San Bernardino Community College District

Mid-Year Board Retreat

Day One | January 23, 2023

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 three (3) 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 policy, members of the Board may not discuss or respond to 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) 388-6901 as far in advance of the Board meeting as possible.

III. ANNOUNCEMENT OF CLOSED SESSION ITEMS

A. Conference with Legal Counsel- Anticipated Litigation Significant exposure to litigation pursuant to 54956.9(b) (one case)

B. Public Employee discipline/dismissal/release pursuant to 54957(b)

IV. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

V. CONVENE CLOSED SESSION

VI. RECONVENE PUBLIC MEETING
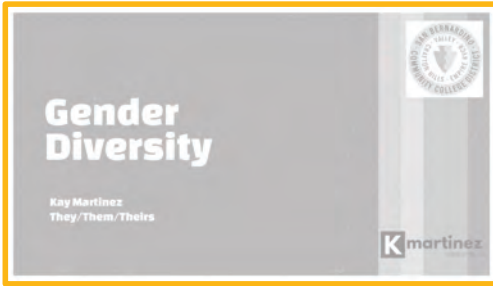
VII. REPORT OF ACTION IN CLOSED SESSION

VIII. WELCOME/AGENDA REVIEW (9:00 AM)

IX. DEIA pt. 3: USE OF LANGUAGE IN PUBLIC AND PRIVATE SETTINGS (9:10 AM)

Gender Diversity

Kay Martinez
They/Them/Theirs

ABOUT ME

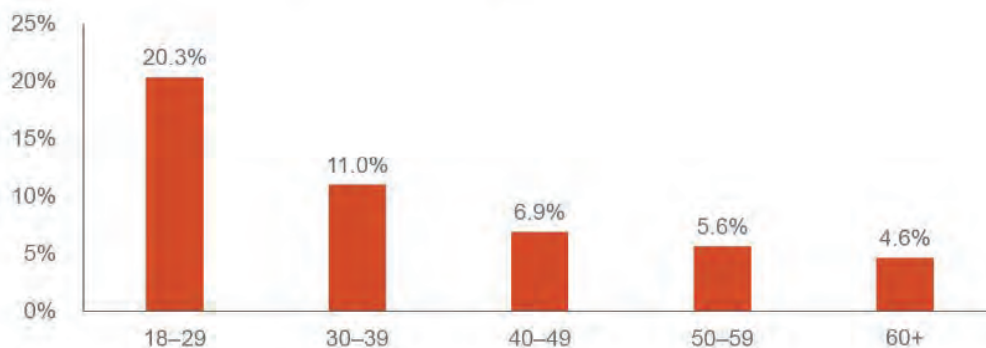| Director	Teacher	Consultant
DEI Training & Education Georgia Tech University	Critical Race Theory in Education Harvard Graduate School of Education	K. Martinez Consulting

Agenda

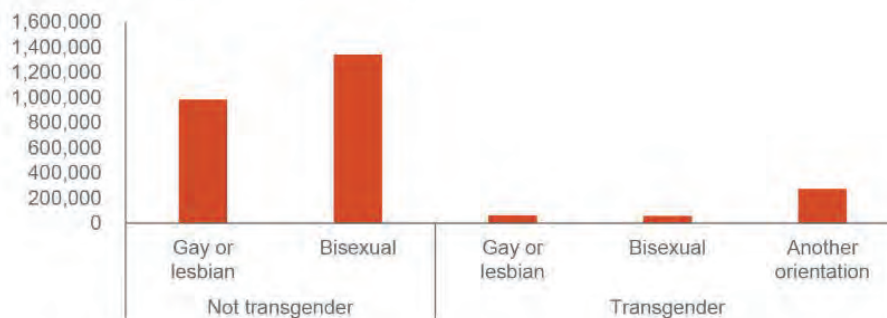- Global Gender Diversity
- Sex Assigned/Designated at Birth
- Binaries
- Gender Identity & Expression
- Pronouns
- Workplace Policies
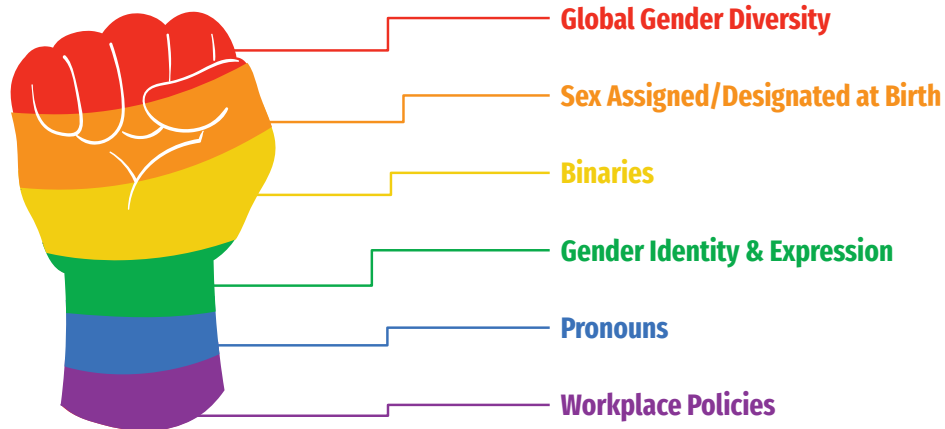
Young adults are much more likely to identify as LGBT

LGBT share of adults in California, by age

Age	Share
18–29	20.3%
30–39	11.0%
40–49	6.9%
50–59	5.6%
60+	4.6%

PPIC | PUBLIC POLICY INSTITUTE of CALIFORNIA

About half the state's adult LGBT population describe themselves as bisexual

California's LGBT population

Not transgender: Gay or lesbian, Bisexual
Transgender: Gay or lesbian, Bisexual, Another orientation

SOURCE: PPIC based on Census Bureau Pulse Surveys of adults ages 18 and over.
FROM: PPIC Blog, June 2022.

PPIC | PUBLIC POLICY INSTITUTE of CALIFORNIA

Global Gender Diversity

- Two-Spirit (N. America)
- Muxe (Mexico)
- Enchaquirados (Ecuador)
- Hijra (India)
- Mudoku Dako (Uganda)

Vogue Mexico

December 2019
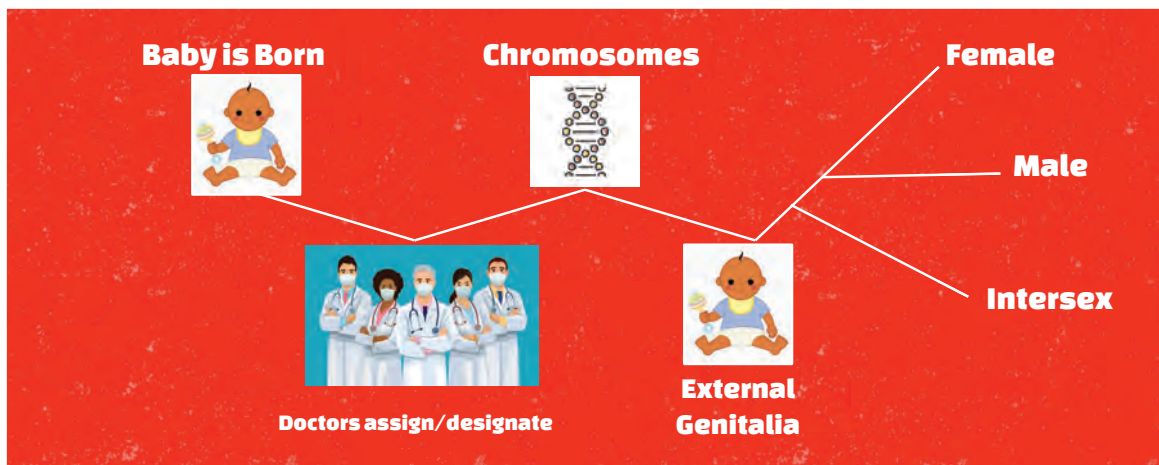
Mohammed Elnaiem

April 29, 2021

Gender diversity Is not a new idea

Sex is Assigned/Designated At Birth

Baby is Born

Chromosomes

Female

Male

Intersex

Doctors assign/designate

External Genitalia

Binary

Consisting of 2

DMAB Designated Male at Birth

DFAB Designated Female at Birth

AMAB Assigned Male at Birth

AFAB Assigned Female at Birth

Sex
- Female
- Male
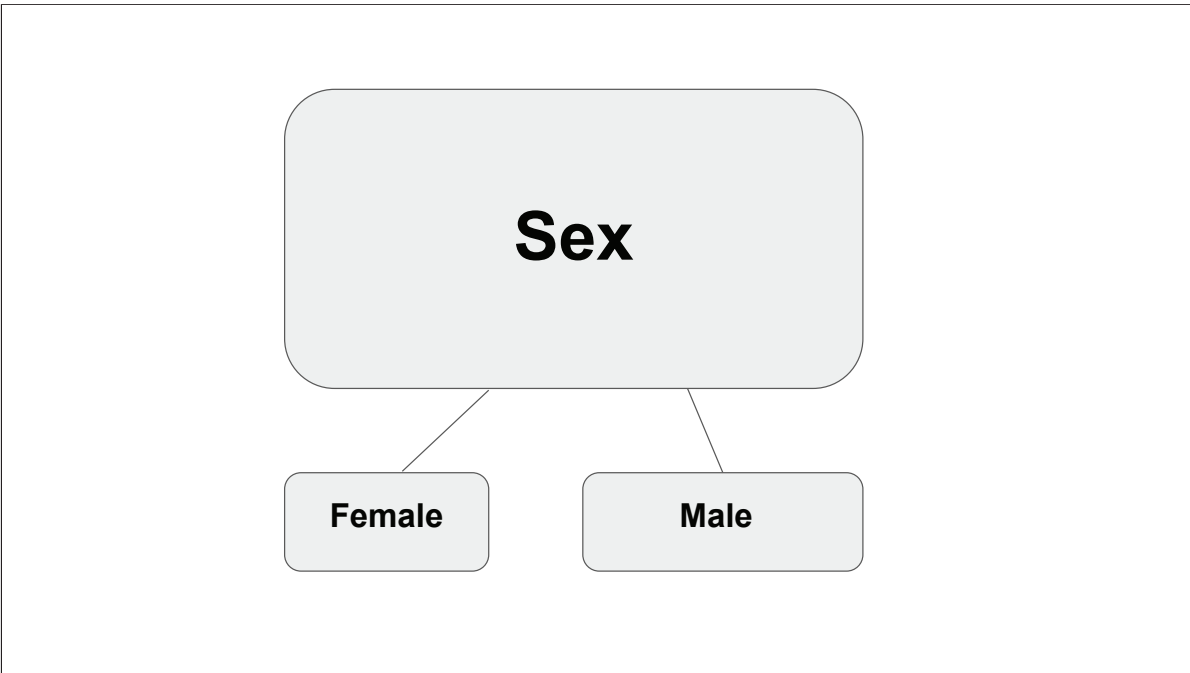
Intersex

- An umbrella term to describe a range of natural body variation

- Intersex Justice Project

Nation's first known 'intersex' birth certificate issued in New York City

Does your organization list Intersex as a recognized Sex Marker?

