were asked to practice these skills by writing a letter to the donor Jay Pritzker and the California Community College Foundation to say thank you for awarding them this scholarship.

Coffee, Tea, and RegiSTIR Week

CHC's Outreach team hosted a Coffee, Tea and RegiSTIR open house between Nov 28 and Dec 1 to help students register for spring classes. One hundred eighty-three students stopped by for coffee or tea and advice. In total, 157 students successfully registered for the spring semester.

This event focused on building a sense of community among students and staff. The open-house coffee shop atmosphere kept it casual and friendly for answering questions and making sure students receive the enrollment support needed.
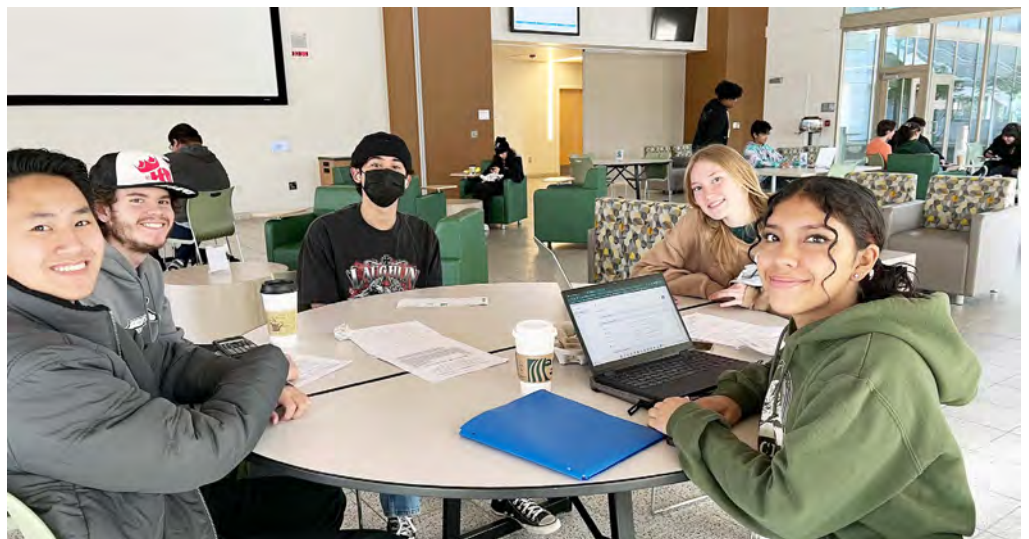
Photo: Completion Coaches helping students register for classes.

Crafton Hills College Cross-Country Team Celebrates Inaugural Season, Sets Sights for Year Two and Beyond

Team sports are essential to the college experience in the same way that building relationships is essential to the human experience.

Photo: CHC Cross Country team.

Student athletes attending or planning to attend Crafton Hills College have a new option to choose from: cross-country running.

The team recently celebrated the success of its inaugural season, but for coaches Joshua Estrada and Gabriella Jimenez, the fun is just getting started.

"Team sports are essential to the college experience in the same way that building relationships is essential to the human experience," Jimenez explained. "These athletes learn so much about themselves and about life through the experience of running as a team.

"Among those experiences include working together as a group, building mental toughness, celebrating together and picking up other teammates after failures to motivate each other to do their best," she continued.

Another necessary contributing factor — helping to lessen the stress that can come with college life and create an overall positive experience for all who join, added Estrada.

"It's important in creating what would be called a 'mastery atmosphere' because this empowers and encourages the individual," he said. "This leads to a team-wide attribute, builds confidence, relatability, support and a healthy 'family' orientation while naturally becoming better at the sport due to the enjoyment."

Cross-country running was among programs CHC faculty and administration considered initiating before the COVID-19 pandemic. However, plans shifted when the Yucaipa-based college had to restrict in-person classes and switched to online learning due to the pandemic. But now that students have re-entered the classroom and athletes are able to return to normal sports activities, the opportunity to participate in cross-country has resumed, along with water polo and swimming.