Gender

- Identity
- Expression

Gender

- Men
- Women
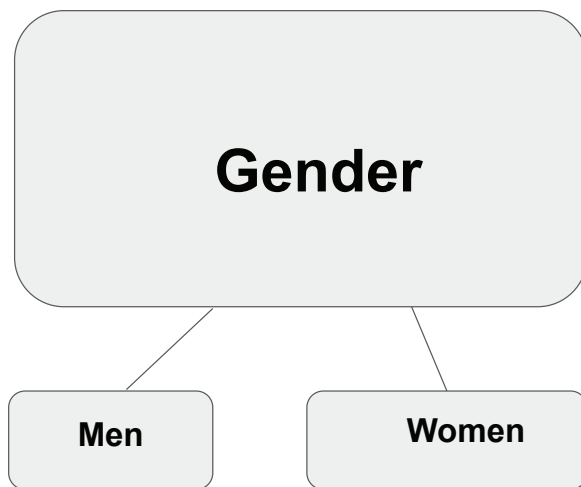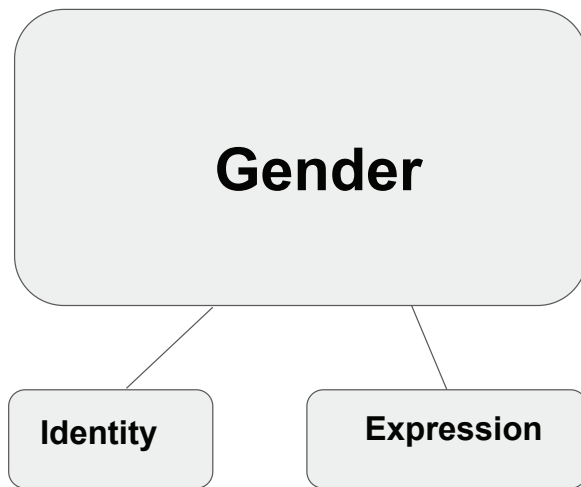
Refer to people by their Gender Identity: Man or Woman

Not their sex: Female, Male, Intersex

Kay is Female

Kay is not a woman

Kay is non binary

Not all Females are Women

- **AFAB/DFAB**
- **Socialized to be a "girl"**
- **Behaviors: submissive, subservient**
- **Clothing: feminine, pink**
- **Non-Binary**

Gender Identity

- How an individual identifies their gender
- Terms: Man, Woman, Non-Binary, Agender

Transgender

- *Across, beyond*

- *People whose gender identity differs from that which they were assigned at birth*

Male to Female (MTF)

Female to Male (FTM)

Cisgender

- *On the same side as*

- *People whose gender identity does not differ from that which they were assigned at birth*

Transgender

Sex Assigned/ Designated at Birth	Gender

Sex Assigned/Designated at Birth:
- Female
- Male
- Intersex

Gender:
- Identity
- Expression
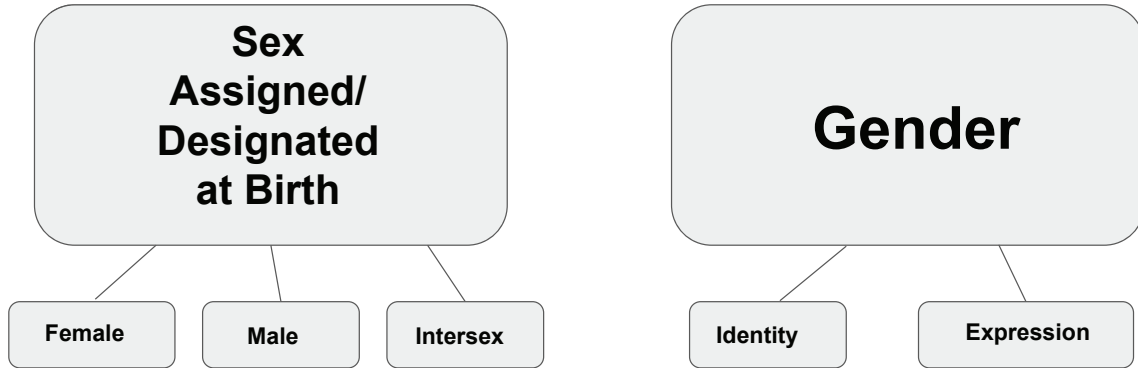
Gender Expression

- How an individual externally expresses their gender
- Hair, clothes, behavior, accessories, make-up

⚡ HUFFPOST · 10 MIN READ

The Problematic Politics Of Style And Gender Identity In The Workplace

Does your organization list gender identities--man, woman, non-binary, agender?

Does your organization have all-gender bathrooms?

Are your dress codes gender inclusive?

"Professionalism" can be coded racism and transphobia

How to get your work to install all-gender bathrooms before everyone returns to the office, including the exact email to start the conversation

Tat Bellamy Walker 3 hours ago

How to support nonbinary and trans colleagues at work, and the email template to use if you accidentally misgender them

Mr. Tatyana Bellamy Walker 1 hour ago

Kay Martinez, a diversity consultant, gives tips for correcting misgendering in the workplace. Kay Martinez

Pronouns

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE PRONOUN	REFLEXIVE PRONOUN
_____ is a volunteer.	I am proud of _____.	That is _____ book. That book is _____.	That person likes _____.
She	her	her/hers	herself
He	him	his	himself
Ze*	hir	hir/hirs	hirself
Ze*	zir	zir/zirs	zirself
E or Ey	em	eir/eirs	eirself or emself
Per	per	per/pers	perself
Hu	hum	hus/hus	humself
They (are)	them	their/theirs	themselves
Name	Name	Name's/Name's	Name

OPCIONES NO BINARIAS EN ESPAÑOL

ELLE ~~~~> singular they/them

X ~~~~> gender neutral sing. ending

XS ~~~~> gender neutral plural ending

E ~~~~> gender neutral sing. ending

ES ~~~~> gender neutral plural ending

@sra.up
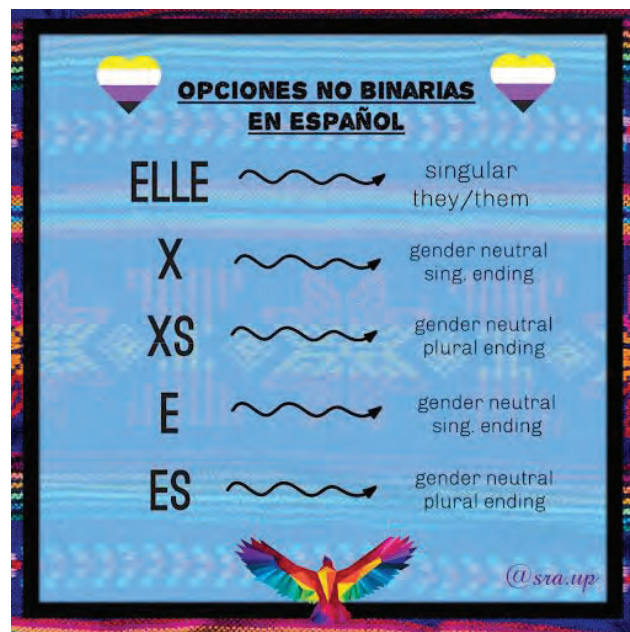
LatinO
Man/Men
LatinA
Woman/Women
LatinX/ LatinE
Everyone: Trans & Non-Binary

You can not assume anyone's pronouns

All gender identities can use all pronouns

Woman: She/They/He
Man: He/She/They
Non-Binary: Any

Misgendering

Pronouns 101: Why They Matter and What To Do (and Not Do) If You Misgender Someone

Kai Martinez

Oct 7, 2019 · 7 min read
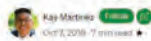
- Incorrectly referring to a person's gender.
- Incorrectly assuming their gender identity or using incorrect pronouns.
- Can be intentional or unintentional.
- Has long lasting harmful impacts.

If You Misgender

01 Don't draw more attention to it

02 Thank others for pointing it out

03 Apologize to the person/people

04 Practice on your own time so it doesn't keep happening

There is no justification for misgendering

You don't need to make anyone feel better about misgendering you

What are current policies on misgendering of students and faculty/staff?

Scenario

Imagine you just accidentally misgendered Kay today. You used "She/her/hers" pronouns. What can you do?

Scenario

Imagine your colleague just accidentally misgendered Kay today. They used "She/her/hers" pronouns. What can you do?

NEWS

Misgendering Is a Human Rights Violation, Canadian Court Rules

Kmartinez
CONSULTING, LLC

@kaypmartinez

Addressing Microaggressions 2

Kay Martinez, M.A.
Pronouns: they/them/theirs

Objectives

Enhance participants awareness of microaggressions

Enhance participants skills to address microaggressions

Micro Aggressions

Chester M. Pierce

- 1970
- Harvard Psychiatrist
- Created to describe insults & impact on Black & African-American people
- Includes additional marginalized identities

Derald Wing Sue

- Expanded scholarship on Microaggressions
- Expanded lens to include additional identities
- Sue et al. Racial microaggression in everyday life. American Psychologist. 2007b; 62:271–286

DERALD WING SUE, PHD
2019 AWARD FOR OUTSTANDING LIFETIME CONTRIBUTIONS TO PSYCHOLOGY

Assault	Insult	Invalidation
• Conscious and deliberate	• Subtle	• Subtle
• Discriminatory actions	• Verbal & nonverbal	• Verbal meant to "exclude" or "nullify" a person's experiences or feelings
• Verbal exchanges	• Discriminatory actions & exchanges	

Sue et al. Racial microaggression in everyday life. American Psychologist. 2007b; 62:271–286

Microinterventions

1. **Make the "Invisible" Visible**
2. **Disarm the Microaggression**
3. **Educate the Perpetrator**
4. **Seek External Reinforcement or Support**

MICROINTERVENTION STRATEGIES

WHAT YOU CAN DO TO DISARM AND DISMANTLE INDIVIDUAL AND SYSTEMIC RACISM AND BIAS

DERALD WING SUE · CASSANDRA Z. CALLE
NAROLYN MENDEZ · SARAH ALSAIDI · ELIZABETH GLAESER

WILEY
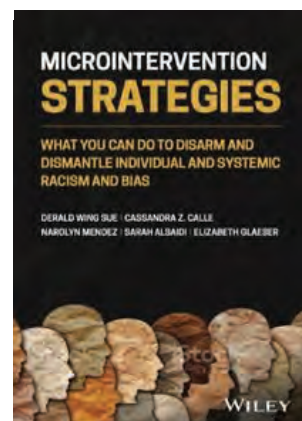
Make the "Invisible" Visible (Assumptions)

A White worker says to a third-generation

Latino employee, "You speak excellent English!"
Response: "Thank you. I hope so. I was born here."

What was made visible via the response?
What assumptions were challenged?

Disarm the Microaggression

- Stopping or deflecting the comments or actions via:
- Expressing disagreement
- Challenging what was said or done

And/or pointing out its harmful impact.

> *Whoa, let's not go there. I don't want to hear the punchline or that type of talk.*

Educate the Perpetrator

Most microinterventions are not meant to be punitive, but rather educational.

I know you meant well, but that really hurts
I know you meant it as a joke, but it really offended Name (or me).
I know you kid around a lot, but think how your words affect others.

Impact > Intent

Seek External Reinforcement & Support

What are some resources you can utilize?

Microaffirmation

Substitute messages about deficit and exclusion with messages of excellence, openness, and opportunity.

Scenarios

Scenario

Inappropriate comments are made at board meetings by members of the public.

"Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+."

Scenario

Make the Invisible, Visible:

"Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+."

Scenario

Make the Invisible, Visible:

"Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+."

Learning about LGBTQ+ people does not make children LGBTQ+. Children can not be made to be LGBTQ+. It is appropriate to teach children about Transgender people.

Scenario

Educate the Perpetrator:

"Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+."

Can you respond in public? What do you say directly?

Scenario

A Latino faculty member related their experience to slavery and wage theft.

Impact > Intent

Scenario

A Latino faculty member related their experience to slavery and wage theft.

Intent: The person feels overworked, under resourced & under compensated.

Impact: The use of slavery is inaccurate. If the person is not Black, there are layers.

Scenario

A Latino faculty member related their experience to slavery and wage theft.

How do you educate them on the impact of their words?

Scenario

A manager has been called a white supremacist by a BIPOC faculty member for adding 2 additional students to their class

Impact > Intent : How might the BIPOC faculty member feel? What is negatively impactful by their word choice?

Given the recent issues regarding the L.A. City Council and Anti-Black Racist comments about colleagues:

How does the board bring up these issues in a professional and meaningful way?

Scenario

Additional Scenarios?
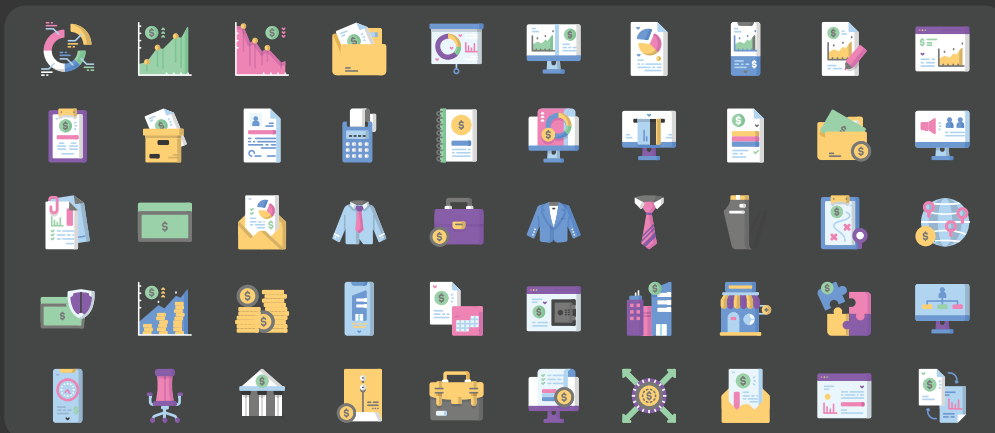
Stay Connected

Kaymartinez.com

LinkedIn

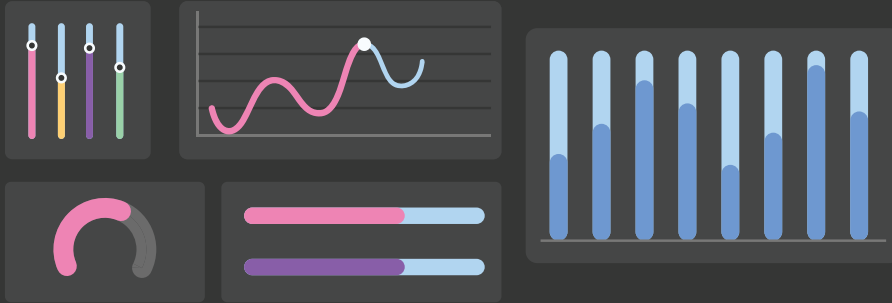**Kay@Kaymartinez.com**

Thanks!

5 minute break

Business icon pack

Alternative resources

Here's an assortment of alternative resources whose style fits that of this template

Resources

Did you like the resources on this template? Get them for free at our other websites.

Photos:
- Front view of man doing a presentation during a meeting
- Studio portrait of beautiful woman
- Person working as part of company team
- Front view of businessman with colorful cones representing growth

Vectors:
- Flat design ui and ux elements

Icons:
- Business icon pack

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Warm Up:
Intros
Highlights

● ● ●

Warm Up

1

Your Name Pronouns*

2

Your Role

3

Highlight of your weekend or upcoming week?

Instructions for use (premium users)

Fonts & colors used

This presentation has been made using the following fonts:

Raleway
(https://fonts.google.com/specimen/Raleway)
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| #363636 | #ffffff | #fccf78 | #f57dc6 | #6aa1f7 |
| #9d59db | #b3d5f2 | #9ae6ae | #777777 | #464646 |

Storyset

Create your Story with our illustrated concepts. Choose the style you like the most, edit its colors, pick the background and layers you want to show and bring them to life with the animator panel! It will boost your presentation. Check out how it works.