Cross-country's inaugural season took place during the fall semester with seven men and four women participating. In addition to a jam-packed practice schedule that can last up to two hours a day, runners took part in seven competitions in San Diego, Riverside, San Bernardino, Redlands and Bakersfield.

Both coaches said the team's inaugural season exceeded expectations, which "were to set the foundations of a solid sports program [with] effective, rigorous practices that led to a competitive season," Jimenez said. "The group we had worked very well together and really set the tone for future groups as to what we expect of them as collegiate athletes."

Added Estrada, "Needless to say, the group has been a perfect team for the first year. Each individual meshed well and performed exceptionally well. We managed to [place] third for the men's team, qualify for SoCal Regionals, as well as [see] one female [runner] move forward, and [watch] our lead males close in on an opportunity to go to state."

Both coaches are looking forward to year two and building on the team's recent success. Best of all, cross-country athletes of all levels are encouraged to join and can do so by contacting Estrada by email at jestrada@craftonhills.edu. Plus, all who join will be coached by two athletes who understand the importance of hard work both in and outside of the classroom and who want to develop strong, well-rounded athletes of today and tomorrow.

"We look forward to seeing more student athletes join and become excited that there is a local cross-country program at the collegiate level as well as welcoming all athletic abilities," said Estrada.

"Our hope for the program is that it grows in the number of athletes and in our competitiveness amongst local schools and beyond," added Jimenez. "Coach Estrada and I are both very attentive coaches, and we want nothing more than for you students to succeed. Give the team a chance and you'll see the motivating, positive environment that is cross-country."

Remembering Mike Horton: His Commitment 'Was Second to None'

Photo: Mike Horton.

The Crafton Hills College community is mourning the loss of its longtime Fire Academy mainstay and instructor, Mike Horton.

Horton, who also served as fire marshal for the San Bernardino County Fire Department, died on Nov 2, following an illness. He was 64.

Horton began his career in 1981 with the Norco Fire Department and held positions with the Riverside County Fire Department and other agencies before moving to San Bernardino County. In 2006, he assumed the post as deputy fire marshal before becoming fire marshal in 2013.

At Crafton, Horton worked as the academy's lead ladder instructor, working alongside other instructors who believed in the idea of training hundreds to join the fire service and giving back to the communities they love through public service.

"Mike's commitment to the public and the communities he served was second to none," said Chief Mike Alder. "Mike completely reflected the philosophy of leaving the fire service and our fire academy better than he found it."

Alder added that Horton had a "true passion" of training the next generation of fire service responders, and his work is reflected in the young lives he impacted.

"Mike will leave a tremendous legacy at Crafton Hills Regional Fire Academy," Alder said. "He was an incredible instructor that was serious about teaching the cadets what it takes to be successful."

"We always joked about how he could be so intimidating to the cadets in the beginning of the academy program and that his bark is bigger than his bite. [But], he had an incredible way of connecting with the cadets so they absolutely knew that they had to perform at a very high level,

and it was always special to see that they did not want to disappoint him with their ground ladder evolutions," he continued.

Shortly after his death, news of Horton's passing was posted to the County Fire's Facebook page, with users sending condolences and thoughts and prayers. Similar sentiments were expressed on another County Fire Facebook post highlighting photos of his Dec. 5 memorial service.

"Serving 41 years in the fire service, the past nine as Fire Marshal, Mike left an everlasting impression," the post read. "We miss our brother and are continuing to send our deepest condolences to his family and friends during this difficult time."

"That lasting legacy will also be left within the grounds of Crafton Hills and beyond," Alder said. Although no plans are yet set in stone to honor Horton on campus, there are talks of renaming an area currently known as "The Grinder" as the new "Horton Grinder." "That area," Alder said, "is where cadets raise, extend, climb, and lower the various ground ladders up against the 35-foot concrete 'spray wall.' Whether Crafton establishes the "Horton Grinder" or not, Mike's legacy will continue to inspire cadets for years to come.