Pana   Amico   Bro   Rafiki   Cuate

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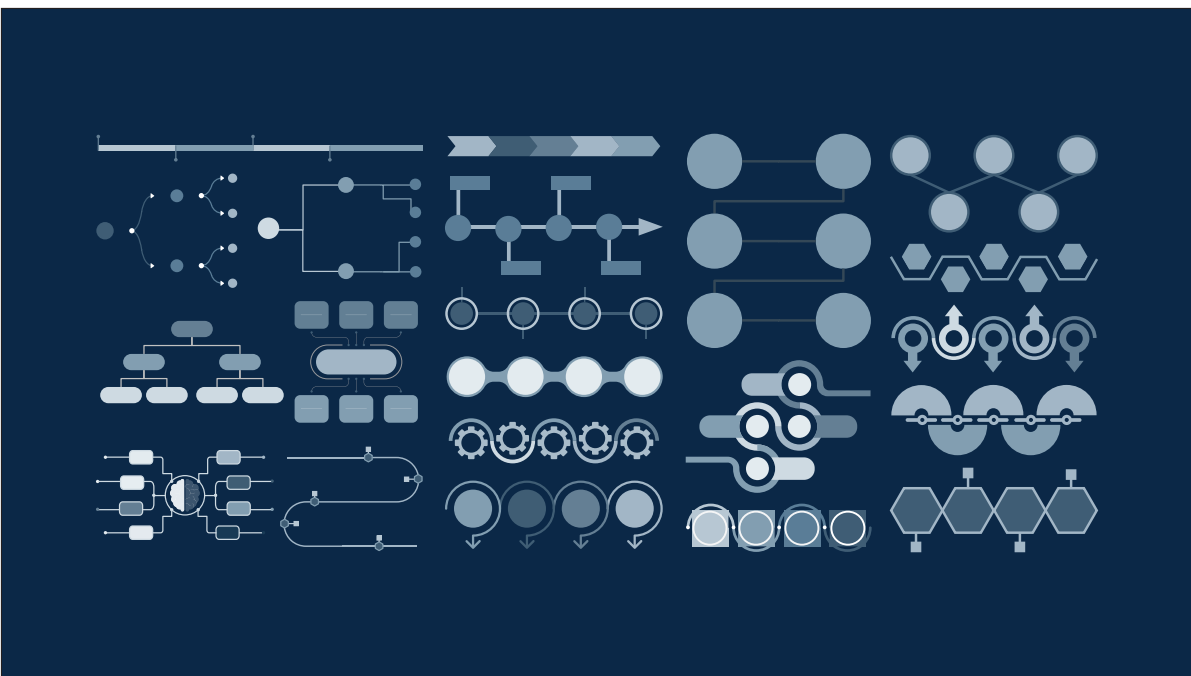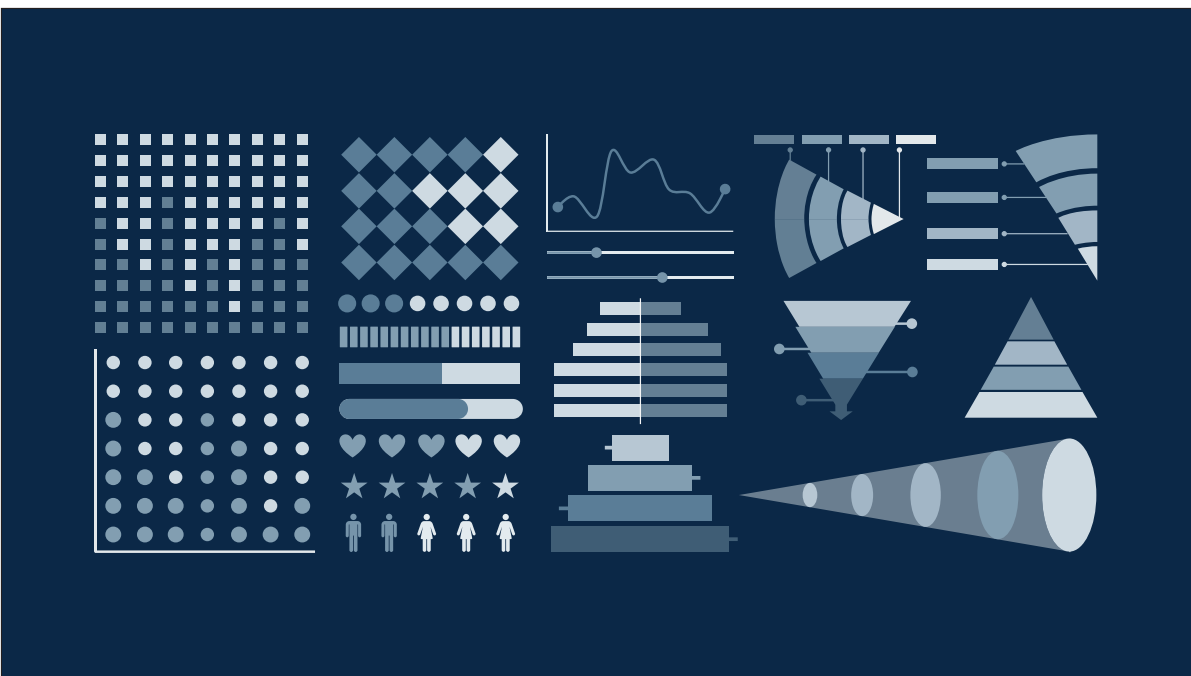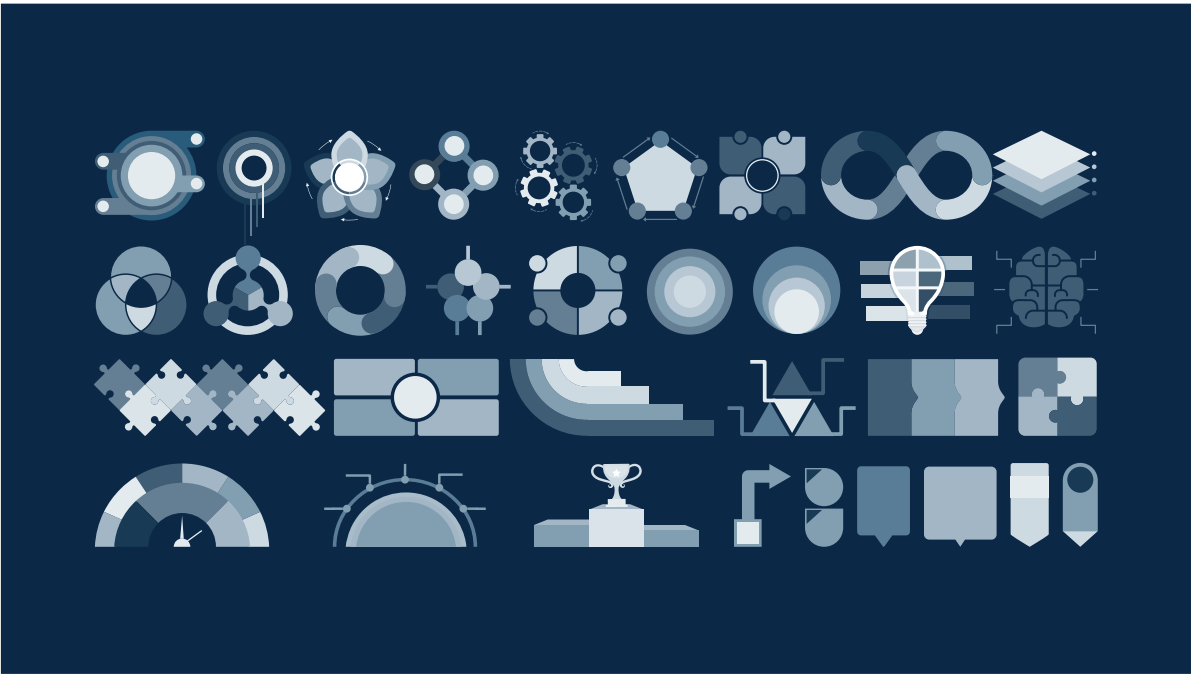
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Educational Icons

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Performing Arts Icons

Nature Icons

SEO & Marketing Icons

X. WORKING LUNCH (12:30 PM)

GOVENDA

XI. BUDGET UPDATE (1:15 PM)

A. Prioritized Board Directives for Development of the 2023-2024 Budget for First Reading

**Board Retreat
Budget Update**
January 23, 2023

Board Retreat
Budget Update
January 23, 2023

Data for
Decision
Making

SBCCD
Path Moving
Forward

Next
Steps

Data for
Decision
Making

- Funding Options for SBCCD
- Governor's Proposed State Budget
- Enrollment History

Funding Options for SBCCD

Data for Decision Making

Option 1 | Total Computational Revenue Based on SCFF	Option 2 | Emergency Conditions Allowance (Year-to-Year)	Option 3 | Hold Harmless (Expires 2024-25)
The State Chancellor's Office provides this amount based on the new SCFF and it includes Full-Time Equivalent Students (FTES), Supplemental and Student Success metrics.	The Emergency Conditions Allowance provides criteria for funding allowances due to emergency conditions, including the COVID-19 pandemic. The intent behind this regulation is that districts should not lose FTES apportionment as a result of an emergency or extraordinary condition.	The 2021 Budget Act extended the SCFF's existing minimum revenue provision (Hold Harmless) by one year, through 2024-2025. Under this provision, districts will earn at least their 2017-2018 TCR, adjusted by COLA each year, if applicable.

Governor's Proposed State Budget

Data for Decision Making

$22.5 billion deficit (Expected deficit factor will affect what SBCCD will receive.	One-time spending less than 1% (54% FY 23)
$200 million one-time for retention and enrollment strategies	$213 million decrease in one-time funding for deferred maintenance
Permanent hold harmless at 24-25 level	8.13% COLA for Unrestricted
0.5% enrollment growth	8.13% COLA for Categorical programs

Enrollment History

Data for Decision Making
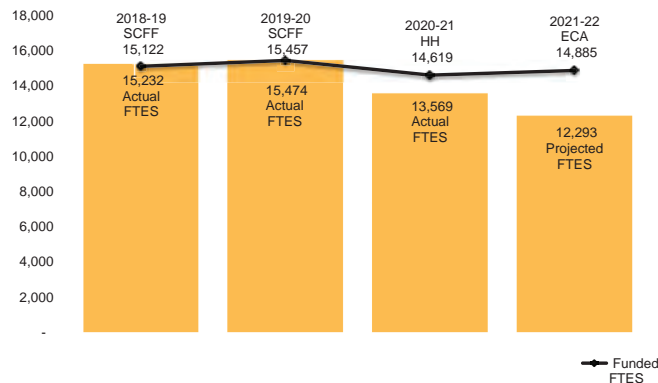
Data for Decision Making

SBCCD Path Moving Forward

Next Steps

SBCCD Path Moving Forward

- Funding Options for SBCCD
- Enrollment Goals
- Prioritized Board Directives for Development of the 2023-24 Budget

Funding Options for SBCCD

Data for Decision Making

Option 1 | Total Computational Revenue Based on SCFF

The State Chancellor's Office provides this amount based on the new SCFF and it includes Full-Time Equivalent Students (FTES), Supplemental and Student Success metrics.

Option 2 | Emergency Conditions Allowance (Year-to-Year)

The Emergency Conditions Allowance provides criteria for funding allowances due to emergency conditions, including the COVID-19 pandemic. The intent behind this regulation is that districts should not lose FTES apportionment as a result of an emergency or extraordinary condition.

Option 3 | Hold Harmless (Expires 2024-25)

The 2021 Budget Act extended the SCFF's existing minimum revenue provision (Hold Harmless) by one year, through 2024-2025. Under this provision, districts will earn at least their 2017-2018 TCR, adjusted by COLA each year, if applicable.
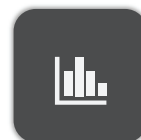
Enrollment Goals

SBCCD Path Moving Forward

	2021-22 ECA 14,885	2022-23 ECA 14,868	2023-24 SCFF 13,869	2024-25 SCFF 13,436	2025-26 SCFF 13,781	2026-27 SCFF 14,005
Projected FTES	12,293 Projected FTES	12,939 Projected FTES +5.3%	13,456 Projected FTES +4.0%	13,860 Projected FTES +3.0%	13,998 Projected FTES +1.0%	14,139 Projected FTES +1.0%

Legend: ●— Funded FTES
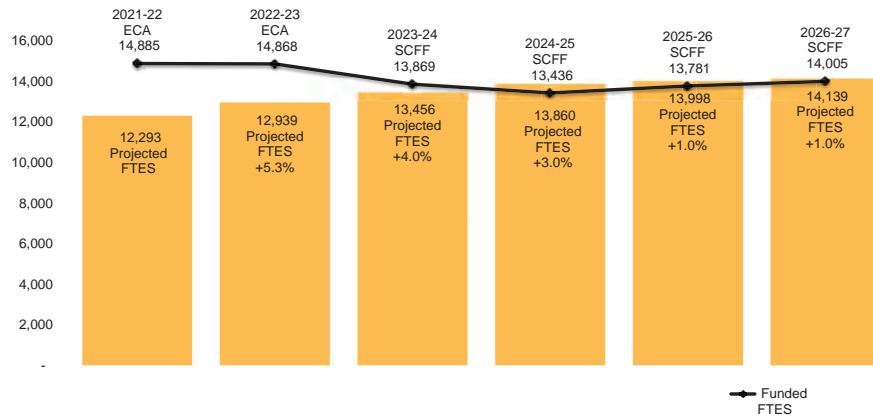
SBCCD Path Moving Forward

Review of Prioritized Board Directives for Development of the 2023-24 Budget

District Administrative Procedure 6200 | Budget Preparation, calls for the Board of Trustees to give initial direction concerning the distribution of resources for the 2023-24 budget prior to March 1, 2023.

The Board Finance Committee (BFC) has offered suggestions for the 2023-24 budget year as indicated.

Current FY 22-23 Prioritized Board Directives

SBCCD Path Moving Forward

1. Align unrestricted general fund and student success funding with the attached SBCCD Goals and Objectives.

2. Maintain a minimum fund balance of approximately two months of expenditures in the Unrestricted General Fund, as recommended by the Government Finance Officers Association and the State Chancellor's Office, unless fund balance is utilized for specially identified *one-time* needs as authorized by the Board of Trustees.

3. New positions must be approved through the process of program review or any other prioritization process as established at SBCCD.

Proposed FY 23-24 Prioritized Board Directives

SBCCD Path Moving Forward

The Board Finance Committee (BFC) has offered suggestions for the 2023-24 budget year as indicated.

1. Align unrestricted general fund and student success funding with the attached SBCCD Goals and Objectives.

2. Set aside funding for innovative initiatives found within the SBCCD Goals & Objectives.

2. ~~Maintain a minimum fund balance of approximately two months of expenditures in the Unrestricted General Fund, as recommended by the Government Finance Officers Association and the State Chancellor's Office, unless fund balance is utilized for specially identified *one-time* needs as authorized by the Board of Trustees.~~

3. ~~New positions must be approved through the process of program review or any other prioritization process as established at SBCCD.~~

Board Retreat - Budget Update

Strategic Plan-Aligned

SBCCD Path Moving Forward

GOAL 1 | ELIMINATE BARRIERS TO STUDENT ACCESS AND SUCCESS

GOAL 2 | BE A DIVERSE, EQUITABLE, INCLUSIVE, AND ANTI-RACIST INSTITUTION

GOAL 3 | BE A LEADER AND PARTNER IN ADDRESSING REGIONAL ISSUES

GOAL 4 | ENSURE FISCAL ACCOUNTABILITY/SUSTAINABILITY

Board Retreat - Budget Update

Data for Decision Making → SBCCD Path Moving Forward → Next Steps

Today

Next Steps

Review of Prioritized Board Directives for Development of the 2023-24 Budget

Next Few Months

Next Steps

Tentative & Final Budget	• Continue to monitor the State budget process and keep the SBCCD Board and community updated on important developments.
Enrollment	• Continue implementation of the Emergency Conditions Recovery Plan.

Data for Decision Making → **SBCCD Path Moving Forward** → **Next Steps**

Board Retreat - Budget Update

Thank you.

XII. EDUCATIONAL MASTER PLANS UPDATE (2:00 PM)

INTEGRATED STRATEGIC PLANNING PROCESS

- SBCCD Strategic Plan
- Alignment And Integration
- College Educational Master Plans
- District Support Operations (DSO) Plan

XII. EDUCATIONAL MASTER PLANS UPDATE

BOARD ADOPTS SBCCD STRATEGIC PLAN
- Creation of Goals
- Creation of Objectives
- Monthly Updates to the Board

SBCCD Strategic Plan

COLLEGE EDUCATIONAL MASTER PLANS
Aligned with SBCCD Goals.
Responsive to local service area students and communities
Responsive to educational, business, and industry partners
Collaborative partner for economic and community development plans and vitality of the service region.
- Creation of Strategic Directions
- Creation of Supporting Actions
- Creation of Implementation Plans (Operational | College Divisions and Departments)

College Educational Master Plans

Integrated Strategic Planning Model

District Support Operations (DSO) Plan

DISTRICT SUPPORT OPERATIONS (DSO) PLAN
Aligned with SBCCD Goals and supportive of College EMPs
- Creation of Strategic Directions
- Creation of Supporting Actions
- Creation of Implementation Plans (Operational | DSO Divisions)

Figure 2.22: 2020 Highest Educational Attainments of Adults in the SBCCD Service Region by Major Race and Ethnic Groups

Legend: < HS HS/GED Some College ASSOC BACH >BACH

	< HS	HS/GED	Some College	ASSOC	BACH	>BACH
Hispanic, all types		35%	29%	20%	6%	6% 3%
White, non-Hispanic	7%	26%	30%	9%	17%	10%
Asian, non-Hispanic	10%	16%	16%	10%	34%	13%
Black, non-Hispanic	10%	25%	32%	11%	15%	8%
Two or more races, non-Hispanic	14%	24%	31%	10%	14%	8%
American Indian or Alaskan Native, non-Hispanic		21%	33%	25%	8%	7% 5%
Native Hawaiian or Pacific Islander, non-Hispanic	11%	34%	22%	11%	15%	7%

Numbers may not sum due to rounding.
Source: Emsi demographics data and U.S. Census Bureau, American Community Survey.

Quantitative Data

- Environmental scan
  - Service area statistics

Course Success Rate by Race and Ethnicity 2019-2020

American Indian/Alaska Native	61%
Asian	81%
Black or African American	71%
Filipino	84%
Hispanic	73%
Pacific Islander or Hawaiian Native	63%
White	81%
Two or More Races	78%
All Masked Values	77%

Percent of Course Enrollments
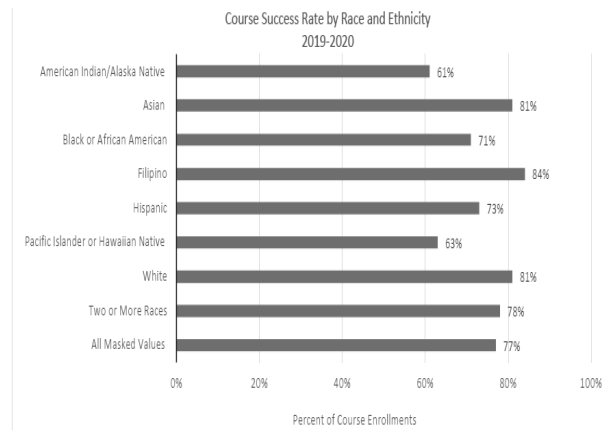
CCCCO LaunchBoard Student-Success-Metrics

Quantitative Data (Cont'd)

- Internal scan
  - College data

XII. EDUCATIONAL MASTER PLANS UPDATE

Board Retreat
EDUCATIONAL MASTER PLAN
2023-2028
Update

San Bernardino Valley College

Board Retreat

EDUCATIONAL MASTER PLAN
2023-2028
Update

EMP DEVELOPMENT PROCESS

In conjunction with the Board's creation of the SBCCD Strategic Plan 2022-2027, San Bernardino Valley College embarked upon the development of its Educational Master Plan to establish a five-year plan of high-priority Strategic Directions and Supporting Actions. With the technical support of a national community college educational consulting firm, SBVC began a twelve month, three-phase project for plan development:

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis
Phase II: Portfolio Development and Planning Assumptions
Phase III: Goal-Setting: Establishing Strategic Directions and Supporting Actions

San Bernardino Valley College

SBCCD GOALS

This San Bernardino Valley College Educational Master Plan is part of an integrated planning process in the San Bernardino Community College District (SBCCD). In April, 2022, the SBCCD Board of Trustees adopted the San Bernardino Community College District Strategic Plan 2022-2027. The Plan encompasses four broad goals to serve the residents, communities, and employers of the SBCCD region:

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

San Bernardino Valley College (SBVC) and Crafton Hills College (CHC), along with the support of the District Services Operations (DSO), work in collaboration to support these four district goals and to meet the local needs of each college's service area. This Educational Master Plan outlines SBVC's Strategic Directions and Supporting Actions for the next five years to meet those needs.

COMMITTEE STRUCTURE

✓ An internal Educational Master Planning Committee (EMPC) was formed, comprised of representatives from across the college, to serve as the working group for developing the five-year EMP

✓ The college president, along with representatives from faculty, administrative, classified, and student groups met twice monthly providing leadership for plan development

EMP Project Timeline, Review & Deliverables

Spring 2022: Meetings
• Mar 9, Mar 23, Apr 13, Apr 27, May 11, May 25

Fall 2022:
• Development of First Draft of EMP
  • Oct 5 - Oct 25
• Campus Input & Discussion
  • Oct 25 - Dec 12
• Revisions & Submission of Final Draft of EMP
  • Dec 16

EMP STEERING COMMITTEE

- ✓ Dr. Scott Thayer
- ✓ Dr. Dina Humble
- ✓ Dr. Olivia Rosas
- ✓ Tenille Norris
- ✓ Dr. Joanna Oxendine
- ✓ John Feist
- ✓ Marco Cota
- ✓ Ed Gomez
- ✓ Dr. Celia Huston
- ✓ Dr. Ray Carlos
- ✓ Kay Dee Yarbrough
- ✓ Dr. Stephanie Lewis
- ✓ Ana Bojorquez
- ✓ Mary Valdemar
- ✓ Jamie Herrera
- ✓ Tatiana Vasquez
- ✓ Ernest Guillen
- ✓ Aldo Sifuentes

- ✓ Rania Hamdy
- ✓ Davena Burns-Peters
- ✓ Mary Copeland
- ✓ Melita Caldwell-Betties
- ✓ Bethany Tasaka
- ✓ Anthony Castro
- ✓ Rocio Delgado
- ✓ Byron Williams
- ✓ Girija Raghavan
- ✓ Shyla Cobbett
- ✓ Gina Garcia, student
- ✓ Madalin Hak, student
- ✓ Dylan Tucker, student

San Bernardino
Valley College

COLLEGE & COMMUNITY INPUT

- A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at SBVC.
  - ✓ Employees
  - ✓ Students
  - ✓ Program Advisory Committees/Employers
- 5 External Listening Sessions
  - ✓ SBVC Foundation
  - ✓ Workforce Development Center
  - ✓ Sheriff Department
  - ✓ Adult Education
  - ✓ Colleges/Universities
- 12 Internal Listening Sessions
  - ✓ Academic Senate
  - ✓ All Campus Meetings
  - ✓ EMPC Meetings
  - ✓ Student Classes
  - ✓ President's Cabinet

San Bernardino
Valley College

EMP Strategic Directions & Supporting Actions

Fall 2022

- The EMPC met in two four-hour sessions to identify those high-priority Strategic Directions for the college;
- Eight Strategic Directions were identified to lead the college over the next five years;
- Supporting Actions for each of the eight Strategic Directions were also identified;
- Ongoing review and refinement of the full set of EMP Strategic Directions and Supporting Actions was conducted by the EMPC.