Student Art Exhibition

The CHC Art Department held a reception for the Fall 2022 Student Art Exhibition on Nov 30. The all-student art installation invited students to showcase their creativity. Ashley Sotelo, an art major who had two pieces on display at the exhibit, was grateful for the opportunity to see the labor of fellow students up on the walls. The eclectic collection of artworks included 3D design, sculptures, self-portraits, gouache plein air paintings, still life, figure drawings, two-point perspectives and realism on newspaper canvases. The exhibit demonstrates how distinctive each individual piece of art is.

Photo: Art students at the CHC Art Gallery.

Honors Luncheon

The College Honors Institute held its fall luncheon celebration in Crafton Hall. College Honors Institute ambassadors welcomed students and faculty and lead the group in fun ice breaker activities.

Crafton faculty were invited one by one to the podium to reveal "Two Lies and one Truth." The group at each table then deliberated to decide which statement was true and held up a card with their choice. Many in the room could not contain their laughter trying to determine which of the statements was true because some of the truths seemed preposterous. Some of the hard to believe truths were commuting from their home in Mexico to Crafton, having Finneas and Billie Eilish in their house, skydiving, and following The Grateful Dead on tour.

The conversations continued after the

Photo: Honors students and faculty.

event with students exchanging social media contacts and talking about upcoming finals. It was an enriching event for students, allowing them to interact with each other and their professors and creating the sense of camaraderie Crafton is known for.

The Rowan Knight

Photo: The Rowen Knight cast.

The Crafton Hills College Theatre program had a spectacular opening night for the highly anticipated production of *The Rowan Knight* on Dec 2.

Marcus McInerney excelled in his

performance as the Rowan Knight, as did Crafton scholar Tara Quick, the female lead as the Witch of Westmoreland. During a horrific battle, the Rowan Knight is terribly wounded, and he is given the gift of invincibility by the Witch of Westmoreland.

A magical tale full of sword fighting, witches, fairies, magic, and adventure, this was the second time the Crafton Hills College Theatre Program performed *The Rowan Knight*. The play was performed on zoom in Spring of 2021 and was such a success it was selected a second time for the Fall of 2022.

The opening battle scene and intricate props, which included sword play and created a sense of magical fantasy, delighted spectators. The play was written as an allegory of mental illness and left the audience contemplating the unforeseen ending. Playwright Karen Fix Curry captivated the attendees, cast, and crew with an interactive talk-back and question and answer session following the performance. In true Crafton Hills College fashion, campus clubs and athletic teams were there to show support for their peers.

Crafton Hills College Celebrates the Season Participating in the Redlands and Yucaipa Christmas Parades

Photo: Yucaipa Christmas parade.

Photo: Redlands Christmas parade.

Crafton employees, students, alumni, and their families joined the Crafton Hills College Fire Academy in two local holiday parades. The Redlands parade on December 3 and Yucaipa parade on December 10 drew hundreds of spectators excited to see the CHC fire engine adorned with festive decorations.

Parade attendees were also given a glimpse into the physical training of the cadets. They happily demonstrated push up drills throughout the parade and gave high-fives to the parade attendees while encouraging them to yell and show both their Crafton and Christmas spirit.

As the other participants walked the routes with Crafton signs in hand, audience cheers included excitement from those who have attended Crafton and those who recognized parade participants including SBCCD Trustee Nathan Gonzales and CHC President Kevin Horan.

CHC Outreach Team Spreads Holiday Cheer at Miracle on Main Street Event

On Dec 10, the Crafton Hills College Outreach department attended the Miracle on Main Street event to distribute toys to underprivileged children in Riverside and San Bernardino Counties. Headed by the Miracles and Dreams Foundation, Inc., several downtown Riverside businesses and non-profit organizations spearhead the annual toy drive and health fair to spread holiday cheer and provide resources to local families in need. Crafton Hills College attended to offer information to the community about access to college and to showcase degree and certificate programs. The Outreach team was overjoyed to immerse in the community and witness the joy and excitement of future roadrunners.