San Bernardino
Valley College

1. **Create a College-Going Culture Through Intentional Community Outreach and Clear Communications of Pathways**
2. **Innovate Curriculum and Course Offerings to Support Student Equity and Completion**
3. **Expand and Align Support Services and Resources in Conjunction with Student Pathways**
4. **Create relationships with Black and African American Community**
5. **Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals**
6. **Create and Sustain Sense of Belonging for All College and Community Stakeholders**
7. **Connect Students to Regional and Community Opportunities**
8. **Ensure Sustainability through Fiscal Accountability**

San Bernardino
Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #1

Create a College-Going Culture Through Intentional Community Outreach and Clear Communications of Pathways

Supporting Actions

- Understand and address low high school completion rates in our service area through community and parent education (what are the rates?)
- Develop an introduction to pathways in elementary schools by partnering with K-12 school districts in our service area
- Highlight the benefits of attending a community college and transferring to a 4-year institution
- Develop a robust community education program in order to publicize and offer life-long learning courses
- Partner with middle and high school teachers to create a visiting faculty program whereby SBVC faculty teach pertinent lessons in 8-12 classrooms
- Expand dual and concurrent enrollment options at service area high schools
- Provide pre-enrollment guidance programs and services for K-12 and adult education
- Create targeted outreach campaigns that consider specific audiences and demographics, including the specific needs of younger generations
- Partner with K-12 schools and districts to build intentional K-14 pathways

San Bernardino
Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #2

Innovate Curriculum and Course Offerings to Support Student Equity and Completion

Supporting Actions

- Work with the curriculum committee to expand their current process to decolonize curriculum across disciplines
- Continue to implement culturally responsive pedagogies
- Create or adjust courses that keep students in college; utilize student-centered scheduling processes and services
- Utilize scheduling technology to avoid class conflict
- Extend the duration of summer session
- Modify the academic calendar to be student-centered
- Offer greater access to technology and training for students and employees
- Advertise and offer credit for prior learning
- Development of a winter intersession to assist in degree completion
- Establish re-entry programs for adults, traditional age, Adult Ed, CTE, Workforce training
- Implement Guided Pathways for students, along with support services
- Initiate culturally responsive strategic enrollment management
- Decolonize schedules (student services and course offerings)

San Bernardino
Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #3

Expand and Align Support Services and Resources in Conjunction with Student Pathways

Supporting Actions

- Implement online counseling for high school students via Cranium Café extension
- Implement virtual or more efficient communication systems in order to update students
- Encourage ongoing conversations between students and counselors to ensure students stay on track with changing goals
- Extend remote access to Adobe for all students
- Promote support programs, such as Puente, STEM, etc. through Cranium Café's common app, which allows students to apply to all programs for which they qualify
- Create a student-centered website
- Communicate effectively internally and externally

San Bernardino Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #4

Create relationships with Black and African American Community

Supporting Actions

- Create experiential learning opportunities (DEIA-related)
- Engage the community through outreach to black-owned businesses, religious organizations, and other partnerships
- Develop specific cultural events year-round (beyond Black History Month) to bring the community to campus beyond Black History month (i.e., musical performances, theatre productions, art shows)
- Ensure the campus is accessible and available to the community by promoting opportunities to schedule tours, book event space, and engage in other activities
- Develop a mentor program for current and prospective students and organize a group of stakeholders to serve in this capacity
- Engage Black male students in K-8 with targeted events that bring them on campus for enrichment activities and family nights

San Bernardino Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #5

Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals

Supporting Actions

- Gather data from current male students to understand how we can better meet their needs to address the decline in male enrollment
- Gather information from our students on their lived experiences
- Codify ongoing student involvement in all student-facing information-seeking practices (e.g., surveys, focus groups)
- Develop an ongoing and transparent survey schedule that welcomes stakeholder input
- Gather data from current female students to understand how we can better meet their needs and how we can be intentional in providing support
- Analyze current data, including the Healthy Minds Survey, to understand our students' mental health and wellness needs.
- Through data analyses, identify successful categorical programs and expand them

San Bernardino Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #6

Create and Sustain Sense of Belonging for All College and Community Stakeholders

Supporting Actions

- Increase visual representations of the rich and diverse community, student population and local history via murals, banners, etc.
- Provide professional development for faculty on creating a classroom community
- Create and refine learning spaces in order to establish departmental and programmatic community
- Provide seating for all bodies in all campus spaces
- Create and maintain inclusive and welcoming spaces for students and employees
- Offer "warm hugs" by way of welcoming employees and an aesthetically pleasing environment throughout the campus
- Create a Parent and Family Center to allow for increased support
- Create a Multi-Cultural Center that represents our diverse student groups
- Promote study abroad offerings as an opportunity for students to explore other cultures around the world

San Bernardino Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #7

Connect Students to Regional and Community Opportunities

Supporting Actions

- Create Labor Centers for Apprenticeships
- Offer community courses in parenting within the community at various centers, elementary schools, etc.
- Create a designated space for community engagement
- Increase community Internship programs
- Advertise high-demand degrees and certificates
- Increase industry internships for students and develop entrepreneurship programs
- Collaborate with District on contract education
- Examine emergent needs
- Partner with corporations for degrees and certificates
- Increase paid internships and apprenticeships

San Bernardino Valley College

EMP Strategic Directions and Supporting Actions

Strategic Direction #8

Ensure Sustainability through Fiscal Accountability

Supporting Actions

- Ensure resources are available for new and emerging needs through the college's established budget processes
- Establish a Business Process Review (BPR) to improve students' registration and onboarding experience
- Explore partnerships with external eateries and vendors to establish an on-campus presence to provide multiple dining options for students and employees
- Evaluate and improve resource prioritization processes
- Continue to improve and refine program review processes to support programs
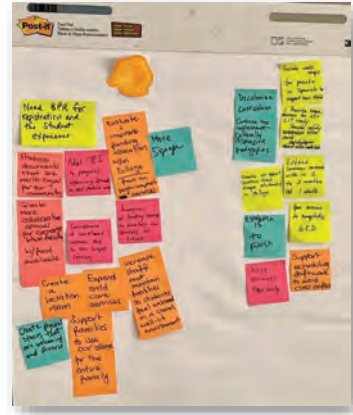- Maintain appropriate staffing levels to support student success

San Bernardino Valley College

Educational Master Plan
Work Sessions

October 5, 2022

October 6, 2022

San Bernardino
Valley College

Thank you.

San Bernardino
Valley College

XII. EDUCATIONAL MASTER PLANS UPDATE

Board Retreat
Educational Master Plan
Update

Board Retreat

Educational Master Plan
Update

Agenda

- EMPC member acknowledgements
- Purpose of an EMP
- Brief review of CHC EMP development process
- Draft of strategic directions & supporting actions
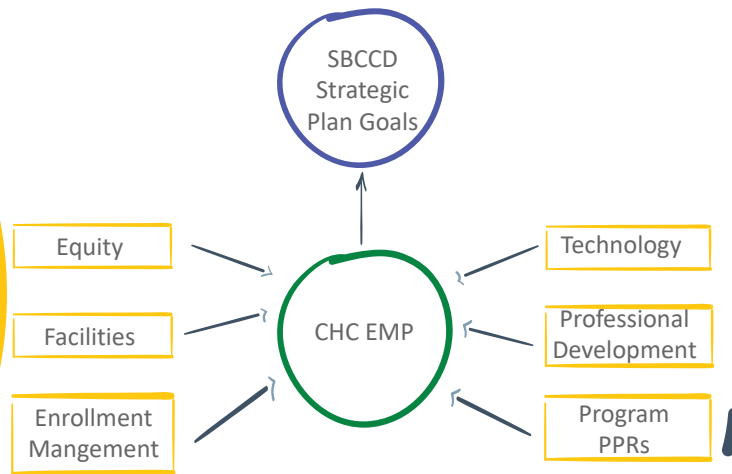

EMPC Members (Fall 2022)

Classified	Faculty	Management	Students	Committee Support
Kevin Palkki	Brandi Bailes	Kevin Horan (Chair)	Sean Ceballos	Ola Sabawi
Diana Vaichis	TL Brink	Michelle Riggs		Cyndie St. Jean
[Vacancy 1]	Ruth Greyraven	Delmy Spencer		
[Vacancy 2]	Paul Jacques	Gio Sosa		
	Scott Rippy	Mike Strong		
		Dan Word		
		Keith Wurtz		

What is the purpose of an educational master plan?

- Roadmap for how the college will actualize its mission and vision
- Two chief components:
  - Strategic Directions (SD)
    - Broad-based long-term goals that guide the work of the college
  - Supporting Actions (SA)
    - Concrete, measurable objectives that are used to assess the progress towards achieving a given strategic direction; encompassing of activities that could be pursued by many programs
  - Example
    - SD: Increase Student Enrollment
      - SA: Improve and streamline the application and registration process

What is the purpose of an educational master plan?

SBCCD Strategic Plan Goals

Equity

Facilities

Enrollment Mangement

CHC EMP

Technology

Professional Development

Program PPRs

Brief Review of the CHC EMP Process

CRAFTON HILLS

Listening Sessions

Sampling of Internal and External Listening Sessions	
Internal Groups	**External Groups**
All senates	CHC Foundation Board
EOPS, SAS, Counseling, Transfer, Tutoring, Library	Chambers of Commerce (Redlands & Yucaipa)
Enrollment Strategies Committee	Adult School & University Partners

- Internal and external listening sessions
  - What does CHC do well?
  - What can CHC do better?

CRAFTON HILLS

Listening Session (Cont'd)

Sampling of Internal and External Listening Sessions	
Internal Groups	**External Groups**
All senates	CHC Foundation Board
EOPS, SAS, Counseling, Transfer, Tutoring, Library	Chambers of Commerce (Redlands & Yucaipa)
Enrollment Strategies Committee	Adult School & University Partners

- Examples of general themes
  - Student access, marketing, outreach
  - Enrollment growth and planning
  - Student support services
  - Diversity, equity, and inclusion
  - Program design and delivery
  - Community partnerships

CRAFTON HILLS

EMPC Sensemaking

- Review of the 2017 EMP's strategic directions and supporting actions
- Identification of activities consistent with evidence (e.g., threats and opportunities)

CRAFTON HILLS

EMPC Sensemaking (Cont'd)

- Detailed review of over 200 activities to identify tentative clusters and groupings => strategic directions and supporting actions

Open Forum (12/22)

- Approximately 30 attendees
- Overview of EMP process
- Facilitated breakout sessions focused on garnering feedback concerning tentative SDs and SAs
- Informed EMPC's revisions to SDs and SAs

Draft of Strategic Directions & Supporting Actions

1: Increase Student Enrollment

2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, and Anti-Racism

3: Increase Student Success & Equity

4: Develop a Campus Culture that Engages Students, Employees, and the Broader Community

5: Foster and Support Inquiry, Accountability, and Campus Sustainability

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Strategic Direction 1: Increase Student Enrollment

Supporting Actions
1: Develop and implement strategies to increase dual enrollment
2: Find and remove internal and external barriers to student enrollment
3: Focus outreach on disproportionately impacted student groups and special populations
4: Improve and streamline the application and registration process
5: Develop, evaluate, and implement CTE programs that meet regional workforce needs
6: Plan and implement intentional outreach/marketing strategies for students, parents, and the community
7: Be flexible in scheduling courses over varied days, times, and modalities

---

Strategic Direction 2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, and Anti-Racism

Supporting Actions
1: Strengthen communication of shared governance projects and committee work
2: Promote and implement best practices that enhance inclusivity, equity, engagement, and well-being

Strategic Direction 3: Increase Student Success & Equity

Supporting Actions
1: Achieve equity in student success, completion, and enrollment through closing equity gaps for disproportionately impacted groups
2: Enhance programs and services for disproportionately impacted groups and special populations
3: Promote and expand access to resources available to students (e.g., tech devices, food pantry, free textbooks (OER), financial aid, mental health services, etc.)
4: Improve communication with students (e.g., enhance CHC website, Canvas/Pronto SMS)

Strategic Direction 4: Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Supporting Actions
1: Enhance and encourage collaboration between CHC, SBVC, and DSO
2: Explore and develop cultural programs of engagement that support the equity plan
3: Increase, maintain, and promote linger and learn spaces
4: Strengthen and promote partnerships with the community
5: Improve campus facilities by removing barriers to physical access, improving signage and directions

Strategic Direction 5: Foster and Support Inquiry, Accountability, and Campus Sustainability

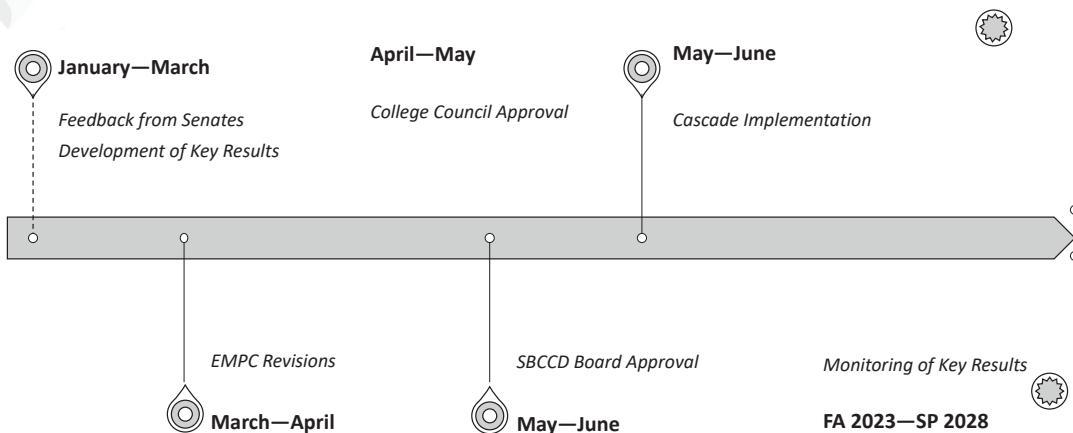| Supporting Actions |
| --- |
| 1: Define and enhance budgetary guidelines and processes |
| 2: Evaluate and modify the Resource Allocation Model (RAM) |
| 3: Expand implementation of efficient and sustainable services and practices |
| 4: Develop alternate revenue streams |
| 5: Promote a culture of evidence and inquiry-based decision making |

Thank you for your time!

EDUCATIONAL MASTER PLANS

Next Steps

January—March

Feedback from Senates
Development of Key Results

April—May

College Council Approval

May—June

Cascade Implementation

EMPC Revisions
March—April

SBCCD Board Approval
May—June

Monitoring of Key Results
FA 2023—SP 2028

• Cascade Implementation

XIII. LEGISLATION UPDATE (3:45 PM)

![SAN BERNARDINO COMMUNITY COLLEGE DISTRICT]
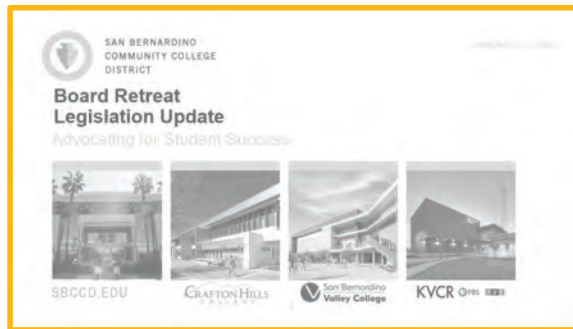
JANUARY 23, 2023

**Board Retreat
Legislation Update**

Advocating for Student Success
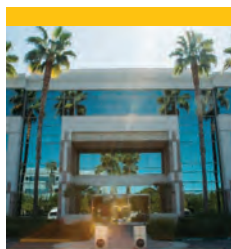
SBCCD.EDU · CRAFTON HILLS COLLEGE · San Bernardino Valley College · KVCR PBS npr
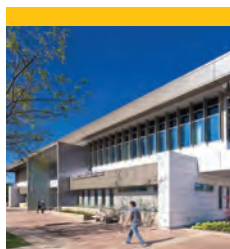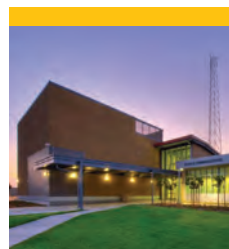
2022 Advocacy Highlights

SBCCD Won $1.7 Million College Corps Grant

Community Service = Financial Aid for Local Students.
Chancellor Diana Rodriguez met with California's Chief Service Officer, Josh Friday, and opened up the opportunity for 100 SBCCD students to serve in the community and earn $10,000. College Corps at SBCCD launched in 2022.

SBCCD Hosted U.S. Energy Secretary Granholm

$1.5 Million for Clean Energy/EV Tech Training.
We hosted U.S. Energy Secretary Jennifer Granholm and Congressman Pete Aguilar to showcase SBVC's heavy-duty, electric vehicle technology program on September 1, 2022.

SBCCD Hosted Attorney General Bonta

Promoted Student Civic Engagement. We hosted California Attorney General Rob Bonta at KVCR for a student town hall on state and federal issues impacting students. Students from Crafton Hills, SBVC, CSUSB, and UCR had the opportunity to meet AG Bonta in the Inland Empire.

SBCCD Hosted Lt. Gov. Kounalakis

Advocated for KVCR's Educational Mission. We hosted Lt. Governor Eleni Kounalakis at KVCR in June 2022 and conveyed our vision for KVCR'S future. Lt. Gov. Kounalakis met students in the media academy and Trustees.

SBCCD Secured $16 Million to Strengthen KVCR
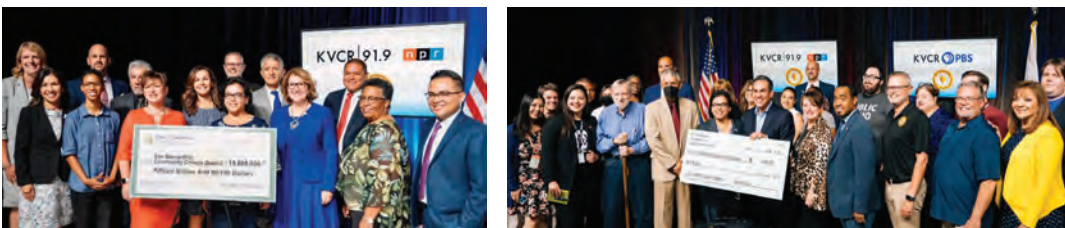
Assembly Majority Leader Reyes and Congressman Pete Aguilar Lead the Way. We hosted check presentations in 2022 to celebrate new funding for KVCR that will ensure more local programming, student training, and PBS/NPR content for the Inland Empire.

SBCCD Builds Bridges with City Hall

Promoting City/College Partnerships. SBCCD Chancellor Diana Rodriguez updated the San Bernardino City Council on SBCCD's workforce training programs, Measure CC projects, and business partnerships in September 2022.

SBCCD Invited to White House Summit in SB

Chancellor Rodriguez Welcomes U.S. Education Secretary Miguel Cardona to San Bernardino. In November 2022, Chancellor Rodriguez thanked the Administration for helping fund Books+ and increasing Pell Grants and food assistance for low-income students.

Looking Ahead

Strengthen Partnerships with SBCCD's Delegation

U.S. Congressman Pete Aguilar
SBVC/DSO Area

U.S. Congressman Jay Obernolte
Crafton Hills Area

State Senator Rosilicie Ochoa Bogh
Crafton Hills Area

Assembly Majority Leader Eloise Gomez Reyes
DSO Area

Assemblymember Sabrina Cervantes
SBCCD Service Area

Assemblymember James Ramos
SBVC Area

Assemblymember Greg Wallis
Crafton Hills Area
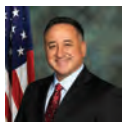
SB County Supervisor Joe Baca, Jr.
SBVC/DSO Area

SB County Supervisor Dawn Rowe
Crafton Hills Area

Continue Regional, State, Federal Collaborations

California Community Colleges

CALIFORNIA STUDENT AID COMMISSION

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

HACU

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

gia GROWING INLAND ACHIEVEMENT

iecf Inland Empire Community Foundation

RCCD RIVERSIDE COMMUNITY COLLEGE DISTRICT

UC RIVERSIDE

Partial List

Focus on SBCCD's Legislative Principles

What is this?
How the SBCCD Board Legislative Committee and Chancellor's Office will evaluate local, state, and federal policy proposals and recommend action to support, oppose, or remain neutral.