Photo: Willie Blackmon and Belinda Navarrete.

Economic Development & Corporate Training

Family of 5 Completes EDCT's MC3 Program

The Reddix family of five completed the Multi-Craft Core Curriculum (MC3) apprenticeship readiness program with the Economic Development and Corporate Training Division (EDCT). The program is an educational pathway to strengthen the success of their family business in the construction industry. The MC3 Program is an apprenticeship readiness program (ARP) that prepares individuals to enter the Construction Trades and provides a gateway for residents – focusing on women, people of color, transitioning justice-involved populations, and transitioning veterans – to gain access to Building Trades' registered apprenticeship programs and is supported by the High Roads Construction Careers state initiative. In addition to providing a gateway into the construction trades through registered apprenticeships, the HRCC SB1 grant provided educational incentives to participants entering the construction trades through an educational pathway, an incentive that the Reddix family took full advantage of.

The Reddix family saw the value in the MC3 program and leveraged the opportunity to further improve the prosperity of their family business. Although the family of 5 was already running their own property investment business, they took the MC3 program to gain a better knowledge of the construction trades. In completing the MC3 program they were able to identify educational pathways that would add quality and value to their construction business. The ladies are pursuing degree and certificate programs at their local community colleges including an associate degree in Architectural Design, an associate degree in Real Estate, and a CTE Certification in High-Performance Engines Building & Blueprinting. With the skills gained through education, they hope to be able to apply those skills to jump-start an affordable housing project. In addition, the family is looking to pursue a General Contractor License, an ASQ certification (a waste reduction program), and a notary public license.

Photo: Family members Furn Reddix (father), Tina Reddix (mother), Charmaine Colin (daughter), Candace Reddix (daughter) and Christina Reddix (daughter)

It's safe to say the Reddix family collectively is passionate about the construction industry and is looking like they will become a construction industry powerhouse!

1

Economic Development & Corporate Training

Regional Strong Workforce Project

EDCT Regional ISMS Present Proposals

Interim Directors Workforce Development from the EDCT Leadership Team presented Strong Workforce Project (SWP) proposals for the 2022 Inland Empire Desert Regional Consortia Steering Committee SWP Proposal Review session on October 28th. The session focused on reviewing the SWP proposals for the 2023-2024 SWP Round 7.

Avi Nair, Interim Director Workforce Development, Industry Sector Manager – ICT & Digital Media Sector presented a proposal on Virtual Labs and Student and Faculty Engagement to serve the IEDRC region.

Alan Braggins, Interim Director, Workforce Development, acting Industry Sector Manager – Advanced Manufacturing and Automation presented a proposal on Manufacturing and Automation that also included faculty recruiting to serve the region.

The presentations were reviewed and both proposals were tentatively accepted for consideration by all twelve colleges in the region with minor modifications.

The following managers were in attendance:

- Deanna Krehbiel -Interim Executive Director EDCT
- Vanessa Thomas, Dean, Applied Technology, Transportation and Culinary Arts SBVC
- Avi Nair, Interim Director, Workforce Development, Industry Sector Manager – ICT & Digital Media Sector
- Alan Braggins, Interim Director, Workforce Development, acting Industry Sector Manager – Advanced Manufacturing and Automation
- Dan Word, Dean, Career Tech, CHC

KVCR Update

January 2023

Around SBCCD

Crafton Hills College Center for Digital Media Students work on class projects for KVCR. CHC and KVCR have worked together to provide Multimedia 131 - Publication Design and Multimedia 111 - Adobe Photoshop 1 students opportunities to create, per guidelines, submissions for KVCR staff to review and vote on. The winning submissions will be integrated into KVCR marketing and online communications to its members.