- **Eliminate Barriers to Student Access and Success**
- **Increase Public Investment in Community College Students**
- **Improve College Affordability & Basic Needs Support**
- **Support Local Decision-Making**
- **Strengthen State and Federal Partnerships**
- **Promote Civic Engagement**

2023 Advocacy Priorities

Goal 1: Eliminate Barriers to Student Access and Success

- Support the **CCC's 2023-24 systemwide budget request**.
- Support ongoing investments in **affordable student housing**.
- Support strategies and ongoing funding to expand **textbook affordability**.
- Support the **CalFresh Workgroup Report** (16 state/federal policy recommendations).
- Support funding to implement the **Cal Grant Reform Act** to expand and simplify financial aid.
- Support funding to **modernize SBCCD facilities** and instructional equipment.
- Support $15 million in funding to update SBCCD **technology infrastructure**.
- Support $500 million, systemwide, to provide all community college students with **free tuition**.
- Support **FAFSA simplification** and expansion of **Pell Grants**.

2023 SBCCD Advocacy Priorities

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

- Support funding to strengthen **Equal Employment Opportunity** best practices.
- Support equitable federal funding to support **Hispanic-Serving Institutions**.
- Support educational **opportunities for all students**, regardless of immigration status.

2023 SBCCD Advocacy Priorities

Goal 3: Be a Leader and Partner in Addressing Regional Issues

- Support $1.5 million for a new fire truck for the **San Bernardino Emergency Training Center**.
- Support $3 million in **ongoing funding for KVCR** to produce more local content and keep PBS/NPR.
- Support $15 million to build a **student training center** at KVCR.

2023 SBCCD Advocacy Priorities

Goal 4: Ensure Fiscal Accountability/Sustainability

- Support the CCC's budget request of $400 million in ongoing resources to **increase Student Centered Funding Formula rates** and continue to support district operations.

- Support ongoing funding in non-Proposition 98 resources to provide districts with **pension relief**.

Combat Hunger & Housing Insecurity

Addressing Hunger: The CalFresh Model

CSAC CALIFORNIA STUDENT AID COMMISSION

ACCESS TO PROPER NUTRITION EQUALS COLLEGE SUCCESS: MAKING CALFRESH WORK FOR STUDENTS

CalFresh Workgroup Convened by the California Student Aid Commission
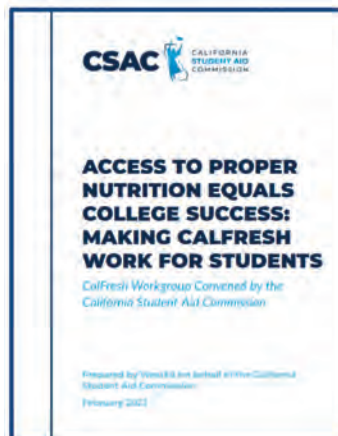
3 million+ Californians enrolled in Post Secondary Education

53% of students reported **Experiencing Food Insecurity**

Students who most often reported increased food expenses

44% University of California (UC)

42% Cal State University (CSU)

59% CA Community Colleges (CCC)
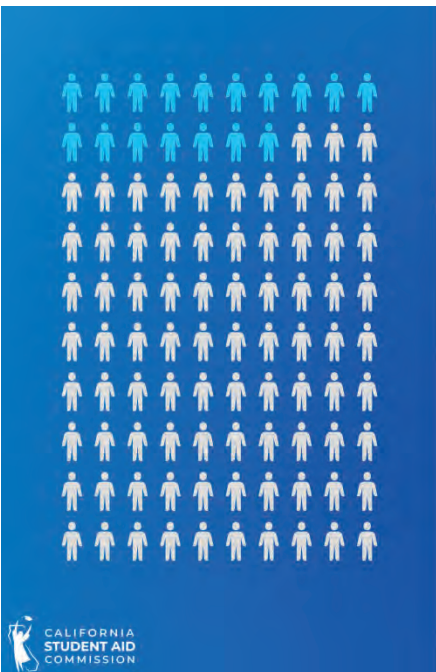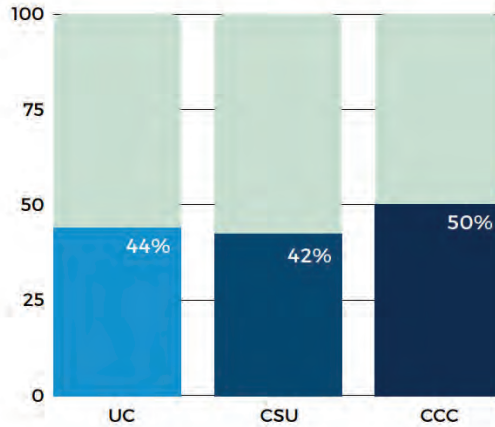

Bar chart:
- UC: 44%
- CSU: 42%
- CCC: 50%

17% of Students Eligible for Cal Fresh **Actually Received Benefits**

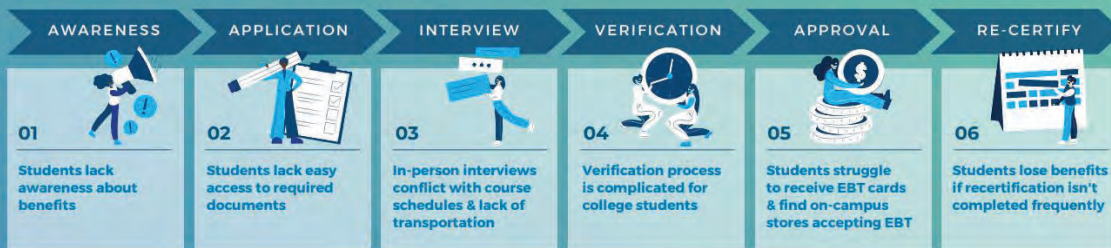Only **127,000 Students Receiving Cal Fresh** out of up to **750,000 Eligible Students**

250,000 K-12 Students receiving **Free or Reduced price-meals** moved to postsecondary

7 in 10 Students lost some or all of their income during the pandemic

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STUDENT EXPERIENCE WITH Cal Fresh (SNAP)

AWARENESS	APPLICATION	INTERVIEW	VERIFICATION	APPROVAL	RE-CERTIFY
01	02	03	04	05	06
Students lack awareness about benefits	Students lack easy access to required documents	In-person interviews conflict with course schedules & lack of transportation	Verification process is complicated for college students	Students struggle to receive EBT cards & find on-campus stores accepting EBT	Students lose benefits if recertification isn't completed frequently

POLICY RECOMMENDATIONS AND SOLUTIONS

College student centers offer Cal Fresh information	Statewide student portal for short apps (10 min to complete)	County offices schedule interviews within 30 days	Students provide residency within county jurisdiction	Colleges require on-campus food venues to accept EBT cards	Eliminate 6 month eligibility status check
Counties place Cal Fresh eligibility workers on-campus	Local county student portal for long apps (45 min to complete)	Issue COVID Waiver of Interview for students with completed documents	Students provide proof of income for prior 30 day period	Students access EBT cards and PINs online	Students recertified through information from their FAFSA or CADAA

State Policy

POLICY RECOMMENDATIONS

Establish pilot regional hub for students to apply for and be approved for CalFresh benefits

Establish pilot food support program for undocumented students

Use FAFSA date to pre-populate the CalFresh application

Enhance data sharing with California Department of Education to identify all K-12 students on free & reduced-price meal program

CALIFORNIA STUDENT AID COMMISSION

Federal Policy

POLICY RECOMMENDATIONS

Eliminate permanently the federal Student Eligibility Rule

Eliminate interview requirement for students

Verify SNAP recertification for students through the annual FAFSA submission, thereby eliminating 6-month eligibility status check

Provide presumptive eligibility for students who are $0 EFD eligible, participants of the FRPM, or from a family or household with SNAP benefits.

CALIFORNIA STUDENT AID COMMISSION

What's Next:

CCLC Annual Legislative Conference

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

Monday, January 30 (Subject to Change)

- 11:00 a.m.to 11:30 a.m. – Meeting with Assemblymember Greg Wallis
- 2:30 p.m. to 3:00 p.m. – Meeting with Assembly Majority Leader Eloise Gomez Reyes
- 2:30 p.m. to 3:00 p.m. – Meeting with Assemblymember James Ramos *(Concurrent)*
- 3:00 p.m. to 3:30 p.m. – Meeting with Senator Rosilicie Ochoa Bogh
- *Pending: Assemblymember Sabrina Cervantes*

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What's Next:

Association of Community College Trustees Legislative Summit

February 6, February 7, and February 8

Meeting Requests (Pending)

- Congressman Pete Aguilar
- U.S. Senator Alex Padilla's Education Policy Aide
- HACU's Senior Vice President for Policy and Government Relations, Dr. Lena Rodriguez

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What's Next:

SBCCD Trustees Study Session

City of San Bernardino California

San Bernardino Public Investment Playbook

Thursday, February 23, from 4 p.m. to 6 p.m.

San Bernardino Investment Playbook

Transformative investments to catalyze sustainable and equitable economic growth

Learn More:

https://www.sbinvestmentplaybook.com/

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JANUARY 2023

Comments? Questions?

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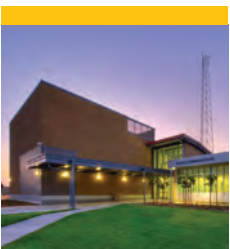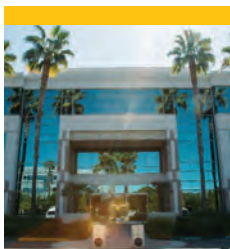
XIV. RECAP OF THE DAY/PREP FOR TUESDAY (4:30 PM)

XV. ADJOURN

The next meeting of the Board: 2-Day Board Retreat
January 24, 2023 at 8:00 AM
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200, San Bernardino, CA