KVCR and the 2022 Basic Needs Summit at Valley College. Through pre-event social media messaging to build awareness and filming on the day of the event, KVCR participated in this critical conference focusing on California Community College students and the discussion of food insecurity, homelessness, and poverty. In addition, KVCR News also did a story for online and on-air; find the story here.

Crafton Hills College student joins KVCR Radio. Former CHC student and Loyola Marymount University graduate, Dean Anagnostopoulos will join the KVCR News team on a volunteer basis beginning in January.

Local Area Schools continue to visit with FTVM / IMA and tour KVCR facilities. During the last week of January, Apple Valley High School, with close to 100 students, and Granite Mountain Charter School, a non-classroom-based publicly funded charter, will stop by the station with over 100 students to speak with staff and learn about KVCR and FTVM / IMA opportunities and operations.

Around the Community

FNX Launches Broadcast in two new states as of the first of the year. FNX will be seen in southeastern Virginia on WHRO and in eastern Kansas on KTWU. This brings FNX to a total of 30 affiliates broadcasting in 28 states with roughly a reach of 74 million homes.

KVCR rents out Radio Studios to a Los Angeles-based film production company. *The Whisper Network*, a feature film coming in 2023, rented KVCR Radio production facilities for a full day of filming in December. This opportunity generated revenue for both Valley College and KVCR.

KVCR and the California Newsroom together for Inland Empire. In partnership with the California Newsroom and the Listening Post Collective, 91.9 KVCR News recently presented the environmental reporting series, Unfiltered IE. The nine-part series ran from November 10 through December 15. You'll find all the stories online at kvcrnews.org/unfiltered

Latest Announcements

FNX receives a grant from the San Manuel Band of Mission Indians to create programming. FNX Productions will receive $52,800 in 2023 to do another season of *Native Shorts* in conjunction with the *Sundance Institute's Native American and Indigenous Program.* This grant also covers additional segments of *FNX Now*, a news program focusing on important Native American issues across the US.

Experience KVCR

KVCR - 24.1 - OVER THE AIR
Cable: Frontier FiOS, Spectrum, AT&T U-verse

Satellite: DirecTV, Dish TV

Live Streaming: kvcr.org, PBS App, and mobile
VOD: PBS Passport

RADIO - 91.9FM
kvcrnews.org, and the KVCR mobile app, NPR One Mobile App and on "Alexa" and "Google" smart speakers

Check out the KVCR Community Calendar for all the latest happenings in the Inland Empire.

FNX - 24.2 - OVER THE AIR
Cable: Frontier FiOS, Spectrum, AT&T U-verse

Live Streaming: Localbtv

Nationally: 30 affiliates broadcasting in 28 states

DESERT CITIES - 24.3 - OVER THE AIR
Cable: Frontier FiOS

CREATE - 24.4
Over the Air

For more information link to our digital report at https://www.kvcr.org/board/.

KVCR Update

January 2023

Balance Sheet
As of 11/30/22

Assets	KVCR	FNX
Cash in County Treasury	2,814,630	160,875
Estimated Revenues Receivable*	49,500	-
Prepaid Expenses	133,071	186,648
Other Assets	33,534	-
Total Assets	3,030,735	347,523
Liabilities		
Accounts Payable	(17,895)	(3,127)
Interfund Payable	4,031,071	3,181
Temporary Loans^	-	1,157,014
Deferred Income	634,284	-
Health and Welfare	30,236	2,878
Other Miscellaneous Liabilities	6,120	485
Total Liabilities	4,683,816	1,160,431
Fund Balance (November 22)	(1,653,081)	(812,908)

^   FNX temporary loans from FY20 and FY21 due to end of grant.

*   Estimated per bank statements as of November 30, 2022

Estimated Revenues & Expenditures
For 5 Months Ended 11/30/2022

Revenues	KVCR	FNX
Contributions and Grants	313,379	60
AB 132 Funding	9,863	-
Underwriting	102,324	-
Contributions, Gifts	20,000	-
Rentals and Leases	148,291	-
Estimated Revenues*	49,500	-
Interest Revenue	-	-
Total Revenues	643,357	60
Expenditures		
Classified Salaries	748,982	(3,233)
Employee Benefits	338,744	1,552
Books and Supplies	9,158	103
Services and Operating Expenditures	1,218,311	35,338
Capital Outlay	1,102	-
Interfund Transfers Out-SBCCD	33,752	-
Total Expenditures	2,350,049	33,760
Revenues Less Expenditures	(1,706,692)	(33,700)

*   Estimated per bank statements as of November 30, 2022.

For more information link to our digital report at https://www.kvcr.org/board/.

PRESIDENT'S BOARD OF TRUSTEES REPORT

The President's Monthly Report to the Board of Trustees, Campus & Community

San Bernardino **Valley College**

January 2023

WINTERFEST WEEK BRINGS SNOW & HOLIDAY CHEER TO CAMPUS

It was a winter wonderland at San Bernardino Valley College, with snow on the ground and holiday spirit in the air.

The sixth annual WinterFest was held December 5-9, a collaborative effort between the Department of Marketing and Public Relations, First Year Experience, and Associated Student Government. A celebration to mark the end of the fall semester and start of Winter Break, WinterFest was a little different this year. For the first time, events were spread out across an entire week.

"It's important to hold these fun and relaxing events for our students so they can take a break in between classes and studying," Public Affairs Coordinator Alejandra Aguilera said. "This season can be stressful and we understand that a lot of our students not only have school to worry about, but work, family, and more. They deserve a break. We also want them to know that their efforts are recognized. We hope that these events really make their experience at SBVC even better than they expected."

The fun kicked off on December 5 with therapy dogs and cats in the Liberal Arts Courtyard, with about 80 students stopping by to pet and hang out with the animals. "I remember finding therapy dogs so comforting when I was going to college out of state and thought it was a good idea to bring that to our campus," Aguilera said.

On December 6, a 24-ton pile of snow appeared on the Library Quad and the campus community was invited to play in it before it melted. Close to 700 students came out for Snow Day, and "it was so magical," Aguilera said. "We brought triple the amount of snow compared to last year. There was lots of student interest in snowplay. It's not every day that you get to play in snow at a college in Southern California."

Two Paint and Sip sessions were held on December 7, with students gathering in the Gresham Art Gallery to paint on canvases while enjoying hot chocolate. On December 8, an outdoor screening of How the Grinch Stole Christmas took place under the stars in the Greek Theatre. WinterFest came to a dazzling end on December 9, with a special holiday show in the Planetarium.

The feedback from students was "amazing," Aguilera said. "I received many comments about bringing back most of the events, especially the snow, therapy pets, and Paint and Sip." Participants liked that there was one event every day, which "gave all students an opportunity to have some sort of fun," Aguilera said. "We hope to do the same next year, but better!"

Aguilera is incredibly grateful to everyone who helped make WinterFest Week a reality. "That includes our creative, social media, and web team, Associated Student Government, the Office of Student Life, and First Year Experience," she said. "It was very evident at every event that our students had fun. It is such a privilege to be able to help create such awesome memories for our students."

WinterFest 2022 featured therapy dogs and cats, paint & sip sessions hosted by the Gresham Art Gallery, and 24 tons of snow!

HIGHLIGHTS

WORLD-RENOWNED GLASSBLOWERS PERFORM EXHIBITION AT SBVC

The SBVC Art Department coordinated an art exhibition on November 30 that featured renowned glassblowing artists Einar and Jamex De La Torre. In front of a few dozen students and in the warmth of the glassblowing studio at SBVC, they created a three foot heart glass sculpture. Collaborating since the 1990s, the brothers work with mixed media, blown glass sculpture and installation art.

The Guadalajara natives said, "Today we live and work on both sides of the border, The Guadalupe Valley in Baja California, México, and in San Diego. The complexities of our immigrant experience and contradicting bicultural identities, as well as our current life and practice on both sides of the border, inform our art's narrative and aesthetics."

The exhibition lasted two and half hours and was then followed by a Q&A outside of the studio. SBVC student Jacob Anderson asked, "What is a piece of advice you'd give to aspiring students like us?" "The only way you can make a masterpiece is by not thinking about making a masterpiece. Create for yourself and not by the standards of society. Make it your own," concluded the De La Torre Brothers.

CSUSB GRANT TO BENEFIT SBVC STUDENTS

Cal State San Bernardino's College of Arts & Letters recently received a U.S. Department of Education Developing Hispanic-Serving Institutions Division grant, and part of it will be used to assist San Bernardino Valley College and Norco College students.

This five-year, $3 million federal grant will give upper-division CSUSB students the chance to mentor arts and humanities students at SBVC and Norco College, helping them prepare for life at a four-year university.

Brian Heisterkamp, a CSUSB professor of communication studies, said STEM (science, technology, engineering, and mathematics) programs regularly receive funding, and "we wanted to make the argument that arts and humanities needs support as well and so what we're doing is focusing on career readiness and academic success of students in those disciplines."

Through the grant, the community college students will also receive counseling services from CSUSB, while their families can take advantage of a special outreach program that teaches them about the ins and outs of higher education, from financial aid to where to get books for classes. Heisterkamp said he recently spoke with a student whose family told her it isn't necessary to do homework, and this was "shocking. But I think that she's not alone in that some families aren't aware of what it takes outside of the classroom to be successful." By working with the families, they'll learn "things that you can do to help your student be successful, to reach the goal of degree attainment," Heisterkamp said.

SNAPSHOTS

SBVC GOES LIVE ON INSTAGRAM & TIKTOK
SBVC EMPLOYEES INCREASE VOTER REGISTRATION EFFORTS ON CAMPUS

In an effort to reach more current and prospective students, the social media team at San Bernardino Valley College hosted two livestreams on Instagram and TikTok for the first time ever. "We need to go where the youth goes and in today's world, that's online," said Alexander Cabrera, a social media specialist at SBVC.

The livestreams were part of a series called "Get the Facts with Blue" and featured representatives from the SBVC Counseling and Outreach Departments, who answered audience questions throughout the live. The livestreams reached over 1,200 viewers. Cabrera is looking forward to hosting a livestream at least once a month moving forward.

SBVC RANKED AMONG TOP CALIFORNIA COMMUNITY COLLEGES

San Bernardino Valley College made Intelligent.com's 2023 Best Community Colleges in California list.

There are 213 community colleges in the state offering two-year associate degree programs, and SBVC was ranked 20th. Each school was evaluated on the strength of its academics, faculty, graduation rate, cost, student resources, and reputation, and given an Intelligent Score on a scale of 0 to 100. SBVC earned a score of 90.81.

As Intelligent.com notes, an associate's degree from SBVC boosts not just a person's education, but also their earning potential: they can bring home a median weekly salary of $963, while those with a high school diploma earn a lower weekly median wage of $809.

THEATER ARTS DEPT PRODUCES FIRST POST-PANDEMIC MUSICAL
SBVC SEXUALITY & GENDER ACCEPTANCE CLUB CREATES SAFE SPACE OF LGBTQ+ STUDENTS

"Don't feed the plants" was on everyone's mind after seeing the fall musical production of "Little Shop of Horrors." The San Bernardino Valley College Theatre Arts Department presented the show on the weekend of December 1st, 2022, making it the first musical the department has produced post-pandemic.

BMW OF NORTH AMERICA
ARTISTS SHARE INSIGHT INTO THEIR GRESHAM ART GALLERY EXHIBIT *Terrain*
PRESENTS OPPORTUNITIES FOR SBVC STUDENTS

On November 16, the Applied Technology, Transportation & Culinary Arts Department welcomed BMW of North America to campus. Antonio Maldonado, a Step Recruiter for BMW North America, gave a presentation on their Automotive Technician and Paint & Body Technician Apprenticeship programs to SBVC students taking Automotive Technology, Collision & Repair and Heavy/Medium Duty Truck (HMDT) Courses.

Job Developer Peggy Weber shared that these presentations offer opportunities for students to get their questions answered. "These on-site visits also generate excitement about how close they are to the future like a light at the end of the tunnel," said Weber. The department always encourages employers to make on-campus visits. "Some students don't have the chance to travel around us and job search can be intimidating, "Weber said." If we can expose students to real people and have a conversation, we just opened a door of interest and opportunity."

SBVC HOSTS 2022 #REALCOLLEGECALIFORNIA BASIC NEEDS SUMMIT

On December 9, SBVC proudly hosted higher education leaders, students and advocacy groups from across the state for the #RealCollegeCalifornia 2022 Basic Needs Summit. The event, led by the Community College League of California's Affordability, Food, and Housing Access Taskforce and presented by Ellucian, sought to identify and elevate equitable practices that increase access to higher education for all students, regardless of socioeconomic status.

Over the course of the day, educators, activists and students convened in SBVC's gymnasium and classrooms to highlight how food and housing insecurity, as well as unfunded and underfunded health and mental health services, are creating inequity in many California communities, particularly in access to higher education. These issues cause students to stop-out before reaching their academic goals or to forgo a college education altogether. The strong correlation between higher education and students' access to basic needs was never more evident than during the COVID-19 pandemic.

"The turbulent events of the past few years in our country have upended higher education and placed community colleges squarely at the forefront of redefining what it means to serve our communities," said SBVC Interim President Dr. Scott W. Thayer in a message to event attendees. "As a college that serves some of the most under-resourced communities in our state, we are intimately familiar with the ways in which a lack of resources can make the achievement of academic goals significantly more difficult for today's college students."

The event was kicked off by Dr. Scott W. Thayer and Dr. Nohemy Ornelas, Vice Chancellor of Educational and Student Support Services at SBCCD. Attendees were welcomed and introduced to keynote speaker Reggie Dabbs. Dabbs, widely considered one of the best public school speakers in the U.S., shared his story of growing up in poverty and within the foster care system. Despite his upbringing, Dabbs found a healthy path forward and has since dedicated his life to sharing a message of hope. His story has resonated with kids struggling with adversity, identity, and belonging in his 22 years of public speaking.

The rest of the summit was filled with coaching sessions from various community college leaders and advocates from across the state. Topics included "Compton College Guaranteed Income Program," "Creating A Student Housing Mission from A Basic Needs Perspective," and "From Needs to Rights: Preserving Student Dignity and Autonomy," to name just a few of the nearly 20 coaching sessions offered during the event.

Attendees reconvened twice during the day. During lunch, Dr. Scott W. Thayer, SBVC's Dean of Student Engagement and Wellness Raymond Carlos, SBVC's Interim Basic Needs Coordinator Maritza Portillo and Full Measure's Enterprise Customer Success Manager Jacob Hoggard presented "Basic Needs Resources in the Palm of Students' Hands". The day wrapped with General Session "Integrating Basic Needs and Mental Health for Student Success," led by Bakersfield College's Dean of Students Nicky Damania, Basic Needs Program Manager Caitlin Davidson and Students of Concern Manager Kimy Salazar.

EVENTS

OPENING DAY

FRIDAY JANUARY 13, 2023

MLK DAY

MONDAY JANUARY 16, 2023

SPRING TERM BEGINS

TUESDAY JANUARY 17, 2023

Happy 2023 from SBVC!

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